



NURS11162 *Inclusive Practice for Nursing*

Term 3 - 2020

Profile information current as at 01/05/2024 12:45 pm

All details in this unit profile for NURS11162 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit enables you to explore concepts of social inclusion, exclusion, and equitable access in relation to health care practices and to identify strategies which promote inclusivity. You will be introduced to historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples and vulnerable, disadvantaged and stigmatised population groups.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites (NURS11157 Lifespan Approach to Health and Well-Being or NURS11153 Health and Behaviour) and (NURS11158 Evidence Informed Nursing Practice or NHLT12001 Evidence Informed Practice)

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2020

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation of unit through Moodle

Feedback

The lectures were hard to stay focused on due to the same level of tone and speed throughout the whole recording. One week's lectures (7 or 8) was from 2018 and they gave information about a particular disability support service that "isn't available until next year, it doesn't come out until 2019" which was disappointing

Recommendation

Some of the lectures were re-recorded this year to update content. It was not possible to re-do this every week. This unit will not run in the new Bachelor of Nursing in 2021.

Feedback from Student evaluation of unit through Moodle

Feedback

Assessment feedback was not returned in a timely manner, and everyone got their marks at different times regardless of student received extensions or handed them in on time.

Recommendation

Grades were returned within the 2 week return period despite staff illness. This unit will not run in the new Bachelor of Nursing in 2021.

Feedback from Student evaluation of unit through Moodle

Feedback

The open communication between the lecturers and students was great, and the lecturers were very approachable as they treated the students as equals. The lecturers were very involved which was great to see. Lots of great info supplied and the ALC perspective was very helpful.

Recommendation

This unit will not run in the new Bachelor of Nursing in 2021.

Feedback from Student evaluation of unit through Moodle

Feedback

This unit has been very enjoyable and interesting, I love the lectures and how much information, detail and help is provided to allow us to have the best learning experience. The feedback and resources has helped me very much, which definitely has benefitted my learning. Thank you for all you've done in these tough times.

Recommendation

This unit will not run in the new Bachelor of Nursing in 2021.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Examine concepts of equity and diversity in relation to inclusive practice
2. Identify strategies that promote inclusion in health care practice
3. Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups
4. Discuss historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Portfolio - 50%	•	•	•	•
2 - Written Assessment - 50%	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 50%	•	•	•	•			•	•		
2 - Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

NURS11162

Supplementary

Inclusive practice for health professionals

(2015)

Authors: Davis, J., Birks, M., & Chapman, Y.

Oxford University Press

South Melbourne , Victoria , Australia

ISBN: 9780195593952

Binding: Paperback

NURS11162

Supplementary

Yatdjuligin: Aboriginal and Torres Strait Islander nursing and midwifery care

2nd edition (2018) (2018)

Authors: Best, O., & Fredericks, B.

Cambridge University Press

Port Melbourne , Victoria , Australia

ISBN: 1316642178

Binding: Paperback

Additional Textbook Information

Yatdjuligin is a 'keeper' and will be a useful resource throughout your studies.

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

[View textbooks at the CQUniversity Bookshop](#)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Danielle Le Lagadec Unit Coordinator

d.lelagadec@cqu.edu.au

Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Personal, Cultural and Professional Values

In this first module, you will be asked to reflect on your own values stemming from your upbringing and how this may impact on your perceptions of other people from a different cultural background.

[Week 1 Formative quiz](#)

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Culturally responsive care	This week, we introduce you to the concept of <i>Cultural Safety</i> . In order to understand the meaning of cultural safety, you will first need to know the meaning of ethnocentrism and its relationship to racism, white privilege, discrimination and prejudice.	Week 2 Formative quiz

Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Equity in Health Care	Australian people value good health and longevity, and therefore have high expectations that governments will deliver quality health care services. However, in Australia, access to healthcare is not the same for everyone. The situational, psychological and social determinants of health lead to inequitable access to health care for many Australians.	Week 3 Formative Quiz

Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Australia's First Nations peoples' history, culture and health	This module seeks to explore the historical influences and sociological rather than biomedical explanations of ill-health for Aboriginal and Torres Strait Islander people. We will look at how engagement in policies is helping towards closing the gap in a number of health targets.	Week 4 Formative Quiz

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Multiculturalism and Health

In this module, we focus our discussions on the healthcare needs of overseas-born people arriving through both planned and forced migration. We also examine cultural health practices and beliefs and how these might influence an individual's preferences in health care.

