



NURS13137 *Outward Bound Nursing Studies*

Term 3 - 2018

Profile information current as at 04/05/2024 02:13 am

All details in this unit profile for NURS13137 have been officially approved by CQU University 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 3 - 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



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

Marina Cousins Unit Coordinator
m.cousins@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

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

Week 2 - 12 Nov 2018

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

Week 3 - 19 Nov 2018

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

Week 4 - 26 Nov 2018

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

Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

Week 5 - 10 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Disease Prevention and Immunisation		Online Quiz Due: Week 5 Friday (14 Dec 2018) 12:00 am AEST
Week 6 - 17 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Health		
Week 7 - 31 Dec 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Health		
Week 8 - 07 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Children's Health		
Week 9 - 14 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Women's Health		
Week 10 - 21 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Men's Health		
Week 11 - 28 Jan 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health		Assessment 2 is Due. Thursday, 31st January at 1600hrs. Assessment 2 - Written Due: Week 11 Thursday (31 Jan 2019) 4:00 pm AEST
Week 12 - 04 Feb 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Oral Health		
Exam Week - 11 Feb 2019		
Module/Topic	Chapter	Events and Submissions/Topic

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, 10th of December 2018 at 0001hrs to Friday 14th of December 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, worth one mark each. You will have sixty (60) minutes to complete this quiz.
- This is an open book quiz, that 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 or phone Tasac for assistance.
- 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 Friday (14 Dec 2018) 12:00 am AEST

This quiz is open for the full week 5. Open from Monday, 10th of December 2018 at 0001hrs to Friday 14th of December 2018 at 2359hrs.

Return Date to Students

Week 6 Monday (17 Dec 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 - Written

Assessment Type

Written Assessment

Task Description

Word Count: 3000 words +/- 10 %

The word count is considered from the first word of the introduction to the last word of the conclusion. It includes in-text references and direct quotations. It excludes the cover page, abstract, contents page, reference list and appendices.

Learning Outcomes Assessed

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.

Background

Your assessment relates to the Global Vaccine Action Plan (GVAP).

http://www.who.int/immunization/global_vaccine_action_plan/en/

As part of the campaign, WHO and its partners aim to:

- Highlight the importance of immunisation, and the remaining gaps in global coverage
- Underscore the value of vaccines to target donor countries and the importance of investing in immunization efforts
- Highlight the ways in which everyone, from donors to individuals can and must drive vaccine progress.

Task

You are a nursing student visiting India, Nepal or Cambodia as part of an outward bound program and have been placed in a community setting to deliver primary health care assessments. You have been asked to prepare a brief to funders who may support a vaccination education session in your community.

Students going on an outward bound experience should select the country they have been to. Students who are not going overseas, can select either Nepal, Cambodia or India.

Step 1.

Outline the distribution of the population in the country you have selected and provide statistics and maps to help present your data. Identify the ethnic groups and any cultural aspects which may impact the uptake of immunisations. Highlight current attitudes towards immunisation in your chosen population.

Step 2.

Identify the vaccinations currently available in the country you selected and compare this to vaccinations that are provided in Australia.

Step 3.

Consider the health risks related to a lack of immunisation for that country. Compare these risks to those in the Australian setting.

Step 4.

Identify the barriers to providing and receiving immunisation in your chosen country? Suggest 2- 3 strategies to overcome these barriers.

Step 5.

Provide examples of how vaccination education is presented by healthcare workers in your country.

Your brief should be written in academic style. Please use appropriate language, spelling, grammar, punctuation, and paragraph formation with lead in and out sentences.

Use at least 15 recent, credible and relevant resources for your essay. These should be peer-reviewed literature or from reliable government sites and the WHO, related to the subject matter and no older than 10 years (unless it is seminal work). These are available through the library databases.

Format

• Title page.

It should be in 12 or 14 Ariel or New Times font with no flourish or decoration. Include your name and student number, the unit name and number, the assessment task number, the name of your coordinator and your word count. Double line spaced and a minimum of 2.5cm margins.

- You are required to submit a contents page and headings must be used. You may attached appendices where relevant.
- The title page and the body of your work should be left margin aligned.

- You must reference as per the current Semester 2, 2018 APA abridged referencing guide. This is available to you on the Moodle site. Please use page numbers in text as outlined in the Abridged APA Referencing Guide.
 - Your assessment must be submitted as a word document and not in protected pdf view through the provided turnitin link in the Moodle site.
- A detailed marking rubric is available in the Moodle site.

