NURS20161 *Contemporary Australian Healthcare*
Term 1 - 2024

Profile information current as at 13/05/2024 12:19 pm

General Information

Overview

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

Details

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

Pre-requisites or Co-requisites

Must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry)Co-requisite: NURS20160
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2024

- 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- student

Feedback

The course was well structured and easy to follow. Simone Ohlin was always enthusiastic and full of energy in conducting our lectures, it does make difference. Excellent work!

Recommendation

Continue to review and update resources each term

Feedback from SUTE data - student

Feedback

Thankyou for the consistent feedback through the classes both at an individual level and as a group

Recommendation

Continue to provide feedback to students especially in the week leading up to assessment.

Feedback from SUTE data

Feedback

Marking feedback was not useful

Recommendation

Marking will be moderated for usefulness.

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
- Microsoft Teams (both microphone and webcam capability)

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
Felicity Earl Unit Coordinator
f.earl@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024		
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 Moodle.
Week 2 - 11 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
This is a continuation of week 2 and there will be an ALC class this week.		
Week 3 - 18 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
This is a continuation of eBook 1.		**The census date is next week**. If you are struggling please contact your unit coordinator
Week 4 - 25 Mar 2024		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
In this week we shall have an ALC class		Census Tuesday 26 March 2024

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
In this class, we will develop an understanding of cultural safety. In module 3, we will review the Australian Health Priority Areas. You will learn about the Sustainable Development Goals.		

Vacation Week - 08 Apr 2024

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

Week 6 - 15 Apr 2024

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

Week 7 - 22 Apr 2024

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.		Assessment 1 is due this week **Portfolio** Due: Week 7 Wednesday (24 Apr 2024) 5:00 pm AEST

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
There is no class this week. This week is a continuation of week seven.		

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
There will be a combined ALC class this week. Check times within the schedule. This week continues from week 8		

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
This week we will have a drop-in class dedicated to assignment preparation.		Assessment 2 is due week 12

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
The final two weeks of term are dedicated to your final assessment task. Please contact the ALC or the unit-coordinator (via Teams) directly for assistance.		Assessment 2 is due week 12 **Written Assessment** Due: Week 11 Friday (24 May 2024) 5:00 pm AEST

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

Don't forget to complete the email unit evaluation at the end of the term.		Assessment 2 is due

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Portfolio

Assessment Type
Portfolio

Task Description
NURS20161
Contemporary Australian Healthcare

Assessment 1

Aim:
The aim of this assessment is for you to explore aspects of mental health outcomes related to social inequity, social determinants, and cultural safety.

Instructions:
You are writing an essay, blog, or report exploring aspects of mental health outcomes related to social inequity, social determinants, and cultural safety.
You will need to complete the following three Portfolio entries listed below.
Please follow the steps below to complete your assessment task:

Portfolio Entry 1: Social inequity and mental health outcomes (500 words)

Using an essay, blog or report style of writing assess the impact of social inequality on mental health outcomes.
· Provide a brief introduction outlining the topic.
· In this entry consider the following
· The social determinants of health
· The rates of mental health conditions among different social and cultural groups in Australia
· Provide a concise conclusion summarising the main points in the topic.

Portfolio Entry 2: Mental Health conditions and the health Gap

Using an essay, blog or report style of writing assess and explain how mental health conditions contribute to the Health Gap for Aboriginal and Torres Strait Islander peoples.

In this entry consider the following:
· Provide a brief introduction outlining the topic.
· A general explanation of the health gap that then focuses on the impact of mental health conditions on the health gap.
· Colonisation and its contribution to the health gap (with a focus on mental health conditions)
· Health statistics (focus on mental health conditions)
· Provide a concise conclusion summarising the main points in the topic.

Portfolio Entry 3: Culturally Safe Care

Using an essay, blog or report style of writing
Provide a brief introduction outlining the topic.

In this entry consider the following:

- · An explanation of cultural safety in mental health care.
- · A description of some of the key characteristics of culturally safe mental health care services.
- · Recommendations on how mainstream health services could provide culturally safe mental health care services.
- · Provide a concise conclusion summarising the main points in the topic.
- ·

Please note: This unit is supported by the Academic Learning Centre. Visit their site [https://moodle.cqu.edu.au/course/view.php?id=62371] for workshop information and resources that are tailored to this assessment. These sessions are focused on developing academic literacy skills that are important in the completion of your assessments. Details about other ALC services are also on this site.

Requirements

1. Have a cover page that includes the unit name and code, student number, intext word count and the name of the lecturer.
 2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
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 excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes.

Resources
· You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important.
· We recommend that you access your discipline-specific Nursing Resource Guide.
· For academic writing and referencing information, 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.
· You may wish to submit a draft to Studiosity.
· Submit at least one draft of your assignment before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Literature and references
Use at least 9 contemporary references (5 years or less) sourced from the CQUniversity library in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: for example, the Australian College of Nursing. Websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are unsuitable for this assessment task. Lecture notes are not suitable for this assessment task.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.
Please note: Factor in time (approx. 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you in uploading assessments.