[Week 5 Formative Quiz](#)

Written Assessment - Portfolio

Due: Week 5 Wednesday (16 Dec 2020) 5:00 pm AEST

Week 6 - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Equity and Diversity in the Workplace	Australia is known as a multicultural nation and this is also reflected in the workplace. In this module, we explore what it means to work in a diverse workplace. You will be asked to recognise and value our differences in a variety of dimensions.	Week 6 Formative Quiz

Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 7 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Disability Groups	In this module, you will be asked to step outside your own world and explore the meaning of what it is like to be a person with a disability.	Week 7 Formative Quiz

Week 8 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Intellectual disability	People with intellectual disability are a diverse group with complex health care needs, and are known to have poorer health outcomes than the general population. This week we look at ways to improve health outcomes for this vulnerable population group.	Week 8 Formative Quiz

Week 9 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Marginalised and stigmatised groups in society	This week we look at a number of sub-groups within the community who face a number of barriers, both individual and systemic when accessing healthcare services.	Week 9 Formative Quiz

Week 10 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Health Literacy

This week we look at health literacy and how it impacts on an individual's well-being. We'll look at the risks associated with poor health literacy and our role, as health professionals, in educating our patients.

[Week 10 Formative Quiz](#)

Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health Policy & Reform: Towards an Inclusive Practice	In this final module, you will be asked to examine historical and contemporary health policy and the role of reform in meeting the equitable health needs of all Australians.	Week 11 Formative Quiz

Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review key issues of Inclusive Practice for Nursing	This summary module will review key issues of inclusive practice for nursing.	Written Assessment - Essay Due: Week 12 Tuesday (9 Feb 2021) 5:00 pm AEST

Exam Week - 15 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Term Specific Information

In order to pass this unit, both assessment items must be submitted for grading and the minimum pass mark achieved.

Assessment Tasks

1 Written Assessment - Portfolio

Assessment Type

Portfolio

Task Description

NURS11162

Inclusive Practice for Nursing

Assessment 1 - Portfolio

Type: Written assessment

Due date: 5 pm (AEST) Wednesday 16th December 2020 (Week 5)

Weighting: 50%

Length: 1 500 (\pm 10%)

Unit Coordinator: Danielle Le Lagadec

Learning Outcomes Assessed

Examine concepts of equity and diversity in relation to inclusive practice.

Identify strategies that promote inclusion in health care practice.

Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups.

Discuss historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples.

Aim

The aim of your assessment is to write a portfolio entry about *culturally responsive and equitable health care* in the Australian context. The purpose of your portfolio is to make connections between the unit material and real-life application in the delivery of healthcare. To meet this aim, you are to engage with the weekly unit material and tutorials from Modules 1 to 5. The resources offered during these weeks will support your response to this assessment task.

Instructions

Please follow the steps below to complete your assessment task:

Provide a response of approximately 500 words for each of the three tasks below.

Each response should demonstrate your understanding of the key issues and concepts of the topic supported by current literature.

You are to include the Australian nursing profession's codes and standards in your response. You must also read beyond the set readings to develop a deeper understanding of the topic areas.

Task 1: (approx. 500 words). Discuss the concept of culturally responsive healthcare according to the Ramsden's cultural safety model (Ramsden, 2002).

Explain in your discussion the three levels (steps) of the model and how nurses utilise the model to achieve the delivery of culturally safe health care to diverse patients.

