



NURS11168 *Determinants of Health and Primary Health Care Nursing*

Term 2 - 2021

Profile information current as at 23/04/2024 05:16 pm

All details in this unit profile for NURS11168 have been officially approved by CQUniversity 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.

Corrections

Unit Profile Correction added on 05-08-21

To achieve a passing grade for the unit, you are required to pass each assessment piece. If you do not pass the required assessment items, you will have an opportunity to reattempt. If you are required to reattempt you can only achieve a maximum of 50% of the available marks for the reattempted assessment.

General Information

Overview

In this unit, you will be introduced to primary health care as a philosophy, organising framework and way of working with people and communities. You will gain an understanding of the role of the primary health care nurse working in those communities. You will examine the role of primary health care in the Australian health care system and be introduced to social determinants of health. The impact of social determinants and health literacy on health outcomes will be investigated. You will have the opportunity to explain the significance of immunisation for the community and your responsibility as a nursing student in relation to immunisation.

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

There are no requisites for this unit.

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 2 - 2021

- Online
- Rockhampton

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. **Written Assessment**

Weighting: 30%

2. **Case Study**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 30%

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](#).

Unit Learning Outcomes

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

1. Explain the role of the World Health Organisation (WHO) and its influence on primary health care in Australia
2. Discuss the relationship between health inequities, health literacy, and health outcomes
3. Examine the relationship between social determinants of health and health outcomes
4. Provide rationale for immunisation in communities and why vaccination is so important for health care professionals
5. Outline the role of the primary health care nurse within a community.

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice

Engages in therapeutic and professional relationships

Maintains the capability for practice

Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Teaching, supervising and assessing

Research in health

Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

National Safety and Quality Health Service Standards

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Comprehensive care

Communicating for safety

Patient Safety Competency Framework

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

Aged Care Quality Standards

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes



N/A
Level



Introductory
Level



Intermediate
Level



Graduate
Level



Professional
Level



Advanced
Level

Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|------------------------------|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Written Assessment - 30% | | • | • | | |
| 2 - Case Study - 40% | | | • | • | • |
| 3 - Online Quiz(zes) - 30% | • | | | | |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 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 - Written Assessment - 30% | | | • | | | • | | | • | |
| 2 - Case Study - 40% | | | • | | | • | | | • | |
| 3 - Online Quiz(zes) - 30% | | | | • | | | | | • | |

Textbooks and Resources

Textbooks

NURS11168

Prescribed

An Introduction to Community and Primary Health Care

Edition: 3rd (2021)

Authors: Diana Guzys, Rhonda Brown, Elizabeth Halcomb & Dean Whitehead

Cambridge University Press

ISBN: 978-1-108-79783-2

Binding: eBook

Additional Textbook Information

Both paper and eBook versions can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[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

Adeniyi Adeleye Unit Coordinator

a.adeleye@cqu.edu.au

Trish Johnson Unit Coordinator

p.johnson@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

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

Module 1: Introduction and Overview of Primary Health Care Nursing

Week 1 eReading Lists

- Navigate through the unit Moodle site <https://sportal.cqu.edu.au> and CQU Library <https://www.cqu.edu.au/student-life/library>.
- Locate the unit profile, the assessment tasks, unit learning outcomes and the contact details for your unit coordinators.
- Check your Zoom sessions dates and times and introduce yourself on the general discussion forum.
- Undertake Week 1 - Module 1 and its learning activities, access eReading Lists and attend the weekly online Zoom sessions or watch the recorded Zoom sessions.
- Review Assessment 1 - Essay requirements, including the marking criteria sheet.

Week 2 - 19 Jul 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 2: Overview of the Social Determinants of Health

Week 2 eReading Lists

- Open Week 2 tab and review content.
- Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.
- Attend weekly online Zoom tutorials or watch the recorded session.
- Review the learning materials and complete the corresponding weekly activities.
- Review Assessment 1 requirements, including the marking criteria sheet.

