NURS13143 *Digital Health, Technology and Informatics in the Profession of Nursing*
Term 2 - 2023

Profile information current as at 07/05/2024 12:52 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 - 2023

- 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.

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

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

Ashlyn Sahay Unit Coordinator
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Helen Sutcliffe Unit Coordinator
h.sutcliffe@cqu.edu.au
Lisa Jackson Unit Coordinator
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Schedule

Week 1 - 10 Jul 2023

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 Friday 10-11 am

Week 2 - 17 Jul 2023

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 Friday 10-11 am

Week 3 - 24 Jul 2023

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 - Friday 10-11 am

Week 4 - 31 Jul 2023

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 - Friday 10-11 am

Week 5 - 07 Aug 2023

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 Friday 10-11 am **Written Assessment** Due: Week 5 Monday (7 Aug 2023) 12:00 pm AEST

Vacation Week - 14 Aug 2023

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

Week 6 - 21 Aug 2023

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 Friday 10-11 am

Week 7 - 28 Aug 2023

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 Friday 10-11 am

Week 8 - 04 Sep 2023

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 Friday 10-11 am

Week 9 - 11 Sep 2023

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 Friday10-11 am

Week 10 - 18 Sep 2023

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 Friday 10-11 am

Week 11 - 25 Sep 2023

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 Friday 10-11 am **Case Study** Due: Week 11 Monday (25 Sept 2023) 12:00 pm AEST

Week 12 - 02 Oct 2023

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 Friday 10-11 am

Review/Exam Week - 09 Oct 2023

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

Assessment Tasks

1 Written Assessment

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. This assessment also provides you with the opportunity to demonstrate your ability to apply this theoretical knowledge to community settings.

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 consists of three parts. Complete the following three parts by engaging with the literature and study material provided in Moodle.

Please follow the steps below to complete your assessment task:

Part One: Role of Digital Health, Technologies, and Informatics in Nursing Profession Identify and summarise two key concepts related to digital health, such as (although not limited to) telemedicine, wearable devices, health information exchange, health monitoring apps, and patient portals. Explain how these concepts are relevant to nursing practice, person-centred care, and patient outcomes. Provide one recommendation on how nurses can embrace and adapt to the evolving digital health landscape. Include appropriate references to support your discussion (500 words +/- 10%)

Part Two: Reflection on Personal Experiences as a Student Nurse Reflect on your personal experiences or observations as a nursing student regarding the use of digital health technologies in nursing practice. Identify a digital technology that you have encountered and share insights on how this digital health technology has impacted patient care, interprofessional collaboration, and nursing workflow. Identify one challenge you noted and propose a strategy for addressing this challenge effectively. Consider the concepts of cybersecurity, privacy, and consent in relation to your chosen digital technology. Include appropriate references to support your discussion (500 words +/- 10%)

Part Three: Use of My Health record in Community Settings Discuss the use of electronic health records (such as IeMR 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. Consider the concepts of cybersecurity, privacy, and consent in relation to your chosen digital technology. Include appropriate references to support your discussion (500 words +/-10%)

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

- **The assessment is submitted as one piece to Turnitin via Moodle.**
- **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.**
- **Use formal academic language.**
- **Use the template provided for this assessment**
- **Do not include an introduction, conclusion, or table of contents**
- **Include appropriate citations and reference list**

Submission

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

Marking Criteria

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

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.**

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 5 Monday (7 Aug 2023) 12:00 pm AEST
Please submit via the Assessment One portal for Turnitin Moodle

Return Date to Students
Week 7 Monday (28 Aug 2023)
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

ASSESSMENT ONE MARKING CRITERIA – NURS13143- Digital Health, Technology, and Informatics in the Profession of Nursing					
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

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	
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

Approach and Argument (75%)

