



# **NURS13143 Digital Health, Technology and Informatics in the Profession of Nursing**

## **Term 2 - 2022**

Profile information current as at 02/05/2024 12:02 pm

All details in this unit profile for NURS13143 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

Digital health is being used in hospitals and private health care providers in the community. Using electronic systems to communicate and store personal health care data is fast becoming the norm and is yet another expectation of contemporary health care. Hospital digital health systems require health care professionals to enter patient information, while the Australia wide My Health Record ensures all health care professionals have access to individual health records. This unit examines the different types of telecommunication and virtual technologies available in health care that promote individualised and person-centred care. You will explore the history of digital health care systems as well as analyse contemporary issues and concerns including cybersecurity, privacy, consent and electronic exchange of information.

### 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

Pre-requisites BIOH12012 Pathophysiology and Pharmacology 2 or BIOH12008 Human Pathophysiology or NURS12158 Clinical Nursing Practice 3

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 - 2022

- Online
- Rockhampton

### 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. **Written Assessment**

Weighting: 50%

#### 2. **Written Assessment**

Weighting: 50%

### 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 SUTE Unit data

**Feedback**

I loved this unit. Relevant up-to-date research. Will definitely use these skills in the real world. Thanks Penny for a supportive and interesting learning experience.

**Recommendation**

Continue to link unit topics to real life situations to enhance authenticity and increase student engagement.

#### Feedback from Email from guest speaker after they participated in a tutorial

**Feedback**

That was awesome! Thank you for giving me the opportunity to talk to you and your students ☺

**Recommendation**

Continue to utilise guest speakers where possible in tutorials to help students see how they can embed their theory learnings into practice.

#### Feedback from SUTE Unit comments

**Feedback**

I felt I was not as engaged once the due date for the final assignment had passed. I may help to place the assignment due date further along in the course to keep students attending tutorials.

**Recommendation**

Due date for further assessment will be moved to later in the term.

## Unit Learning Outcomes

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

1. Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology
2. Explore how digital health technology can support person-centred care
3. Evaluate the use of electronic health records when working in the community
4. Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care.

### Content in this unit incorporates a number of professional nursing requirements

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Engages in therapeutic and professional relationships

Maintains the capability for practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Teaching, supervising and assessing

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Clinical governance

Comprehensive care

Communicating for safety

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Feedback and complaints

Human resources

Organisation governance

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•	•	
2 - Written Assessment - 50%	•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	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				

## 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

**Lucinda Brown** Unit Coordinator  
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**Katie Lentell** Unit Coordinator  
[k.lentell@cqu.edu.au](mailto:k.lentell@cqu.edu.au)

**Alanna Ivory** Unit Coordinator  
[a.ivory@cqu.edu.au](mailto:a.ivory@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Digital Health: A History	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Ethical, Security, and Privacy Considerations in Digital Health	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Digital Platforms in Health Care	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online - Thursdays 10-11 am

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Person-centred care amongst the digital Forest	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online - Thursdays 10-11 am

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Telehealth and its use in Australian healthcare	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am  <b>Blog</b> Due: Week 5 Monday (8 Aug 2022) 12:00 pm AEST

#### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
N/A	N/A	N/A

#### Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
How Telehealth improves health outcomes in regional, rural and remote areas	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

#### Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Daily digital practices of the registered nurse	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

#### Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Engagement, coordination, and empowerment through digital systems- The consumer perspective	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online

#### Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
The impact of digital health on safety and quality of health care	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

#### Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
How do nurses use data to inform system and practice changes?	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

#### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Digital health systems, enhancing healthcare	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am  <b>Case Study</b> Due: Week 11 Monday (26 Sept 2022) 12:00 pm AEST

#### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
The future of digital systems	Readings as per Moodle and recommended text	Weekly Lecture - PowerPoint Weekly Tutorial - Zoom online Thursdays 10-11 am

#### Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Blog

#### Assessment Type

Written Assessment

#### Task Description

#### Learning Outcomes Assessed

1. Discuss considerations related to cybersecurity, privacy, consent, and electronic exchange of information when using digital health technology.
2. Explore how digital health technology can support person-centred care.
3. Evaluate the use of electronic health records when working in the community.

#### Aim

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of the Moodle content within the course thus far. This assessment also provides you with the opportunity to demonstrate your ability to apply this theoretical knowledge to the community setting.

Note: To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may have an opportunity to reattempt. If you are required to reattempt you can only achieve a maximum of 50% of the available marks for this assessment.