Task 2: (approx. 500 words). Discuss the challenges in accessing equitable health care for Aboriginal and Torres Strait Islander people in Australia. Include in your response:

How can healthcare worker ensure culturally and spiritually safe care of Aboriginal and Torres Strait Islander people? Support your argument with two principles from the Code of Conduct for Nurses (NMBA, 2018) that apply to culturally safe care.

Task 3: (approx. 500 words). Discuss the following social determinants of health and how they influence access to healthcare and wellbeing:

Social exclusion

Unemployment

To successfully complete the requirements of this assessment, students will need to actively engage with the resources offered by Academic Learning Centre (ALC) available in the ALS companion Moodle site associated with NURS11162, including weekly tutorial sessions.

Literature and references

In this assessment, use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the

Australian College of Nursing. You must correctly reference your portfolio using [APA referencing style \(7th ed.\)](#).

Requirements

Use a conventional and legible size such as 12 font Times New Roman, or Arial 11 font, with double spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

Include a title page with student name, student number, unit code, unit name, term date and year, name of the unit coordinators, the due date for submission, and actual word count.

All statements that are not your original thoughts must be referenced.

Do not include an introduction or conclusion.

Include headings for each task. Do not include dot points or numbered lists.

Include a reference list at the end of your portfolio on a separate page.

Include page numbers on each page in a footer.

Write in the third-person perspective.

Use formal academic language.

Use the seventh edition American Psychological Association (APA) referencing style. The

CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

The word count is considered from the first word of task 1 to the last word of task 3. The word count excludes the reference list but includes in-text references and direct quotations.

Submit your assessment task via Turnitin by the due date.

Resources

You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

We recommend that you access your discipline-specific [library guide: the Nursing Resource Guide](#).

For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.

Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

References

Nursing and Midwifery Board of Australia. (2018). *Code of conduct for nurses*.

<https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards.aspx>

Ramsden, I.M. (2002). *Cultural safety and nursing education in Aotearoa and Te Waipounamu* [Unpublished doctoral dissertation]. Victoria University of Wellington, New Zealand.

Assessment Due Date

Week 5 Wednesday (16 Dec 2020) 5:00 pm AEST

Return Date to Students

Week 7 Friday (8 Jan 2021)

Students will receive feedback in sufficient time to incorporate feedback into response to Assessment 2.

Weighting

50%

Assessment Criteria

Your assessment will be evaluated on the following criteria:

The assessment criteria and associated performance standards for Assessment Item 1 are available below. These assessment criteria/rubrics will be used to evaluate your assessment. You must refer to the assessment criteria/rubrics when preparing your assessment.

- Structure and design (10%)
- Approach and argument (75%)
- Referencing (15%)

ASSESSMENT CRITERIA -NURS11162 Assessment 1 Marking criteria (50%) 2020 Term 3

	High Distinction 85 - 100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail < 50%	Fail (content absent) 0%
Structure and design (10%)	Excellent presentation of the assessment with the inclusion of all correct components, well-structured, double line spaced, appropriate font and page numbers included. Title page included correct components. Headings correctly formatted. Adheres to the prescribed word count. Consistently accurate with spelling, grammar, and paragraph structure. Organisation and structure clear and easy to follow. 10 - 8.5	Well-presented assessment with the inclusion of all correct components, well-structured, double line spaced, appropriate font and page numbers included. Title page included correct components. Headings included with 1 formatting error. Adheres to the prescribed word count. Minimal (1-2) critical errors in spelling, grammar, or paragraph structure. Organisation and structure clear and relatively easy to follow. 8.4 - 7.5	Good presentation of assessment with the inclusion of all correct components well-structured, double line spaced, appropriate font and page numbers included. Title page included with some omissions. Headings included with 2 formatting errors. Adheres to the prescribed word count. Few (3-4) critical errors with spelling, grammar, or paragraph structure. Organisation and structure appropriate and can be followed. 7.4 - 6.5	Adequate assessment presentation double line spaced with appropriate font. Title page included with more than 2 formatting errors. Headings included with more than 2 formatting errors. Adheres to the prescribed word count. Several (5-6) critical errors with spelling, grammar, or paragraph structure. Organisation and structure apparent, although not easy to follow. 6.4 - 5	Poorly presented where one or more of the following problems are present: Double spacing not used; inappropriate font used. No page numbers included. Headings not included. Deviates significantly from prescribed word count (>10% over or under word count). Many (>6) errors with spelling, grammar, or paragraph structure; organisation and structure lacks clarity and is difficult to follow. < 5	N.A.

