NURS20161 *Contemporary Australian Healthcare*
Term 1 - 2021

Profile information current as at 07/05/2024 04:30 am

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 - 2021

- Online

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit 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 SUTE data

Feedback

In the COVID world, it isn't easy. And it was in extraordinary circumstances as we navigate the new normal. The teaching style was amazing and informative in content and engaging in nature.

Recommendation

The unit coordinator went above and beyond to create an online learning space that was an alternate reality for students. She introduced "fancy dress" days, played happy music and posted inspirational/comedic quotes at the beginning of online workshops. This was relationship-building and is recommended to continue into the future.

Feedback from SUTE data

Feedback

The timely availability of course work i.e. needs to be available to students at the very least the beginning of the study week sometimes it was not available till late in the wee hours of the morning of the worship which made it difficult to make the most out of the learning experience at times.

Recommendation

The unit coordinator was updating content in light of COVID-19 changes. It can now be released at the beginning of the term.

Feedback from SUTE data

Feedback

The other issue is concerning the assessment works; it states that it was to be back by 23/10/2020 not released and no communication. Disappointing but other than that I have really enjoyed the teaching and the content.

Recommendation

In the face of COVID-19-related changes, the unit coordinator (also the head of course) struggled with the workload. Communication re: late assessment return date went out retrospectively, however, if future calamities occur, preemptive communication will be forthcoming.

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)
- Laptop/Computer

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

Simone Ohlin Unit Coordinator
s.ohlin@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
In this module, you will reflect on your worldview and consider how it might affect your nursing practice. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender and displacement. This module will take you two weeks to complete.		Please see a detailed weekly schedule in the getting started tab on the Moodle site

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week one. You will examine the impact of select historical events and their associated health outcomes.		

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule This week we shall finalise the first e-book and topics		

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic

This week you will review and build upon your understanding of cultural safety. We shall consider strategies for delivering healthcare that builds trust and relationships with people from diverse backgrounds.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule. In this module, we will review the Australian Health Priority Areas. You will learn about the Sustainable Development Goals.		**Portfolio-Short Answer** Due: Week 5 Friday (9 Apr 2021) 5:00 pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
This is a scheduled vacation week. There are no resources to access this week.		

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week five.		

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule. Over the next four weeks, you will review different levels and models of healthcare delivered across geographically and culturally diverse Australia. You will analyse the patient journey across these levels/models and consider how nurses could assist people to navigate the healthcare system.		

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week seven.		

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule. This week is a continuation of week eight.		

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week nine.		

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

| This week has been set aside for wrap-up and reflections. Consider if you have met the learning outcomes and graduate attributes of the unit. | | **Written Assessment** Due: Week 11 Monday (24 May 2021) 5:00 pm AEST |

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio-Short Answer

Assessment Type
Portfolio

Task Description
Portfolio
Assessment Title
Portfolio Short answer

Task Description
UNIT CODE NURS20161
Contemporary Australian Healthcare
Assessment 1 – Short Answer Portfolio
Due date: 5:00 pm AEST 9th April 2021 (Week 5)
Weighting: 50%
Length: Word count 1800 +/- 10%

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.
Aim
In this assignment you will demonstrate your knowledge of the role of government in the provision of healthcare as well as the impact of the different nursing roles in Australia. The aim of this assessment is to explore the decision making in nursing care.
Instructions
This task has 2 parts:
Part 1 - You are answering Questions A-C in relation to the below scenario
Australian citizens and residents who live with renal disease and hold a Medicare card are provided with fully subsidised therapy under the Pharmaceutical Benefit Scheme (PBS). Overseas born people with renal disease or failure' temporary residents are not entitled to the same level of care as permanent residents.
Question A
Explain the role and governance of Medicare and the Pharmaceutical Benefit Scheme (300 words).
Question B
Compare and contrast the role of the Australian Federal and State/Territory Governments in governance and funding of health care (300 words).

Question C

Analyse how the current healthcare governance for temporary residence might affect the screening, diagnosis and treatment of renal disease. Your answer should consider the possible health outcomes for temporary residents who have renal disease as well as the outcomes for healthcare providers? (500 words).

Part 2.

Nurse practitioners are specialist registered nurses who assist people, with complex health needs or chronic conditions, to access the different levels of the health system. This question relates to Nurse Practitioners and the Australian health system.

Write a response that. compares and contrasts the Nurse Practitioner role with other nursing roles (700 words).

