NURS13137 *Outward Bound Nursing Studies*
Term 1 - 2019

Profile information current as at 04/05/2024 06:13 am

All details in this unit profile for NURS13137 have been officially approved by CQUniversity 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 1 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **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 |

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.

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

Carina Anderson Unit Coordinator
c.anderson@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

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

Week 2 - 18 Mar 2019

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

Week 3 - 25 Mar 2019

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

Week 4 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Australian Commission of Safety and Quality in Healthcare		**Assessment Item One** Due: Week 5 Friday (12 Apr 2019) 4:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week		

Week 6 - 22 Apr 2019

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

Week 7 - 29 Apr 2019

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

Week 8 - 06 May 2019

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

Week 9 - 13 May 2019

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

Week 10 - 20 May 2019

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

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health		

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health		**Assessment item two** Due: Week 12 Monday (3 June 2019) 4:00 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment Item One

Assessment Type
Online Quiz(zes)

Task Description
Assessment 1– Online Quiz - 40%
Week 5 – Open Monday, 8th of April 2019, 0800hrs
– Closes Friday 12th of April 2019, 1600hrs

The first four (4) weeks of this unit have been dedicated to the history of primary health care, the health standards and the workforce dedicated to Primary Health Care. This assessment relates to what you have learnt in the first four weeks of this unit. It 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 unit coordinator **BEFORE** the due date.
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 your question is of a personal nature, then please contact your unit 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 your unit coordinator 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. Questions are based

on the study modules and information, websites and readings (under the headings 'Readings' for each of the four weeks).
- 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 choose the best answer.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 5 Friday (12 Apr 2019) 4:00 pm AEST
This quiz opens in week 5 from Monday 8th of April 2019 at 0001hrs and closes Friday 12th of April 2019 at 1600hrs.

Return Date to Students
Week 7 Friday (3 May 2019)

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 accessed via NURS13137 Moodle site

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 item two

Assessment Type
Written Assessment

Task Description
Assessment 2: Written - 60%

Details
This is a group work assignment. CQUniversity nursing students throughout their learning journey will frequently be required to participate in group work. Teamwork is integral to all clinical environments and all outward bound nursing experiences. The aim of group work is to assist in the development of appropriate knowledge and skills to effectively work within a team. Effective teamwork is based on fluid communication, collaboration and commitment to achieve the best outcome possible.

For teams to be effective, members need to work together to complete a task. The following assignment will provide opportunity to develop and apply effective team skills. The assignment will also assist the team to acknowledge the challenges that teamwork often generate and to identify the skills that may need refining.

For this assignment you will need to work in groups of four. Form groups of four based on the country where you are intending to go on your outward bound nursing experience. Students who are not going overseas, can select either Nepal, Cambodia or India. If you have not formed a group by week 6, you will be allocated into a group by the unit coordinator.

Background
There is a strong correlation between air pollution and respiratory disease. According to the World Health Organisation (2018) around 7 million people die each year because of air pollution. Countries such as India, Nepal and Cambodia have higher levels of air pollution compared to Australia. This puts Nepalese, Indian and Cambodian people at a higher risk of developing respiratory diseases, and other health issues, that are directly related to air pollution.

The task
You are nursing students 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. Your group has been asked to prepare an education session to deliver to the local people (men, women and children) on respiratory health.

Your group must prepare a PowerPoint presentation with audio to deliver to your target audience. The presentation must:

- **Explain the main causes and types of air pollution (i.e. indoor/outdoor) in your chosen country**
- **Show air pollution statistics in your chosen country including prevalence of respiratory disease and pollution-related respiratory disease in your chosen country**
- **Identify other health related issues attributable to air pollution, including the population most at risk (i.e. age, gender, demographic)**
- **Discuss signs and symptoms of pollution related respiratory disease**
- **Explain treatment for air pollution related respiratory diseases**
- **Determine preventative strategies/measures to minimise exposure to air pollution (relate this specifically to the chosen country)**
- **Identify barriers to decreasing air pollution in your chosen country**
- **Develop environmental education/awareness for your target audience**

The presentation must be a minimum of 12 minutes in duration and consist of approximately 24 PowerPoint slides (approximately 6 slides per student) with an accompanying audio presentation. Each group member's audio presentation must be a minimum of 3 minutes duration.

