NURS20161 *Contemporary Australian Healthcare*
Term 1 - 2020

All details in this unit profile for NURS20161 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

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 1 - 2020

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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)
- Computer - ability to access study materials, access Zoom application for meetings and view instructional videos.

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 - 09 Mar 2020

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 - 16 Mar 2020

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 - 23 Mar 2020

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 - 30 Mar 2020

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 - 06 Apr 2020

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 - 13 Apr 2020

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. **Assessment 1** Due: Vacation Week Monday (13 Apr 2020) 5:00 pm AEST

Week 6 - 20 Apr 2020

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 - 27 Apr 2020

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.

Week 8 - 04 May 2020

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 - 11 May 2020

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 - 18 May 2020

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 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Finalise and submit 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.

Week 12 - 01 Jun 2020

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 2** Due: Week 12 Monday (1 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1

Assessment Type
Portfolio

Task Description
Please listen to the following podcast: https://www.abc.net.au/radio/programs/conversations/erin-longbottom/11531710
Complete **ONE** of the following assessments options below.

Assessment Task Option A

Step 1. 1000 words – annotated bibliography

Create a diagram (such as a [mind map](#)) that illustrates:

a) how social determinants of health shape the conditions of daily life for people experiencing homelessness.

b) how people experiencing homelessness are affected by intersectionality.

c) how being homeless may affect a person's health and sense of well-being.

Support this diagram with an annotated bibliography of contemporary (up to 5 years old) and relevant seminal literature (from any time period). You can source literature from peer-reviewed articles, textbooks or grey-literature. A minimum of 5 articles is needed to demonstrate adequate consideration of this topic.

Step 2. 1000 words – diary entry, 500 words - annotated bibliography.

Write a personal diary from the perspective of Erin Longbottom who is providing culturally safe nursing care over the course of a day. Documents her experience and demonstrates the breadth of your knowledge on cultural safety.

Support this diary with an annotated bibliography of contemporary (up to 5 years old) and relevant seminal literature. You can source literature from peer-reviewed articles, textbooks or grey-literature. A minimum of 5 articles is needed to demonstrate adequate consideration of this topic. A least 10 references are required to support your arguments in Step 1 & Step 2.

Assessment Task Option B

Step 1. 1000 words

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.

Write an essay that:

d) Describes how social determinants of health shape the conditions of daily life for people experiencing homelessness.

a) Explain how people experiencing homelessness are affected by intersectionality.

e) Hypothesises being homeless may affect a person's health and sense of well-being.

You must provide a short introduction (2 sentences) and conclusion (1 sentence) to your essay. Support your academic argument with contemporary (up to 5 years old) and relevant seminal literature. You can source literature from peer-reviewed articles, textbooks or grey-literature. A minimum of 5 articles is needed to demonstrate adequate consideration of topic.

Step 2. 1500 words

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.

Write an essay that articulates how Erin Longbottom provides (or might provide) culturally safe nursing care to her clients. Provide examples of the specific nursing practices she has implemented (or would implement) as well as broader healthcare practices.

You must provide a short introduction (2 sentences) and conclusion (1 sentence) to your essay. Support your academic argument with contemporary (up to 5 years old) and relevant seminal literature (from any time period). You can source literature from peer-reviewed articles, textbooks or grey-literature. A minimum of 5 articles is needed to demonstrate adequate consideration of the topic. A least 10 references are required to support your arguments in Step 1 & Step 2.

Assessment Due Date

Vacation Week Monday (13 Apr 2020) 5:00 pm AEST
Remember to factor in time (approx 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Week 8 Monday (4 May 2020)
Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date.

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 30%				
Efficacy and organisation 5%				
An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive.	A well-planned assessment The assessment material is logical and clear. At times it is not concise or persuasive.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
Presentation 10%				
Written material very well-presented and free from errors. The assessment is within the set word count.	There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are errors (spelling, grammar and paragraph structure) that impede meaning and flow of the assessment. The assessment is within the set word count.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count..
Informed argument 10%				
Consistent and *judicious* integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 10 references have been cited.
APA referencing 5%				
Accurate APA referencing. No errors.	1-2 consistent punctuation/formatting errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
Approach and Argument 70%				
Knowledge of Determinants of Health 15 %				
Thorough and analytical understanding of the connections between homelessness and the social determinants of health, relevant to the assessment scenario is demonstrated. Novel and well-substantiated connections are made by the student.	Thorough and mostly analytical understanding of the connections between homelessness and the social determinants of health relevant to the scenario is demonstrated.	An understanding of the connections between homelessness and the social determinants of health relevant to the scenario is demonstrated. Limited analysis is present.	Some understanding between homelessness and the social determinants of health, possibly not relevant to the scenario is demonstrated. No analysis is present.	Minimal/no demonstration of an understanding of the connections between homelessness and the social determinants of health is demonstrated.
Intersectionality 10%				
Detailed and analytical exploration of intersectionality and its effect, as relevant to the assessment scenario. Novel and well-substantiated associations are made by the student.	Detailed and analytical exploration of intersectionality and its effect, as relevant to the assessment scenario.	An exploration of intersectionality and its effect, as relevant to the assessment scenario. Limited analysis is present	Some exploration of intersectionality and its effect, possibly not relevant to the scenario. No analysis is present.	Minimal/no exploration of intersectionality.
Homelessness & Health Hypothesis 15%				
Detailed and analytical hypothesis regarding the effect of homelessness on health and well-being as relevant to the scenario. Novel and well-substantiated conclusions are drawn.	Detailed and analytical hypothesis regarding the effect of homelessness on health and well-being as relevant to the scenario.	A hypothesis regarding the effect of homelessness on health and well-being as relevant to the scenario. Limited analysis is present.	Some suggestions regarding the effect of homelessness on health and well-being, possibly not relevant to the scenario.	Minimal/no hypothesis regarding the effect of homelessness on health and well-being.
Culturally Safe Nursing Approach 30%				
Insightful understanding of culturally safe nursing and health system practice that integrate Erin's personal experiences.	Insightful understanding of culturally safe nursing and health system practice that integrate Erin's personal experiences.	Understanding of culturally safe nursing and health system practice. Limited integration of Erin's personal experiences.	Some understanding of culturally safe nursing and health system practice. Not relevant to Erin's experiences.	Minimal/no understanding of culturally safe nursing and health system practice.