Literature and references

In this assessment present your response in an academic essay format and use at least 8 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Please include a cover page that has the Unit name, code and assignment title. Your name and student number and the name of the lecturer.
3. Include page numbers on each page in a footer.
4. Write in the third-person perspective.
5. Use formal academic language.
6. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
7. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

1. 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.
2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide.
3. 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.
4.. 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.

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Due Date

Due date: 5:00 pm AEST 9th April 2021 (Week 5)

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 7th May 2021. Students who have received assessment extensions or are undergoing academic integrity investigations may receive feedback later than the return date.

Weighting
50%

Assessment Due Date
Week 5 Friday (9 Apr 2021) 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 Friday (7 May 2021)
Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date.

Weighting
50%

Assessment Criteria
Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Efficacy and organisation 5% An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive	A well-planned submission. It is logical and clear. At times it is not concise or persuasive but mostly clear and comprehensive	Appropriately planned submission. It mostly proceeds logically and is somewhat clear and comprehensive.	Adequately planned submission. At times, it is repetitive or lacks cohesion. Some sections may not clear or comprehensive.	The submission does not follow a logical sequence. Clarity is lacking
Presentation (10%) Written material is very well-presented and free from spelling, grammar and structural errors. The assessment is within the set word count and the student's work is original.	There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the submission. The assessment is within the set word count and the students' work is original	There are some errors (in 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 and the students' work is mostly original.	There are errors (in spelling, grammar, and paragraph structure) that impede the meaning and flow of the submission. The assessment is within the set word count and the students' work is mostly original.	Poor presentation. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count has not been adhered to OR a substantial part of the work is not original.

Informed argument (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. A minimum of 8 references is used. These may be peer-reviewed or grey literature.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception. A minimum of 8 references is used. These may be peer-reviewed or grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. A minimum of 8 references is used. These may be peer-reviewed or grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. A minimum of 8 references is used. These may be peer-reviewed or grey literature.	Fails to, or infrequently attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Less than 8 references have been cited.
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
Knowledge of Healthcare Governance 10 % Excellent understanding of the role and governance of Medicare and PBS provided in consideration of the wordcount. Explanation is clear and concise.	Excellent understanding of the role and governance of Medicare and PBS provided in consideration of the wordcount. Explanation is clear but not concise.	Good understanding of the role and governance of Medicare and PBS provided in consideration of the wordcount. Explanation is somewhat clear, but not concise.	Sound understanding of the role and governance of Medicare and PBS provided in consideration of the wordcount. Explanation may lack clarity	Minimal/no understanding of the role and governance of Medicare and PBS provided.

Federal and State Government Role in Healthcare 15% Detailed exploration of the role of the Federal and State/Territory Governments in health governance and funding. Exploration is clear and concise.	Detailed exploration of the role of the Federal and State/Territory Governments in health governance and funding. Explanation is clear but not concise.	An exploration of the role of the Federal and State/Territory Governments in health governance and funding is present. 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 and funding is present. 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 and funding is present.
Analysis 15% Very detailed understanding regarding the effect of healthcare governance relevant to the scenario. Novel and well substantiated conclusions are drawn.	Detailed understanding regarding the effect of healthcare governance relevant to the scenario.	A understanding 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 understanding regarding the effect of healthcare governance relevant to the scenario.
Nurse Practitioner 30% Excellent understanding of Nursing Practitioner role as well as comparisons to other nursing roles. Analysis is clear and concise.	Excellent understanding of Nursing Practitioner as well as comparisons to other nursing roles. Analysis is clear but not concise.	Sound understanding of Nursing Practitioner role as well as comparisons to other nursing roles. Analysis is somewhat clear but not concise.	Insightful understanding of Nursing Practitioner role as well as comparisons to other nursing roles. Analysis lacks clarity or is sparse.	Minimal/no understanding of Nursing Practitioner role.. No comparisons to other nursing roles.

Referencing Style

- American Psychological Association 7th Edition (APA 7th 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 Written Assessment

Assessment Type
Written Assessment

Task Description
NURS20161/3
Contemporary Australian Healthcare
Assessment 2 –Written Assessment
Type: Written assessment
Due date: Week 11 Monday 24th May, 1700hrs
Weighting: 50%
Length: Word count 1500 +/- 10%