The first slide of your PowerPoint presentation must contain the title of your presentation and each group members' names.

A reference list must be included on the last slide/s of your PowerPoint presentation. Any photos/maps/graphs/written information used in the PowerPoint must be referenced according to APA style. At least 24 recent, credible and relevant sources are to be used for your presentation (references for photographs/diagrams do not count as part of the 24). Peer-reviewed literature or reliable government sites no older than 5 years may be used as references. You may also use credible sites such as WHO. Text books less than 10 year old may also be used.

References
World Health Organisation. (2018). Air pollution. Retrieved from https://www.who.int/airpollution/en/

Assessment Due Date
Week 12 Monday (3 June 2019) 4:00 pm AEST

Return Date to Students
Exam Week Friday (21 June 2019)
Assessments will be returned to students three weeks after the due date

Weighting
60%

Assessment Criteria
A larger version of this assessment criteria is available on the NURS13137 Moodle site.

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail < 50% |

Criterion	Exemplary	Proficient	Satisfactory	Adequate	Poor
Criterion 1: 5% Structure	Excellent presentation. Audio component clear and articulate. PowerPoint slides clear, concise, well designed and are consistently accurate with spelling and grammar. Presentation is at least 12 minutes duration with at least 24 slides. 5-4.3	Well-presented audio component. PowerPoint slides are well designed. 1 or 2 errors in spelling or grammar on PowerPoint slides. Presentation is 10-11 minutes duration with at least 20-23 slides. 4.2-3.8	Appropriate audio component. PowerPoint slides are appropriate and have 3 or 4 consistent errors with spelling or grammar. Presentation is 8-9 minutes duration with 16-19 slides. 3.7-3.3	Adequate audio component. PowerPoint slides are adequate and have 5-6 consistent errors with spelling or grammar. Presentation is 5 to 7 minutes duration with 15-12 slides. 3.2-2.5	Poor audio component. PowerPoint slides are irrelevant to topic and have many inaccuracies in spelling or grammar. Presentation is less than 5 minutes duration with less than 12 slides. <2.4
Criterion 2: 20% Approach and Argument	Clear and comprehensive presentation that: • explains the main causes and types of air pollution • shows air pollution statistics, including prevalence of respiratory disease and pollution-related respiratory disease 20-17	Solid presentation that extensively: • explains the main causes and types of air pollution • shows air pollution statistics, including prevalence of respiratory disease and pollution-related respiratory disease 16.8 - 15	Appropriate presentation that generally: • explains the main causes and types of air pollution • shows air pollution statistics, including prevalence of respiratory disease and pollution-related respiratory disease 14.8 - 13	Adequate presentation that somewhat: • explain the main causes and types of air pollution • shows air pollution statistics, including prevalence of respiratory disease and pollution-related respiratory disease 12.8 - 10	Presentation is irrelevant and does not: • explain the main causes and types of air pollution • show air pollution statistics, including prevalence of respiratory disease and pollution-related respiratory disease 9.6 - 2
Criterion 3: 20% Approach and Argument	Clear and comprehensive presentation that: • identifies other health related issues attributable to air pollution, including the population most at risk (gender, age, demographic) • discusses signs and symptoms of pollution related respiratory disease 20-17	Solid presentation that extensively: • identifies other health related issues attributable to air pollution, including the population most at risk (gender, age, demographic) • discusses signs and symptoms of pollution related respiratory disease 16.8 - 15	Appropriate presentation that generally: • identifies other health related issues attributable to air pollution, including the population most at risk (gender, age, demographic) • discusses signs and symptoms of pollution related respiratory disease 14.8 - 13	Adequate presentation that somewhat: • identifies other health related issues attributable to air pollution, including the population most at risk (gender, age, demographic) • discusses signs and symptoms of pollution related respiratory disease 12.8 - 10	Presentation is irrelevant and does not: • identify other health related issues attributable to air pollution, including the population most at risk (gender, age, demographic) • discuss signs and symptoms of pollution related respiratory disease 9.6 - 2