Task 1						
Approach and argument (75%)	Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of the Ramsden's cultural safety model and its application in delivering culturally safe health care. 25 - 21.1	Content provides a strong and appropriate discussion that demonstrates a good understanding of the Ramsden's cultural safety model and its application in delivering culturally safe health care. 21 - 18.6	Content provides an adequate discussion that that demonstrates a solid understanding of the Ramsden's cultural safety model and its application in delivering culturally safe health care. 18.5 - 16.1	Content provides some relevant discussion that demonstrates a fair understanding of the Ramsden's cultural safety model and its application in delivering culturally safe health care. 16 - 12.4	Content provides an inadequate or inappropriate discussion that demonstrates a poor understanding of the Ramsden's cultural safety model and its application in delivering culturally safe health care. < 12.4	Task 1 not addressed 0
	Task 2					
	Content provides a comprehensive and critical discussion demonstrating an extensive understanding of the challenges faced by First Nation People in accessing health care and the roles of the healthcare worker in ensuring culturally safe care. Two principles from the Code of Conduct for Nurses (NMBA, 2018) well incorporated in the discussion. 25 - 21.1	Content provides a strong and appropriate discussion that demonstrates a good understanding of the challenges faced by First Nation People in accessing health care and the roles of the healthcare worker in ensuring culturally safe care. Two principles from the Code of Conduct for Nurses (NMBA, 2018) well incorporated in the discussion. 21 - 18.6	Content provides an adequate discussion that that demonstrates a solid understanding of the challenges faced by First Nation People in accessing health care and the roles of the healthcare worker in ensuring culturally safe care. Two principles from the Code of Conduct for Nurses (NMBA, 2018) well incorporated in the discussion. 18.5 - 16.1	Content provides some relevant discussion that demonstrates a fair understanding of the challenges faced by First Nation People in accessing health care and the roles of the healthcare worker in ensuring culturally safe care. One or two principles from the Code of Conduct for Nurses (NMBA, 2018) incorporated in the discussion. 16 - 12.4	Content provides an inadequate or inappropriate discussion that demonstrates a poor understanding of the challenges faced by First Nation People in accessing health care and the roles of the healthcare worker in ensuring culturally safe care. The principles from the Code of Conduct for Nurses (NMBA, 2018) are not incorporated in the discussion. < 12.4	Task 2 not addressed 0
Task 3						
Referencing (15%)	Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of the influence of social exclusion and unemployment in access to healthcare and wellbeing. 25 - 21.1	Content provides a strong and appropriate discussion that demonstrates a good understanding of the influence of social exclusion and unemployment in access to healthcare and wellbeing. 21 - 18.6	Content provides an adequate discussion that that demonstrates a solid understanding of the influence of social exclusion and unemployment in access to healthcare and wellbeing. 18.5 - 16.1	Content provides some relevant discussion that demonstrates a fair understanding of the influence of social exclusion and unemployment in access to healthcare and wellbeing. 16 - 12.4	Content provides an inadequate or inappropriate discussion that demonstrates a poor understanding of the influence of social exclusion and unemployment in access to healthcare and wellbeing. < 12.4	Task 3 not addressed 0
	Consistently integrates references to support and reflect all ideas, factual and statistical information and quotations. Consistently accurate with in-text referencing. 5 - 4.3	Generally, integrates references to support and reflect ideas, factual and statistical information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified. 4.2 - 3.8	Frequently integrates references to support and reflect ideas, factual and statistical information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified 3.7 - 3.3	Occasionally integrates references to support and reflect ideas, factual and statistical information and quotations, with 5 or 6 exceptions. 5-6 consistent in-text referencing errors identified. 3.2 - 2.5	Refers to or infrequent attempts (>6 errors) to integrate references to support and reflect ideas, factual and statistical information and quotations. Referencing is not consistent with APA style. More than 6 inaccuracies with in-text referencing. < 2.5	No in-text references provided 0
	A minimum of 10 up-to-date references used, including 5 journal articles as well as relevant books and websites. 5 - 4.3	A minimum of 9 up-to-date references used, including 4 journal articles as well as relevant books and websites. 4.2 - 3.8	A minimum of 8 up-to-date references used, including 3 journal articles as well as relevant books and websites. 3.7 - 3.3	A minimum of 7 up-to-date references used, including 2 journal articles as well as relevant books and websites. 3.2 - 2.5	Less than 7 references used. Less than 2 journal articles sourced or articles not peer-reviewed; most references not up to date; or most websites not credible. < 2.5	No references provided 0
The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5 - 4.3	The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 1-2 consistent reference list errors. 4.2 - 3.8	The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3-4 consistent reference list errors. 3.7 - 3.3	The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 5-6 consistent reference list errors. 3.2 - 2.5	The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines APA style. More than 6 consistent reference list errors. < 2.5	No reference list provided 0	

