NURS13137 *Outward Bound Nursing Studies*

Term 2 - 2020

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 - 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 N/A

Feedback
Feedback not available

Recommendation
Feedback not available

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use effective communication skills and cultural intelligence to apply principles from the nursing process to aid the health of individuals and cultural groups
2. Acquire, evaluate and utilise person centred resources (human, material, technological and environmental) to aid the health education of individuals and cultural groups
3. Appreciate the differences between Australian's multicultural society and those considered during any activity related to an outward-bound nursing experience
4. Function within legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice during any activity related to an outward-bound nursing experience.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

—	N/A Level	◦	Introductory Level	•	Intermediate Level	•	Graduate Level	◦	Professional Level	◦	Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work	•	•	•	•
6 - Information Technology Competence				
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1 - Online Quiz(zes) - 40%	•	•	•	•	•		•	•		
2 - Written Assessment - 60%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- American Psychological Association 7th Edition (APA 7th edition)

For further information, see the Assessment Tasks.

Teaching Contacts

Colleen Ryan Unit Coordinator
c.l.ryan@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

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

Week 2 - 20 Jul 2020

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

Week 3 - 27 Jul 2020

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

Week 4 - 03 Aug 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

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disease Prevention and Immunisation	View allocated resources	Study Guide - Module 4 Discussion forum Weekly ZOOM Complete quiz by Friday 14th August **Online quiz 40% Week 5- Opens Monday** Due: Week 5 Friday (14 Aug 2020) 12:00 pm AEST

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Break week	Break week	Break week

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Health	View allocated resources	Study Guide - Module 6 Discussion forum Weekly ZOOM Notify unit coordinator if teams not formed

Week 7 - 31 Aug 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 Begin working on Assessment 2

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Children's Health	View allocated resources	Study Guide - Module 8 Discussion forum Weekly ZOOM Preparing Assessment 2

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health	View allocated resources	Study Guide - Module 9 Discussion forum Weekly ZOOM Individual components of Assessment 2 nearing completion

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health	View allocated resources	Study Guide - Module 10 Discussion forum Weekly ZOOM Working to compile Power Point as one presentation

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ageing Health	View allocated resources	Study Guide - Module 11 Discussion forum Weekly ZOOM Finalise/Submit assessment two by Tuesday October 6th, 2020 12 midnight

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

		Study Guide - Module 12 Discussion forum to clarify last points Weekly ZOOM to final review and clarification Submit Assessment 2 by Tuesday 6th October 12 midnight
Oral Health	View allocated resources	
		Written Assessment - Power Point presentation (group and individual work) Due: Week 12 Tuesday (6 Oct 2020) 12:00 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exam week	Review allocated resources	No exams for this unit

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exam week	Review allocated resources	No exams for this unit

Assessment Tasks

1 Online quiz 40% Week 5- Opens Monday

Assessment Type
Online Quiz(zes)

Task Description
Week 5 – **Opens Friday August 7th 2020, 0900hrs**
–   Closes Friday August 14th 2020, 1700
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 (14 Aug 2020) 12:00 pm AEST
Quiz opens Friday 7th at 0900

Return Date to Students

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

Weighting
40%

Assessment Criteria
No assessment criteria for this quiz
The learning outcomes to be assessed are
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.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)
- [American Psychological Association 7th Edition (APA 7th 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 Written Assessment - Power Point presentation (group and individual work)

Assessment Type
Written Assessment

Task Description
This is team work assignment. As a nursing student, you will frequently participate in team work. Team 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 best outcomes occurs.
Assessment 2 provides you the opportunity to develop and apply effective teamwork skills. The assignment aims to assist you to understand and acknowledge the challenges that teamwork may generate and to identify the necessary skills to manage the encountered challenges.
For this assignment, you will need to work in teams of four. If you have not formed a team by week 6, contact the unit coordinator who will allocate you into a team.

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, you will provide primary health care assessments in a variety of settings. To understand the challenges of accessing healthcare you are to work as a team of four to prepare a PowerPoint presentation with an audio component. Each of you will be responsible for individual components of the presentation:

Student 1- you are responsible for

1. Discusses the population distribution in Australia including main ethnic groups, culture and religions. Identify an ethnic minority or disadvantaged group in this country that will have poorer health outcomes.

2. Describe the health care system in Australia (e.g. private, public, mixed etc.) including Australia's total expenditure on health per capita and any differences in health expenditure between urban areas of Australia and regional and remote areas of Australia

Student 2 – you are responsible for

1. Discuss the main health issues experienced by children, women and men in your urban areas within Australia, explaining the causes of these conditions.

2. Describes these issues as experienced by children, women and men within regional and remote areas of Australia.

Student 3 - you are responsible for

1. Describe barriers to accessing healthcare within regional and remote areas of Australia.

2. Discuss how these barriers may influence health education delivery to individuals and cultural groups in regional and remote areas of Australia

Student 4- you are responsible for

1. Describe two programs OR strategies to improve access to healthcare within regional and remote areas of Australia.

2. Discuss how these two programs OR strategies could improve health care access in regional and remote areas of Australia.
The total presentation must be a minimum of 12 minutes in duration and should not exceed 15minutes. Each team member's audio presentation must be a minimum of 3 minutes duration. An easy guide for the team to achieve this would be to include 4-6

slides per student with an accompanying audio presentation.
· The first slide of your PowerPoint presentation must contain the title of your presentation and each team member's name.
· 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 6th or 7th 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:
· Submit a draft (written copy) of your section of the audio presentation (references are not required in the written audio draft).
· Complete the self and peer evaluation/reflection.

