



NURS13137 *Outward Bound Nursing Studies*

Term 1 - 2020

Profile information current as at 04/05/2024 12:58 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 1 - 2020

- 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

Carina Anderson Unit Coordinator

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Julie Bradshaw Unit Coordinator

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Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Primary Health Care	View allocated resources	Study Guide - Module 1 Discussion forum Weekly ZOOM

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
World Health Organization	View allocated resources	Study Guide - Module 2 Discussion forum Weekly ZOOM

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
National Health Priorities	View allocated resources	Study Guide - Module 3 Discussion forum Weekly ZOOM

Week 4 - 30 Mar 2020

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 Practice Quiz

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disease Prevention and Immunisation	Disease Prevention and Immunisation	Study Guide - Module 5 Discussion forum Weekly ZOOM Assessment 1: Online Quiz Due: Week 5 Friday (10 Apr 2020) 4:00 pm AEST

Vacation Week - 13 Apr 2020

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

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Rural and Remote Health	View allocated resources	Study Guide - Module 6 Discussion forum Weekly ZOOM
Week 7 - 27 Apr 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
Week 8 - 04 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Children's Health	View allocated resources	Study Guide - Module 8 Discussion forum Weekly ZOOM
Week 9 - 11 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Women's Health	View allocated resources	Study Guide - Module 9 Discussion forum Weekly ZOOM
Week 10 - 18 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Men's Health	Men's Health	Study Guide - Module 10 Discussion forum Weekly ZOOM
Week 11 - 25 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health	View allocated resources	Study Guide - Module 11 Discussion forum Weekly ZOOM Assessment 2: PowerPoint Presentation Due: Week 11 Tuesday (26 May 2020) 4:00 pm AEST
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Oral Health	View allocated resources	Study Guide - Module 12 Discussion forum Weekly ZOOM

Assessment Tasks

1 Assessment 1: Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Online Quiz - 40%

Week 5 - Opens Monday, 6th of April 2020, 0900hrs

- Closes Friday 10th of April 2020, 1600hrs

The first four (4) weeks of this unit are dedicated to the history of primary health care, the health standards and the primary healthcare workforce. This assessment relates to what you have learnt in the first four weeks of this unit. It is a 60-question, open-book quiz. You will have 120 minutes (2 hours) to complete the quiz.

The first four (4) weeks include 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, contact 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 personal, then please contact your unit coordinator directly.

Further information:

- The quiz contains sixty (60) questions, each worth one mark. You have 120 minutes (2 hours) to complete this quiz.
- This is an open-book quiz and 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.
- Please read each question carefully before selecting your answer. Where questions seem to have more than one right answer, you should choose the best answer.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Friday (10 Apr 2020) 4:00 pm AEST

Online Quiz closes at 4:00 pm 10/04/20

Return Date to Students

Week 7 Monday (27 Apr 2020)

Online Quiz results will be returned to students 3 weeks after the due date.

Weighting

40%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

The Online Quiz is accessed via the 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 2: PowerPoint Presentation

Assessment Type

Written Assessment

Task Description

This is a group work assignment. As a nursing student, you will frequently participate in group work. Group work aims to assist in the development of appropriate knowledge and skills to effectively work within a team. Teamwork is integral to all clinical environments and outward-bound nursing experiences. Teamwork is effective when fluid communication, collaboration and commitment to achieve the best outcome possible occurs.

Assessment 2 provides you the opportunity to develop and apply effective teamwork skills. The assignment will also assist the team in acknowledging the challenges that teamwork often generates 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 intend to go on your outward-bound experience. If you are not going overseas, you can select either Nepal, Cambodia or India. If you have not formed a group by week 6, contact the unit coordinator who will allocate you into a group.

