NURS13137 *Outward Bound Nursing Studies*
Term 2 - 2019

Profile information current as at 04/05/2024 01:55 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 2 - 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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Moodle- Unit evaluation

Feedback

I really enjoyed the assessment tasks. Group assessments are challenging however they allow individuals to learn their strengths and weaknesses when working with groups.

Recommendation

Continue using group assessments for this unit. When students go on Outward Bound experience they must work in groups/teams. Group assessments can facilitate the process of working in teams.

Feedback from Moodle - Unit evaluation

Feedback

Whilst I appreciate the importance of working as a team I feel that it is inappropriate to rely on other student's contribution for my grade. Students pay for this learning experience and as such should not have to do extra work to make up for a lack of care in another student in order to maintain their own good grade. Nor is it fair that a poorly performing student receives a higher grade thanks to someone else completing their work for them. I feel that the assessment could still be completed as a group assignment, but with each section clearly assigned to each student so that independent marks can be given.

Recommendation

For group assessments rather than the group being awarded an overall grade students should be given a grade that reflects their individual contribution to the assessment task.

Feedback from Moodle - Unit evaluation

Feedback

Enjoyed the topic, learnt more about air pollution/respiratory disease and have a better understanding of how air pollution is a huge problem in some of these countries and the health effects to an individual.

Recommendation

Use a contemporary health issue that is relevant to one of the countries that students will visit on their outward bound experience as assessment 2 task.

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.

Additional Textbook Information
N/A

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

Glo Neilsen Unit Coordinator
g.neilsen@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Primary Healthcare		Study guide Week 1 Zoom meeting 10:30 am Tuesday July 16th

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
World Health Organisation		Study Guide Week 2 Zoom meeting 10:30 am Tuesday July 23rd

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
National Health Priorities		Study Guide Week 3 Zoom meeting 10:30 am Tuesday July 30th

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Australian Commission of Safety and Quality in Healthcare		Study Guide Week 4 Zoom meeting 10:30 am Tuesday August 6th

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

		Study Guide Week 5 Zoom meeting 10:30 am Tuesday July 23rd **Assessment 1 quiz due this week**
Disease prevention and vaccination		
		Online Quiz Due: Week 5 Monday (12 Aug 2019) 11:59 pm AEST

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Enjoy your break

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Health		Study Guide Week 6 Zoom meeting 10:30 am Tuesday August 27th

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander Health		Study Guide Week 7 Zoom meeting 10:30 am Tuesday September 3rd

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Chil.dren's Health		Study Guide Week 8 Zoom meeting 10:30 am Tuesday September 10th

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health		Study Guide Week 10 Zoom meeting 10:30 am Tuesday September 17th

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health		Study Guide Week 10 Zoom meeting 10:30 am Tuesday September 23rd

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health		Study Guide Week 11 Zoom meeting 10:30 am Tuesday October 1st **Assessment 2 due Thursday October 3rd** **Assessment Two** Due: Week 11 Thursday (3 Oct 2019) 4:00 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health		Study Guide Week 10 Zoom meeting 10:30 am Tuesday October 8th

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		N/A

Module/Topic	Chapter	Events and Submissions/Topic
		Return of provisional marks Assessment two

Assessment Tasks

1 Online Quiz

Assessment Type
Online Quiz(zes)

Task Description
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 unit 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 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. 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 (12 Aug 2019) 11:59 pm AEST
The quiz will open Monday August 12th at 0001 hrs and close Friday August 16th at 2359 hrs.

Return Date to Students
Week 6 Monday (26 Aug 2019)
Results will be available online via the Moodle site

Weighting
40%
Assessment Criteria
  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.

Referencing Style

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

Submission
Online

Submission Instructions
The quiz is available online via the 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 Two

Assessment Type
Written Assessment

Task Description
Your assessment relates to the rights of all individuals to access adequate health care.
http://www.who.int/gender-equity-rights/understanding/accessibility-definition/en/
The lower availability of services in rural and remote areas is a recognised health risk factor and a determinant of poorer health. Affordable and timely access to health services can prevent illness and can cure, stop or slow the development of, or make more bearable, illnesses or chronic conditions.
The WHO and its partners aim to promote accessibility by:
·   Education
·   Regulation
·   Financial incentives
·   Personal and professional support
 Word count: 3000 words $\pm$ 10%

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. This experience will assist you to understand the challenges of individuals and communities accessing healthcare in one of these countries.

