



NURS20161 Contemporary Australian Healthcare

Term 2 - 2021

Profile information current as at 14/12/2025 12:26 pm

All details in this unit profile for NURS20161 have been officially approved by CQUUniversity 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 2 - 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 Moodle

Feedback

Group Accountability Study (GAS) groups could be allocated as time slots rather than set groups and people can join when they are able. This may give a greater diversity of thought to the groups.

Recommendation

Students need assistance allocating themselves to study groups. The unit coordinator could help students by suggesting study group time slots. This may work better in Teams than on Moodle.

Feedback from Moodle

Feedback

More coverage of cultural safety and how to practically implement it into practice. Introducing it earlier than week 10 would be more helpful for the assignment due in week 11 that has a large focus on cultural safety. This felt rushed in at the last week but was a large chunk of the final assignment.

Recommendation

The cultural safety content should be moved forward so that it aligns with the assessment piece.

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
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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 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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.		Please see a detailed weekly schedule in the Moodle site

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
This is a continuation of week 2 - there is no class today.		

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule.		

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
In this module, we will review the Australian Health Priority Areas. You will learn about the Sustainable Development Goals.		

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule.		Short answer written assessment Due: Week 5 Friday (13 Aug 2021) 5:00 pm AEST

Vacation Week - 16 Aug 2021

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

Week 6 - 23 Aug 2021

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

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule. 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		

Week 8 - 06 Sep 2021

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

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week we discuss the aspects of cultural safety and we wrap things up for this unit.		

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
This week you will review upon your understanding of cultural safety. Working on your assignments due this week. There will be no class today. Please complete the "have your say" evaluation on Moodle.		Portfolio written assessment Due: Week 10 Friday (24 Sept 2021) 5:00 pm AEST

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Short answer written assessment

Assessment Type

Portfolio

Task Description**Written Assessment****Assessment Title**

Short answer Written Assessment

Task Description

UNIT CODE NURS20161

Contemporary Australian Healthcare

Assessment 1 – Portfolio Short answer

Type: Written assessment

Due date: Week 5 Friday (13th August 2021) 5:00 pm AEST

Weighting: 50%

Length: Word count 1800 +/- 10%

Unit Coordinator: Simone Ohlin

Learning Outcomes Assessed

1. Analyse the role of government in the provision of healthcare in Australia
4. 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 - Answer Questions A-C in relation to the below scenario.

Australian citizens and residents can access the new COVID-19 vaccine as they hold a Medicare card and are provided with fully subsidised therapy under the Pharmaceutical Benefit Scheme (PBS). Non-citizens and temporary residents without reciprocal healthcare rights are not entitled to this same level of care.

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 non-citizens and temporary residents without reciprocal healthcare rights might affect the screening, diagnosis and treatment of Covid-19. Your answer should consider the possible health outcomes for non-citizens and temporary residents without reciprocal healthcare rights as well as the outcomes for healthcare providers. (500 words).

Part 2.

Nurse Immunisers are registered nurses who have undertaken a specialised course that expands their scope of practice and right to obtain, supply and administer some medications. All Registered Nurses (RN) and Enrolled Nurses (EN) without limitations and with the appropriate education can give both intramuscular injections and subcutaneous injections with a legal written order. This question relates to Nurse Immunisers and the Australian health system. Analyse the scope of the Nurse Immuniser and compare and contrast this to a Registered Nurse and Enrolled Nurse scope in relation to immunisation (700 words).

Literature and references

In this assessment present your response in an academic essay format and use at least 10 contemporary references (<5

years) [total] 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

Week 5 Friday (13th August 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 10th September 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

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Overall- 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

Overall**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 1-2 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 3-4 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 5 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 >5 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.

Overall Informed argument (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 10 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 10 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 10 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 10 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. 10 or less than 10 references have been cited. Some references are not credible or within professional sources of information.
Overall 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

Part 1:**A. 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.

Advanced understanding of the role and governance of Medicare and PBS provided in consideration of the wordcount. Explanation is clear but not concise.

Detailed understanding of the role and governance of Medicare and PBS provided in consideration of the wordcount. Explanation is somewhat clear, but not concise.

Adequate 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.

B. Federal and State Government Role in Healthcare 15%

An extensive and thorough comparison of the role of the Federal and State/Territory Governments in health governance and funding is provided. Exploration of the topic shows expert contrast between roles and is clear and concise.