Assessment Due Date

Week 11 Thursday (31 Jan 2019) 4:00 pm AEST

Turnitin

Return Date to Students

Exam Week Friday (15 Feb 2019)

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

Weighting

60%

Assessment Criteria

Semester 3, 2019 NURS13137 - Assessment Two

Structure 15 %

<p>Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, word count and a contents page. Consistently accurate with spelling, grammar and paragraph structure. Appendices correctly submitted. Assignment submitted through Turnitin.</p>	<p>Well-presented assignment, double line spaced, 12 point font, page numbers, word count and a contents page, 1 or 2 errors in spelling, grammar or paragraph structure. Appendices correctly submitted and assignment submitted through Turnitin with minor error.</p>	<p>Appropriate assignment, double line spaced, 12 point font, page numbers, word count and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure. Appendices correctly submitted and assignment submitted through Turnitin with 3-4 errors.</p>	<p>Adequate assignment presentation, double line spaced with 12 point font. Word count or contents page included or page numbers, 5-6 consistent errors with spelling, grammar or paragraph structure. Appendices correctly submitted and assignment submitted through Turnitin with 5-6 errors.</p>	<p>Poorly presented assignment. Double spacing not used, 12 point font not used. Word count or contents page included. Many inaccuracies in spelling, grammar or paragraph structure. Appendices not correctly submitted. Assignment not submitted through Turnitin or with < 7 errors.</p>
<p>Clear and succinct introduction that introduces the topic and outlines the direction of the paper and an excellent conclusion that summarises the paper.</p>	<p>Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion summarises the paper.</p>	<p>Appropriate introduction that introduces the topic and outlines the direction of the paper. Conclusion attempts to summarise the paper.</p>	<p>Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion apparent though incomplete.</p>	<p>No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No conclusion or very inadequate.</p>
<p>Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting credible literature.</p>	<p>Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting credible literature is used appropriately.</p>	<p>Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting credible literature.</p>	<p>Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic and the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting credible literature.</p>	<p>Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting credible literature.</p>

/15

Approach and Argument 70%

Content is clearly relevant to the topics. The approach comprehensively answers the questions and the argument proceeds logically. Ethnic groups identified, consideration of the population distribution. Statistics and maps are comprehensive and credible.	Content is relevant to the topics, the approach clearly answers the question and the argument proceeds logically. Most ethnic groups identified, consideration of the population distribution. Statistics and maps are comprehensive and credible.	Content is appropriate and answers the questions and the argument for the most part proceeds logically. Some ethnic groups identified, some consideration of the population distribution. Statistics and maps are present.	Content answers the question although the argument is at times repetitive or lacks cohesion. Some critical thought displayed. Ethnic groups identified, limited consideration of the population distribution. Statistics and maps are included.	Content does not address all aspects of the assessment task. Inadequate description of required content. Little to no critical thought displayed. Little to no evidence of the ethnic groups identified, no consideration of the population distribution. No statistics and maps are included.	/20
Comprehensively identifies what vaccinations are available and comprehensively compares it to the Australian context. Includes a detailed discussion of the barriers to immunisation for the chosen group and practical ideas to overcome these barriers.	Extensively identifies what vaccinations are available and compares it to the Australian context. Includes a detailed discussion barriers to immunisation for the chosen group and practical ideas to overcome these barriers.	Generally identifies available vaccinations and some comparison to the Australian context. Includes a reasonable discussion of barriers to immunisation for the chosen group and practical ideas to overcome these barriers.	Some identification of available vaccinations, little comparison to the Australian context, some discussion of the barriers to immunisation for the chosen group and practical ideas to overcome these barriers.	Little to no identification of available vaccinations, limited comparison to the Australian context. No discussion of the barriers to immunisation for the chosen group and limited practical ideas to overcome these barriers.	/30
Provides comprehensive and practical suggestions to provide to health care workers.	Provides wide-ranging and practical suggestions to provide to health care workers.	Provides general and practical suggestions to provide to health care workers.	Some suggestions provided to health care workers. Not practical for the group chosen.	Little to no practical suggestions provided to health care workers.	/20

Referencing 15 Marks

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	Referencing is not consistent with APA style. Many inaccuracies (<7) with in-text referencing to support and reflect all ideas, factual information and quotations.
A minimum of 15 up-to-date credible references used including 5 up-to-date journal articles as well as relevant books and web sites.	A minimum of 13 up-to-date credible references used including 4 journal articles as well as relevant books and web sites.	A minimum of 10 up-to-date credible references used including 3 journal articles as well as relevant books and web sites.	A minimum of 7 up-to-date credible references used including 2 journal articles as well as relevant books and web sites.	The required number of 7 up-to-date credible references not used, less than 2 journal articles sourced. Relevant web sites not used. /15
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list appears in Alphabetical order and consistently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.

/100

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