



# NURS13137 Outward Bound Nursing Studies

## Term 2 - 2018

Profile information current as at 19/05/2024 06:23 pm

All details in this unit profile for NURS13137 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

This is an elective unit that has been designed for students who may be involved in undertaking an outward-bound clinical nursing experience. By studying this unit you will gain knowledge and skill and consider primary health aspects of caring for people from a culture different to your own. Transferable nursing concepts will be explored and you will be encouraged to develop and implement a health-focused project relevant to people and/or a community other than your own.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

#### Offerings For Term 2 - 2018

- Distance

#### 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. **Online Quiz(zes)**

Weighting: 40%

#### 2. **Written Assessment**

Weighting: 60%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Unit Learning Outcomes

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


























1. Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
2. Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
3. Appreciate the differences between Australian's multicultural society and those considered during any activity related to an outward-bound nursing experience
4. Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

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















## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 40%										
2 - Written Assessment - 60%										

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

Nil textbook required.

### 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sharon Stanton** Unit Coordinator  
[s.stanton@cqu.edu.au](mailto:s.stanton@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to NURS13137 Outward Bound Nursing Studies Primary Health Care		

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
World Health Organisation (WHO) Declaration of Alma-Ata Social Determinants of Health Health Workforce		

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
National Health Priorities		

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Australian Commission of Safety and Quality in Healthcare		

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Disease Prevention and Immunisation

Assessment 1 - Online Quiz will open on Monday August 6th at 0001hrs. This quiz will be open for a full week until Sunday August 12th at 2359hrs.

**Online Quiz** Due: Week 5 Monday (6 Aug 2018) 12:01 am AEST

#### **Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

#### **Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Health		

#### **Week 7 - 27 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Health		

#### **Week 8 - 03 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Children's Health		

#### **Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health		

#### **Week 10 - 17 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health		

#### **Week 11 - 24 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 is Due. Tuesday September 25th at 2345hrs.
Ageing Health		<b>Assessment 2 - Essay and Educational Event</b> Due: Week 11 Tuesday (25 Sept 2018) 11:45 pm AEST

#### **Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health		

#### **Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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#### **Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Quiz

#### **Assessment Type**

Online Quiz(zes)

## Task Description

**Task Description NURS13137 Assessment One - Online Quiz - 40% Week 5 - Open from Monday, 6<sup>th</sup> of August 2018 at 0001hrs to Sunday the 12<sup>th</sup> of August 2018 at 2359hrs.** Without an understanding of the underpinning fundamentals of any profession, it can be difficult to appreciate why procedures are undertaken in the way they are. The first four (4) weeks of this unit have been dedicated to some of the foundational history, standards and workforce dedicated to Primary Health Care. This quiz is related to what you have learnt from the first four weeks of this unit and is a 60-question multiple choice, open book quiz. You will have 60 minutes to complete the quiz. The first four (4) weeks includes the following Modules. · Week 1 – Primary Health Care · Week 2 – World Health Organisation (WHO), Declaration of Alma-Ata, Social Determinants of Health and the Health Workforce · Week 3 – National Health Priority Areas (NHPA) · Week 4 – Australian Commission on Safety and Quality in Health Care

If you are having problems completing this quiz, make contact with the course coordinator **BEFORE** the due date. You will not be able to attempt the quiz after this time.

If you have any questions regarding this assessment item, please address your questions in the first instance to Moodle site discussion forum for Assessment 1. If it is of a personal nature, then please contact your course coordinator directly. Further information:

- This is a multiple-choice quiz with sixty (60) questions, each worth one mark. You will have sixty (60) minutes to complete this quiz.
- This is an open book quiz. This is an individual task.
- You have one (1) attempt at this quiz. The questions are allocated randomly from a bank of questions.
- If you are not able to complete the quiz due to technical problems, please immediately email [e.fitzgerald@cqu.edu.au](mailto:e.fitzgerald@cqu.edu.au) to advise so the quiz can be reset.
- The quiz questions are drawn from the study content in the first four (4) weeks of term only. It will be based on the study modules and information, websites and readings under the headings 'Readings' for each of the four weeks, but not the extension readings.
- Please read each question carefully before selecting your answer. Be aware that some questions may seem to have more than one right answer; you will need to look for the best answer.