Background

Your assessment relates to the rights of all individuals to access adequate health care. Lower availability of services 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 task

As nursing students visiting India, Nepal or Cambodia in an outward-bound program you will provide primary health care assessments in a variety of settings. To understand the challenges of accessing healthcare in these countries you are to work as a team (in a group of four) to prepare a PowerPoint presentation with an audio component. The presentation must:

1. Define the population in the country you have selected:
 - o Provide a map of the location of the country.*
 - o Describe the population distribution in the country including main ethnic groups, culture and religions. Identify an ethnic minority or disadvantaged group in this country that will have poorer health outcomes.*
 - o Describe the health care system in your chosen country (e.g. private, public, mixed etc.).*
 - o Compare the population, population distribution, main ethnic groups, cultures, religions and the health care system of your chosen country to Australia's.*
 - o Compare the total expenditure on health per capita in your chosen country to Australia's.*
2. Outline the main health issues experienced by children, women and men in your chosen country, explaining the causes of these conditions. Compare these to the main health issues (and their causes) experienced by children, women and men within Australia.
3. Identify barriers to accessing healthcare within your chosen country. Discuss how these barriers may influence health education delivery to individuals and cultural groups in your chosen country.
4. Using what you have learnt in this unit, design two programs or strategies to improve access to healthcare within your chosen country. Determine how these strategies could improve health care access.

The total 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 and/or written information used in the PowerPoint must be referenced according to APA style.
- At least 24 (6 per student) recent, credible and relevant sources are to be used for the 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. Textbooks less than 10 years old may also be used.

Individually, you are also required to:

1. Submit a draft (written copy) of your section of the audio presentation (references are not required in the audio draft).
2. Complete the self and peer evaluation/reflection form available on the NURS13137 Moodle site.

Assessment Due Date

Week 11 Tuesday (26 May 2020) 4:00 pm AEST

Return Date to Students

Exam Week Tuesday (16 June 2020)

