



NURS11168 Determinants of Health and Primary Health Care Nursing

Term 3 - 2021

Profile information current as at 10/04/2024 06:05 pm

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

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 the community. 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

Must be enrolled in CL91 Bachelor of Nursing

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 - 2021

- 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. **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](#).

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 - SUTE

Feedback

Great energy! Could be a little more concise in assignment briefing video sessions.

Recommendation

Unit coordinators will provide further opportunities to students whether the unit coordinators answered questions asked. This approach can be in the form of check-back with the students to ensure clarity of the answers.

Feedback from Student evaluation - SUTE

Feedback

I liked that the Zoom sessions were recorded because unfortunately these last 18 months were hectic and stressful, and I could view the sessions in my own time. I found the Zoom sessions were great for my learning and understanding.

Recommendation

The unit coordinator will continue to record Zoom sessions for the weekly lectures and online tutorials.

Feedback from Student evaluation - SUTE

Feedback

Feedback was hard to comprehend and at times confusing.

Recommendation

Unit coordinators will work closely with markers to ensure consistency of feedback and marks. One way to achieve this strategy is to use expert moderation. The unit coordinators would conduct at least one moderation meeting with all markers and provide extra support to all new markers. In these meetings, the unit coordinators would share good representative examples of student work with clear expectations using the assessment task requirements, marking criteria and other related marking guidelines.

Feedback from Student evaluation - SUTE

Feedback

Add [sic] was very polite respectful and approachable. The unit was very well structured and planned all the lecturers you did were very relevant and the videos you did to prepare us for our assessment pieces answered all our questions. Thank you very much for a great unit and I hope to encounter you as a unit coordinator/lecturer again.

Recommendation

The structure of the unit contents will remain, and unit coordinators will continue to support all students in their learning journeys.

Feedback from Student evaluation - SUTE

Feedback

Thank you Ade, I really enjoyed your teaching style, your passion and belief in the nursing profession and the difference we as nurses can make. It made a difference to me. Your calm and factual manner inspired me and spoke volumes to me. Your knowledge and manner of explaining circumstances and flow on [sic] effects was [sic] so clear for me. The important, influential role we as nurses can and will have in the community was so well communicated. Thank you Ade, you have been an additional inspiration to me, to be the best nurse I can be.

Recommendation

The unit coordinator will encourage students to be the best students they can be despite some challenging situations.

Feedback from Student evaluation - SUTE

Feedback

Ade in [sic] by far my favourite teacher at CQU. Ade is supportive and very knowledgeable [sic] and presents the course content extremely well in an engaging manner. I hope that I have Ade for future units in my nursing degree. Thank you Ade!

Recommendation

Unit coordinators and lecturers will continue to deliver unit content in a supportive and engaging manner throughout all future iterations.

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. Explain the importance of immunisation in communities and the role of health care professionals in vaccination programs
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



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 | | | | | |

Textbooks and Resources

Textbooks

NURS11168

Supplementary

An Introduction to Community and Primary Health Care

Edition: 3rd (2021)

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

Binding: eBook

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

Schedule

Week 1 - 08 Nov 2021

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|-----------------------|---|
| Module 1: Introduction and Overview of Primary Health Care Nursing | Week 1 eReading Lists | <ul style="list-style-type: none">• 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 of 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 - 15 Nov 2021

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

Module 2: Overview of the Social Determinants of Health

Week 2 eReading Lists

- Open the 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 and commence the first draft of Assessment 1 requirements, including the marking criteria sheet.

Week 3 - 22 Nov 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 the 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.
- Finalise the first draft of Assessment 1.

Week 4 - 29 Nov 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 4 - The WHO, the Ottawa Charter and Current Developments

Week 4 eReading Lists

- Open the 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.
- Assessment 1 is due

Essay Due: Week 4 Thursday (2 Dec 2021) 11:59 pm AEST

Vacation Week - 06 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

Take a break

Refresh

Get rejuvenated

Week 5 - 13 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 5 - Children's Health and Immunisation

Week 5 eReading Lists

- Open the 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.

Week 6 - 20 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

Module 6 - Women's Health

Week 6 eReading Lists

- Open the 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

Vacation Week - 27 Dec 2021

Module/Topic

Chapter

Events and Submissions/Topic

Take a break

Refresh

Get rejuvenated

Week 7 - 03 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 7 - Men's Health

Week 7 eReading Lists

- Open the 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 - 10 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 8 - Health and Ageing

Week 8 eReading Lists

- Open the 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

Case Study Due: Week 8 Wednesday (12 Jan 2022) 11:59 pm AEST

Week 9 - 17 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 9 - Rural and Remote Health

Week 9 eReading Lists

- Open the 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.