## Number of Quizzes

1

## Frequency of Quizzes

Other

## Assessment Due Date

Week 5 Monday (6 Aug 2018) 12:01 am AEST

This quiz is open for the full week 5. It closes on Sunday the 12th August at 2359hrs.

## Return Date to Students

Week 6 Monday (20 Aug 2018)

All checks will be completed before release

## Weighting

40%

## Assessment Criteria

This is an online quiz and is automatically marked. The unit coordinator will review for errors and/or IT issues.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

Online Quiz

## Learning Outcomes Assessed

- Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
- Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
- Appreciate the differences between Australian's multicultural society and those considered during any activity related to an outward-bound nursing experience
- Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

## Graduate Attributes

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

## 2 Assessment 2 - Essay and Educational Event

### Assessment Type

Written Assessment

### Task Description

NURS13137 - Outward Bound Nursing Studies - Assessment 2

**Due Date: Tuesday, 25<sup>th</sup> September, 2018. 11.45pm**

**Weight: 40% + 20%**

Assessment 2 for NURS13137 is made up of two parts. Using both parts, you will justify, (Part A) plan and develop (Part B) an educational event.

**\*\*You are NOT required to present your educational event for this assessment\*\***

### **Part A - Essay - 40%**

**Word Count: 2000 words +/- 10% (excluding references)**

### **Part B - Educational Event - 20%**

**Word Count: approx. 1000 words (over multiple items)**

The Australian National Health Priority Areas (NHPA's) highlight areas where primary health care is essential for improving health outcomes in the future. You have covered these in Module 3. This information needs to find its way to those who need it most and the general population. This information is often presented as an educational activity by registered nurses.

Your assessment will be based around the NHPA of **either**, diabetes mellitus **OR** obesity using **one** of the following scenarios.

**\*\*You are NOT required to present your educational event for this assessment\*\***

You are a 3<sup>rd</sup> year nursing student on one of your last placements for your degree. You have been placed in the Community Setting of **EITHER**:



### **Thursday Island.**

Thursday Island is the main centre of all the Australian Islands between Cape York and mainland New Guinea. In 2011, the population of Thursday Island was recorded as 2610 people with 64.6% of the residents identifying as Aboriginal and Torres Strait Islander people. As part of your placement, you travel to outlying islands to offer clinics to the residents. While you are there, you take part in an Adult Diabetes Clinic. You note that most of the patients have identified as Aboriginal and Torres Strait Islander. You speak to your preceptor, John, and ask if you can do an education session on diabetes for the Aboriginal and Torres Strait Islander people. John tells you, "Yes, however, you must first identify and justify the need for such an event with your evidence. After all, we are an evidence-based profession".

**-OR-**



### **Mackay, Queensland.**

Mackay is approx. 950km north of Brisbane via the Bruce Highway/A1. Mackay has a



population of about 43400 people and services a region of around 115000 people. Cancer Council Queensland (2018) has just released the following news brief. "Analysis of subregions showed Mackay is the heaviest community in Queensland, with around 83 per cent of adults' overweight or obese – up from 72 per cent in 2007-2008". While you are in Mackay, you take part in a Child Health Clinic at a primary school and you notice many of the students are in the overweight or high normal weight range. You ask your preceptor, Joan, if you can do an educational session on obesity for the primary school aged children. Joan tells you, "Yes, however, you must first identify and justify the need for such an event with your evidence. After all, we are an evidence-based profession".

**Part A - Essay - 2000 words +/- 10% (excluding in-text references)**

Your essay should be written in academic style and should support your case to produce and present an educational event. You should identify the group you have chosen and justify the need for the event. To do this you should address the following points.

- Apply cultural intelligence to justify your educational event. To do this, use the principles of the Nursing Process and/or the Clinical Reasoning Cycle. Consider who, when, why. The information on these concepts is available on the Moodle site, however, if you refer to them directly in your essay they must be referenced from somewhere other than the Moodle site.
- Use **recent**, **relevant** and **reliable** resources for your essay. These should be peer-reviewed literature, related to the subject matter and no older than 5 years. These are available through the library databases. Your information must be evidence based.
- Your essay should include:
  - o Who is your target group and which NHPA will you address from the two options.
  - o What are the health issues/risks related to your chosen NHPA.
  - o Some statistics to support your discussion.
  - o Considerations related to cultural differences within your group and the Australian setting.