#### Instructions

This assessment offers you an opportunity to engage in an informal and real-world process (blogging) that may assist you in your transition from student to professional RN. Blogging is a form of reflective journaling and has been shown to promote clinical reasoning, and self-reflective practice, deepen individual understanding of strengths and weaknesses, develop conflict resolution skills, reinforce new learning, and enhance communication skills. These are all skills you have been developing throughout your studies.

NB: In keeping with the informal presentation style of blogging this introduction is not referenced, however, the information can be validated in the literature and is not the result of the author's personal opinions.

Please follow the steps below to complete your assessment task:

The assessment consists of three short discussions written in the style of blogs.

**Blog 1:** Write a blog outlining your experiences with digital technologies either from working with them on any clinical placement OR from personal experience with the health system. Examples you could use include but are not limited to leMR, digital medication systems, electronic discharge systems, telehealth, online appointment booking systems, and programs to view blood or imaging result reporting systems (other topics can be submitted to the Unit Coordinator for consideration). In this section, you will **explain** your chosen digital technology including **what it is** and **how it is used**. Consider the concepts of cybersecurity, privacy, and consent in relation to your chosen digital technology. **(500 words +/- 10%)**

**Blog 2:** Consider what you have learned from your experiences engaging with digital health technology and from the content you have studied so far. In this blog write about **how** you will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care. **(500 words +/- 10%)**

**Blog 3:** Discuss the use of electronic health records (such as leMR or My Health Record) in community care settings.

In your discussion include the benefits **and** limitations of electronic health records in the community.

Propose strategies to minimise the impact of these limitations on people accessing community health care.

**(500 words +/-10%)**

#### Presentation

- Presentation does count so have a look at some professional blogs to gain ideas. If you decided to use graphics, please keep them to a minimum as you are only allowed to upload a maximum of 100MB.
- Blogs can be written in the first or second person (I, we, you).
- Academic writing standards apply; correct spelling and grammar are essential however **references and citations are not**.



• Expected word count **500 words +/- 10% per blog. (Total word count = 1500 words +/- 10%)**

## Requirements

- The assessment is submitted as one piece to Turnitin via Moodle.
- All submissions must be in a Microsoft Word document (.doc or .docx).
- Please use a header or footer with student name, student ID and page number included.
- Please provide a cover sheet with Name, Student Number, Course Details, Assessment Title, Course Coordinator, Assessment Due Date (including Extension information if applicable), and word count.
- Do NOT use blogging websites for this assessment.
- Do **NOT** provide a table of contents.
- Pictures, images, or figures are permissible but must be kept to a minimal size.
- Headings are allowed and encouraged.
- This assessment does not require citations or referencing.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

### Assessment Due Date

Week 5 Monday (8 Aug 2022) 12:00 pm AEST

Please submit via the Assessment One portal for Turnit in Moodle

### Return Date to Students

Week 8 Monday (5 Sept 2022)

Please note if an extension has been granted the submission return time may also be extended

### Weighting

50%

### Minimum mark or grade

50

### Assessment Criteria

Length: 1500 words (-/+ 10%)