Week 10 - 24 Jan 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 10 - Health Promotion and Illness Prevention

Week 10 eReading Lists

- Open the 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 - 31 Jan 2022

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

Week 12 - 07 Feb 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------|---|---|
| Online Quiz Preparation | Assessment 3 - Online Quiz and Review Week Zoom Session | <ul style="list-style-type: none">• Attend weekly online Zoom tutorials or watch the recorded session• Finalise preparation for Assessment 3 - online quiz |

Exam Week - 14 Feb 2022

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|----------------------------|--|
| Online Quiz | Assessment 3 - Online Quiz | <ul style="list-style-type: none">• The online quiz opens. Please, refer to Assessment 3 instructions. Online quiz closes on 18 February 2022• The Red Button - have your say. <p>End-of-term Online Quiz Due: Exam Week Wednesday (16 Feb 2022) 10:59 pm AEST</p> |

Term Specific Information

If you do not pass an assessment item, you may have an opportunity to re-attempt. If you are required to re-attempt, you can only achieve a maximum of 50% of the available marks for this assessment. 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%). It excludes the cover page and reference list. It includes citations and direct quotations.

Aim

The aim of this assessment task is for you to explore primary health care influences and demonstrate an understanding of factors that impact health outcomes for communities. To achieve this aim, you are to engage with the weekly unit materials and tutorials from weeks/modules 1-4. The resources offered during these weeks will support your development of this assessment task.

Task description

People from low socioeconomic backgrounds (SES) may experience significant health disparities due to low health

literacy and access to appropriate healthcare. These health disparities may lead to poor health outcomes for individuals, families and communities.

Write three short responses for the following:

- 1) Introduction (150 words).
- 2) Explore the statement “improved health literacy may affect health inequities and health outcomes” (450 words).
- 3) Explore the statement “the two social determinants of ‘employment status’ and ‘geographical location’ may affect health outcomes for people from low socioeconomic backgrounds (SES)” (300 words).

4) Go to the following link: <https://www.who.int/westernpacific/health-topics/primary-health-care>

Choose one strategy from the World Health Organisation (WHO) that is implemented to improve primary health care in Australia and explain the influence of this strategy in Australia (450 words).

5) 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.

Literature and references

In this assessment use at least 6 contemporary references 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*), 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.

Marking criteria

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

Assessment Due Date

Week 4 Thursday (2 Dec 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 6 Thursday (23 Dec 2021)

Students who submit on or before the due date will have their assessment feedback returned on or before Thursday, 23 December 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, 1.5 line spacing, 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 (8.5 - 10) | Well-presented assignment, 1.5 line spacing, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar or paragraph structure. Adheres to the prescribed word count (7.5 - 8.4) | Well-presented assignment, 1.5 line spacing, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to prescribed word count (6.5 - 7.4) | Adequate assignment presentation, 1.5 line spacing with 12-point font. May have no page numbers or title page or 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to the prescribed word count (4.9 - 6.4) | Poorly presented assignment. 1.5 line spacing, page numbers or 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. Deviates significantly from prescribed word count (<4.9) | 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. (8.5 - 10) | Clear and appropriate introduction that orientates the reader to the topic. Clear and appropriate conclusion that recaps some elements of the discussion. (7.5 - 8.45) | Appropriate introduction that orientates the reader to the topic. An appropriate conclusion that attempts to highlight some key points from the discussion. (6.5 - 7.5) | Introduction is apparent - the reader is not clearly orientated. Conclusion is apparent however it does not recap elements of the discussion. (4.9-6.4) | 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. (<4.9) | No introduction and conclusion (0) |
| Approach and argument (70%) | Clear and succinct discussion on how improved health literacy may affect health inequities and health outcomes. (21.2-25) | Clear and appropriate discussion on how improved health literacy may affect health inequities and health outcomes. (18.6-21.1) | Appropriate discussion on how improved health literacy may affect health inequities and health outcomes. (16.1-18.5) | Discussion on how improved health literacy may affect health inequities and health outcomes. (12.4-16) | Not recognisable discussion on how improved health literacy may affect health inequities and health outcomes. (<12.4) | No discussion on how improved health literacy may affect health inequities and health outcomes (0) |
| | Employment status and geographical location as social determinants of health that may affect outcomes for people from low SES have been comprehensively discussed. (16.9-20) | Employment status and geographical location as social determinants of health that may affect outcomes for people from low SES have been clearly discussed. (14.9-16.8) | Employment status and geographical location as social determinants of health that may affect outcomes for people from low SES have been mostly discussed. (12.9-14.8) | Employment status and geographical location as social determinants of health that may affect outcomes for people from low SES have been partly discussed. (9.9-12.8) | Employment status and geographical location as social determinants of health that may affect outcomes for people from low SES are not adequately discussed. (<9.9) | No discussion on the two social determinants of health for people from low SES (0) |
| | Written content is succinctly relevant to the topic. One implemented strategy from the World Health Organisation to improve primary health care in Australia is comprehensively explained. (21.2-25) | Written content is relevant to the topic. One implemented strategy from the World Health Organisation to improve primary health care in Australia is clearly explained. (18.6-21.1) | Written content is mostly appropriate to the topic. One implemented strategy from the World Health Organisation to improve primary health care in Australia is mostly explained. (16.1-18.5) | Written content is at times repetitive or lacks cohesion. One implemented strategy from the World Health Organisation to improve primary health care in Australia is partly explained. (12.4-16) | Written content does not address all aspects of the assessment task. One implemented strategy from the World Health Organisation to improve primary health care in Australia is not adequately explained (<12.4) | Little explanation relevant to any implemented strategy from the World Health Organisation to improve primary health care in Australia (0) |
| Referencing (10%) | Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 10 current* 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. (8.5 - 10) | 1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 8-9 current* 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). (7.5 - 8.4) | 3 or 4 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 current* 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). (6.5 - 7.4) | 5 or more in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 6 current* 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). (4.9 - 6.4) | 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 current* 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). (<4.9) | 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

