



NURS13137 Outward Bound Nursing Studies

Term 3 - 2019

Profile information current as at 04/05/2024 03:43 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 - 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



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

Gillian Gray-Ganter Unit Coordinator

g.gray-ganter@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Primary Health Care	View allocated resources	Study Guide - Module 1 Discussion forum Weekly ZOOM - Thursday 14 November; 10.30am

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
World Health Organisation	View allocated resources	Study Guide - Module 2 Discussion forum Weekly ZOOM - Thursday 21 November; 10.30am

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
National Health Priorities	View allocated resources	Study Guide - Module 3 Discussion forum Weekly ZOOM - Thursday 28 November; 10.30am

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Australian Commission of Safety and Quality in Health Care (ACQSHC)	View allocated resources	Study Guide - Module 4 Discussion forum Weekly ZOOM - Thursday 5 December; 10.30am Practice Quiz

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
		ENJOY your break!

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Disease Prevention and Immunisation	View allocated resources	Study Guide - Module 5 Discussion forum Weekly ZOOM - Thursday 19 December; 10.30am Assessment 1 - Online Quiz due this week Online, open book Quiz Due: Week 5 Friday (20 Dec 2019) 11:59 pm AEST

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Health	View allocated resources	Study Guide - Module 6 Discussion forum No Weekly ZOOM due to CQUni Christmas vacation (Module 6's content will be discussed in Week 7's weekly ZOOM)

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Aboriginal and Torres Strait Islander People's Health	View allocated resources	Study Guide - Module 7 Discussion forum Weekly ZOOM - Thursday 9 January; 10.30am

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Children's Health	View allocated resources	Study Guide - Module 8 Discussion forum Weekly ZOOM - Thursday 16 January; 10.30am

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health	View allocated resources	Study Guide - Module 9 Discussion forum Weekly ZOOM - Thursday 23 January; 10.30am

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health	View allocated resources	Study Guide - Module 10 Discussion forum Weekly ZOOM - Thursday 30 January; 10.30am

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health	View allocated resources	Study Guide - Module 11 Discussion forum Weekly ZOOM - Thursday 6 February; 10.30am Assessment 2 - Essay due Thursday 6 February Essay and PowerPoint presentation Due: Week 11 Thursday (6 Feb 2020) 4:59 pm AEST

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health	View allocated resources	Study Guide - Module 12 Discussion forum Weekly ZOOM - Thursday 13 February; 10.30am

Term Specific Information

The unit coordinator will not be available for queries during the official university Christmas vacation period commencing December 25th and returning January 2nd.

Assessment Tasks

1 Online, open book Quiz

Assessment Type

Online Quiz(zes)

Task Description

The quiz will be related to the content of the FIRST FOUR WEEKS only.

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 your query 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

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Friday (20 Dec 2019) 11:59 pm AEST

All quiz questions must be completed and submitted by the due time and date. The quiz will be open from 00.01am Monday 16 December to 11.59pm Friday 20 December.

Return Date to Students

Week 5 Friday (20 Dec 2019)

Students will have a score when the quiz is completed. Please contact the lecturer if there any queries.

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 Guide 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 and must be completed by midnight Friday 20 December 2019.

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 Essay and PowerPoint presentation

Assessment Type

Written Assessment

Task Description

Background:

Cholera, viral haemorrhagic fever, malaria, measles, meningitis and tuberculosis affect billions of people around the world, and cause more than 4 million deaths each year. The WHO and its partners provide guidelines for communicable diseases and crises:

<https://www.who.int/hac/techguidance/pht/comdisease/en/>

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 related to communicable diseases. You are required to examine one (1) communicable disease prevalent within your chosen country and provide background and an education PowerPoint presentation to deliver to health professionals within this country.

Task:

Part 1 - Essay

Step 1:

Identify one (1) communicable disease within your chosen country and discuss the prevalence and incidence of this preventable illness in this country.

Step 2:

Identify and discuss barriers in accessing healthcare to appropriately manage this communicable disease within your chosen country. Include in your discussion gender issues, belief systems, education, language and geographical factors. Identify the ethnic groups and cultural and other aspects which may impact management of the spread of this illness.

Step 3:

Discuss three (3) strategies that in-country health professionals may use to improve management of this illness.

Format:

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

Include:

- Size 12 font (Times New Roman or Arial)
- Double-line spacing
- 2.54cm margins
- Page number, name and student number on each page.