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<b>Structure 40%</b>					
Consistently no errors with spelling, grammar or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog.	1-2 consistent errors with spelling, grammar, or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog	3-4 consistent errors with spelling, grammar, or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog	5 consistent errors with spelling, grammar, or use of punctuation. Word count adheres to 500 words (+/- 10%) per blog	> 5 consistent errors with spelling, grammar, and use of punctuation. Word count does not adhere to 500 words (+/- 10%) per blog	/15
A concise and clearly written piece in the style of a blog. The presentation is appealing, factual but personal in tone. Content is engaging.	A clearly written piece in the style of a blog. The presentation is mostly appealing to the reader, factual yet personal tone. Content is mostly engaging.	Generally, adheres to the style of a blog with a personal tone. The presentation is somewhat appealing to the reader and is factual and personal in tone. Content is somewhat engaging.	Generally, adheres to the style of a blog, however, the writing may be unclear at times. Presentation is generally neat, however, may not be appealing. The balance between factual and personal tone may lead to confusion or misinterpretation. Content is relevant to the topic.	Writing is unclear and does not adhere to the style of a blog. The presentation is not appealing. Is not factual and/or too personal in tone. Content is neither interesting nor relevant to the topic.	/25
<b>Sub Total Structure</b>					
<b>Approach and Argument (60%)</b>					
<b>Blog 1</b>					
Provides a comprehensive, concise, and clear discussion of one digital technology experience that occurred during any clinical placement or as a result of a personal experience. Experience is exceptionally relevant to the assessment task. Explicit consideration is given to the concepts of cybersecurity, privacy, and consent.	Detailed of discussion of one experience that occurred during any clinical placement or as a result of a personal experience. Experience is very relevant to the assessment task. Comprehensive consideration is given to the concepts of cybersecurity, privacy, and consent.	Evidence of discussion of one experience during any clinical placements or as a result of a personal experience. Experience is relevant to the assessment task. Consideration is given to the concepts of cybersecurity, privacy, and consent.	Some evidence of discussion of one experience during any clinical placement or as a result of a personal experience. Experience is somewhat relevant to the assessment task. Basic consideration is given to the concepts of cybersecurity, privacy, and consent.	Little to no evidence of discussion. Discusses many experiences rather than focusing on one, or the chosen experience is not relevant to the assessment task. No consideration is given to the concepts of cybersecurity, privacy, and consent.	/20
<b>Blog 2</b>					
An exceptional discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	A clear and comprehensive discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	A sound discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	A basic discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	Limited or no discussion of how the student will incorporate digital health technology into your future nursing practice in such a way as to support and enhance person-centred care.	/20
<b>Blog 3</b>					
An exceptional discussion of the use of electronic health records in community care settings. Comprehensive consideration is given to the benefits and limitations of electronic health records in the community. Proposed strategies are realistic and explicitly address all the identified limitations.	A clear and comprehensive discussion of the use of electronic health records in community care settings. Mostly comprehensive consideration is given to the benefits and limitations of electronic health records in the community. Proposed strategies are mostly realistic and address all of the identified limitations.	A sound discussion of the use of electronic health records in community care settings. Some consideration is given to the benefits and limitations of electronic health records in the community. Proposed strategies are somewhat realistic and address some of the identified limitations.	A basic discussion of the use of electronic health records in community care settings. The basic consideration is given to the benefits and limitations of electronic health records in the community. Strategies are proposed for some of the identified limitations; however, the strategies are unrealistic.	Limited or no discussion of the use of electronic health records in community care settings. Limited or no consideration is given to the benefits and limitations of electronic health records in the community. No strategies are proposed, or the strategies proposed do not address the identified limitations.	/20
<b>Total Mark/100</b>					/100

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

## Learning Outcomes Assessed

- Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology
- Explore how digital health technology can support person-centred care
- Evaluate the use of electronic health records when working in the community

## 2 Case Study

### Assessment Type

Written Assessment

### Task Description

### Learning Outcomes Assessed

1. Discuss considerations related to cybersecurity, privacy, consent, and electronic exchange of information when using digital health technology.
2. Explore how digital health technology can support person-centred care.
4. Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care.

### Aim

This assessment is related to the rights of all individuals to access adequate health care using telehealth models of 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, slow the development of, or make bearable, illnesses or chronic conditions.

Telehealth models of care lower the burden of travel and access to health services for many people.

It is important to be familiar with telehealth models as a care model that is available to healthcare providers and consumers. In this assessment, you are to explore the benefits and challenges of telehealth by completing a short answer written assessment.

Note: To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may have an opportunity to reattempt. If you are required to reattempt you can only achieve a maximum of 50% of the available marks for this assessment.

### Instructions

The assessment relates to the video “Telehealth Case Study 2: Mental Health in the Bush.”

<https://www.youtube.com/watch?v=Ceg1ddKFO68>

This video provides a positive account of the use of telehealth, while also referring to some of the challenges that healthcare professionals need to overcome to use such technology. The case study is specifically related to telehealth for rural/remote locations.

The assessment consists of three sections, which you will explore and discuss.

**Section One:** Choose three benefits or advantages of telehealth that were discussed in the video. These should specifically relate to people living in rural and remote areas. Discuss these using relevant current literature to support your argument (500 words).

**Section Two:** Discuss three challenges or barriers to telehealth in a small rural or remote community; one of these points must be around cybersecurity, privacy and/or electronic exchange of information. Use relevant current literature to support your argument (500 words).

**Section Three:** Discuss how telehealth technology supports person-centred care. Consider implications for delivering person-centred care in small rural and remote locations/towns (500 words).

## 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 5 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 or the Australian Association of Social Workers.

## Requirements

- Use a conventional and legible size 12 font, Times New Roman with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word)
- Include a cover page
- Include page numbers on each page in a footer
- Write in the third-person perspective
- Use formal academic language
- Use the template provided for this assessment
- Do not include an introduction, conclusion, or table of contents

## 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 and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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. [Instructions are available here](#).