- Explain the role of the World Health Organisation (WHO) and its influence on primary health care in Australia
- Discuss the relationship between health inequities, health literacy, and health outcomes
- Examine the relationship between social determinants of health and health outcomes

2 Case Study

Assessment Type

Case Study

Task Description

Length: 1500 words (+/-10%). It excludes the cover page and reference list. It includes citations and direct quotations.

Aim

The aim of this assessment task is for you to explore the public health initiative of immunisation to improve community health outcomes and the role of health professionals in these initiatives. To achieve this aim, you are to engage with the weekly unit materials and tutorials from weeks/modules 1-10. The resources offered during these weeks will support your development of this assessment task.

Task description

Read the trigger information below and respond to three questions about the described situation.

Trigger information

There was an article published on ABC News 24 in September 2021, and it was about COVID-19 vaccine hesitancy among health practitioners. The news article reported that seven percent of NSW health practitioners were not vaccinated. Edwards et al. (2021) reported several factors that may affect people's hesitancy levels and therefore health outcomes. Some of these factors that impact hesitancy levels include geographical area, gender, religiosity, high income and health literacy. Recently, some areas of Australia have faced increased COVID-19 cases. Government agencies at all levels have encouraged residents to be vaccinated to reduce severe illness, hospitalisations, and deaths. On the other hand, some community members are spreading views that COVID-19 is a conspiracy, it is a way to control people's lives, and people should refuse the vaccine.

Please, write short answer responses to the following questions:

- 1) Explain the importance of the COVID-19 vaccine for community health outcomes (550 words).
- 2) Discuss at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination (550 words).
- 3) What roles can a nurse play in the COVID-19 vaccine rollout programs (400 words)?

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 document to the last word of the document. The word count excludes the reference list but includes citations and direct quotations.

Format

Task 1 – 550 words

Task 2 – 550 words

Task 3 – 400 words

Literature and references

In this assessment use at least 6 contemporary references 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*), 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/references

- 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](#).
- Edwards, Edwards B, Biddle N, Gray M, Sollis K. (2021) COVID-19 vaccine hesitancy and resistance: Correlates in a nationally representative longitudinal survey of the Australian population. PLoS ONE 16(3): e0248892. <https://doi.org/10.1371/journal.pone.0248892>
- Cohen, H. & Hunjan, R. (2021, September 29). Despite mandatory deadline, 7 percent of NSW healthcare workers remain unvaccinated. ABC News. https://www.abc.net.au/news/2021-09-28/7-per-cent-of-health-workers-in-nsw-are-unvaccinated/100498214?utm_campaign=abc_news_web&utm_content=link&utm_medium=content_shared&utm_source=abc_news_web

Submission

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

Marking criteria

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

Assessment Due Date

Week 8 Wednesday (12 Jan 2022) 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 11 Wednesday (2 Feb 2022)