Please note:

- Word limit is 2000 words +/- 10% (excluding in-text references)
- This is an academic essay. Please use appropriate language, spelling, grammar and punctuation.
- Your assessment must be submitted as a word document and not in protected view.
- You must submit a plain, direct title page. It should be in 12 or 14 point, with no flourish or decoration. It will require, your name and student number, the unit name and number, the assessment task number, the name of your coordinator and the word count.
- You are not required to submit a contents page and headings are not required. Do not submit them.
- Your assessment should be in 12-point Arial or Times New Roman font, double line spaced and a minimum of 2.5cm margins. The title page and the body of your work should be left margin aligned, do not justify.
- You must reference as per the current 2018 APA Referencing Guide. This is available to you on the Moodle site. You will be marked against this document. It is requested you use page numbers in text as per the Referencing Guide.
- Left margin align your reference list with hanging indent as per the Referencing Guide.
- The required minimum number of references for Part A of this assessment is 15 journal articles. You may choose to use other resources, but they must be over and above the 15 journal articles. Do not use consumer information in Part A.

If you have any questions related to this assessment, please post to the Assessment 2 Forum first. Of course, if the matter is of a more personal nature, do not hesitate to contact your unit coordinator directly.

If you are having issues related to submission, please make contact with your unit coordinator as soon as possible. If you submit your work late without an approved extension request, you will be penalised 5% per day as per the policy.

Before requesting an extension request, please review the policy as there have been changes to the accepted circumstances and supporting documentation requirements.

### **Important Definitions:**

Culture -

1. the arts and other manifestations of human intellectual achievement regarded collectively. e.g. "20th century popular culture"
2. the ideas, customs, and social behaviour of a particular people or society. e.g. "Afro-Caribbean culture"
3. the attitudes and behaviour characteristic of a particular social group. e.g. "the emerging drug culture"

Cultural diversity -

the existence of a variety of cultural or ethnic groups within a society.

Cultural Intelligence -

A measure of a person's capacity to function effectively in a multi-cultural environment.

### **Part B - Educational Event - approx. 1000 words (over multiple items)**

Part B is the resources and details of your educational event. You are required to supply the following:

#### **A promotional poster for your event.**

- This is to be on A4
- Culturally relevant and appropriate language and graphics.
- Clear and succinct information aimed at the target group.
- You are to reference in a modified APA Referencing style. See below.

#### **A detailed programme for the event.**

- This should cover a three-hour time period.
- You are free to use any format you like. This can include a table. Each section must be detailed with the type of activity, the learning outcome and referenced evidence. i.e. Do not block out 30 minutes for a game without explaining game, and what the learning outcome is, including your supporting evidence.
- This is to be referenced as per the 2018 APA Referencing Guide.

#### **Handouts or resources for the event (1 or 2 only).**

- These can take any form including flyers, PowerPoints or questionnaires.
- These should be linked to an activity or session in your programme.
- Culturally relevant and appropriate language and graphics
- Clear and succinct information aimed at the target group
- You are to reference in a modified APA Referencing style. See below.

#### **Modified APA Referencing for the poster and handouts/resources ONLY.**

For the poster and/or flyers, do not put intext or illustration referencing in the body of the poster or the flyers. You may number these, and then supply a reference list as per the APA Referencing Guide on an extra page with each item. As this is a modified list, you will need to number each reference to align with the information or image. This is not to be treated as footnoting and will not be accepted elsewhere. Your reference list should still

be in alphabetical order.

This will be addressed in further detail in Assessment 2 Forums and ZOOM Recordings.

**\*\*PowerPoints are not included and should have their own APA Referencing as per the 2018 APA Referencing Guide\*\***

**Assessment Due Date**

Week 11 Tuesday (25 Sept 2018) 11:45 pm AEST

**Return Date to Students**

Exam Week Tuesday (16 Oct 2018)

Assessments will be returned at any time during the day. Most commonly in the afternoon.