Assessment Due Date

Week 12 Tuesday (6 Oct 2020) 12:00 pm AEST
Due midnight Tuesday October 6th 2020 AEST

Return Date to Students

Assessments will be returned to students three weeks after the due date

Weighting

60%

Assessment Criteria

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.

	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	Solid presentation. 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 presentation. 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 presentation. 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 presentation. Poor audio component. Presentation is less than 5 minutes or more than 15minutes duration and or an individual student's presentation is less than 1 minute and 30 seconds duration or more than 4minutes 30 secs in 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

Student 1 (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: •Discusses the population distribution in Australia including main ethnic groups, culture and religions. ·Describe the health care system in Australia (e.g. private, public, mixed etc.) including Australia's total expenditure on health per capita and any differences in health expenditure between urban areas of Australia and regional and remote areas of Australia ·Draft of audio submitted	Solid presentation that extensively: • Discusses the population distribution in Australia including main ethnic groups, culture and religions. ·Describe the health care system in Australia (e.g. private, public, mixed etc.) including Australia's total expenditure on health per capita and any differences in health expenditure between urban areas of Australia and regional and remote areas of Australia ·Draft of audio submitted	Appropriate presentation that generally: • Discusses the population distribution in Australia including main ethnic groups, culture and religions. ·Describe the health care system in Australia (e.g. private, public, mixed etc.) including Australia's total expenditure on health per capita and any differences in health expenditure between urban areas of Australia and regional and remote areas of Australia ·Draft of audio submitted	Adequate presentation that somewhat: • Discusses the population distribution in Australia including main ethnic groups, culture and religions. ·Describe the health care system in Australia (e.g. private, public, mixed etc.) including Australia's total expenditure on health per capita and any differences in health expenditure between urban areas of Australia and regional and remote areas of Australia ·Draft of audio submitted	Presentation is irrelevant and/or does not: • Discusses the population distribution in Australia including main ethnic groups, culture and religions. ·Describe the health care system in Australia (e.g. private, public, mixed etc.) including Australia's total expenditure on health per capita and any differences in health expenditure between urban areas of Australia and regional and remote areas of Australia ·Draft of audio not submitted
Student 2 Student 3	Clear and comprehensive presentation that: •Discusses the main health issues experienced by children, women and men in urban areas within Australia. •Describes these issues as experienced by children, women and men within regional and remote areas of Australia. ·Draft of audio submitted	Solid presentation that extensively: •Discusses the main health issues experienced by children, women and men in urban areas within Australia. •Describes these issues as experienced by children, women and men within regional and remote areas of Australia. ·Draft of audio submitted	Appropriate presentation that generally: •Discusses the main health issues experienced by children, women and men in urban areas within Australia. •Describes these issues as experienced by children, women and men within regional and remote areas of Australia. ·Draft of audio submitted	Adequate presentation that somewhat: •Discusses the main health issues experienced by children, women and men in urban areas within Australia. •Describes these issues as experienced by children, women and men within regional and remote areas of Australia. ·Draft of audio submitted	Presentation is irrelevant and/or does not: •Discusses the main health issues experienced by children, women and men in urban areas within Australia. •Describes these issues as experienced by children, women and men within regional and remote areas of Australia. ·Draft of audio not submitted
	Clear and comprehensive presentation that: •Describes barriers (**including gender issues, cultural and religious belief systems, education, language and geographical factors**) to accessing healthcare within regional and remote areas of Australia. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in regional and remote areas of Australia. ·Draft of audio submitted	Solid presentation that extensively: •Describes barriers (**including gender issues, cultural and religious belief systems, education, language and geographical factors**) to accessing healthcare within regional and remote areas of Australia. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in regional and remote areas of Australia. ·Draft of audio submitted	Appropriate presentation that generally: •Describes barriers (**including gender issues, cultural and religious belief systems, education, language and geographical factors**) to accessing healthcare within regional and remote areas of Australia. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in regional and remote areas of Australia. ·Draft of audio submitted	Adequate presentation that somewhat: •Describes barriers (**including gender issues, cultural and religious belief systems, education, language and geographical factors**) to accessing healthcare within regional and remote areas of Australia. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in regional and remote areas of Australia ·Draft of audio submitted	Presentation is irrelevant and/ or does not: •Describes barriers (including **gender issues, cultural and religious belief systems, education, language and geographical factors**) to accessing healthcare within regional and remote areas of Australia. •Discusses how these barriers may influence health education delivery to individuals and cultural groups in regional and remote areas of Australia. ·Draft of audio not submitted
Student 4	Clear and comprehensive presentation that: • Describe two programs **OR** strategies to improve access to healthcare within regional and remote areas of Australia. ·Discuss how these two programs **OR** strategies could improve health care access in regional and remote areas of Australia. ·Draft of audio submitted	Solid presentation that extensively: • Describe two programs **OR** strategies to improve access to healthcare within regional and remote areas of Australia. ·Discuss how these two programs **OR** strategies could improve health care access in regional and remote areas of Australia. · Draft of audio submitted	Appropriate presentation that generally: • Describe two programs **OR** strategies to improve access to healthcare within regional and remote areas of Australia. ·Discuss how these two programs **OR** strategies could improve health care access in regional and remote areas of Australia. ·Draft of audio submitted	Adequate presentation that somewhat: • Describe two programs **OR** strategies to improve access to healthcare within regional and remote areas of Australia. ·Discuss how these two programs **OR** strategies could improve health care access in regional and remote areas of Australia. ·Draft of audio submitted	Presentation is irrelevant and/or does not • Describe two programs **OR** strategies to improve access to healthcare within regional and remote areas of Australia. ·Discuss how these two programs **OR** strategies could improve health care access in regional and remote areas of Australia. ·Draft of audio not submitted

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)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online Group

Submission Instructions
The team'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