Learning Outcomes Assessed
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.
Aim
The aim of this assessment is to provide a portfolio of work demonstrating your skills in nursing. As nurses, we use our experiences, education and evidence to improve the health of individuals and communities. Portfolios provide nurses with an opportunity to examine their current practice against professional standards and expectations (Andre et al, 2017) such as the *Registered Nurse Standards for Practice* (Nursing and Midwifery Board of Australia [NMBA], 2018b), Code of Conduct (NMBA, 2018a) and Code of Ethics (International Council of Nurses [ICN], 2012).
Instructions
You are to write two portfolio entries on two different topics
Please follow the steps below to complete your assessment task:
Complete Portfolio Entry 1: Social inequality and the impacts on health (500 words)
Write an essay, a blog, or a report (500 words) Utilising the example of the Australian cashless debit card, discuss and analyse how having this debit card would ensure better outcomes for Aboriginal and Torres Strait Islander people? You must include the following concepts in your response:
The Social Determinants of Health
The Health Gap
Include at least 3 references for this entry. They should be no more than 5 years old. At least 1 reference should be a journal article.
Complete Portfolio Entry 2: Cultural Safety (1000 words)
Write an essay, a blog, or a report (1000 words). Please discuss and explain:
What is cultural safety?
What is the expectation of the Nursing and Midwifery Board of Australia in relation to practicing cultural safety?
Give a practical example of how you could provide culturally safe nursing practice that impacts Aboriginal and Torres Strait Islander peoples and people of other cultures.

You should include at least 5 references for this entry. They should be no more than 5 years old. At least 1 reference should be a journal article.

Literature and references
In this assessment use a total of at least 8 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.
Requirements

1. For this assessment, you will present your portfolio as a single word document. Headings are permitted in a report or blog.

2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

3. Please include a cover page that has the Unit name, code and assignment title (including whether it's a report, essay or blog). Your name and student number and the name of the lecturer.

4. Include page numbers on each page in a footer.

5. In any reflection component you can write in the first person.

6. Use formal academic language.

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

8. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

1. 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.

2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide;

3. 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.

4. 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. 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.

Marking Criteria

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

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Marking Criteria

Assessment Due Date

Week 11 Monday (24th May 2021) 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 30th June 2021. Students who have received assessment extensions or are undergoing academic integrity investigations may receive feedback later than the return date.

References

Andre, K., Heartfield, M., & Cusack, L. (2017). *Portfolios for health professionals* (3rd ed.). Elsevier.

Nursing and Midwifery Board of Australia. (2018a). *Code of conduct for nurses*. https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx

Nursing and Midwifery Board of Australia. (2018b). *Registered nurse standards for practice.* https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx

Stevens, K. (2020). Subversive control via punitive means? The role of stigma and profit in Australia's cashless debit card policy. *Social Alternatives, 39*(1), 5-13

Weighting
50%

Assessment Due Date
Week 11 Monday (24 May 2021) 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 30th June 2021. Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date

Weighting
50%

Assessment Criteria
Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (10%) 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. At times it is repetitive or lacks cohesion. 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 (e.g. 1 or 2 errors in spelling, grammar and/or paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and/or paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count.	There are 4 or 5 consistent errors (spelling, grammar and/or paragraph structure) OR the errors 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/or paragraph structure. (> 5 errors). The word count has not been adhered to.
Informed argument (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. The minimum number of references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. The minimum number of references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. The minimum number of references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. The minimum number of references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Fails to or makes infrequent attempts to integrate appropriate references to support and reflect ideas, information and quotations (>7 errors). Less than the minimum number of references have been cited.
APA referencing (5%) Accurate APA referencing. No errors.	1-2 consistent punctuation/formatting errors (that may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times)	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (that may be made multiple times) OR 3-4 content errors.	APA referencing not used, or more than 4 inaccuracies in content or in punctuation/formatting.

Determinants of Health (30%) Thorough understanding of the connections between health outcomes and the social determinants of health, relevant to the assessment scenario. Novel and well-substantiated connections are made by the student.	Mostly thorough understanding of the connections between health outcomes and the social determinants of health relevant to the scenario.	An understanding of the connections between health outcomes and the social determinants of health relevant to the scenario. A limited analysis is present.	Some understanding between health outcomes and the social determinants of health, possibly not relevant to the scenario. No analysis is present.	Minimal/no demonstration of an understanding of the connections between health outcomes and the social determinants of health.
Culturally Safe Nursing (35%) Insightful understanding of culturally safe nursing care. Integration of practical example.	Detailed understanding of culturally safe nursing care. Integration of practical example.	An understanding of culturally safe nursing care. Limited integration of practical example.	Some understanding of culturally safe nursing care. No integration of practical example.	Minimal/no understanding of culturally safe nursing care. No practical example.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Remember to factor in time to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

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