Week 3 - 26 Jul 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 3 - Equity and Inequality in Health Care and Principles of Health Literacy

Week 3 eReading Lists

- Open Week 3 tab and review content.
- Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.
- Attend weekly online Zoom tutorials or watch the recorded session.
- Review the learning materials and complete the corresponding weekly activities.
- Commence the first draft of Assessment 1.

Week 4 - 02 Aug 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 4 - Health Promotion and Illness Prevention

Week 4 eReading Lists

- Open Week 4 tab and review content.
- Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.
- Attend weekly online Zoom tutorials or watch the recorded session.
- Review the learning materials and complete the corresponding weekly activities.
- Finalise draft of Assessment 1

Week 5 - 09 Aug 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 5 - Children's Health and Immunisation

Week 5 eReading Lists

- Open Week 5 tab and review content.
- Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.
- Attend weekly online Zoom tutorials or watch the recorded session.
- Review the learning materials and complete the corresponding weekly activities.

Essay Due: Week 5 Tuesday (10 Aug 2021) 11:59 pm AEST

Vacation Week - 16 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| Take a break | Refresh | Get rejuvenated |

Week 6 - 23 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|-----------------------|---|
| Module 6 - Women's Health | Week 6 eReading Lists | <ul style="list-style-type: none">• Open Week 6 tab and review content.• Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.• Attend weekly online Zoom tutorials or watch the recorded session.• Review the learning materials and complete the corresponding weekly activities.• Commence the first draft of Assessment 2 - Case Study |

Week 7 - 30 Aug 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|-----------------------|---|
| Module 7 - Men's Health | Week 7 eReading Lists | <ul style="list-style-type: none">• Open Week 7 tab and review content.• Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.• Attend weekly online Zoom tutorials or watch the recorded session.• Review the learning materials and complete the corresponding weekly activities.• Continue working on the draft of Assessment 2 - Case Study. |

Week 8 - 06 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|-----------------------|---|
| Module 8 - Health and Ageing | Week 8 eReading Lists | <ul style="list-style-type: none">• Open Week 8 tab and review content.• Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.• Attend weekly online Zoom tutorials or watch the recorded session.• Review the learning materials and complete the corresponding weekly activities.• Finalise draft of Assessment 2 - Case Study |

Week 9 - 13 Sep 2021

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

Module 9 - Rural and Remote Health Week 9 eReading Lists

- Open Week 9 tab and review content.
- Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.
- Attend weekly online Zoom tutorials or watch the recorded session.
- Review the learning materials and complete the corresponding weekly activities.

Case Study Due: Week 9 Thursday (16 Sept 2021) 11:59 pm AEST

Week 10 - 20 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|------------------------|--|
| Module 10 - The WHO, the Ottawa Charter and Current Developments | Week 10 eReading Lists | <ul style="list-style-type: none">• Open Week 10 tab and review content.• Attend the weekly lecture or watch the recorded lecture on the unit Moodle site.• Attend weekly online Zoom tutorials or watch the recorded session.• Review the learning materials and complete the corresponding weekly activities.• Commence preparing for Assessment 3 - online quiz |

Week 11 - 27 Sep 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--|---|
| Review week | Review the unit content and the learning outcomes of the unit Assessment 3 - Online Quiz and Review Week Zoom Session | <ul style="list-style-type: none">• Review unit content• Finalise preparation for Assessment 3 - online quiz |

Week 12 - 04 Oct 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|-------------|--|
| Online Quiz | Online quiz | <ul style="list-style-type: none">• The online quiz opens. Please, refer to Assessment 3 instructions. Online closes on 7 October 2021• The Red Button - have your say. <p>End-of-term Online Quiz Due: Week 12 Tuesday (5 Oct 2021) 11:59 pm AEST</p> |

Exam Week - 18 Oct 2021

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

Term Specific Information

Please, use NURS11168@cqu.edu.au in all email correspondence to your unit coordinators.

