



NURS13137 Outward Bound Nursing Studies

Term 3 - 2020

Profile information current as at 04/05/2024 02:27 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 - 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



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)
- ZOOM

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Colleen Mcgoldrick Unit Coordinator

c.mcgoldrick@cqu.edu.au

Schedule

Module 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Health Education of Individuals and Cultural Groups	This module covers Wk 1, 2, and Wk 3 of your study. View allocated resources There is no prescribed text book	Discussion forum Weekly ZOOM

Module 2 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Australia	There is no prescribed textbook This module covers Wk 4, of your study. Break Wk commences after Wk 4 View allocated resources	Discussion forum Weekly ZOOM

Vacation Week - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Vacation Week	Vacation Week	Vacation Week

Module 2-continued - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Australia	There is no prescribed textbook This module covers Wk 5, and Wk 6 of your study. View allocated resources	Discussion forum Weekly ZOOM Commence quiz 14th December and complete by Friday 18th December 5pm AEST Online quiz 40% Week 5- Opens Monday Due: Week 5 Monday (14 Dec 2020) 9:00 am AEST

Christmas Vacation Week - 28 Dec 2020

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

Module 3 - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Populations	There is no prescribed text book This module covers Wk 7, Wk 8, and Wk 9 View allocated resources	Discussion forum Weekly ZOOM Start Preparing Assessment 2 in Week 9

Module 4 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Refugee Populations	This Module covers Wk 10, Wk 11, and Wk 12 There is no prescribed text book View allocated resources	Discussion forum Weekly ZOOM Continue preparing Assessment 2 in Week 10 and Week 11 Assessment 2 DUE date Week 12 Monday February 8th, 2021 12.00 PM AEST Written Assessment - Case Study and short answer questions Due: Week 12 Monday (8 Feb 2021) 12:00 am AEST

Exam Week - 15 Feb 2021

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 Monday, December 14th, 2020, 0900hrs**

Closes Friday, December 18th, 2020, 1700hrs

This assessment relates to what you have learned in the first four weeks of this unit. It is a 40-question, open-book quiz. You will have 120 minutes (2 hours) to complete the quiz.

The quiz is open for 5 days to allow time to complete with other study expectations. Extensions will only be granted according to the 'Assessment Policy' and under extenuating circumstances.

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 the Moodle site discussion forum. If your question is personal, then please contact your unit coordinator directly.

- 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 Monday (14 Dec 2020) 9:00 am AEST

o Opens: Monday December, 14th 2020 at 0900 hrs AEST o Closes: Friday December, 18th 2020 at 1700 hrs AEST

Return Date to Students

Online Quiz results/marks will be returned as students complete the quiz. Correct answers will be shown after all students have completed the quiz. Upto 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 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 - Case Study and short answer questions

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is for you to demonstrate your understanding of providing culturally safe, comprehensive health education to a particular, individual, group, or community.

This task requires students to choose ONE case study from the three presented within the assessment document in

Moodle in the Assessment Tile (<https://moodle.cqu.edu.au/course/view.php?id=16620>)

When answering the tasks please ensure you practice within the legal and ethical frameworks and scope of practice of a nursing student in accordance with the Nursing and Midwifery Board of Australia (NMBA) and Registered nurse standards for practice.

Literature and references

In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

- Use a conventional and legible size font, double spaced lines with clear readable font style and size.
- No introduction or conclusion required as these are short answer questions.
- Write from the third-person perspective.
- Use formal academic language.
- Use the **7th edition American Psychological Association (APA) referencing style**. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of the first short answer task to the last word of the last short answer task. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific library guide: the Nursing Resource Guide; for any resources you may require to help you complete your assessment.
- For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

Assessment Due Date

Week 12 Monday (8 Feb 2021) 12:00 am AEST

Due Monday February 8th, 2021 at 12 midnight AEST

Return Date to Students

Assessments will be returned to students three weeks after the due date-Friday, 26th February, 1700hrs AEST

