NURS20161 *Contemporary Australian Healthcare*
Term 2 - 2019

Profile information current as at 15/05/2024 01:07 pm

General Information

Overview

This unit will provide you with the knowledge of the health and healthcare needs of a range of people within Australia's culturally diverse society with an emphasis on Aboriginal and Torres Strait Islander health perspectives. You will review contemporary models of health services used to provide healthcare to populations in urban, rural and remote locations. You will explore the social determinants of health by analysing health conditions and the provision of quality and culturally safe health care. The role of the government will also be analysed in terms of the provision of health care. You will use your judgement in a range of simulated scenarios across these contextual factors in order to contribute to meaningful and responsive care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry)Co-requisite: NURS20160
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 - 2019

- Online
- 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 Postgraduate 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. **Portfolio**
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 Unit evaluation report.

Feedback

Students had mixed feelings about the Mahara portfolio. Some enjoyed it and saw it's future utility, others found it extremely difficult to navigate.

Recommendation

We will continue to use Mahara in T2, 2019 to get more feedback data from the students. Further Mahara support will be provided.

Feedback from Unit evaluation report.

Feedback

Students found the content to be organised and compelling. It changed their perspectives.

Recommendation

Ensure learning materials are contemporary. Use a variety of materials (videos, podcasts, articles).

Feedback from Student conversations.

Feedback

Students found Moodle difficult to navigate.

Recommendation

Continue to rationalise the Moodle site. Provide more information during orientation week.

Unit Learning Outcomes

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

1. Analyse the role of government in the provision of healthcare in Australia
2. Research and assess the impact of the social determinants of health on common health conditions
3. Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures
4. Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Standard 1: Thinks critically and analyses nursing practice
1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
Standard 2: Engages in therapeutic and professional relationships
2.2 communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3 recognises that people are the experts in the experience of their life
2.4 provides support and directs people to resources to optimise health-related decisions
2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
Standard 6: Provides safe, appropriate and responsive quality nursing practice
6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation

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 - Portfolio - 50%	●			●
2 - Written Assessment - 50%		●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○		○
2 - Communication			○	○
3 - Cognitive, technical and creative skills		○		○
4 - Research	○	○		
5 - Self-management			○	○
6 - Ethical and Professional Responsibility			○	○
7 - Leadership				
8 - 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
1 - Portfolio - 50%	○		○	○				
2 - Written Assessment - 50%	○	○	○	○	○	○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom capacity (web cam and microphone)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Lydia Mainey Unit Coordinator
l.mainey@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
In this module, you will analyse your worldview. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender and displacement. We will finally comprehensively review and build upon your understanding of cultural safety.	Please complete the Moodle book: 1: You 2: Privilege and Intersection In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Read all the orientation materials (if you have not done so already). Learn how to use Zoom for tutorials. Double check online Tutorial Times. Introduce yourself to the class on the activity forum.

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 1.	Please complete the Moodle book: 3. Be safe, culturally 4. Self-reflexivity In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will examine the impact of select historical events and their associated health outcomes. We will also consider strategies for delivering healthcare that builds trust and relationships with people from diverse backgrounds.	Please complete the Moodle book: 1. Health consequences of our history In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 3.	Please complete the Moodle book: 2. Gender, violence & health 3. Social Justice & Building Relationships In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
In this module, we will review the health of Australians with a special focus on the Australian Health Priority Areas.	Please complete the Moodle book: 1. Australian Population & Health Statistics In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This is a scheduled vacation week.	There are no resources to access this week.	Please enjoy a well-earned rest.

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week 5.	Please complete the Moodle book: 2. Australian Health Priority Areas In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Over the next two weeks, we will review the development of specialist health services including Aboriginal and Torres Strait Islander Community Controlled Health Services and Migrant health services. We will analyse the contemporary role of health professionals within these services in delivering culturally safe care to their clients.	Please complete the Moodle book: 1. Community Controlled & Migrant Health Services In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial. **Assessment 1** Due: Week 7 Monday (2 Sept 2019) 5:00 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

This week is a continuation of week 7.	Please complete the Moodle book: 2. Diversity among health professionals In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 9 - 16 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Over the next 2 weeks, we will analyse the strengths and limitations of the different models of health care delivered across geographically and culturally diverse Australia. We will examine the features of our own profession and consider how this impacts on diverse patient groups. We will consider the importance of diversity in the nursing workforce and our own personal responsibilities delivering culturally safe nursing care.	Please complete the Moodle book: 1. Nursing in Australia - part 1 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 10 - 23 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
This is a continuation of week 9.	Please complete the Moodle book: 1. Nursing in Australia - part 2 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial.