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via NURS11162 Moodle site through Turnitin.

Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
- Identify strategies that promote inclusion in health care practice
- Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups
- Discuss historical and contemporary influences that continue to affect the health outcomes of Aboriginal and Torres Strait Islander peoples.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Written Assessment - Essay

Assessment Type

Written Assessment

Task Description**NURS11162****Inclusive Practice for Nursing****Assessment 2 - Essay**

Type: Written assessment

Due date: 5 pm (AEST) Tuesday 9th February 2021 (Week 12)

Weighting: 50% Length: 1 500 (\pm 10%)

Unit Coordinator: Danielle Le Lagadec

Learning Outcomes Assessed

1. Examine concepts of equity and diversity in relation to inclusive practice.
2. Identify strategies that promote inclusion in health care practice.
3. Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups.

Aim

The aim of your assignment is to write an essay that demonstrates your understanding of the difficulties faced by people from marginalised and stigmatised groups in achieving health literacy

in the Australian community. The assignment should also describe and explore the various governmental strategies in addressing health literacy of marginalised people in the community. To meet this aim, you are to engage with the weekly unit material and tutorials from Modules 6 to 11. The resources offered during these weeks will support your response to this assessment task.

Instructions

Please follow the steps below to complete your assessment task:

1. The task requires you to write a 1 500 word essay about only two types of healthcare consumers. You will need to choose one of the healthcare consumers from Group A and one of the healthcare consumers from Group B:

Group A

- A person with a physical disability confined to a wheelchair
- A person with an intellectual disability
- A person with vision impairment

Group B

- A person who identifies as belonging to the Lesbian Gay Bisexual Transgender and Intersex (LGBTI) group
- A person who is homeless
- A person who is a marginalised illicit drug user

2. To complete the task, you are to address the following criteria for each of your chosen type of health care consumers.

- The effects of social stigma on achieving optimal health literacy and its negative impact on an individual's wellbeing; include barriers and enablers in attaining optimal health literacy.
- Critically describe and explore the various governmental strategies in addressing health literacy for marginalised people in the community.

To successfully complete the requirements of this assessment, students will need to actively engage with the resources offered by Academic Learning Centre (ALC) available in the ALS companion Moodle site associated with NURS11162, including weekly tutorial sessions.

Literature and references

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information,

consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing. You must correctly reference your essay using [APA referencing style \(7th ed.\)](#).