Students who submit on or before the due date will have their assessment feedback returned on or before Wednesday, 2 February 2022

Weighting

40%

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, 1.5 line spacing, 12-point font, page numbers, title page. Consistently accurate with spelling, grammar and paragraph structure. Adheres to the prescribed word count. (8.5 - 10) | Well-presented assignment, 1.5 line spacing, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar or paragraph structure. Adheres to the prescribed word count. (7.5 - 8.4) | Well-presented assignment, 1.5 line spacing, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar or paragraph structure. Adheres to prescribed word count. (6.5 - 7.4) | Adequate assignment presentation, 1.5 line spacing with 12-point font. May have no page numbers or title page, and 5 to 7 consistent errors with spelling, grammar or paragraph structure. Adheres to the prescribed word count. (4.9 - 6.4) | Poorly presented assignment. 1.5 line spacing, page numbers or 12-point font not used. Many inaccuracies in spelling, grammar or paragraph structure. Deviates significantly from prescribed word count. (<4.9) | Submission is missing most aspects of task. Little evidence of task requirements. (0) |
| Approach and argument (80%) | Clear and succinct explanation of the importance of the COVID-19 vaccine for community health outcomes. (25.4-30) | Clear and appropriate explanation of the importance of the COVID-19 vaccine for community health outcomes. (22.4-25.3) | Appropriate explanation of the importance of the COVID-19 vaccine for community health outcomes. (19.4-22.3) | Explanation of the importance of the COVID-19 vaccine for community health outcomes. (14.9-19.3) | Not recognisable explanation of the importance of the COVID-19 vaccine for community health outcomes. (<14.8) | No explanation of the importance of the COVID-19 vaccine for community health outcomes. (0) |

| | | | | | | |
|-------------------|---|---|---|---|---|--|
| Referencing (10%) | Written content is succinctly relevant to the topic. Discussion at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination comprehensively discussed. (25.4-30) | Written content is relevant to the topic. Discussion at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination clearly discussed. (22.4-25.3) | Written content is mostly appropriate to the topic. Discussion at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination mostly discussed. (19.4-22.3) | Written content is at times repetitive or lacks cohesion. Discussion at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination partly discussed. (14.9-19.3) | Written content does not address all aspects of the assessment task. Discussion at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination not adequately discussed. (<14.8) | No discussion relevant to at least two factors that may affect health outcomes in the community in relation to COVID-19 vaccination. (0) |
| | Nursing roles in the COVID-19 vaccine rollout programs have been comprehensively discussed. (16.9-20) | Nursing roles in the COVID-19 vaccine rollout programs have been clearly discussed. (14.9-16.8) | Nursing roles in the COVID-19 vaccine rollout programs have been mostly discussed. (12.9-14.8) | Nursing roles in the COVID-19 vaccine rollout programs have been partly discussed. (9.9-12.8) | Nursing roles in the COVID-19 vaccine rollout programs are not adequately discussed. (<9.9) | No discussion on the nursing roles in the COVID-19 vaccine rollout programs (0) |
| | Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. A minimum of 10 current* 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. (8.5 - 10) | 1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 8-9 current* references that include 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). (7.5 - 8.4) | 3 or 4 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 7 current* 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). (6.5 - 7.4) | 5 or more in-text referencing errors identified to support and reflect all ideas, factual information and quotations. A minimum of 6 current* 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). (4.9 - 6.4) | 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 current* 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). (<4.9) | 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 MS-Word format only.

Learning Outcomes Assessed

- Discuss the relationship between health inequities, health literacy, and health outcomes
- Explain the importance of immunisation in communities and the role of health care professionals in vaccination programs
- Outline the role of the primary health care nurse within a community.

3 End-of-term Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

This online quiz is an open-book, timed, multiple-choice and short-answer questions. You have one (1) hour 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 40 marks for 40 questions. The quiz will assess your knowledge and understanding of materials covered in Weeks 1-10. 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

Exam Week Wednesday (16 Feb 2022) 10:59 pm AEST

The online quiz opens on Wednesday, 16 February and closes on Friday, 18 February 2022. Must be completed within 1 hour once opened at one sitting except for other approved arrangements. Access the quiz via the Assessment 3 portal on the unit Moodle site. The quiz will automatically close at the end of one hour and will submit your result even if you have not finished.

Return Date to Students

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
- Examine the relationship between social determinants of health and health outcomes
- Explain the importance of immunisation in communities and the role of health care professionals in vaccination programs
- Outline the role of the primary health care nurse within a community.

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