An advanced comparison of the role of the Federal and State/Territory Governments in health governance and funding is provided. Exploration of the topic shows advanced contrast between roles and is clear and concise.

A detailed comparison of the role of the Federal and State/Territory Governments in health governance and funding is provided. Exploration of the topic shows detailed contrast between roles, and is clear

An adequate comparison of the role of the Federal and State/Territory Governments in health governance and funding is provided. Exploration of the topic shows adequate contrast between roles and could be clearer and more concise.

Minimal/no comparison and contrasting of the role of the Federal and State/Territory Governments in health governance and funding is present.

C. Analysis 15% An

extensive and thorough hypothesis regarding the effect of healthcare governance relevant to the scenario. Novel and well substantiated conclusions are drawn.

An advanced hypothesis regarding the effect of healthcare governance relevant to the scenario. Well substantiated conclusions are drawn.

A detailed hypothesis regarding the effect of healthcare governance relevant to the scenario. All conclusions are supported with evidence.

An adequate hypothesis regarding the effect of healthcare governance relevant to the scenario. Most conclusions are supported with evidence.

Minimal/no hypothesis regarding the effect of healthcare governance relevant to the scenario. Poor/limited conclusions are drawn

Part 2

Nurse Immuniser

30% Demonstrates

an extensive and thorough understanding of Nurse Immuniser role within the broader Australian healthcare system. Expert comparisons between different nursing roles. Analysis is clear and concise.

Demonstrates an advanced understanding of Nurse Immuniser role within the broader Australian healthcare system. Advanced comparisons between different nursing roles. Analysis is clear and concise.

Demonstrates a detailed understanding of Nurse Immuniser role within the broader Australian healthcare system. Detailed comparisons between different nursing roles. Analysis is supported with evidence.

Demonstrates an adequate understanding of Nurse Immuniser role within the broader Australian healthcare system. Adequate comparisons between different nursing roles. Most of the analysis is supported with evidence.

Poor/limited understanding of Nurse Immuniser role. Poor/limited understanding of the broader Australian healthcare system. Poor/limited comparisons to other nursing roles. Analysis is limited.

Referencing Style

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

Assessment Due Date

Week 5 Friday (13 Aug 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 (10 Sept 2021)

Weighting

50%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

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 Portfolio written assessment

Assessment Type

Written Assessment

Task Description

NURS20161/3

Contemporary Australian Healthcare

Assessment 2 –Portfolio Written Assessment

Type: Written assessment

Due date: Week 10 Friday 24th September, 5pm

Weighting: 50%

Length: Word count 1500 +/- 10%

Unit Coordinator: Simone Ohlin

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 will 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). Using the [Cultural Respect Framework 2016-2026](#), discuss and analyse how applying this Framework 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:

- Cultural safety
- Expectations of the Nursing and Midwifery Board of Australia in relation to practicing cultural safety as a Registered Nurse
- 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 10 Friday 24th September 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 8th October 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

<https://search.informit.org/doi/10.3316/INFORMIT.178690212992590>

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Overall 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.

Overall 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.
Overall 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.
Overall 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.
Portfolio entry 1 Determinants of Health (30%) Excellent understanding demonstrated of the connections between health outcomes and social determinants of health, relevant to the assessment scenario. Explanation is clear and concise.	Advanced understanding demonstrated of the connections between health outcomes and social determinants of health, relevant to the assessment scenario. Explanation is clear and concise.	Detailed understanding demonstrated of the connections between health outcomes and social determinants of health, relevant to the assessment scenario. Exploration of the topic is clear.	Adequate understanding of the connections between health outcomes and social determinants of health, relevant to the assessment scenario. Exploration of the topic could be clearer and more concise.	Limited demonstration of the connections between health outcomes and the social determinants of health. Exploration is unclear in many areas.
Portfolio entry 2 Culturally Safe Nursing (35%) Excellent understanding demonstrated of culturally safe nursing care. Expert integration of well-chosen practical example.	Advanced understanding demonstrated of culturally safe nursing care. Advanced integration of well-chosen practical example.	Detailed understanding demonstrated of culturally safe nursing care. Integration of practical example present.	Adequate understanding demonstrated of culturally safe nursing care. Integration of practical example present.	Limited demonstration of culturally safe nursing care. Limited integration of a practical example or inappropriate example chosen.

Assessment Due Date

Week 10 Friday (24 Sept 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 12 Friday (8 Oct 2021)

Weighting

50%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

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