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## References

Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

## Assessment Due Date

Week 11 Monday (26 Sept 2022) 12:00 pm AEST

Please submit via the Assessment Two portal for Turnit in Moodle

## Return Date to Students

Exam Week Friday (21 Oct 2022)

Please note if an extension has been granted the submission return time may also be extended

## Weighting

50%

## Minimum mark or grade

50

## Assessment Criteria

Length: 1500 words (-/+ 10%)

HD 85-100%

D 75-84%

C 65-74%

P 50-64%

F <50%

Marks

Structure -15%

Consistently no errors with spelling, grammar and use of punctuation. Word count is within 10% 500 words per section.	1-2 errors with spelling, grammar and use of punctuation. Word count is within 10% of 500 words per section.	3-4 errors with spelling, grammar and use of punctuation. Word count is within 10% of 500 words per section.	5 errors with spelling, grammar, and use of punctuation. Word count is within 10% of 500 words per section.	> 5 errors with spelling, grammar and use of punctuation. Word count is not within 10% of 500 words per section.	/5
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A concise and well-written piece using academic language. Presentation and structure form a clear discussion of the topic.	A well-written piece using academic language. Presentation and structure form a clear discussion of the topic.	A clearly written piece with some academic language. Presentation and structure form a discussion of the topic.	An adequately written piece with evidence of academic language. Presentation and structure allow for minor misinterpretation of information.	Piece is poorly written with little evidence of academic language used. Presentation and structure allow for significant misinterpretation of information.	/10
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## Approach and Argument (75%)

### Section One

Provides a concise and clear discussion on the benefits and advantages of telehealth specifically related to those living in rural and remote locations.	Provides a clear discussion on the benefits and advantages of telehealth related to those living in rural and remote locations.	Provides some discussion on the benefits and advantages of telehealth with some relation to those living in rural and remote locations.	Provides basic discussion on the benefits or advantages of telehealth with basic relation to those living in rural and remote locations.	Provides very little or no discussion on the benefits or advantages of telehealth with little or no relation to those living in rural and remote locations.	/25
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### Section Two

Provides a concise and clear discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Includes at least one link to cyber security, privacy and/or electronic exchange of information	Provides a clear discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Includes at least one link to cyber security, privacy and/or electronic exchange of information 1	Provides some discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Includes at least one link to cyber security, privacy and/or electronic exchange of information	Provides basic discussion on the challenges or barriers of telehealth specifically related to those living in rural and remote locations. Makes basic connection to at least one element of cyber security, privacy and or electronic exchange of information	Provides little to no discussion on the challenges or barriers of telehealth. Does not specifically relate to those living in rural and remote locations. Makes little or no connection to at least one element of cyber security, privacy and/or electronic exchange of information	/25
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### Section Three

Provides a concise and clear discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes a well-developed discussion around culturally sensitive care as part of person-centred care.	Provides a clear discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes a discussion around culturally sensitive care as part of person-centred care.	Provides some discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes some discussion around culturally sensitive care as part of person-centred care.	Provides basic discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes basic discussion around culturally sensitive care as part of person-centred care.	Provides little to no discussion around the concept of person-centred care and how telehealth supports person-centred care. Includes little to no discussion around culturally sensitive care as part of person-centred care.	/25
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## References (10%)

Consistently accurate with APA 7 <sup>th</sup> referencing and in-text citation style. Referencing and in-text citations support and reflect all ideas, information, and quotations. No apparent errors.	1 or 2 consistent errors in APA 7 <sup>th</sup> referencing and in-text citation style. Referencing and in-text citations mostly support and reflect all ideas, information and quotations.	3 or 4 consistent errors in APA 7 <sup>th</sup> referencing and in-text citation style. Referencing and in-text citations frequently support and reflect ideas, information and quotations.	5 or 6 inconsistent errors in APA 7 <sup>th</sup> referencing and in-text citation style. Referencing and in-text citations generally support and reflect ideas, information and quotations.	Referencing is not consistent with APA 7 <sup>th</sup> style. Referencing and in-text citations do not support and reflect ideas, information and quotations.	/5
A minimum of 10 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.	8-9 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.	6-7 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.	5 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.	Fewer than 5 up-to-date credible references are included. These include peer-reviewed journal articles <5 years old, reliable government sites/credible sites (e.g. WHO) and/or textbooks published within 5 years or less.	/5

**Marker Name Comments**

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit your assessment via the unit Moodle site in Microsoft Word format only.

### **Learning Outcomes Assessed**

- Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology
- Explore how digital health technology can support person-centred care
- Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care.

## 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