Week 11 - 30 Sep 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Finalise assignments	No reading for this week	Double check online Tutorial Times (please see Moodle for more information). Please ensure all learning has been completed for the week prior to attending the Tutorial. **Assessment 2** Due: Week 11 Friday (4 Oct 2019) 5:00 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	**Chapter**	**Events and Submissions/Topic**
This week has been set aside for wrap-up and reflections.	Please refer to the final module and consider if you have met the learning outcomes and graduate attributes of the unit.	

Assessment Tasks

1 Assessment 1

Assessment Type
Portfolio

Task Description

Length: 2500 words plus worksheets

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference list and appendices. It includes in-text references and direct quotations.

Referencing Style: APA 6th Edition

Format:

This assessment will be presented in CQUniversity's student Mahara Portfolio. It should be submitted as a separate collection to be titled 'NURS20161 Assignment 2 Portfolio'. Please refer to the exemplar Mahara How-To videos for further information.

Learning Outcomes Assessed

• Research and assess the impact of the social determinants of health on common health conditions

• Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures

Graduate Attributes

1. Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.

2. Communication: Communicate and interact with others and in culturally diverse contexts.

3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.

4. Research: Critically appraise outcomes and products of research for translation into the discipline

5. Self-management: Reflect on and critically evaluate one's performance

6. Ethical and Professional Responsibility: Demonstrate ethical, legal, social and civic responsibility

Throughout this unit you have been challenged to reflect on the views you hold towards patients; that is, your worldview. For this assessment, you are required to create a Mahara portfolio which showcases your analysis of your worldview, the social determinants of health and culturally safe nursing care. Templates have been created to assist you in organising your portfolio.

The Task

Create a portfolio which:

1. Applies the Critical Reflection Framework of Analysis to analyse your personal attitudes towards Aboriginal and Torres Strait Islander people, and people who have experienced domestic violence. This could be presented in Mahara as PDF document uploads, but other creative presentation styles are encouraged.

2. Explores how your attitudes could affect the way you provide nursing care to people who identify as Aboriginal and Torres Strait Islander and who may be victims of violence. These analyses should be presented in Mahara as single or multiple journal entries (750 words).

3. Analyses the effect colonisation has had on domestic violence rates. Support your analysis with evidence from peer-reviewed journal articles. Your analysis should be presented as a PDF worksheet and 750-word blog with a reference list.

4. Proposes approaches nurses could take to provide culturally safe care to Aboriginal and Torres Strait Islander people who are victims of domestic violence. Support your proposed approaches with evidence from peer-reviewed journal articles. Your approaches should be presented as a PDF worksheet and an 850-word blog with a reference list.

The use of 10 contemporary references (5 years or less) will demonstrate a broad consideration of the topic.

You will submit your assignment through Moodle.

All written material must be submitted through Turn-it-in as a word doc. Therefore, it is advised that you write your reflections, blogs and other responses, are written in Word before uploading to Mahara.

Assessment Due Date

Week 7 Monday (2 Sept 2019) 5:00 pm AEST

Time should be factored in for uploading and troubleshooting technology.

Return Date to Students

Week 10 Monday (23 Sept 2019)

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 10%				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Excellent presentation of the Mahara portfolio. It is very well-presented, easy to follow and free from errors. The portfolio is within the set word count.	A very good presentation of the Mahara portfolio. There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). The portfolio is within the set word count.	A good presentation of the Mahara portfolio. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). The portfolio is within the set word count.	An adequate presentation of the Mahara portfolio. There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure). The portfolio is within the set word count 10% allowance (under or over the set word count).	Poorly presented Mahara portfolio. There are many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.

Referencing 5% (2.5% for each section)

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. A minimum of 10 contemporary* references are used. These may be peer-reviewed and grey literature.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* references is used. These may be peer-reviewed and grey literature.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 7-9 contemporary* references are used. These may be peer reviewed and grey literature.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-6 contemporary* references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 5 contemporary* references have been cited.
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.