Requirements

- Use a conventional and legible size such as 12 font Times New Roman, or Arial font 11, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include a title page with student name, student number, unit code, unit name, term date and year, name of the unit coordinators, the due date for submission, and actual word count.
- All statements that are not your original thoughts must be referenced.
- Include an introduction and a conclusion.
- Do not include heading in your essay, except for the reference list. Do not include dot points or numbered lists.
- Include a reference list at the end of your essay on a separate page.
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
- Submit your assessment task via Turnitin by the due date.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing Resource Guide](#).
- For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources, including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Submission Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 12 Tuesday (9 Feb 2021) 5:00 pm AEST

Return Date to Students

Exam Week Friday (19 Feb 2021)

Students will received feedback approximately three weeks after the due submission date

Weighting

50%

Assessment Criteria

The assessment criteria and associated performance standards for Assessment Item 2 are available below. These assessment criteria/rubrics will be used to evaluate your assessment. You must refer to the assessment criteria/rubrics when preparing your assessment.

Your assessment will be evaluated on the following criteria:

- Structure and design (10%)
- Approach and argument (80%)
- Referencing (10%)

ASSESSMENT CRITERIA -NURS11162 Assessment 2 Marking criteria (50%) 2020 Term 3

	High Distinction 85 - 100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail < 50%	Fail (content absent) 0%
Structure and design (10%)	Excellent presentation of the assessment with the inclusion of all correct components, well-structured, double line spaced, appropriate font and page numbers included. Title page included correct components. Headings correctly formatted. Adheres to the prescribed word count. 5 - 4.3	Well-presented assessment with the inclusion of all correct components, well-structured, double line spaced, used appropriate font and page numbers included. Title page included with 1-2 formatting error. Adheres to the prescribed word count. 4.2 - 3.8	Good presentation of assessment with the inclusion of all correct components well-structured, double line spaced, used appropriate font and page numbers included. Title page included with 2-3 formatting errors. Adheres to the prescribed word count. 3.7 - 3.3	Adequate assessment presentation double line spaced with appropriate font. Title page included with more than 3 formatting errors. Within 15% the prescribed word count. 3.2 - 2.5	Poorly presented where one or more of the following problems are present: Not double spacing, inappropriate font used. No page numbers included. Deviates significantly from prescribed word count (>15% over or under word count). < 2.5	N.A.
	Consistently accurate with spelling, grammar, and paragraph structure. Organisation and structure clear and easy to follow. 5 - 4.3	Minimal (1-2) critical errors in spelling, grammar, or paragraph structure. Organisation and structure clear and relatively easy to follow. 4.2 - 3.8	Few (3-4) critical errors with spelling, grammar, or paragraph structure. Organisation and structure appropriate and can be followed. 3.7 - 3.3	Several (5-6) critical errors with spelling, grammar, or paragraph structure. Organisation and structure apparent, although not easy to follow. 3.2 - 2.5	Many (>6) errors with spelling, grammar, or paragraph structure; organisation and structure lacks clarity and is difficult to follow. < 2.5	N.A.
Introduction (5%)	Clear and concise introduction, which includes the topics for discussion and outlines the direction of the essay. 5 - 4.3	Clear and appropriate introduction, which includes the topics for discussion and outlines the direction of the essay. 4.2 - 3.8	Appropriate introduction, which includes the topics for discussion and outlines the direction of the essay. 3.7 - 3.3	Introduction is apparent, but the topics for discussion are not clearly introduced. 3.2 - 2.5	No recognisable introduction or the topics for discussion are not introduced. < 2.5	Introduction not included 0