Part 2 - PowerPoint

Based on the information in your essay, develop a PowerPoint presentation briefly outlining:

1. An overview of the communicable disease including causes and physiology of this disease.
2. The prevalence and incidence of the communicable disease discussed in your essay.
3. Treatment and management of this illness.

Target audience: The PowerPoint presentation should be aimed at educating care staff about how to minimise the risk of this disease and provide potential strategies for them to improve management.

In developing the PowerPoint slides consider the importance of the visual effect including use of colour and pattern of slides; font clarity, style and size; and graphics/diagrams to optimise the visual impact of your presentation.

The inclusion of 8-10 slides [excluding the title and reference slide] is acceptable. A title slide and a reference slide are required .

Please note: Include references using APA Referencing format on each slide [at the base of each slide in smaller font].

Word Limit:

Essay: 2000 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, contents page and reference list.

*Please note: Headings are accepted and, if used, a contents page must be included.

PowerPoint presentation: to include up to 10 slides.

Total Percentage:

60% [Essay 40% + PowerPoint presentation 20%]

Referencing:

APA Referencing format 6th edition (available on the unit Moodle site under the 'Assessment' tab). Please note that referencing is worth 15% of your overall mark for this assessment.

Use a MINIMUM of fifteen (15) recent, credible and relevant resources for your essay. The sources must be either peer-reviewed literature or reliable government websites including the WHO.

Journal articles, textbooks and other sources should be less than 5 years old and textbooks less than 10 years old.

*The study guide, unit profile, and PowerPoint slides supplied on the unit Moodle site are NOT to be used as reference sources but are good resources to guide your answers.

Assessment Due Date

Week 11 Thursday (6 Feb 2020) 4:59 pm AEST

Return Date to Students

Exam Week Friday (21 Feb 2020)

Provisional results only will be available via the Moodle site prior to Certification of Grades.

Weighting

60%

Assessment Criteria

Marking Criteria NURS13137

Assessment Two: Essay and PowerPoint presentation

Student name:

Student number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure (15%)					

Clear and succinct introduction that introduces the topic of a communicable disease within your chosen country and outlines the direction of the paper.	Clear and appropriate introduction that introduces the topic of a communicable disease within your chosen country and outlines the direction of the paper.	Appropriate introduction that introduces the topic of a communicable disease within your chosen country and outlines the direction of the paper.	Introduction is apparent and the topic of a communicable disease within your chosen country is introduced but there is no clear direction to the paper.	No recognisable introduction. The topic of a communicable disease within your chosen country is not introduced and/or there is no direction offered in respect of the paper.
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Clear and succinct conclusion that outlines the main points and brings the argument to a logical close.	Clear and appropriate conclusion that outlines the main points and brings the argument to a close.	Conclusion outlines most of the main points and brings some sense of closure.	Conclusion apparent – outlines some of the main points and endeavours to bring the argument to a close – some incongruity.	No recognisable conclusion – little reference to the main points and/or does not offer a clear conclusion to the paper.
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/15

Excellent presentation of assignment with inclusion of all correct components, double line spaced with 12-point font. Consistently accurate with spelling, grammar or use of punctuation.	Well-presented assignment, double line spaced with 12-point font. Generally accurate (1-2 errors) with spelling, grammar or use of punctuation.	Well-presented assignment, double line spaced with 12-point font. Occasional inaccuracies (3-4 consistent errors) with spelling, grammar or use of punctuation.	Adequate assignment presentation, double line spaced with 12-point font. Frequent inaccuracies 5-7 consistent errors) with spelling, grammar or use of punctuation.	Poorly presented assessment. Double spacing not used, 12-point font not used. Many inaccuracies (>7 errors) with spelling, grammar or use of punctuation.
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Discussion - Essay (50%)

Task: Steps 1 and 2 (30%)

Comprehensive explanation and analysis of one (1) communicable disease within your chosen country. Comprehensive inclusion of barriers to accessing healthcare to appropriately manage this communicable disease within your chosen country.	Detailed explanation and analysis of one (1) communicable disease within your chosen country. Detailed inclusion of barriers to accessing healthcare to appropriately manage this communicable disease within your chosen country.	Reasonable explanation and analysis of one (1) communicable disease within your chosen country. Inclusion of barriers to accessing healthcare to appropriately manage this communicable disease within your chosen country.	Basic explanation and analysis of one (1) communicable disease within your chosen country. Limited inclusion of barriers to accessing healthcare to appropriately manage this communicable disease within your chosen country.	Minimal/no explanation and analysis of one (1) communicable disease within your chosen country. Minimal/no inclusion of barriers to accessing healthcare to appropriately manage this communicable disease within your chosen country.
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/30