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	
Part A					
Very clearly identifies 2-3 concepts related to digital health. Provides a very comprehensive and clear explanation of these concepts to nursing practice, person-centred care and patient outcomes. Provides a very comprehensive and realistic recommendation on how nurses can embrace the evolving digital landscape.	Clearly identifies 2 concepts related to digital health. Provides a detailed explanation of these concepts to nursing practice, person-centred care and patient outcomes. Provides a comprehensive and realistic recommendation on how nurses can embrace the evolving digital landscape.	Identifies 2 concepts related to digital health. Clear evidence of discussion of these concepts to nursing practice, person-centred care and patient outcomes. Provides a relevant recommendation on how nurses can embrace the evolving digital landscape.	Identifies 1-2 concepts related to digital health, however, this is somewhat unclear. Evidence of discussion of these concepts to nursing practice, person-centred care and patient outcomes is relevant. Recommendation is made on how nurses can embrace the evolving digital landscape, however, is somewhat unclear.	Does not identify any concepts related to digital health, Limited to no evidence of discussion to nursing practice, person-centred care and patient outcomes. No relevant recommendation is made on how nurses can embrace the evolving digital landscape.	/25
Part B					
Provides a very comprehensive, concise, and clear reflection of the use of digital health as a student nurse. An exceptional discussion of how this digital health technology has impacted patient care, interprofessional collaboration, and nursing workflow. Very clearly describes one challenge and one strategy to overcome the challenge. Explicit consideration is given to the concepts of cybersecurity, privacy, and consent.	Provides a comprehensive and clear reflection on the use of digital health as a student nurse. A very good discussion of how this digital health technology has impacted patient care, interprofessional collaboration, and nursing workflow. Clearly describes one challenge and one strategy to overcome the challenge. Comprehensive consideration is given to the concepts of . cybersecurity, privacy, and consent.	Provides a clear reflection on the use of digital health as a student nurse. A sound discussion of how this digital health technology has impacted patient care, interprofessional collaboration, and nursing workflow. Describes one relevant challenge and one strategy to overcome the challenge. Consideration is given to the concepts of cybersecurity, privacy, and consent.	Provides a reflection on the use of digital health as a student nurse however at times is somewhat unclear. A basic discussion of how this digital health technology has impacted patient care, interprofessional collaboration, and nursing workflow. Describes one challenge and one strategy to overcome the challenge however, this is somewhat unclear. Basic consideration is given to the concepts of cybersecurity, privacy, and consent.	Does not provide a reflection on the use of digital health as a student nurse. Limited or no discussion on how this digital health technology has impacted patient care, interprofessional collaboration, and nursing workflow. Does not identify a challenge and strategy to overcome the challenge. No consideration is given to the concepts of cybersecurity, privacy, and consent.	/25
Part C					
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.	/25

References (10%)

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	
Consistently accurate with APA 7th 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 7th 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 7th 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 7th referencing and in-text citation style. Referencing and in-text citations generally support and reflect ideas, information, and quotations.	Referencing and in-text citation is not consistent with APA 7th 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

Mark/100	/100
Alpha Grade	

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
- 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, accommodation 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 ' Australian College of Rural and Remote Medicine (ACRRM) Telehealth Case Study- Emerald, North Queensland.'

https://www.youtube.com/watch?v=XUwpu91MwQA&list=PL0OijzDDBQuaZXpycVJyFvh89nTV5AN0R&index=3 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 +/-10%).

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 +/-10%).

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 +/-10%).

Literature and references
In this assessment, use at least 10 contemporary references (<5 years) to support your discussion. 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
· The assessment is submitted as one piece to Turnitin via Moodle.
· 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
· Include appropriate citations and reference list

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.

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

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 (25 Sept 2023) 12:00 pm AEST
Please submit via the Assessment Two portal for Turnit in Moodle

Return Date to Students
Review/Exam Week Monday (9 Oct 2023)
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

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
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
Approach and Argument (75%)					
Section One					
Provides a concise and clear discussion on three (3)benefits and advantages of telehealth specifically related to those living in rural and remote locations.	Provides a clear discussion on three (3)benefits and advantages of telehealth related to those living in rural and remote locations.	Provides some discussion on three (3) benefits and advantages of telehealth with some relation to those living in rural and remote locations.	Provides basic discussion on three (3) benefits or advantages of telehealth with basic relation to those living in rural and remote locations.	Provides very little or no discussion on three (3) benefits or advantages of telehealth with little or no relation to those living in rural and remote locations.	/25
Section Two 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	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

Section Three

Provides a concise and clear discussion around the concept of person-centred care and how telehealth supports person-centred care	Provides a clear discussion around the concept of person-centred care and how telehealth supports person-centred care.	Provides some discussion around the concept of person-centred care and how telehealth supports person-centred care.	Provides basic discussion around the concept of person-centred care and how telehealth supports person-centred care.	Provides little to no discussion around the concept of person-centred care and how telehealth supports person-centred care	/25

References (10%)

Consistently accurate with APA 7th 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 7th 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 7th 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 7th referencing and in-text citation style. Referencing and in-text citations generally support and reflect ideas, information, and quotations.	Referencing and in-text citation is not consistent with APA 7th 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

Mark/100 — /100

Alpha Grade

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