Assessment Tasks

1 Essay

Assessment Type

Written Assessment

Task Description

Length: 1500 words (+/-10%). The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes citations and direct quotations.

Aim

The aim of this assignment is to present your understanding of the relationship between social determinants of health and health outcomes, and the relationship between health inequities, health literacy and health outcomes for individuals, families, and communities. To meet this aim, you are to engage with the weekly unit materials and tutorials from weeks/modules 1-5. The resources offered during these weeks will support your development of this assessment task.

Background

'Direct to you' – primary health care (PHC) outreach service.

(This is a fictional health service. However, it is based on many similar services).

'Direct to you' offers confidential and non-judgemental health care services to people who use drugs in a potentially harmful way. It is based in Sydney's CBD and other inner suburbs. 'Direct to you' targets a hard-to-reach population who would not usually seek health care from mainstream health services such as GP clinics. While the major group it targets, those who use drugs in potentially harmful ways, this group often have other vulnerabilities, including being homeless, sex workers, part of the LGBTQIA community or living with mental illness. The 'Direct to you' buses park in areas that these groups of people are likely to frequent, set up BBQ and table, and provide barbequed food to anyone who arrives. While people are eating and socialising with others, the health professionals offer support and advice relating to accommodation services, nutrition, social security, child protection and family violence. The bus also offers everyday facilities such as a shower, toilet laundry facilities, a computer and a telephone. The health practitioners provide many health services, including:

- general health checks like testing for STIs and blood borne diseases in addition to vaccination; and
- safe sex products, needle and syringe exchange, antenatal care and referral, counselling on harm minimisation strategies and overdose prevention (naloxone packs).

Task description

1. Construct a case scenario of a person who is likely to visit this outreach service.
2. Discuss how this person's particular social determinants of health may impact upon their health outcomes and health literacy.
3. Discuss how this type of primary health care outreach service may affect this person's health outcomes and health literacy and reduce health inequities generally for the types of population groups that may attend this service.

Format of the essay

Introduction (~150 words)

Body: Q1 (~200 words)

Q2 (~400 words)

Q3 (~600 words)

Conclusion (~150 words)

Requirements

- Write a brief introduction and summary
- Use a conventional and legible size 12 font, Times New Roman with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- 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.

Examples of real-life case scenarios

Cote, P. & Blais, M. (2021). "The least loved, that's what I was": A qualitative analysis of the pathways to homelessness by LGBTQ+youth. *Journal of Gay & Lesbian Social Services*. 33(2), 137-156.

<https://doi.org/10.1080/10538720.2020.1850388>

Loosemore, M., Bridgeman, J., Russell, H., & Alkilani, S. Z. (2021). Preventing Youth Homelessness through Social Procurement in Construction: A Capability Empowerment Approach. *Sustainability*, 13(6), 3127.

<https://doi.org/10.3390/su13063127>

Debenham, J., Birrell, L., Champion, K., Askovic, M., & Newton, N. (2020). A pilot study of a neuroscience-based, harm minimisation programme in schools and youth centres in Australia. *BMJ Open*, 10(2), e033337.

<https://doi.org/10.1136/bmjopen-2019-033337>

Literature and references

In this assessment use at least 10 contemporary references (<10 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 5 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 examples, Australian Institute of Health and Welfare, World Health Organisation and the Commonwealth Department of Health.

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) 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 and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).

· 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.

Assessment Due Date

Week 5 Tuesday (10 Aug 2021) 11:59 pm AEST

Assessments are submitted on the submission portal of the unit Moodle site and marked online via Feedback Studio (Grademark). Marks will be returned through Feedback Studio (Grademark) - online. Please, review 'Moodle Help for Students: accessing Grademark'.