Task: Step 3 (20%)

Comprehensive explanation and analysis of three (3) strategies in-country health professionals may use to improve management of this illness.	Detailed explanation and analysis of three (3) strategies in-country health professionals may use to improve management of this illness.	Reasonable explanation and analysis of three (3) strategies in-country health professionals may use to improve management of this illness.	Basic explanation and analysis of three (3) strategies in-country health professionals may use to improve management of this illness.	Minimal/no explanation and analysis of three (3) strategies in-country health professionals may use to improve management of this illness.
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/20

PowerPoint (20%)

<p>Content (15%) Comprehensive presentation of educational information for health professionals.</p> <p>Referencing (5%) Consistently accurate in-text referencing at base of each slide and including consistently accurate reference list slide that supports the presentation.</p>	<p>Detailed presentation of educational information for health professionals. Mostly accurate (1-2 errors) in-text referencing at base of each slide and including mostly accurate (1-2 errors) reference list slide that supports the presentation.</p>	<p>Reasonable presentation of educational information for health professionals. Reasonably accurate (3-4 errors) in-text referencing at base of most slides and including a reasonably accurate (3-4 errors) reference list slide that supports the presentation.</p>	<p>Basic presentation of educational information for health professionals. Some omissions and/or frequent inaccuracies (5-7 errors) with in-text referencing at the base of each slide. Includes a reference list slide that supports the presentation but with frequent inaccuracies (5-7 errors).</p>	<p>Minimal or irrelevant or inaccurate presentation of educational information for health professionals. Minimal to no/or many inaccuracies (>7 errors) with in-text referencing at the base of all or most slides. Omission of/or many inaccuracies (>7 errors) with reference list slide that supports the presentation.</p> <p style="text-align: right;">/15</p>
<p>Visual image (5%)</p> <p>Presentation is supported by an excellent choice of appropriate and relevant visual images.</p>	<p>Presentation is supported by a considered choice of appropriate and relevant visual images.</p>	<p>Presentation is supported by appropriate and relevant visual images.</p>	<p>Presentation is supported by mostly appropriate and relevant visual images.</p>	<p>Presentation is not sufficiently supported by appropriate and relevant visual images.</p> <p style="text-align: right;">/5</p>
<p>Referencing (15%)</p>				
<p>Consistently integrates up to date in-text referencing to support and reflect all ideas, factual information and quotations.</p>	<p>Generally integrates up to date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.</p>	<p>Frequently integrates up to date references to support and reflect ideas, factual information and quotations, with 3 to 5 exceptions.</p>	<p>Occasionally integrates up to date references to support and reflect ideas, factual information and quotations (6-10 exceptions).</p>	<p>Fails to or infrequent attempts to integrate up to date references to support and reflect ideas, factual information and quotations (>10).</p>
<p>Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.</p>	<p>Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style (1 or 2 errors).</p>	<p>Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style (3 or 4 errors).</p>	<p>Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style (5 errors).</p>	<p>Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style (>5 errors).</p>
<p>A minimum of fifteen (15) recent references used. At least 10 relevant journal articles with the others being relevant websites and/or texts.</p>	<p>12-14 recent references used. At least 6-9 relevant journal articles with the others being relevant websites and/or texts.</p>	<p>10-11 recent references used. At least 5 relevant journal articles with the others being relevant websites and/or texts.</p>	<p>8-9 recent references used. At least 4 relevant journal articles with the others being relevant websites and/or texts.</p>	<p>A minimum of 8 recent references not used. Less than 4 relevant journal articles sourced. Relevant websites and/or texts not used.</p> <p style="text-align: right;">/15</p>
<p style="text-align: right;">Total Marks</p>				<p style="text-align: right;">/100</p>

*recent = journal articles and other sources (including internet sources) less than 5 years, textbooks less than 10 years

Referencing Style

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

Submission

Online

Submission Instructions

Please submit through the Assessment Two submission portal using Turnitin. Editable documents only such as Word. *No pdf's or protected view.

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