**Weighting**

60%

**Assessment Criteria**

Marking Criteria NURS13137 – Assessment Two

Student name: Student Number:

***Part A - Essay***

**Structure**

Clear and succinct introduction that presents the chosen NHPA and the associated health issues/risks. Succinctly outlines the direction of the paper.	Clear and appropriate introduction that presents the chosen NHPA and the associated health issues/risks. Outlines the direction of the paper well.	Appropriate introduction that presents the chosen NHPA and the associated health issues/risks. Generally outlines the direction of the paper.	Introduction is apparent although, consists only of a list of the contents of the paper and/or only presents the chosen NHPA and/or the associated health issues/risks. The direction of the paper is not clearly introduced.	No recognisable introduction. The chosen NHPA and/or the associated health issues/risks not presented and/or there is no direction offered and/or easily confused.
Clear and succinct conclusion that outlines all of the main points and brings the discussion to a logical close.	Clear and appropriate conclusion that outlines most of the main points and brings the discussion to a close.	Conclusion generally outlines the main points and brings some sense of closure to the discussion.	Conclusion apparent although only outlines some of the main points and endeavours to bring the discussion to a close –some incongruity.	No recognisable conclusion – little or no reference to the main points and does not offer a clear conclusion to the paper. /15
Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure is clear and concise.	Generally accurate (1-2 inaccuracies) with spelling, grammar, use of punctuation. A well-presented assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure is clear.	Occasional inaccuracies (3-4) with spelling, grammar, use of punctuation. A generally well-presented assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure is appropriate.	Frequent inaccuracies (5-6) with spelling, grammar, use of punctuation. An adequately presented assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure allows misinterpretation of the meaning of the content.	Many inaccuracies (>6) with spelling, grammar, use of punctuation. Poorly presented assignment, double spacing not used, 12-point font not used, not left margin aligned. Organisation and structure detract from the meaning of the content/or is irrelevant.
<b>Approach and Argument</b>				
Clear, coherent and convincing critical thought, based on the Nursing Process and/or the Clinical Reasoning Cycle, evident. All points/ideas supported with quality references relating all findings back to the NHPA and the associated health issues/risks.	Well-developed critical thought, based on the Nursing Process and/or the Clinical Reasoning Cycle, evident. Most points/ideas supported with quality references relating most findings back to the NHPA and the associated health issues/risks.	General critical thought, based on the Nursing Process and/or the Clinical Reasoning Cycle, evident. Some points/ideas supported with quality references relating some findings back to the NHPA and the associated health issues/risks.	Some perceptible critical thought displayed. Some evidence of the Nursing Process and/or the Clinical Reasoning Cycle. Some points/ideas supported with quality references relating some findings back to the NHPA and the associated health issues/risks.	Little to no critical thought displayed. Little to no evidence of the Nursing Process and/or the Clinical Reasoning Cycle. Little to no points/ideas supported with quality references. Little to no findings related back to the NHPA and the associated health issues/risks. /20

Comprehensively includes a detailed discussion and rationale of the need for an educational event in relation to the chosen target group and the associated NHPA and associated health issues/risks.	Extensively includes a detailed discussion and rationale of the need for an educational event in relation to the chosen target group and the associated NHPA and associated health issues/risks.	Generally includes a reasonable discussion and rationale of the need for an educational event in relation to the chosen target group and the associated NHPA and associated health issues/risks.	Demonstrates some discussion and/or rationale of the need for an educational event in relation to the chosen target group and the associated NHPA and associated health issues/risks.	Little to no discussion and/or rationale of the need for an educational event in relation to the chosen target group and the associated NHPA and associated health issues/risks.	/20
A comprehensive awareness of cultural and social issues relevant to the chosen target group and the associated NHPA and associated health issues/risks.	An extensive awareness of cultural and social issues relevant to the chosen target group and the associated NHPA and associated health issues/risks.	A general awareness of cultural and social issues relevant to the chosen target group and the associated NHPA and associated health issues/risks.	Some awareness demonstrated of cultural and social issues relevant to the chosen target group and the associated NHPA and associated health issues/risks.	Little to no awareness demonstrated of cultural and social issues relevant to the chosen target group and the associated NHPA and associated health issues/risks.	/20
Consideration of legal and ethical frameworks and scope of practice for a student nurse very clearly demonstrated.	Consideration of legal and ethical frameworks and scope of practice for a student nurse clearly demonstrated.	Consideration of legal and ethical frameworks and scope of practice for a student nurse somewhat clearly demonstrated.	Limited consideration of legal and ethical frameworks and scope of practice for a student nurse demonstrated.	Little to no consideration of legal and ethical frameworks and scope of practice for a student nurse (or not) demonstrated.	/10