Weighting

60%

Assessment Criteria

HD 85 - 100%	D 75 - 84%	C 65 - 74%	P 50 - 64%	F <50%	Marks
Structure (10%)					
Excellent presentation of assignment. Double spaced lines with clear readable font style and size.	Well-presented presentation of assignment. Double spaced lines with clear readable font style and size.	Well-presented presentation of assignment. Double spaced lines with clear readable font style and size.	Neatly presented assignment, presentation of assignment. Double spaced lines with clear readable font style and size.	Poorly presented assignment, suggested spacing not used, unreadable font style and/or size.	/5
Excellent written assessment, including exemplary paragraph structure. Consistently accurate with spelling, grammar and use of punctuation.	Frequently accurate (1-3 inaccuracies) written assessment, including clear paragraph structure. Frequently accurate with spelling, grammar and use of punctuation.	Occasional inaccuracies (4-6) in the written assessment. Sound paragraph structure. Generally accurate with spelling, grammar and use of punctuation.	Frequent inaccuracies (6-8) in the written assessment. Paragraph structure identifiable. Generally accurate with spelling, grammar and use of punctuation.	Many inaccuracies (>8) with paragraph structure, spelling, grammar, use of punctuation.	/5
Approach and Argument (80%)					
Comprehensive outline of a culturally appropriate health education programme. Including the aims of the program, what the programme involves, what resources are used and how the programme will be evaluated. The principles of health education are comprehensively addressed with strong reference to the case study.	Detailed outline of a culturally appropriate health education programme. Including the aims of the program, what the programme involves, what resources are used and how the programme will be evaluated. The principles of health education are addressed in detail with strong reference to the case study.	Adequate outline of a culturally appropriate health education programme. Including the aims of the program, what the programme involves, what resources are used and how the programme will be evaluated. The principles of health education are adequately addressed with strong reference to the case study.	Basic outline of a culturally appropriate health education programme. Including the aims of the program, what the programme involves, what resources are used and how the programme will be evaluated. The principles of health education are basically addressed with strong reference to the case study.	Minimal/No outline of a culturally appropriate health education programme. Including the aims of the program, what the programme involves, what resources are used and how the programme will be evaluated. The principles of health education are not addressed with no reference to the individual, group, or community in your chosen case study	/50

Comprehensive identification of the rationale on why the health education program is relevant for this, individual, group, or community in your chosen case study.	Detailed identification and explanation of the rationale on why the health education program is relevant for this, individual, group, or community in your chosen case study.	Adequate identification and explanation of the rationale on why the health education program is relevant for this, individual, group, or community in your chosen case study.	Basic identification and explanation of the rationale on why the health education program is relevant for this, individual, group, or community in your chosen case study.	Minimal/No identification and explanation of the rationale on why the health education program is relevant for this, individual, group, or community in your chosen case study. Minimal/No reference to the case study.	/30
--	---	---	--	---	-----

Referencing (10%)

Consistently integrates up to date references to support and reflect all ideas, factual information and quotations.	Frequently integrates up to date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Generally, integrates up to date references to support and reflect ideas, factual information and quotations, with 3 to 5 exceptions.	Occasionally integrates up to date references to support and reflect ideas, factual information and quotations with 6-10 exceptions.	Fails to / infrequent attempts to integrate up to date references to support and reflect ideas, factual information and quotations (>10).	/5
Consistently accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an extensive reference list. All of which are used in the body of the text. (>= 10 relevant sources)	Frequently accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through a ample number of references included on the reference list. All of which are used in the body of the text. (>= 8 relevant sources)	Mostly accurate with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through an adequate number of references included on the reference list. All of which are used in the body of the text. (>= 6relevant sources)	Occasional inaccuracies with referencing. Reference list adheres to APA presentation guidelines. Evidence of reading widely on the topic through a passable number of references included in the reference list. All of which are used in the body of the text. (>= 5 relevant sources)	Many inaccuracies with referencing. Reference list does not adhere to APA presentation guidelines. No evidence of reading widely on the topic through a brevity of references on the reference list. Not all of which are used in the body of the text. (< 5 relevant sources)	/5

Mark/100

Alpha Grade

Marker Name Marker Comments

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

Submission Instructions

Submit your written short answer questions for this assessment (Microsoft Word format only) via the unit submission area in the Moodle site.

Learning Outcomes Assessed

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

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

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