Referencing Style

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

Submission

Online

Submission Instructions
Please upload as a single 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: 1900 words

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.

Short Answers

Answers to all questions must be referenced appropriately according to APA referencing guidelines. A minimum of 10 references is needed to demonstrate a broad consideration of the topics. These references may be sourced from peer-reviewed journal articles and grey literature. One reference list should be provided at the end of the document. You must provide a short introduction (2 sentences maximum) and conclusion (1 sentence) to your answers.

The novel coronavirus (2019-nCoV)is a global health emergency with an epidemic in multiple locations. As of the 6th of February 2020, there were 14 cases of 2019-nCoV confirmed in Australia. Many more are expected.

The following three questions relate to 2019-nCoV.

Question 1

Compare and contrast the role of the Australian State and Federal governments during global health emergencies (300 words).

Question 2

How has healthcare governance affected temporary residents, tourists and citizens of Australia returning from China during the 2019-nCoV outbreak? What are the possible health outcomes for these people? (600 words).

Question 3

Write an academic essay that analyses the role of Australian nurses during a global health emergency. The essay should demonstrate your understanding of the different levels of the Australian healthcare system. You should compare and contrast various nursing roles (1000 words).

Assessment Due Date
Week 12 Monday (1 June 2020) 5:00 pm AEST

Remember to factor in time (approx 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Assessments will be returned by the 22nd of June. Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 30%				
Efficacy and organisation 5%				
An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive.	A well-planned assessment The assessment material is logical and clear. At times it is not concise or persuasive.	Appropriately planned assessment. It mostly proceeds logically.	Adequately planned assessment. At times it is repetitive or lacks cohesion.	The assessment does not follow a logical sequence.
Presentation 10%				
Written material very well-presented and free from errors. The assessment is within the set word count.	There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are errors (spelling, grammar and paragraph structure) that impede meaning and flow of the assessment. The assessment is within the set word count.	Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count.
Informed argument 10%				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Consistent and *judicious* integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 10 references are used. These may be peer-reviewed and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 10 references have been cited.

APA referencing 5%

Accurate APA referencing. No errors.	1-2 consistent punctuation/formatting errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.

Approach and Argument 70%

Federal and State Government Role in Healthcare 15%

Detailed exploration of the role of the Federal and State/Territory Governments in health governance during a global health emergency. Exploration is clear and concise.	Detailed exploration of the role of the Federal and State/Territory Governments in health governance during a global health emergency. Explanation is clear but not concise.	An exploration of the role of the Federal and State/Territory Governments in health governance during a global health emergency. Limited comparison between the two types of government is present.	Some exploration of the role of the Federal and State/Territory Governments in health governance during a global health emergency. No comparison between the two types of government is present.	Minimal/no exploration of the role of the Federal and State/Territory Governments in health governance during a global health emergency.

Analysis 15%

Detailed and analytical hypothesis regarding the effect of healthcare governance relevant to the scenario. Novel and well substantiated conclusions are drawn.	Detailed and analytical hypothesis regarding the effect of healthcare governance relevant to the scenario.	A hypothesis regarding the effect of healthcare governance relevant to the scenario is present. .	Some suggestions regarding the effect of healthcare governance relevant to the scenario is provided.	Minimal/no hypothesis regarding the effect of healthcare governance relevant to the scenario.

Nurse Role 40%

Insightful understanding of nursing roles during a global health emergency that integrates understanding of the broader Australian healthcare system, as well as comparisons between nursing roles, is demonstrated. Analysis is clear and concise.	Excellent understanding of nursing roles during a global health emergency that integrates understanding of the broader Australian healthcare system, as well as comparisons between nursing role, is demonstrated. Analysis is clear but not concise.	Sound understanding of nursing roles during a global health emergency that integrates understanding of the broader Australian healthcare system, as well as comparisons between nursing role, is demonstrated. Analysis is somewhat clear but not concise.	Some understanding nursing roles during a global health emergency that integrates understanding of the broader Australian healthcare system, as well as comparisons between nursing role, is demonstrated. Analysis lacks clarity or is sparse.	Minimal/no understanding of nursing roles during a global health emergency. No understanding of the broader Australian healthcare system. No comparisons between nursing role.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please upload as a single 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
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