Return Date to Students

Week 7 Tuesday (31 Aug 2021)

Students who submit on or before the due date will have their assessment feedback returned on Tuesday, 31 August 2021

Weighting

30%

Assessment Criteria

| Key criteria | High Distinction 84.5 - 100% | Distinction 74.50 - 84.49% | Credit 64.50 - 74.49% | Pass 49.50 - 64.49% | Fail <49.5% | Fail (content absent) 0% |
|-----------------------------------|---|---|---|--|--|---|
| Completion of required task (10%) | Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, title page, and a contents page. Consistently accurate with spelling, grammar and paragraph structure. Adheres to the prescribed word count (8.45 - 10) | Well-presented assignment, double line spaced, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar or paragraph structure. Adheres to the prescribed word count (7.45 - 8.45) | Well-presented assignment, double line spaced, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to prescribed word count (6.45 - 7.45) | Adequate assignment presentation, double line spaced with 12-point font. No page numbers, title page, 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to the prescribed word count (4.95 - 6.45) | Poorly presented assignment. Double line spacing, page numbers or 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. Deviates significantly from prescribed word count (<4.95) | Submission is missing most aspects of task. Little evidence of task requirements. (0) |
| Introduction and conclusion (10%) | Clear and succinct introduction that orientates the reader to the topic. Clear and succinct conclusion that recaps important elements of discussion and brings a sense of closure. (8.45 - 10) | Clear and appropriate introduction that orientates the reader to the topic. Clear and appropriate conclusion that recaps some elements of the discussion. (7.45 - 8.45) | Appropriate introduction that orientates the reader to the topic. An appropriate conclusion that attempts to highlight some key points from the discussion. (6.45 - 7.45) | Introduction is apparent - the reader is not clearly orientated. Conclusion is apparent however it does not recap elements of the discussion. (4.95-6.45) | No recognisable introduction—and/or there is no direction in relation to the topic. No recognisable conclusion—and/or there is no closure in relation to the topic is evident. (<4.95) | No introduction and conclusion (0) |
| Approach and argument (70%) | Clear and succinct case study of a person who is likely to use 'direct to you' primary health care outreach service. (8.45-10) | Clear and appropriate case study of a person who is likely to use 'direct to you' primary health care outreach service. (7.45-8.45) | Appropriate case study of a person who is likely to use 'direct to you' primary health care outreach service. (6.45-7.45) | Case study of a person who is likely to use 'direct to you' primary health care outreach service is apparent. (4.95-6.45) | Not recognisable case study of a person who is likely to use 'direct to you' primary health care outreach service. (<4.95) | No discussion relevant to social determinants of health and the person (0) |
| | Written content is succinctly relevant to the topic. How the social determinants of health of the person can impact health outcomes and health literacy are comprehensively discussed. (25.4 - 30) | Written content is relevant to the topic. How the social determinants of health of the person can impact health outcomes and health literacy are clearly discussed. (22.4 - 25.3) | Written content is mostly appropriate to the topic. How the social determinants of health of the person can impact health outcomes and health literacy are mostly discussed. (19.4 - 22.3) | Written content is at times repetitive or lacks cohesion. How the social determinants of health of the person can impact health outcomes and health literacy are partly discussed. (14.9 - 19.3) | Written content does not address all aspects of the assessment task. How the social determinants of health of the person can impact health outcomes and health literacy are not adequately discussed. (<14.9) | No discussion relevant to social determinants of health and the person (0) |

| | | | | | | |
|-------------------|---|---|--|--|---|---|
| | The links between health inequities, health literacy, and health outcomes have been comprehensively discussed. (25.4 - 30) | The links between health inequities, health literacy, and health outcomes have been clearly discussed. (22.4 - 25.3) | The links between health inequities, health literacy and health outcomes have been mostly discussed. (19.4 - 22.3) | The links between health inequities, health literacy and health outcomes have been partly discussed. (14.9 - 19.3) | The links between health inequities, health literacy, and health outcomes are not adequately discussed. (<14.9) | No discussion linking health inequities, health literacy and health outcomes. (0) |
| Referencing (10%) | Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 10 up to date* references that include at least 5 or more journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. (8.45 - 10) | 1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 8-9 up to date* references that includes at least 4 journal articles as well as relevant books and web sites, spread consistently across all topics. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style (1 or 2 errors). (7.45 - 8.45) | 3 or 4 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 up to date* references. Must include at least 3 journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style (3 or 4 errors). (6.45 - 7.45) | 5 or more in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 6 up to date* references used including 2 journal articles as well as relevant textbooks and web sites spread consistently across all topics. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style (5 errors). (4.95 - 6.45) | In-text referencing is not consistent with APA style. Many inaccuracies (>5) with in-text referencing to support and reflect all ideas, factual information and quotations. The required number of 6 up to date* references not used. Journal articles or relevant textbooks not sourced and not consistently spread across all topics or web sites only used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style (>5 errors). (<4.95) | No citation or referencing (0) |

