



NURS13137 Outward Bound Nursing Studies

Term 3 - 2021

Profile information current as at 04/05/2024 05:10 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 - 2021

- 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 Unit Evaluation

Feedback

The self paced workbooks (H5P) were great for learning when you have a busy schedule. I felt like the course material prepared me well for the quiz assessment.

Recommendation

Maintain current course content and direct students to content in preparation for assessment one (Quiz).

Feedback from Unit Evaluations

Feedback

I have thoroughly enjoyed this unit. It was a real eye opener on refugees conditions particularly. I've always felt guilty of not knowing much about these populations in Australia. Now I feel that I've learnt so much. In the my town, there are no refugees but I now would consider being involved in refugee health later down the track if I move in a bigger city when my children have grown up. I am also so glad I've learnt about farmers in Australia and will learn more about Indigenous in module 4. These are all topics I had not much knowledge about, especially as I'm not originally from Australia and have been living here for 10 years now

Recommendation

Maintain current course content and supplement learning about vulnerable populations in tutorials.

Feedback from Unit Evaluations

Feedback

I like the format use to read the learning and answer the questions. However, it is a real shame that it doesn't allow to save the questions as you go and once you move on to the next section.

Recommendation

Explore options of autosave in H5P with TASAC. In the interim educate student on saving work as they go.

Feedback from Unit Evaluations

Feedback

I felt like assignment 2 could have had more clarification in what the assignment required the student to write.

Recommendation

Continue to use template for student clarity.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Rachel Euler Unit Coordinator

r.euler@cqu.edu.au

Schedule

Module One - 08 Nov 2021

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

Module Two - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Australia	There is no prescribed textbook This module covers Wks 4, 5, and 6 of your study. This module includes break week. View allocated resources	Discussion forum Weekly ZOOM Quiz Due: Week 5 Friday (17 Dec 2021) 9:00 am AEST

Vacation Week-This occurs between Weeks 4 and Weeks 5 - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Try to take a breathe		

Christmas Break Week-Between Weeks 6 and Weeks 7 - 27 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Have a great Christmas break		

Module Three - 03 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Refugee Populations	This Module covers Wk 7, Wk 8, and Wk 9 There is no prescribed textbook View allocated resources	Discussion forum Weekly ZOOM

Module Four - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Populations	There is no prescribed textbook This module covers Wk 10, Wk 11, and Wk 12 View allocated resources	Discussion forum Weekly ZOOM Short Answer Questions Due: Week 12 Monday (7 Feb 2022) 9:00 am AEST

Assessment Tasks

1 Quiz

Assessment Type

Online Quiz(zes)

Task Description

Instructions

You are to complete the quiz in the allotted time and dates. Please note the following:

- Each student will get 40 questions to complete.
- These have been based on the first 4 weeks of content.
- The questions will be shuffled so students will receive different questions.
- You will be allocated 1 mark per question.
- You have a maximum of 1hour and 15 minutes to complete the quiz.
- You must complete the quiz in one sitting.
- Once you start the quiz, you must complete it in 1hour and 15 minutes.
- The quiz will automatically close at the end of 1hour and 15 minutes and will submit your result even if you have not finished.
- You can have a maximum of 1 attempt for the quiz.
- Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.
- If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements

- Computer access with a reliable internet connection.
- Relevant learning materials are available to access during the quiz.

Submission

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- Results of the quiz will be available as soon as the attempt is made.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Friday (17 Dec 2021) 9:00 am AEST

The quiz will open on Monday 13th December at 0900AM and will close after five days on the 17th December at 0900AM

Return Date to Students

Assessment marks are released upon completion of the quiz.

Weighting

40%

Assessment Criteria

No assessment criteria for this quiz

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Quiz will be marked online via Moodle

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 Short Answer Questions

Assessment Type

Written Assessment

Task Description

This task requires students to choose ONE case study from the three presented and undertake the following.

Develop an outline of a culturally appropriate health education program that you can employ in the case study you have chosen to assist the individual, group, or community. In this section, you may wish to refer to the principles of health education OR frame your response around these principles. The outline should include the following:

- a. Aims of the program
- b. What you are going to do in the program
- c. What resources you would require
- d. How you would evaluate the program

Provide a rationale about why this health education program is relevant for this particular, individual, group, or community in your chosen case study.

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

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 (7 Feb 2022) 9:00 am AEST

Submit assessment online via submission area in Moodle

Return Date to Students

Assessments will be released to students TWO weeks after submission on the 21st February 2022

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

No submission method provided.

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
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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