Approach and Argument 90%

Knowledge of Determinants of Health 30% (15% for each section)

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Student demonstrates thorough investigation and analysis of the determinants of health as they apply to the assignment. The student identifies how the determinants of health affect health outcomes.	The student demonstrates an investigation and analysis of the social determinants of health as they apply to the assignment. The student identifies how the determinants of health affect individual and population health.	Student demonstrates adequate investigation and some analysis of the social determinants of health as they apply to the assignment. The student identifies how the determinants of health effect individual and population health.	Student demonstrates limited investigation and analysis of the social determinants of health as they apply to the assignment. The student identifies how the determinants of health effect individual and population health.	There is little/no attempt to investigate and analyse the social determinants of health.
Student provides a detailed explanation of the effect of colonisation on the determinants of health for Australians.	Student provides an explanation of the effect of colonisation on the determinants of health for Australians.	Student attempts to explain the effect of colonisation on the determinants of health for Australians. Strategies that may lead to better	Student sometimes attempts to explain the effect of colonisation on the determinants of health for Australians.	Student makes no attempt explain the effect of colonisation on the determinants of health for Australians.

Self Reflection 30%

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Student expertly applies the Critical Reflection Framework of Analysis when reflecting on their personal attitudes towards Aboriginal and Torres Strait Islander People and victims of domestic violence. Unconcious/conscious biases are explored.	Student mostly applies the Critical Reflection Framework of Analysis when reflecting on their personal attitudes towards Aboriginal and Torres Strait Islander People and victims of domestic violence. Unconcious/conscious biases are discussed.	Student sometimes applies the Critical Reflection Framework of Analysis when reflecting on their personal attitudes towards Aboriginal and Torres Strait Islander People and victims of domestic violence. Unconcious/concious biases are outlined in detail.	An attempt to apply the Critical Framework of Analysis is evident. Unconcious/conscious biases are outlined but not in detail and victims of domestic violence.	The student does not appear to reflect on their attitudes towards Aboriginal and Torres Strait Islander People and victims of domestic violence.

Culturally Safe Nursing Approach 30%

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Expert synthesis and application of complex information to propose and defend a comprehensive culturally safe nursing approaches.	Mostly expert synthesis and application of complex information to propose and defend a comprehensive culturally safe nursing approaches.	Some synthesis and application of complex information to propose and defend a sound culturally safe nursing approaches.	An attempt to synthesise and apply complex information is apparent. Culturally safe nursing approaches are adequate.	No apparent synthesis or application of complex information. Culturally safe nursing approaches not apparent or are inadequate.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
All written material to be submitted through Moodle as a plain Microsoft word document.

Learning Outcomes Assessed

- Analyse the role of government in the provision of healthcare in Australia
- Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

2 Assessment 2

Assessment Type
Written Assessment

Task Description

Length: 2000 words + CPD table and artefacts

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Referencing Style: APA 6th Edition

Format:

This assessment will be presented in CQUniversity's student Mahara Portfolio. It should be submitted as a separate collection to be titled 'NURS20161 Assignment 2 Portfolio'. Please see the exemplar and Mahara How-To videos for further information.

Learning Outcomes Assessed

- Analyse the role of government in the provision of healthcare in Australia.
- Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Graduate Attributes

1. Knowledge: Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
2. Communication: Communicate and interact with others and in culturally diverse contexts.
3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.
4. Research: Critically appraise outcomes and products of research for translation into the discipline.
5. Self-management: Reflect on and critically evaluate one's performance.
6. Ethical and Professional Responsibility: Demonstrate ethical, legal, social and civic responsibility.

Throughout this unit, you have learnt how Australia's healthcare systems and the nursing profession are governed and have been introduced/re-introduced to some of the many nursing roles found in practice. In the following assessment piece, you will explore, in greater detail, an area of specific interest to you.

The Task

This Portfolio will give you the opportunity to learn more about the nursing role you wish to return to and its broad and specific governance structures. This assignment should be presented as a portfolio using Mahara.

Nursing Role

In this section of the Portfolio, you will explore the type of nursing role you wish to return to (e.g. theatre nurse, mental health nurse, community health nurse, sexual and reproductive health nurse).

Step 1.1: Locate and upload artefacts related to your anticipated nursing role such as job advertisements, position descriptions, recorded interviews with nurses in the field, journal or grey literature articles.

Step 1.2: Write a 100-word reflection which: identifies the attributes, skills or credentials that are required to undertake this nursing role identified in Step 1; compares these attributes, skills or credentials with your own; highlights what you will need to refresh; and what you will need to learn.

Step 1.3: Locate and upload artefacts (certificates, degrees, work history etc.) as evidence of the attributes, skills or credentials you possess.

Step 1.4: Locate and upload artefacts of continuing professional development which directly relates to the reflection in Step 2. Create an annual CPD plan directed at increasing your knowledge and skills in your preferred area of nursing. In undertaking this task, you should use the Nursing and Midwifery Board of Australia's Self Directed Evidence Record. Tasks should be well-aligned to the nursing role you selected in Step 1.

Governance (1000 words approx.)

The 14 National Boards making up the Australian Health Practitioner Regulation Agency jointly constructed guidelines for mandatory notifications. These guidelines apply to all registered nurses.

Step 2.1 Before reading the guidelines, consider what you think they will cover and write down your thoughts. You should consider the scope of the guidelines, which legislation it may be based on, what other guidelines it might be informed by, the definition of mandatory notifications and how the guidelines affect your practice (500 words).

Step 2.2 After you have read the guidelines, write a reflection that answers these broad questions:

• Were there elements that you thought would feature in this policy that were not included? Why do you think that this occurred?

• Were there other elements that were included that you had not considered? Why do you think those elements were included in the guidelines?

• How do you think these guidelines will affect your professional practice? (500 words)

Assessment Due Date

Week 11 Friday (4 Oct 2019) 5:00 pm AEST

Time should be factored in for uploading and troubleshooting technology.

Return Date to Students

Exam Week Monday (21 Oct 2019)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Efficacy and organisation 10%				
A very effectively organised Mahara portfolio. The assignment is contained within 1 collection titled 'NURS20161 Assignment 2 Portfolio'. It has clear page titles. Artefacts, CPD table and reflections are set out effectively and creatively.	A well-organised Mahara portfolio. The assignment is contained within 1 collection titled 'NURS20161 Assignment 2 Portfolio'. It has clear page titles. Artefacts, CPD table and reflections are set out effectively.	Appropriately organised Mahara portfolio. The assignment is contained within 1 collection titled 'NURS20161 Assignment 2 Portfolio'. Work contained within the collection is not organised.	Adequately organized Mahara portfolio. The assignment is not contained within 1 collection OR is not titled correctly. Assessment pieces present, but is not organized clearly.	The student does not use Mahara to present their portfolio.
Referencing 10%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Portfolio artifacts are referenced correctly.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Portfolio artifacts are mostly referenced correctly	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Portfolio artifacts are partially referenced correctly	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. An attempt to reference portfolio artifacts is evident. However, there are more than 5 errors.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Portfolio artefacts are not referenced or frequently referenced incorrectly (>7 errors).
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 80%				
Relevancy and depth 15%				
Content is entirely relevant to the task; the approach comprehensively addresses the task. The portfolio is within the set word count.	Content is very relevant to the task; the approach addresses the task. The portfolio is within the set word count.	Content is appropriate to the task; the approach mostly addresses the task and is within the set word count.	Content addresses the task and is within the set word count 10% allowance (under or over the set word count).	Content is irrelevant and or does not address the task, and the presentation lacks cohesion. The word count has not been adhered to.
Knowledge 45% (15% for each bullet point)				
The student demonstrates thorough investigation, reflection and analysis of the profession. The following topics are covered: • The Nursing Role they wish to return to. • Assessment of ability to carry out the role focussing on attributes, skills and credentials. • Guideline Document	The student demonstrates an investigation, reflection and analysis of a specific nursing role. The following topics are covered: • The Nursing Role they wish to return to. • Assessment of ability to carry out the role focussing on attributes, skills and credentials. • Guideline Document	The student demonstrates adequate investigation and some analysis of a specific nursing role. The following topics are adequately covered: • The Nursing Role they wish to return to. • Assessment of ability to carry out the role focussing on attributes, skills and credentials. • Guideline Document	The student demonstrates limited investigation and analysis of a specific nursing role. The following topics are covered: • The Nursing Role they wish to return to. • Assessment of ability to carry out the role focussing on attributes, skills and credentials. • Guideline Document	There is little/no attempt to investigate and analyse a specific nursing role. The following topics are not covered: • The Nursing Role they wish to return to. • Assessment of ability to carry out the role focussing on attributes, skills and credentials. • Guideline Document
Application 20% (10% for each bullet point)				
CPD activities are completely relevant and well aligned to the nursing role (as described by the student).	CPD activities are mostly relevant and well aligned to the role (as described by the student).	CPD activities are mostly relevant and mostly aligned to the role (as described by the student).	CPD activities are sometimes relevant and aligned with the role (as described by the student).	CPD activities are not relevant to the nursing role discussed in the assessment or are not present.
CPD activites meet NMBA time requirements.	CPD activites meet NMBA time requirements.	CPD activites meet NMBA time requirements.	CPD activites meet NMBA time requirements.	CPD activities do not meet NMBA time requirements.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
No submission method provided.

Submission Instructions
All written material to be submitted through Moodle as a plain Microsoft word document.

Learning Outcomes Assessed

- Research and assess the impact of the social determinants of health on common health conditions
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

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