Referencing Style

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

Submission

Online

Submission Instructions

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

Learning Outcomes Assessed

- Discuss the relationship between health inequities, health literacy, and health outcomes
- Examine the relationship between social determinants of health and health outcomes

Graduate Attributes

- Critical Thinking
- Information Technology Competence
- Social Innovation

2 Case Study

Assessment Type

Case Study

Task Description

Length: 1500 words (+/- 10%). The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Aim

The aim of your assignment is to respond to the case study in a way that demonstrates your understanding on social determinants of health and health outcomes, rationales for immunisation in communities and for health care professionals and the role of primary health care nurse within a community. The purpose of this assessment is to make connections between the unit materials and real-life application of the social model of health and health promotion model and as an advocate for the same as a newly graduate nurse in the Australian context. To meet this aim, you are

to engage with the weekly unit materials and tutorials from weeks/modules 1-5. The resources offered during these weeks will support your response to this assessment task.

Instructions

The task requires you to write a 1500-word response to the scenario provided below.

Scenario

Patient B, Mrs Davis, has been living with type 2 diabetes for many years and was recently diagnosed with a diabetic ulcer on her right foot. Mrs Davis is a hairdresser. She is scheduled to attend the GP clinic for regular checks and wound dressings. Patient B's partner, Mr Davis, is a registered nurse at a nearby aged care facility where he works as a clinical care coordinator. Mr and Mrs Davis have two children aged 2 and 4 years.

Patient B arrives at a GP clinic where you are undertaking one of your clinical placements. During this scheduled wound dressing with your preceptor RN, Ms Chiyoko, 'small talk' led to the COVID-19 pandemic situation. Mrs Davis expresses a belief that COVID-19 is a conspiracy to control the world. She and her household will never receive the COVID-19 vaccine.

To complete this assessment task, you will address the following criteria for each of the following areas:

Task 1:

Discuss what you would include in your response to Mrs Davis and the potential implications for Mr Davis, who works as a registered nurse at a nearby aged care facility (~500 words).

Task 2:

Explain why it is important for health professionals to promote immunisation as being essential in the community and provide an explanation why Mr Davis requires a COVID-19 vaccination (~500 words).

Task 3:

Describe the role of Ms Chiyoko and yourself in promoting a preventive model of care (~500 words).

Literature and references

In this assessment, use at least 10 contemporary references (<10 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 (within five years for journal articles and within 10 years for textbooks), 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 examples, Australian Institute of Health and Welfare, World Health Organisation and the Commonwealth Department of Health.

Requirements

- Use a conventional and legible size 12 font, Times New Roman, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- 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.

Resources

- You can use unit provided materials and other credible sources (e.g., journal articles, books, grey literature) 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 and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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.

Assessment Due Date

Week 9 Thursday (16 Sept 2021) 11:59 pm AEST

Assessments are submitted on the submission portal of the unit Moodle site and marked online via Feedback Studio (Grademark). Marks will be returned through Feedback Studio (Grademark) - online. Please, review 'Moodle Help for Students: accessing Grademark'.