Group A						
Approach and argument (70%)	Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 20 - 17	Content provides a strong and appropriate discussion that demonstrates a very good understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 16.9 - 15	Content provides an adequate discussion that demonstrates a solid understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 14.9 - 13	Content provides some relevant discussion that demonstrates a fair understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 12.9 - 10	Provides insufficient discussion that demonstrates a poor understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. < 10	Task not addressed (0)
	Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. 15 - 12.7	Content provides a strong and appropriate discussion that demonstrates a very good understanding of the impact of: The various governmental strategies in addressing health literacy of marginalised people in the community. 12.6 - 11.2	Content provides an adequate discussion that demonstrates a solid understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. 11.1 - 9.7	Content provides some relevant discussion that demonstrates a fair understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. 9.6 - 7.4	Provides insufficient discussion that demonstrates a poor understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. < 7.4	Task not addressed (0)
Group B						
Conclusion (5%)	Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 20 - 17	Content provides a strong and appropriate discussion that demonstrates a very good understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 16.9 - 15	Content provides an adequate discussion that demonstrates a solid understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 14.9 - 13	Content provides some relevant discussion that demonstrates a fair understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. 12.9 - 10	Provides insufficient discussion that demonstrates a poor understanding of: The effects of social stigma on achieving optimal health literacy and its negative impact on individual's wellbeing, including barriers and enablers in achieving health literacy. < 10	Task not addressed (0)
	Content provides a comprehensive and critical discussion that demonstrates an extensive understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. 15 - 12.7	Content provides a strong and appropriate discussion that demonstrates a very good understanding of the impact of: The various governmental strategies in addressing health literacy of marginalised people in the community. 12.6 - 11.2	Content provides an adequate discussion that demonstrates a solid understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. 11.1 - 9.7	Content provides some relevant discussion that demonstrates a fair understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. 9.6 - 7.4	Provides insufficient discussion that demonstrates a poor understanding of: The various governmental strategies in addressing health literacy of marginalised people in the community. < 7.4	Task 3 not addressed (0)
Referencing (10%)	Clear and concise conclusion that outlines the main points and brings the essay to a logical close. 5 - 4.3	Clear and appropriate conclusion that outlines the main points and brings the essay to a logical close. 4.2 - 3.8	Appropriate conclusion that outlines the main points and brings the essay to a logical close. 3.7 - 3.3	Conclusion apparent; attempts to outline some of the main points and brings some sense of closure. 3.2 - 2.5	No recognisable conclusion or main points discussed not summarised. < 2.5	Conclusion not included 0
	Consistently accurate with in-text referencing to support and reflect all ideas, factual and statistical information, and quotations. 5 - 4.3	1 or 2 consistent in-text referencing errors. References support and reflect ideas, factual and statistical information, and quotations with 1 or 2 exceptions. 4.2 - 3.8	3 or 4 consistent in-text referencing errors. References support and reflect ideas, factual and statistical information, and quotations, with 3 or 4 exceptions. 3.7 - 3.3	More than 4 consistent in-text referencing errors. References support and reflect ideas, factual and statistical information, and quotations, with 5 or 6 exceptions. 3.2 - 2.5	In-text referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect ideas, information, and quotations, with > 6 exceptions. < 2.5	No in-text references provided 0
	A minimum of 10 up-to-date references used, including 6 journal articles as well as relevant books and websites. Reference list adheres to APA style. 5 - 4.3	A minimum of 9 up-to-date references used, including 5 journal articles as well as relevant books and websites. Reference list with 1-2 consistent errors. 4.2 - 3.8	A minimum of 8 up-to-date references used, including 4 journal articles as well as relevant books and websites. Reference list with 3-4 consistent errors. 3.7 - 3.3	A minimum of 7 up-to-date references used, including 3 journal articles as well as relevant books and websites. Reference list with 5-6 consistent errors. 3.2 - 2.5	The required number of 7 references not used, or none are up to date. Journal articles not sourced or not peer-reviewed. Chosen websites not recognised. More than 6 consistent reference list errors. < 2.5	No reference list provided 0

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via NURS11162 Moodle site through Turnitin.

Learning Outcomes Assessed

- Examine concepts of equity and diversity in relation to inclusive practice
- Identify strategies that promote inclusion in health care practice
- Describe social and cultural factors that may affect the health outcomes of vulnerable, disadvantaged or stigmatised population groups

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem