



NURS11168 *Determinants of Health and Primary Health Care Nursing*

Term 2 - 2023

Profile information current as at 05/10/2023 06:28 am

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 - 2023

- Brisbane
- 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

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

Cambridge University Press

South Melbourne , Victoria , Australia

ISBN: 9781108869966

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

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Schedule

Week 1 - 10 Jul 2023

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

Week 1 eReading Lists

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

Week 2 - 17 Jul 2023

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

Week 3 - 24 Jul 2023

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

Week 4 - 31 Jul 2023

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

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Module 5: Health Promotion and Illness Prevention

Week 5 eReading Lists

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

Assessment Due: Week 5 Friday (11 Aug 2023) 5:00 pm AEST

Vacation Week - 14 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

Rest

Rejuvenate

Enjoy the break

Week 6 - 21 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

Module 6: Women's Health

Week 6 eReading Lists

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

Week 7 - 28 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

Module 7: Men's Health

Week 7 eReading Lists

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

Week 8 - 04 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Module 8: Health and Ageing

Week 8 eReading Lists

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

Week 9 - 11 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Module 9: Children's Health and Immunisation

Week 9 eReading Lists

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

Assessment Due: Week 9 Friday (15 Sept 2023) 5:00 pm AEST

Week 10 - 18 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Module 10: Rural and Remote Health

Week 10 eReading Lists

- Open the Week 10 tab and review the content.
 - Undertake Week 10 - Module 10 and its learning activities, access eReading Lists and attend the weekly online Zoom tutorial session or watch the recorded Zoom session.
- Review Assessment 3 - Online quiz requirements

Week 11 - 25 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Module 11: Nurse's Role in Rural and Remote Health

- Open the Week 11 tab and review the content.
- Undertake Week 11 and its learning activities, and attend the weekly online Zoom tutorial session or watch the recorded Zoom session.
- Review Modules 1-11 and continue to prepare for Assessment 3 (online quiz)

Week 12 - 02 Oct 2023

Module/Topic

Chapter

Events and Submissions/Topic

Review Weeks 1-11

Finalise preparation for Assessment 3 (online quiz)

Review/Exam Week - 09 Oct 2023

Module/Topic

Chapter

Events and Submissions/Topic

Assessment 3 (online quiz) is due.

End-of-term online quiz Due: Review/Exam Week Tuesday (10 Oct 2023) 11:45 pm AEST

Term Specific Information

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

Assessment Tasks

1 Assessment

Assessment Type

Written Assessment

Task Description

Aim

In this assessment, you will explore primary health care influences and demonstrate an understanding of factors that impact community health outcomes. To achieve this aim, you are to engage with the weekly unit materials and tutorials from weeks/modules 1-5. The resources offered during these weeks will help you develop this assessment task.

Introduction to the task

In modules 1-5, you examined the principles of primary health care (PHC) and explored the social determinants of health and the concepts of equity and inequality in health care. You also identified health literacy principles, health promotion and illness prevention. According to the World Health Organization (WHO, 2021), investment in PHC improves health outcomes, access and equity in health care and health care performance. A strategy used to strengthen global PHC is research and innovation (WHO, 2021). Primary health care provides health services to individuals, families or communities regardless of location or socio-economic status. The World Health Organization and member states' commitments to primary health care improve equity, access and positive outcomes for users.

A new strategy was tested in Perth, Western Australia, to improve access to primary healthcare and achieve better health outcomes for Australia's individuals, families, and communities (Millar et al., 2023). This research explored integrating primary healthcare services into local government settings. The study linked health, health literacy and local government to connect people to primary health care services. This strategy is an innovation that seeks to promote health outcomes for some of the vulnerable population groups in the community.

Task requirements

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

Base your responses on the research paper's context (Millar et al., 2023) and the broader Australian context.

1) Describe the impact of health literacy on health inequities and health outcomes. (Approximately 450 words)

2) Explain the impact of access to primary healthcare on health outcomes. (Approximately 300 words)

3) Discuss how the primary healthcare-oriented innovation (intersection between health, health literacy and local government) affects health outcomes for individuals, families and communities. How does this innovation align with the WHO PHC improvement strategy? (Approximately 450 words)

Also, you will need to access and read the article by Millar et al. (2023), focusing on the introduction and the discussion.

Format for your essay

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

Discuss the three task requirements as outlined above. (Approximately 1200 words)

Conclusion. (Approximately 150 words)

Requirements

- Use a conventional font of legible size: 12 font, Times New Roman with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include a cover page with all the correct components: student name, student identification number, unit name and unit code, assessment name, unit coordinators, due date, and word count.
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Please avoid using direct quotations taken from the literature.
- 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 introduction's first word to the conclusion's last word. The word count excludes the reference list but includes in-text references.

Literature and references

In this assessment, use at least six contemporary (no more than five years old) references to support your discussion. You may also use seminal scholarly literature where relevant (more than five years old). Suitable references include peer-reviewed journal articles, 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 from the Internet must be from reputable websites such as government, university or peak national bodies. For example, the Australian Institute of Health and Welfare, the World Health Organization and the Commonwealth Department of Health.

Resources

- You can reference your discussion using unit-provided materials and other credible sources (e.g., journal articles, books, grey literature). The quality and credibility of your sources are essential.
- We recommend that you access your discipline specific library databases: [the Nursing and Midwifery databases](#)
- 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 only.

References

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

<https://www.aihw.gov.au/reports/rural-remote-australians/rural-and-remote-health>

Millar, L., Ranila Bhojroo, Yesid Pineda Molina, Watts, J., Geagea, A., Murphy, J., & Pollard, C. M. (2023). Intersection between health, health literacy and local government: a mixed methods approach to identifying ways to better connect people to place-based primary health care in Western Australia. *BMC Health Services Research*, 23(1).

<https://doi.org/10.1186/s12913-022-08872-9>

World Health Organization. (2021). Primary health care.

<https://www.who.int/news-room/fact-sheets/detail/primary-health-care>

Weighting

30%

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 only

Assessment Due Date

Week 5 Friday (11 Aug 2023) 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

Weighting

30%

Assessment 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 the inclusion of all correct components, double 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, 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)	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 health literacy may affect health inequities and health outcomes. (21.2-25)	Clear and appropriate discussion on how health literacy may affect health inequities and health outcomes. (18.6-21.1)	Appropriate discussion on how health literacy may affect health inequities and health outcomes. (16.1-18.5)	Discussion on how health literacy may affect health inequities and health outcomes. (12.4-16)	Not recognisable discussion on how health literacy may affect health inequities and health outcomes. (<12.4)	No discussion on how health literacy may affect health inequities and health outcomes (0)
	The relevance of transportation on healthcare access and health outcomes for regional individuals and communities has been comprehensively discussed. (16.9-20)	The relevance of transportation on healthcare access and health outcomes for regional individuals and communities has been clearly discussed. (14.9-16.8)	The relevance of transportation on healthcare access and health outcomes for regional individuals and communities has been mostly discussed. (12.9-14.8)	The relevance of transportation on healthcare access and health outcomes for regional individuals and communities has been partly discussed. (9.9-12.8)	The relevance of transportation on healthcare access and health outcomes for regional individuals and communities has not been adequately discussed. (<9.9)	No discussion on the relevance of transportation on healthcare access and health outcomes for regional individuals and communities (0)
	Written content succinctly and comprehensively explains how the PHC-oriented innovation affects health outcomes of individuals, families and communities in Australia, Link to WHO strategy is clearly explained. (21.2-25)	Written content clearly explains how the PHC-oriented innovation affects health outcomes of individuals, families and communities in Australia. Link to WHO strategy is clearly explained (18.6-21.1)	Written content is mostly appropriate in explaining how the PHC-oriented innovation affects health outcomes of individuals, families and communities in Australia. Link to WHO strategy is explained (16.1-18.5)	Written content is sometimes repetitive or lacks cohesion and only partly explains how the PHC-oriented innovation affects health outcomes of individuals, families and communities in Australia. Link to WHO strategy is mentioned. (12.4-16)	Written content does not address all aspects of the assessment task and does not adequately explain how the PHC-oriented innovation affects health outcomes of individuals, families and communities in Australia. Link to WHO strategy is not apparent. (<12.4)	Little explanation relevant to the PHC-oriented innovation affects health outcomes of individuals, families and communities in Australia. (0)
Referencing (10%)	Consistently accurate with in-text referencing to support and reflect all ideas, factual information. 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 APA 7th ed referencing style. (8.5 - 10)	1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information . 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 APA 7th ed referencing 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. 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 APA 7th ed referencing 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. 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 APA 7th ed referencing style. (5 errors). (4.9 - 6.4)	In-text referencing is not consistent with APA 7th ed style. Many inaccuracies (>5) with in-text referencing to support and reflect all ideas, factual information. Less than 6 current references 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 APA 7th ed referencing style. (>5 errors). (<4.9)	No in-text citation or reference list (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 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 Assessment

Assessment Type

Case Study

Task Description

Aim

This assessment aims to explore the public health service of immunisation to improve community health outcomes and the role of health professionals in delivering this service.

Task description

Read the trigger information below and respond to the three topics provided.

Trigger information

[New report on parents' hesitancy to vaccinate children against COVID-19.](#)

Health experts, government officials and other relevant stakeholders have encouraged everyone to vaccinate against the coronavirus disease 2019 (COVID-19). Following the successful implementation of the COVID-19 vaccination among the adult population, the government commenced implementing the COVID-19 vaccine among children. However, some parents are hesitant to have their children vaccinated against COVID-19. Public health experts are concerned that this hesitancy may have broader ramifications for the wider population. The article explains that some people with specific social determinants of health tend to decline the COVID-19 vaccine. Health experts are worried that the anti-vaccine supporters will remain unprotected from this virus.

The article above is your case study. Using the information that you have gained from modules 1-9, and the information from this article, address the following three (3) tasks:

1. Explain the connection between health literacy and health outcomes in the context of the article above. (Approximately 550 words)
2. Imagine you are caring for a patient who is hesitant about the COVID-19 vaccine, and you want to provide health education about the importance of immunisation. Discuss the components of the health education you would provide to your patient. (Approximately 550 words)
3. Describe the role of nurses in promoting and delivering immunisation programs to communities. Provide an example of a vaccination strategy that has proved to be successful. (Approximately 400 words).

This is a short answer assignment and 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 a cover page with all the correct components: student name, student identification number, unit name and unit code, assessment name, unit coordinators, due date, and word count.
- 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 task 1 to the last word of task 3. The word count excludes the reference list but includes in-text references.

Literature and references

In this assessment, use at least six current (five years or less) references to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, 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 from the Internet must be from reputable websites such as government, university or peak national body websites. For example, the Australian Institute of Health and Welfare, the World Health Organization and the Commonwealth Department of Health.

Resources

- You can reference your argument using unit-provided materials and other credible sources (e.g., journal articles, books, grey literature). The quality and credibility of your sources are important.
- We recommend that you access your discipline specific library databases: the Nursing and Midwifery Database
- 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](#).

Weighting

40%

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

Assessment Due Date

Week 9 Friday (15 Sept 2023) 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

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, double line spacing, 12-point font, page numbers, cover 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, 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. double 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)	Submission is missing most aspects of the task. Little evidence of following task requirements. (0)
Approach and argument (80%)	Clear and succinct explanation of the connection between health literacy and health outcomes in the context of the news article. (25.4-30)	Clear and appropriate explanation of the connection between health literacy and health outcomes in the context of the news article. (22.4-25.3)	Appropriate explanation of the connection between health literacy and health outcomes in the context of the news article. (19.4-22.3)	Explanation of the connection between health literacy and health outcomes in the context of the news article. (14.9-19.3)	No recognisable explanation of the connection between health literacy and health outcomes in the context of the news article. (<14.8)	No explanation of the connection between health literacy and health outcomes in the context of the news article. (0)
	Written content is succinctly relevant to the topic. The components of immunisation health education are comprehensively discussed. (25.4-30)	Written content is relevant to the topic. The components of immunisation health education are clearly discussed. (22.4-25.3)	Written content is most appropriate to the topic. The components of immunisation health education are mostly discussed. (19.4-22.3)	Written content is at times repetitive or lacks cohesion. The components of immunisation health education are partly discussed. (14.9-19.3)	Written content does not address all aspects of the assessment task. The components of immunisation health education are not adequately discussed. (<14.8)	No discussion of the relevance on the components of immunisation health education. (0)
	Nursing roles in promoting and delivering vaccination programs have been comprehensively discussed, with clear example provided. (16.9-20)	Nursing roles in promoting and delivering vaccination programs have been clearly discussed, with clear example provided. (14.9-16.8)	Nursing roles in promoting and delivering vaccination programs have been mostly discussed, with clear example provided. (12.9-14.8)	Nursing roles promoting and delivering vaccination programs have been partly discussed with example provided. (9.9-12.8)	Nursing roles in promoting and delivering vaccination programs have not been adequately discussed; no example has been provided. (<9.9)	No discussion on the nursing roles in promoting and delivering vaccination programs. (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 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 and consists of multiple-choice and short-answer questions. You have one hour to complete it once you begin. You may only attempt the quiz once, and unless there are exceptional circumstances, you cannot re-sit the quiz if not completed within one hour. This is an open-book assessment; you may access resources throughout the online 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. You must ensure academic integrity and comply with the Student Academic Integrity Policy and Procedure. Acting honestly and with integrity means avoiding 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. The online quiz opens on Tuesday, 10 October at 1700 and closes on Thursday, 12 October 2023 at 1700. Must be completed within one (1) hour once opened at one sitting except for other approved arrangements.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Review/Exam Week Tuesday (10 Oct 2023) 11:45 pm AEST

The online quiz opens on Tuesday, 10 October and closes on Thursday, 12 October 2023. 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

We will release end-of-term result before Certification of Grades

Weighting

30%

Assessment Criteria

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

Referencing Style

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

Submission

Online

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