## Referencing

Consistently accurate with recent, relevant and reliable, in-text peer reviewed and quality referencing to support and reflect all ideas, information and quotations.	Frequently accurate with recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations. (1-2 exceptions.)	Generally integrates recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations. (3-4 exceptions.)	Occasionally integrates recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations. (>4 exceptions.)	Fails to or infrequent attempts to integrate recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations.	
Reference list as per APA Referencing Style Guide. No errors identified in the reference list.	Reference list is frequently accurate as per the APA Referencing Style Guide. (1-2 errors).	Reference list is generally accurate as per the APA Referencing Style Guide. (3-5 errors).	Reference list is occasionally accurate as per the APA Referencing Style Guide. (6-8 errors).	Reference list infrequently or fails to meet the APA Referencing Style requirements. Many inaccuracies (>8).	/15
A minimum of 15 peer reviewed and quality journal articles used. All articles are recent, relevant and reliable.	A minimum of 15 peer reviewed and quality journal articles used. At least 14 journal articles are recent, relevant and reliable.	A minimum of 15 peer reviewed and quality journal articles used. At least 12 journal articles are recent, relevant and reliable.	A minimum of 15 peer reviewed and quality journal articles used. At least 10 articles are recent, relevant and reliable.	A minimum of 15 peer reviewed and quality journal articles not used and /or >10 journal articles are not recent and/or relevant and/or reliable.	
<b>Total Marks Part A</b>					/100

## Part B - Educational Event Structure

Consistently accurate with spelling, grammar, use of punctuation. Excellent presentation of all components. Organisation and structure is clear, concise and informative.	Generally accurate (1-2 inaccuracies) with spelling, grammar, use of punctuation. A well-presented assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure is clear.	Occasional inaccuracies (3-4) with spelling, grammar, use of punctuation. A generally well-presented assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure is appropriate.	Frequent inaccuracies (5-6) with spelling, grammar, use of punctuation. An adequately presented assignment, double-spaced with 12-point font, left margin aligned. Organisation and structure allows misinterpretation of the meaning of the content.	Many inaccuracies (>6) with spelling, grammar, use of punctuation. Poorly presented assignment, double spacing not used, 12-point font not used, not left margin aligned. Organisation and structure detract from the meaning of the content/or is irrelevant.	/15
<b>Approach and Argument</b>					