Marked Assessments will be returned to students 3 weeks after the due date

Weighting

60%

Assessment Criteria

	High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail < 50%
Structure 15%					
Individual contribution to the task will be assessed.	Excellent presentation. Audio component clear and articulate. Presentation is at least 12 minutes duration (individual student's presentation at least 3 minutes in duration). 5-4.3	Well-presented audio component. Presentation is 10-11 minutes duration (individual student's presentation less than 3 minutes but more than 2 min.30 sec in duration). 4.2-3.8	Appropriate audio component. Presentation is 8-9 minutes duration (individual student's presentation less than 2 minutes 30seconds but more than 2 min in duration). 3.7-3.3	Adequate audio component. Presentation is 5 to 7 minutes duration (individual student's presentation less than 2 minutes but more than 1 min. 30 sec in duration). 3.2-2.5	Poor audio component. Presentation is less than 5 minutes duration (individual student's presentation is less than 1 minute and 30 seconds duration). <2.5
	Written draft of audio component included. Clearly matches audio component. 5-4.3	Written draft of audio component included. Mostly matches audio component. 4.2-3.8	Written draft of audio component included. Generally matches audio component. 3.7-3.3	Written draft of audio component included. Somewhat matches audio component. 3.2-2.5	Written draft of audio component not submitted. <2.5
	PowerPoint slides clear, concise, well designed and are consistently accurate with spelling and grammar. 5-4.3	PowerPoint slides are well designed. 1 or 2 errors in spelling or grammar on PowerPoint slides. 4.2-3.8	PowerPoint slides are appropriate and have 3 or 4 consistent errors with spelling or grammar. 3.7-3.3	PowerPoint slides are adequate and have 5-6 consistent errors with spelling or grammar. 3.2-2.5	PowerPoint slides are irrelevant to topic and have many inaccuracies in spelling or grammar. <2.5
Approach & argument 60%	60-51	50.4 - 45	44 - 39	38.4 - 30	<30
Individual contribution to this component of the task will be assessed. Although the PowerPoint presentation is to be submitted as a group assessment, students will be marked individually on the section of the assessment they have completed.	Clear and comprehensive presentation that: •Determines the population in the selected country. Includes a map. •Discusses the population distribution in the country including main ethnic groups, culture and religions. •Describes the health care system in your chosen country (e.g. private, public, mixed etc). • Compares the population, population distribution, main ethnic groups, cultures, religions and the health care system of the chosen country to Australia's. •Compares the total expenditure on health per capita to Australia's.	Solid presentation that extensively: • Determines the population in the selected country. Includes a map. •Discusses the population distribution in the country including main ethnic groups, culture and religions. •Describes the health care system in your chosen country (e.g. private, public, mixed etc). • Compares the population, population distribution, main ethnic groups, cultures, religions and the health care system of the chosen country to Australia's. •Compares the total expenditure on health per capita to Australia's.	Appropriate presentation that generally: • Determines the population in the selected country. Includes a map. •Discusses the population distribution in the country including main ethnic groups, culture and religions. •Describes the health care system in your chosen country (e.g. private, public, mixed etc). • Compares the population, population distribution, main ethnic groups, cultures, religions and the health care system of the chosen country to Australia's. •Compares the total expenditure on health per capita to Australia's.	Adequate presentation that somewhat: • Determines the population in the selected country. Includes a map. •Discusses the population distribution in the country including main ethnic groups, culture and religions. •Describes the health care system in your chosen country (e.g. private, public, mixed etc). • Compares the population, population distribution, main ethnic groups, cultures, religions and the health care system of the chosen country to Australia's. •Compares the total expenditure on health per capita to Australia's.	Presentation is irrelevant and does not: • Determine the population in the selected country. Does not include a map. •Discuss the population distribution in the country including main ethnic groups, culture and religions. •Describe the health care system in your chosen country (e.g. private, public, mixed etc). • Compare the population, population distribution, main ethnic groups, cultures, religions and the health care system of the chosen country to Australia's. •Compare the total expenditure on health per capita to Australia's.
	Clear and comprehensive presentation that: •Discusses the main health issues experienced by children, women and men in the chosen country. •Compares these to the main health issues experienced by children, women and men within Australia.	Solid presentation that extensively: •Discusses the main health issues experienced by children, women and men in the chosen country. •Compares these to the main health issues experienced by children, women and men within Australia.	Appropriate presentation that generally: •Discusses the main health issues experienced by children, women and men in the chosen country. •Compares these to the main health issues experienced by children, women and men within Australia.	Adequate presentation that somewhat: •Discusses the main health issues experienced by children, women and men in the chosen country. •Compares these to the main health issues experienced by children, women and men within Australia.	Presentation is irrelevant and does not: • Discuss the main health issues experienced by children, women and men in the chosen country. •Compare these to the main health issues experienced by children, women and men within Australia.
	Clear and comprehensive presentation that: •Identifies barriers (including gender issues, cultural and religious belief systems, education, language and geographical factors) to accessing healthcare within the chosen country. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in the chosen country.	Solid presentation that extensively: •Identifies barriers (including gender issues, cultural and religious belief systems, education, language and geographical factors) to accessing healthcare within the chosen country. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in the chosen country.	Appropriate presentation that generally: •Identifies barriers (including gender issues, cultural and religious belief systems, education, language and geographical factors) to accessing healthcare within the chosen country. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in the chosen country.	Adequate presentation that somewhat: •Identifies barriers (including gender issues, cultural and religious belief systems, education, language and geographical factors) to accessing healthcare within the chosen country. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in the chosen country.	Presentation is irrelevant and does not: •Identify barriers (including gender issues, cultural and religious belief systems, education, language and geographical factors) to accessing healthcare within the chosen country. •Discuss how these barriers may influence health education delivery to individuals and cultural groups in the chosen country.
	Clear and comprehensive presentation that: • Designs two programs or strategies to improve access to healthcare within the chosen country. •Clearly determines how these strategies could improve health care access in the chosen country.	Solid presentation that extensively: • Designs two programs or strategies to improve access to healthcare within the chosen country. •Extensively determines how these strategies could improve health care access in the chosen country.	Appropriate presentation that generally: • Designs at least two programs or strategies to improve access to healthcare within the chosen country. •Generally, determines how these strategies could improve health care access in the chosen country.	Adequate presentation that somewhat: • Designs at least two programs or strategies to improve access to healthcare within the chosen country. •Somewhat determines how these strategies could improve health care access in the chosen country.	Presentation is irrelevant and/or designs less than two programs or strategies to improve access to healthcare within the chosen country. •Does not determine how these strategies could improve health care access in the chosen country.
Reflection 10%					
Will be assessed individually.	Response demonstrates an in-depth reflection of communication skills, cultural intelligence, professionalism and ethical practice when collaborating with other team members. Viewpoints and interpretations are insightful Thoughts are expressed in a coherent and logical manner. 5-4.3	Response demonstrates a solid reflection of communication skills, cultural intelligence, professionalism and ethical practice when collaborating with other team members. Viewpoints and interpretations are relatively insightful. Thoughts are expressed in a relatively coherent and logical manner. 4.2-3.8	Response demonstrates an appropriate reflection of communication skills, cultural intelligence, professionalism and ethical practice when collaborating with other team members. Viewpoints and interpretations are somewhat insightful Thoughts are expressed in a somewhat coherent and logical manner. 3.7-3.3	Response demonstrates minimal reflection of communication skills, cultural intelligence, professionalism and ethical practice when collaborating with other team members. Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. 3.2-2.5	Response demonstrates a lack of reflection of communication skills, cultural intelligence, professionalism and ethical practice when collaborating with other team members. Writing is unclear and disorganized. Thoughts ramble and make little sense. <2.5