Criterion 4: 20% Approach and Argument	• explains treatment for air pollution related respiratory diseases • determines preventative strategies/measures to minimise exposure to air pollution 20-17	Solid presentation that extensively: • explains treatment for air pollution related respiratory diseases • determines preventative strategies/measures to minimise exposure to air pollution • discusses signs and symptoms of pollution related respiratory disease 16.8 - 15	Appropriate presentation that generally: • explains treatment for air pollution related respiratory diseases • determines preventative strategies/measures to minimise exposure to air pollution 14.8 - 13	Adequate presentation that somewhat: • explains treatment for air pollution related respiratory diseases • determines preventative strategies/measures to minimise exposure to air pollution 12.8 - 10	Presentation is irrelevant and does not: • explain treatment for air pollution related respiratory diseases • determine preventative strategies/measures to minimise exposure to air pollution 9.6 - 2
Criterion 5: 20% Approach and Argument	Clear and comprehensive presentation that: • identifies barriers to decreasing air pollution • develops environmental education/awareness 20-17	Solid presentation that extensively: • identifies barriers to decreasing air pollution • develops environmental education/awareness 16.8 - 15	Appropriate presentation that generally: • identifies barriers to decreasing air pollution • develops environmental education/awareness 14.8 - 13	Adequate presentation that somewhat: • identifies barriers to decreasing air pollution • develops environmental education/awareness 12.8 - 10	Presentation is irrelevant and does not: • identify barriers to decreasing air pollution • develop environmental education/awareness 9.6 - 2
Criterion 6: 5% Referencing	Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 5-4.3	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 4.2-3.8	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3.7-3.3	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3.2-2.5	Referencing is not consistent with APA style. Many inaccuracies (<7) with in-text referencing to support and reflect all ideas, factual information and quotations. <2.4
Criterion 7: 5% Referencing	A minimum of 24 up-to-date credible references used. These include peer-reviewed journal articles, reliable government sites/credible sites (eg. WHO) less than 5 years old and/or text books less than 10 year old. 5-4.3	20 to 23 up-to-date credible references used. These include peer-reviewed journal articles, reliable government sites/credible sites (eg. WHO) less than 5 years old and/or text books less than 10 year old. 4.2-3.8	15 to 19 up-to-date credible references used. These include peer-reviewed journal articles, reliable government sites/credible sites (eg. WHO) less than 5 years old and/or text books less than 10 year old. 3.7-3.3	11 to 14 up-to-date credible references used. These include peer-reviewed journal articles, reliable government sites/credible sites (eg. WHO) less than 5 years old and/or text books less than 10 year old. 3.2-2.5	Fewer than 10 up-to-date credible references used. These include peer-reviewed journal articles, reliable government sites/credible sites (eg. WHO) less than 5 years old and/or text books less than 10 year old. <2.4
Criterion 8: 5% Referencing	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5-4.3	Reference list appears in Alphabetical order and consistently adheres to reference list presentation guidelines APA style. 4.2-3.8	Reference list appears in Alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3.7-3.3	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 3.2-2.5	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <2.4

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
The submission (upload into Moodle) of the PowerPoint is to be done by one group member only. Total file size must not exceed 100 Megabytes. Each team member is required to complete a "Self and Peer Evaluation form" (see Appendix 1 on the NURS13137 Moodle site). The Self and Peer evaluation forms are to be submitted (uploaded into Moodle) individually by each student.

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