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 cultural and

other aspects which may impact access to health care. Highlight health belief models represented within these groups.

Step 2:
Identify the prevalence of preventable illnesses in this country and compare this to the prevalence experienced by individuals, communities and cultural groups within Australia.

Step 3:
Identify barriers to accessing healthcare within your chosen country. Include gender issues, belief systems, education, language and geographical factors.

Step 4:
Consider the health risks related to the lack of adequate access within your chosen country. Compare these risks to those in the Australian setting.

Step 5:
Provide examples of three (3) strategies to improve access to healthcare within your chosen country.

Your submission must be written in academic style. Please use appropriate language, spelling, grammar, punctuation, and paragraph formation with lead in and out sentences. Use a MINIMUM of 15 recent, credible and relevant resources for your essay. The sources must be either peer-reviewed literature or reliable government websites including the WHO.

Format:
· Title page – Include your name, student number, the unit name and number, the assessment task number, the name of your coordinator and your word count
· Contents page – you must use headings throughout your work and include them in your contents page
· Referencing must align with Semester 1, 2019 APA abridged referencing guide. This is available to you on the Moodle site.
· Your assessment must be submitted as a Word document through the Turnitin link in the Moodle site and not in protected pdf view.

Assessment Due Date
Week 11 Thursday (3 Oct 2019) 4:00 pm AEST
Submission via Moodle site please - editable doc uments only [no pdf's or protected view]

Return Date to Students
Exam Week Monday (21 Oct 2019)
Provisional results will be available prior to certification of grades via the Moodle site

Weighting
60%

Assessment Criteria
Student name: Student Number:

HD	D	C	P	F	Marks
Structure -15%					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12-point font, page numbers, well-structured and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	Well presented assignment, double line spaced, 12-point font, page numbers, a contents page, 1 or 2 errors in spelling, grammar or paragraph structure.	Well presented assignment, double line spaced, 12-point font, page numbers, contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure	Adequate assignment presentation, double line spaced with 12-point font. No contents page included or page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	Poorly presented assignment. Double spacing not used. 12-point font not used. No contents page included. Many inaccuracies in spelling, grammar or paragraph structure.	/5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced.	No recognisable introduction— the topic is not introduced and/or there is not direction offered in respect of the paper.	/5

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 literature.	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately.	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 literature.	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature.	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 literature	/5
Approach and Argument (70%) Content is clearly relevant to the topic. The approach comprehensively answers the questions and the argument proceeds logically.	Content is relevant to the topic, the approach clearly answers the questions and the argument proceeds logically.	Content is appropriate and answers the questions and the argument for the most part proceeds logically.	Content answers the set task although the argument is at times repetitive or lacks cohesion.	Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought.	/35
Comprehensively includes a detailed discussion of accessing health care in your country of choice, coherent and convincing critical thought displayed.	Extensively includes a thorough discussion of accessing health care in your country of choice, well-developed critical thought evident.	Generally includes a reasonable discussion of accessing health care in your country of choice, critical thought developed and presented.	Demonstrates a limited discussion of accessing health care in your country of choice. Perceptible critical thought.	Content does not include a clear discussion of accessing health care in your country of choice, it fails to present clear differences in the concepts. No significant critical thought	/35
Referencing - 15% 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.	3 or 4 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 with in-text referencing to support and reflect all ideas, factual information and quotations.	/5
A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and web sties.	A minimum of 9 references used including 4 journal articles as well as relevant books and web sties.	A minimum of 8 references used including 4 journal articles as well as relevant books and web sties.	A minimum of 7 references used including3 journal articles as well as relevant books and web sties.	The required number of 7 references not used journal articles not sourced. Web sites not used.	/5
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 not alphabetical order and does not adhere to reference list presentation guidelines APA style.	/5
				Total Marks /100	
				Total Marks /40	

Grade: **Marker**   **Date**

Markers Comments:

Referencing Style

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

Submission
Online

Submission Instructions
Please submit through the Assessment Two submission portal using Turnitin

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