	Response demonstrates an in-depth reflection of how participation in this assessment may have prepared for teamwork during an outward-bound experience. 5-4.3	Response demonstrates a solid reflection of how participation in this assessment may have prepared for teamwork during an outward-bound experience. 4.2-3.8	Response demonstrates an appropriate reflection of how participation in this assessment may have prepared for teamwork during an outward-bound experience. 3.7-3.3	Response demonstrates minimal reflection of how participation in this assessment may have prepared for teamwork during an outward-bound experience. 3.2-2.5	Response demonstrates a lack of reflection of how participation in this assessment may have prepared for teamwork during an outward-bound experience. <2.5
Referencing 15%					
Individual contribution to the task will be assessed.	Consistently accurate with in-text referencing to support and reflect all ideas, information and quotations. 5-4.3	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 4.2-3.8	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, information and quotations. 3.7-3.3	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, 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, information and quotations. <2.5
This section will be marked as a group.	A minimum of 24 up-to-date credible references used for whole presentation (a minimum of 6 per student). These include peer-reviewed journal articles, reliable government sites/credible sites (e.g. WHO) less than 5 years old and/or textbooks less than 10 years old. 5-4.3	20 to 23 up-to-date credible references used for whole presentation (5 by individual student). These include peer-reviewed journal articles, reliable government sites/credible sites (e.g. WHO) less than 5 years old and/or textbooks less than 10 years old. 4.2-3.8	15 to 19 up-to-date credible references used for whole presentation (4 by individual student). These include peer-reviewed journal articles, reliable government sites/credible sites (e.g. WHO) less than 5 years old and/or textbooks less than 10 years old. 3.7-3.3	11 to 14 up-to-date credible references used for whole presentation (3 by individual student). These include peer-reviewed journal articles, reliable government sites/credible sites (e.g. WHO) less than 5 years old and/or textbooks less than 10 years old. 3.2-2.5	Fewer than 10 up-to-date credible references used for whole presentation (less than 3 by individual student). These include peer-reviewed journal articles, reliable government sites/credible sites (e.g. WHO) less than 5 years old and/or textbooks less than 10 years old. <2.5
This section will be marked as a group.	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. <2.5

Referencing Style

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

Submission

Online Group

Submission Instructions

The group's PowerPoint presentation (including audio) is to be uploaded as one whole presentation. Each team member is required to complete a "Self and Peer Evaluation form" (see Appendix 1 on the NURS13137 Moodle site). A draft (written copy) of each student's audio presentation must be submitted with this assessment.

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