Return Date to Students

Week 12 Thursday (7 Oct 2021)

Students who submit on or before the due date will have their assessment feedback returned on Thursday, 7 October 2021

Weighting

40%

Assessment Criteria

| | HD 84.5-100% | D 74.5-84.49% | C 64.5-74.49% | P 49.5-64.49% | F <49.5% | Fail 0% | Marks |
|----------------------------|---|--|---|---|--|--|-------|
| Structure and design (10%) | Excellent presentation of the assessment with the inclusion of all correct components, well-structured, double line spaced, used Times New Roman 12-point font, headers/footers present, and page numbers included. Title page included with no formatting errors. Headings correctly formatted. Adheres to the prescribed word count. 4.23-5 | Well-presented assessment with the inclusion of all correct components, well-structured, double line spaced, used Times New Roman 12-point font, headers/footers present, and page numbers included. Title page included with 1 formatting error. Headings included with 1 formatting error. Adheres to the prescribed word count. 3.73-4.23 | Good presentation of assessment with the inclusion of all correct components well-structured, double line spaced, used Times New Roman 12-point font, headers/footers present, and page numbers included. Title page included with 2 formatting errors. Headings included with 2 formatting errors. Adheres to the prescribed word count. 3.23-3.72 | Adequate assessment presentation double line spaced with Times New Roman 12-point font. Title page included with more than 2 formatting errors. Headings included with more than 2 formatting errors. Adheres to the prescribed word count. 2.48-3.22 | Poorly presented assessment where one or more of the following problems are present: Double spacing not used; Times New Roman 12-point font not used. No page numbers and headers/footers included. Headings inadequate or not included. Deviates significantly from prescribed word count (>+10% or <-10%). <2.47 | Content absent Submission is missing most aspects of task. Little evidence of task requirements. | /5 |
| | Consistently accurate with spelling, grammar, and paragraph structure. Organisation and structure clear and easy to follow. 4.23-5 | Minimal (1-2) critical errors in spelling, grammar, or paragraph structure. Organisation and structure clear and relatively easy to follow. 3.73-4.23 | Few (3-4) critical errors with spelling, grammar, or paragraph structure. Organisation and structure appropriate and can be followed. 3.23-3.72 | Several (5-6) critical errors with spelling, grammar, or paragraph structure. Organisation and structure apparent, although not easy to follow. 2.48-3.22 | Many (>6) errors with spelling, grammar, or paragraph structure; organisation and structure lack clarity and is difficult to follow. <2.47 | | /5 |
| | | Task 1 | | | | | |