<p>The programme is detailed and covers a 3-hour timeframe. The programme consistently demonstrates logical structure and sequence. Expected learning outcomes are clearly identified and are all supported with quality references. Comprehensively demonstrates cultural intelligence in planning appropriate activities relevant to the chosen target group and the associated NHPA and associated health issues/risks. Consistently demonstrates professional language.</p>	<p>The programme is frequently detailed and covers a 3-hour timeframe. The programme frequently demonstrates logical structure and sequence. Expected learning outcomes are frequently clearly identified and are frequently supported with quality references. Frequently demonstrates cultural intelligence in planning appropriate activities relevant to the chosen target group and the associated NHPA and associated health issues/risks. Frequently demonstrates professional language.</p>	<p>The programme is generally detailed and covers a 3-hour timeframe. The programme generally demonstrates logical structure and sequence. Expected learning outcomes are generally identified and are generally supported with quality references. Generally demonstrates cultural intelligence in planning appropriate activities relevant to the chosen target group and the associated NHPA and associated health issues/risks. Generally demonstrates professional language.</p>	<p>The programme is occasionally and covers a 3-hour timeframe. The programme occasionally demonstrates logical structure and sequence. Expected learning outcomes are occasionally identified and are occasionally supported with quality references. Occasionally demonstrates cultural intelligence in planning appropriate activities relevant to the chosen target group and the associated NHPA and associated health issues/risks. Occasionally demonstrates professional language.</p>	<p>The programme is not detailed and/or does not covers a 3-hour timeframe. The programme does not demonstrate logical structure and sequence. Expected learning outcomes are not clearly identified and/or are missing, and/or not supported with quality references. /30 Little to no cultural intelligence demonstrated in planning appropriate activities relevant to the chosen target group and the associated NHPA and associated health issues/risks. Little to no professional language demonstrated.</p>
<p>The poster and other resources have a consistently logical structure and sequence. Consistent use of culturally relevant and appropriate language and graphics. Consistently relevant to the chosen target group and the associated NHPA and associated health issues/risks.</p>	<p>The poster and other resources have a frequently logical structure and sequence. Frequent use of culturally relevant and appropriate language and graphics. Frequently relevant to the chosen target group and the associated NHPA and associated health issues/risks.</p>	<p>The poster and other resources have a generally logical structure and sequence. General use of culturally relevant and appropriate language and graphics. Generally relevant to the chosen target group and the associated NHPA and associated health issues/risks.</p>	<p>The poster and other resources have an occasionally logical structure and sequence. Occasional use of culturally relevant and appropriate language and graphics. Occasionally relevant to the chosen target group and the associated NHPA and associated health issues/risks.</p>	<p>The poster and/or other resources have little to no logical structure and sequence. Little to no use of culturally relevant and appropriate language and/or graphics. Little to no relevance to the chosen target group and the associated NHPA and associated health issues/risks. /30</p>



All educational event resources are consistently engaging, interesting and eye-catching.	All educational event resources are mostly engaging, interesting and eye-catching.	Most educational event resources are generally engaging, interesting and eye-catching.	Most educational event resources are occasionally engaging, interesting and eye-catching.	Some/any requirements of educational event resources are missing and/or incomplete and/or not relevant and/or do not address assessment requirements. /10
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## Referencing

Consistently accurate with recent, relevant and reliable, in-text peer reviewed and quality referencing to support and reflect all ideas, information and quotations.	Frequently accurate with recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations. (1-2 exceptions.)	Generally, integrates recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations. (3-4 exceptions.)	Occasionally integrates recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations. (>4 exceptions.)	Fails to or infrequent attempts to integrate recent, relevant and reliable, in-text peer reviewed and quality references to support and reflect ideas, information and quotations.
Reference list as per APA Referencing Style Guide. No errors identified in the reference list.	Reference list is frequently accurate as per the APA Referencing Style Guide. (1-2 errors).	Reference list is generally accurate as per the APA Referencing Style Guide. (3-5 errors).	Reference list is occasionally accurate as per the APA Referencing Style Guide. (6-8 errors).	Reference list infrequently or fails to meet the APA Referencing Style requirements. Many inaccuracies (>8). /15
A minimum of 10 quality resources used. Sources demonstrate evidence of best practice. No consumer sites/resources used.	A minimum of 10 quality resources used. Most sources demonstrate evidence of best practice. No consumer sites/resources used.	A minimum of 10 quality resources used. Some sources demonstrate evidence of best practice. No consumer sites/resources used.	A minimum of 10 quality resources used. Few sources demonstrate evidence of best practice. No consumer sites/resources used.	<10 quality resources used. Few to no sources demonstrate evidence of best practice. Any consumer sites/resources used.
				<b>Total Marks Part B</b> /100
				<b>Total marks OVERALL</b> /60

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
- Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
- Appreciate the differences between Australian's multicultural society and those considered during any activity



- related to an outward-bound nursing experience
- Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

#### **Graduate Attributes**

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

## Academic Integrity Statement

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

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

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

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

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

#### **What is a breach of academic integrity?**

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

#### **Why is academic integrity important?**

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

#### **Where can I get assistance?**

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

#### **What can you do to act with integrity?**

**Be Honest**

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

**Seek Help**

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

**Produce Original Work**

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