



# **NURS11168 Determinants of Health and Primary Health Care Nursing**

## **Term 2 - 2022**

Profile information current as at 10/04/2024 02:44 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 2 - 2022

- 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](#).

## 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

Cambridge University Press

South Melbourne, Vic, Australia

ISBN: 9781108797832

Binding: eBook

#### **Additional Textbook Information**

Both the paper and eBook versions can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code).

### 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

**Trish Johnson** Unit Coordinator

[p.johnson@cqu.edu.au](mailto:p.johnson@cqu.edu.au)

**Adeniyi Adeleye** Unit Coordinator

[a.adeleye@cqu.edu.au](mailto:a.adeleye@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1: Introduction to Primary Health Care Nursing

Week 1 eReading list

- 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 tutorial sessions dates and times and introduce yourself to other students on the general discussion forum on Learning Community tile
- Undertake Week 1 - Module 1 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.
- Review Assessment 1 - Essay requirements, including the marking criteria sheet

## Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Overview of the Social Determinants of Health	Week 2 eReading List	<ul style="list-style-type: none"> <li>• Open Week 2 tab and review content.</li> <li>• Undertake Week 2 - Module 2 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.</li> <li>• Continue to review Assessment 1 requirements, including the marking criteria sheet.</li> </ul>

## Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: - Equity and Inequality in Health Care and Principles of Health Literacy	Week 3 eReading List	<ul style="list-style-type: none"> <li>• Open Week 3 tab and review content.</li> <li>• Undertake Week 3 - Module 3 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.</li> <li>• Commence Assessment 1</li> </ul>

## Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: The WHO, the Ottawa Charter and Current Developments	Week 4 eReading List	<ul style="list-style-type: none"> <li>• Open Week 4 tab and review content.</li> <li>• Undertake Week 4 - Module 4 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.</li> <li>• Continue to work on Assessment 1</li> </ul>

## Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5: Children's Health and Immunisation

Week 5 eReading List

- Open Week 3 tab and review content.
- Undertake Week 5 - Module 5 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.
- Finalise and submit Assessment 1

**Essay** Due: Week 5 Thursday (11 Aug 2022) 5:00 pm AEST

#### Vacation Week - 15 Aug 2022

Module/Topic

Chapter

Events and Submissions/Topic

Enjoy the break

#### Week 6 - 22 Aug 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 6: Women's Health

Week 6 eReading List

- Open Week 6 tab and review content.
- Undertake Week 6 - Module 6 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.
- Review Assessment 2 - Case Study requirements, including the marking criteria sheet

#### Week 7 - 29 Aug 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 7: Men's Health

Week 7 eReading List

- Open Week 7 tab and review content.
- Undertake Week 7 - Module 7 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.
- Commence Assessment 2

#### Week 8 - 05 Sep 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 8: Health and Ageing

Week 8 eReading List

- Open Week 8 tab and review content.
- Undertake Week 8 - Module 8 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.
- Continue to work on Assessment 2

#### Week 9 - 12 Sep 2022

Module/Topic

Chapter

Events and Submissions/Topic

Module 9: Health Promotion and Illness Prevention

Week 9 eReading List

- Open Week 9 tab and review content.
- Undertake Week 9 - Module 9 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.
- Finalise and submit Assessment 2

**Case Study** Due: Week 9 Thursday (15 Sept 2022) 5:00 pm AEST



**Week 10 - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Rural and Remote Health	Week 10 eReading List	<ul style="list-style-type: none"> <li>• Open Week 10 tab and review content.</li> <li>• Undertake Week 10 - Module 10 and its learning activities, access eReading Lists and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.</li> </ul> Review Assessment 3 - Online quiz requirements

**Week 11 - 26 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Nurse's Role in Rural and Remote Health		<ul style="list-style-type: none"> <li>• Open Week 11 tab and review content.</li> <li>• Undertake Week 11 and its learning activities, and attend the bi-weekly online Zoom tutorial sessions or watch the recorded Zoom sessions.</li> <li>• Review Modules 1-11 and continue to prepare for Assessment 3</li> </ul>

**Week 12 - 03 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Review Weeks 1-11		Finalise and submit Assessment 3 Online quiz  <b>Quiz</b> Due: Week 12 Friday (7 Oct 2022) 5:00 pm AEST

**Review/Exam Week - 10 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 17 Oct 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Students must submit all 3 assessment items and achieve an overall grade of 50% to pass the unit.

## 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 assessment task is for you to explore primary health care influences and demonstrate an understanding of factors that impact on 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.

**Introduction to Task**

In Modules 1-4, you have examined the principles of primary health care, explored the social determinants of health and

concepts of equity and inequality in health care, and identified the principles of health literacy, health promotion and illness prevention. According to the World Health Organisation (WHO, 2021), “investments in PHC improve equity and access, health care performance, accountability of health systems, and health outcomes”. To further strengthen PHC globally, the WHO identified three strategies:

1. “providing a 'one-stop' mechanism for PHC implementation support to Member States, tailored to country context and priorities,
2. producing PHC-oriented evidence and innovation, and
3. promoting PHC renewal through policy leadership, advocacy and strategic partnerships”.

In Australia, people living in regional, rural and remote areas, may experience poorer health outcomes compared to their counterparts in metropolitan areas due to factors such as higher levels of health risk behaviours, reduced access to health care services and lower levels of education (Australian Institute of Health and Welfare [AIHW],2019).

### **Task requirements**

This essay requires you to address the following three (3) requirements:

1. Explain how improved health literacy may positively impact on health inequities and health outcomes for all people, including those living in regional Australia. (450 words)
2. Explore the association between geographical location and health outcomes for people living in regional Australia. (300 words)
3. Identify one (1) of the specific WHO strategies described above that has been implemented in rural and/or remote Australia. Provide specific examples to support your discussion and demonstrate how these examples have improved health outcomes for people living in regional Australia. (450 words).

### **Format for your essay**

Introduction, where you introduce your reader to the topic and outline what your paper will address (150 words)

Discussion, as outlined above (1200 words)

Conclusion, (150 words)

### **Requirements**

- Use a conventional and legible size 12 font, Times New Roman with double 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](#)
- 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.](#)

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

### **References**

Australian Institute of Health and Welfare. (2019). [Rural and remote health](#).

<https://www.aihw.gov.au/reports/rural-remote-australians/rural-remote-health/contents/health-status-and-outcomes>. Accessed 26th May 2022.

World Health Organisation. (2022). [Primary health care](#).

<https://www.who.int/news-room/fact-sheets/detail/primary-health-care> Accessed 26th May 2022.

### **Assessment Due Date**

Week 5 Thursday (11 Aug 2022) 5:00 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 Thursday (1 Sept 2022)

Students who submit on or before the due date will have their assessment feedback returned on Thursday, 1st September 2022

## 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%
<b>Completion of required task (10%)</b>	Excellent presentation of assignment with inclusion of all correct components, double 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, double 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, double 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, double 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. 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. (<4.9)	Little evidence of task requirements. (0)
<b>Introduction and conclusion (10%)</b>	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)
<b>Approach and argument (70%)</b>	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)	No 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)
	Geographical location as a social determinant of health that may affect outcomes for people living in regional Australia has been comprehensively discussed. (16.9-20)	Geographical location as a social determinant of health that may affect outcomes for people living in regional Australia has been clearly discussed. (14.9-16.8)	Geographical location as a social determinant of health that may affect outcomes for people living in regional Australia has been mostly discussed. (12.9-14.8)	Geographical location as a social determinant of health that may affect outcomes for people living in regional Australia has been partly discussed. (9.9-12.8)	Geographical location as a social determinant of health that may affect outcomes for people living in regional Australia has not been adequately discussed. (<9.9)	No discussion on the geographical location as a social determinant of health for people living in regional Australia. (0)
	Written content is succinctly relevant to the topic. One implemented strategy from the World Health Organisation to improve primary health care in regional 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 regional 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 regional 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 regional 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 regional 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 regional Australia (0)

<b>Referencing (10%)</b>	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)
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## 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 practice of immunisation to improve community health outcomes and the role of health professionals in this public health practice.

### Task description

Read the trigger information below and provide a response to the three topics below.

### Trigger information

An article published by The Guardian News in August 2021: When covid came to the anti-vax capital of Australia. [When covid came to the anti-vax capital of Australia.](#)

The article described how one person, Benny Zable, a 75-year-old male artist, faced significant hostility, for being the first person from Nimbin to show up for a coronavirus disease 2019 (COVID-19) vaccine. Nimbin, in northern NSW, is known as a heartland for alternative health and wellness advocates and is notorious for low immunisation rates.

Key points:

- Child vaccination rates in the northern rivers are Australia's lowest.
- In 2021 in the Bryon Shire, 68.2% of one-year-olds are fully immunised, compared with 94.9% across the country.
- Local businesses have placed signs in shop front windows asking vaccinated customers not to enter under the misapprehension they could shed the virus.
- Some believe that this opposition to rules and vaccines is an expression of fear and a sense of threat for people who have chosen alternative lifestyles, as people are generally seen as being anti-authoritarian.

Using the information that you have gained from the Modules 1-9, and the information in this article as a specific case study, address the following three (3) tasks:

1. Discuss two (2) ways that Australia's health outcomes were affected by the implementation of COVID-19 vaccination programs (550 words).
2. Discuss two (2) ways that health outcomes may be affected by the implementation of the COVID-19 vaccination program in communities such as Nimbin, that are more resistant to vaccinations (550 words).

3. Describe the role of nurses in promoting and delivering immunisation programs to communities (400 words). Draw on the implementation of the COVID-19 vaccination program to assist you in this response.

You are **not** required to provide an introduction and conclusion.

### Requirements

- Use a conventional and legible size 12 font, Times New Roman with double 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](#)
- 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.](#)

### Assessment Due Date

Week 9 Thursday (15 Sept 2022) 5:00 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 (6 Oct 2022)

Students who submit on or before the due date will have their assessment feedback returned on Thursday, 6th October 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 the prescribed word count. (<4.9)	Little evidence of task requirements. (0)
Approach and argument (80%)	Clear and succinct discussion of 2 ways that the COVID-19 vaccine program in Australia impacted health outcomes. (25.4-30)	Clear and appropriate discussion of 2 ways that the COVID-19 vaccine program in Australia impacted health outcomes. (22.4-25.3)	Appropriate discussion of 2 ways that the COVID-19 vaccine program in Australia impacted health outcomes. (19.4-22.3)	Satisfactory discussion of 2 ways that the COVID-19 vaccine program in Australia impacted health outcomes. (14.9-19.3)	No recognisable discussion of 2 ways that the COVID-19 vaccine program in Australia impacted health outcomes. (<14.8)	No discussion of 2 ways that the COVID-19 vaccine program in Australia impacted health outcomes. (0)

Referencing (10%)	Written content is succinctly relevant to the topic. At least two ways that health outcomes can be impacted in communities that are more resistant to vaccinations were comprehensively discussed. (25.4-30)	Written content is relevant to the topic. At least two ways that health outcomes can be impacted in communities that are more resistant to vaccinations were clearly discussed. (22.4-25.3)	Written content is most appropriate to the topic. At least two ways that health outcomes can be impacted in communities that are more resistant to vaccinations were mostly discussed. (19.4-22.3)	Written content is at times repetitive or lacks cohesion. At least two ways that health outcomes can be impacted in communities that are more resistant to vaccinations were partly discussed. (14.9-19.3)	Written content does not address all aspects of the assessment task. Ways that health outcomes can be impacted in communities that are more resistant to vaccinations were not adequately discussed. (<14.8)	No discussion of relevant ways that health outcomes can be impacted in communities that are more resistant to vaccinations was provided (0)
	The role of nurses in promoting and delivering immunisation programs to communities was comprehensively discussed. (16.9-20)	The role of nurses in promoting and delivering immunisation programs to communities was clearly discussed. (14.9-16.8)	The role of nurses in promoting and delivering immunisation programs to communities was mostly discussed. (12.9-14.8)	The role of nurses in promoting and delivering immunisation programs to communities was partly discussed. (9.9-12.8)	The role of nurses in promoting and delivering immunisation programs to communities was not adequately discussed. (<9.9)	No discussion on the role of nurses in promoting and delivering immunisation programs to communities (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 Microsoft 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 Quiz

### Assessment Type

Online Quiz(zes)

### Task Description

This online quiz is an open-book, timed and multiple-choice questions. You have one 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 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 Friday (7 Oct 2022) 5:00 pm AEST

The online quiz opens on Wednesday, 5 October at 5:00PM and closes on Friday, 7 October at 5:00PM 2022. Must be completed within one (1) hour once opened at one sitting except for other approved arrangements.

**Return Date to Students**

Exam Week Friday (21 Oct 2022)

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 gets 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