| | | | | | | |
|-----------------------------|--|--|---|--|--|---|
| | Content provides a comprehensive and critical discussion that demonstrates an understanding of the relationship between Mrs Davis' level of education and health outcomes. 16.9-20 | Content provides a strong and appropriate discussion that demonstrates an understanding of the relationship between Mrs Davis' level of education and health outcomes. 14.9-16.9 | Content provides an adequate discussion that demonstrates an understanding of the relationship between Mrs Davis's level of education and health outcomes. 12.9-14.9 | Content provides some relevant discussion that demonstrates an understanding of the relationship between Mrs Davis' level of education and health outcomes. 9.9-12.9 | Content provides an inadequate or inappropriate discussion that demonstrates an understanding of the relationship between Mrs Davis' level of education and health outcomes. <9.9 | Content absent. Submission is missing most aspects of task. Little evidence of task requirements. /25 |
| | Task 2 | | | | | |
| Approach and argument (80%) | Content provides a comprehensive and critical discussion of rationales, why immunisation is essential in the community, and for Mr Davis. 16.9-20 | Content provides a strong and appropriate discussion of rationales, why immunisation is essential in the community, and for Mr Davis. 14.9-16.9 | Content provides an adequate discussion of rationales, why immunisation is essential in the community, and for Mr Davis. 12.9-14.9 | Content provides some relevant discussion of rationales, why immunisation is essential in the community, and for Mr Davis. 9.9-12.9 | Content provides an inadequate or inappropriate discussion of rationales, why immunisation is essential in the community, and for Mr Davis. <9.9 | /25 |
| | Task 3 | | | | | |
| | Content provides a comprehensive and critical discussion, outlining the role of Ms Chiyoko and nursing student in promoting the preventive model of care. 33.8-40 | Content provides a strong and appropriate discussion, outlining the role of Ms Chiyoko and nursing student in promoting the preventive model of care. 29.8-33.8 | Content provides an adequate discussion, outlining the role of Ms Chiyoko and nursing student in promoting the preventive model of care. 25.8-29.8 | Content provides some relevant discussion, outlining the role of Ms Chiyoko and nursing student in promoting the preventive model of care. 19.8-25.8 | Content provides an inadequate or inappropriate discussion, outlining the role of Ms Chiyoko and nursing student in promoting the preventive model of care. <19.8 | /30 |
| Referencing (10%) | 1 or 2 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations with 1 or 2 exceptions. 3.73-4.23 | 3 or 4 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations, with 3 or 4 exceptions. 3.23-3.72 | More than 4 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations, with 5 or 6 exceptions. 2.48-3.22 | Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect ideas, information, and quotations, with > 6 exceptions. 3.73-4.23 | 1 or 2 consistent in-text referencing errors identified to support and reflect ideas, factual and statistical information, and quotations with 1 or 2 exceptions. <2.47 | Content absent. Submission is missing most aspects of task. Little evidence of task requirements. 5 |
| | A minimum of 10 up-to-date references used, including 5 journal articles as well as relevant books and websites. Reference list adheres to APA style. 4.23-5 | A minimum of 9 up-to-date references used, including 4 journal articles as well as relevant books and websites. Reference list with 1-2 consistent errors. 3.73-4.23 | A minimum of 8 up-to-date references used, including 3 journal articles as well as relevant books and websites. Reference list with 3-4 consistent errors. 3.23-3.72 | A minimum of 7 up-to-date references used, including 2 journal articles as well as relevant books and websites. Reference list with 5-6 consistent errors. 2.48-3.22 | 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. <2.47 | 5 |
| | Total Marks | | | | | 100 |

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in MS-Word format only

Learning Outcomes Assessed

- Examine the relationship between social determinants of health and health outcomes
- Provide rationale for immunisation in communities and why vaccination is so important for health care professionals
- Outline the role of the primary health care nurse within a community.

Graduate Attributes

- Critical Thinking
- Information Technology Competence
- Social Innovation

3 End-of-term Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

This online quiz is an open-book, timed and multiple-choice questions. You have two (2) hours to complete once you begin. You may only attempt the quiz once and, unless there are exceptional circumstances, you will not be able to resit the quiz if not completed within the required time frame. As this is an open-book assessment, you can access resources throughout the quiz. The total marks for this assessment are 30 marks for 30 questions. We expect that you complete this quiz independently and adhere to the conditions associated with undertaking an assessment task; working in a group during this assessment will be considered a breach of academic integrity. It means that you must ensure academic integrity and comply with the Student Academic Integrity Policy and Procedure. Acting honestly and with integrity means that you avoid behaviour that may breach academic honesty, such as plagiarism, collusion, cheating, and other forms of academic misconduct. If any academic misconduct is detected, it will be managed per the policy and

may result in penalties.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Tuesday (5 Oct 2021) 11:59 pm AEST

The online quiz opens on Tuesday, 5 October and closes on Thursday, 7 October 2021. Must be completed within two (2) hours once opened at one sitting except for other approved arrangements.

Return Date to Students

Exam Week Friday (22 Oct 2021)

Online quiz result will be released before Certification of Grades

Weighting

30%

Assessment Criteria

Online quiz

Referencing Style

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

Submission

Online

Submission Instructions

The online quiz is timed and automatically get submitted at the set time.

Learning Outcomes Assessed

- Explain the role of the World Health Organisation (WHO) and its influence on primary health care in Australia

Graduate Attributes

- Information Literacy
- Social Innovation

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