Marking Criteria
Refer to the marking rubric for more details on how marks will be assigned.
Each assessment required a passing grade of 50%. Marking If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. 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 7 Wednesday (24 Apr 2024) 5:00 pm AEST

Return Date to Students
Week 10 Friday (17 May 2024)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (5%)				
An engaging and well-planned assessment. The assessment material is the students own work, is logical, clear, concise, and persuasive.	An engaging and well-planned assessment. The assessment material is the students own work, is logical, clear, concise, and persuasive.	Appropriately planned assessment and is the students' own work. At times it is repetitive or lacks cohesion.	Adequately planned assessment and is the students' own work. At times it is repetitive or lacks cohesion and does not proceed logically.	The assessment does not follow a logical sequence and/or is not conveyed in the student's own words.
Presentation (10%)				
The written material is very well presented, and free from errors. The assessment is within the set word count conveyed in students' own words	There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count conveyed in students' own words	There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count conveyed in students' own words.	There are 4 or 5 inconsistent errors (spelling, grammar, and paragraph structure) OR the errors impede the meaning and flow of the assessment. The assessment is within the set word count conveyed in students' own words.	Poorly presented assessment. There are many errors in spelling, grammar, and paragraph structure. (> 5 errors). The word count has not been adhered to and/or is not conveyed in the student's own words.
Informed argument (10%)				
Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in students own words.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in students' own words.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in students own words.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in students own words.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Less than the minimum references have been cited and/or is not conveyed in the students' own words.
APA referencing (5%)				
Accurate APA referencing. No errors. Minimum of 9 references used	1-2 consistent punctuation/formatting errors (that may be made multiple times). Minimum of 8 references used	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. Minimum of 7 references used	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (that may be made multiple times) OR 3-4 content errors. Minimum of 6 references used	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. Less than 6 references used
Social inequality (15%)				

Thorough and analytical understanding of the connections between health outcomes and the social determinants of health, relevant to the assessment scenario (mental health conditions). Novel and well-substantiated connections conveyed in students own words.	Thorough and mostly analytical understanding of the connections between health outcomes and the social determinants of health relevant to the scenario (mental health conditions). conveyed in students' own words	An understanding of the connections between health outcomes and the social determinants of health relevant to the scenario (mental health conditions) conveyed in students' own words. A limited analysis is present.	Some understanding between health outcomes and the social determinants of health, with some relevance to the scenario (mental health conditions). conveyed in students' own words No analysis is present.	Minimal/no demonstration of an understanding of the connections between health outcomes and the social determinants of health. and/or is not conveyed in the students' own words.
Health Gap (25%)				
Detailed and analytical understanding of the impacts of colonisation on the health Gap with a focus on mental health conditions. The student in their own words makes novel and well-substantiated associations between mental health conditions and the health Gap.	The author demonstrates a thorough and analytical understanding of the impacts of colonisation on the health Gap. The student in their own words analysis is correct, and they link mental health conditions to the health Gap.	The student in their own words has attempted to explore the impacts of colonisation on the health Gap pertinent to mental health conditions.	The author in their own words outlines or lists the impacts of colonisation on the health Gap pertinent to mental health conditions.	Minimal/no demonstration or incorrect interpretation of the impacts of colonisation on the health Gap. The author does not link their understanding back to mental health conditions. and/or is not conveyed in the students' own words.
Culturally Safe Nursing (30%)				
A comprehensive and critical discussion that demonstrates an extensive understanding of cultural safety. The student makes novel and well-substantiated recommendations in their own words with a focus on mental health care	An appropriate discussion in students own words demonstrates a good understanding of cultural safety beyond what is presented in the unit materials alone. The students' assessment recommendations link directly to mental health care.	An adequate discussion in students' own words a solid understanding of cultural safety materials presented in the unit materials. The author's analysis is correct, and their recommendations link broadly to mental health care.	A mostly relevant discussion in students' own words that an adequate understanding of cultural safety materials presented in the unit materials. Recommendations are not directly related to mental health care.	Minimal to no evidence or unsubstantiated interpretation of cultural safety. The author does not link their understanding to mental health care. Recommendations are vague or absent. The discussion is not in the students' own words.

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 Written Assessment

Assessment Type
Written Assessment

Task Description
NURS20161
Contemporary Australian Health Care
Aim
As nurses, we use our experiences, education, and evidence to improve the health of individuals and communities. This assessment provides nurses with an opportunity to examine their current practice against professional standards and expectations (Andre, Heartfield, Cusack, 2017) such as the Registered Nurse Standards for Practice (NMBA, 2018), Code of Conduct (NMBA, 2018) and Code of Ethics (ICN, 2012).

Instructions
This written assessment has been designed to prepare you to gain employment as a registered nurse. To meet the aim of the assessment, please provide three short answers to the following three scenarios listed below.
Please follow the steps below to complete your assessment task:
Question One:
1.   Identify a nursing position and health service where you would like to gain employment after graduating from the re-entry course. You may like to use a job search website to assist you. You must provide a copy (such as a screenshot) of the position in your assessment. The position must not have been advertised before April 2024. Use the position as the title of your portfolio entry (e.g., Emergency Nurse, Rockhampton Hospital).

2.   In 500 words, please undertake the following steps:

a.   Reflect on why you wish to pursue employment in this area of nursing at this health service.
b.   Examine how the values/mission of the health service relates to your own values and beliefs regarding nursing care.
c.   Outline how the health service is funded and accredited as well as its accreditation requirements.

Question Two
Re-entry nursing graduates have met the requirements to be entry-level registered nurses. As such, most re-entry graduates are initially employed as graduate registered nurses.

In 1000 words, please undertake the following steps:

1.   Describe the role and responsibility of the nursing position and explain how the position fits within the broader health service.
2.   Compare and contrast the new nursing position, with your most recent registered nursing experience. You might like to consider the scope of practice, responsibilities, and seniority.
3.   Identify a component of the nursing position where you feel, under the right conditions, you could excel. Explain what the component is, why you think you would excel and provide examples of how you have excelled in similar areas.
4.   Identify a component of the nursing position where you feel you might struggle. Explain what the component is, why you might struggle and provide examples of what steps you would take to overcome the struggle.
5.   Highlight the transferable skills you bring from your recent non-registered nursing experience to this new position (i.e., what you've been doing since you last practised as a registered nurse). Explain why these skills are an asset.
6.   Justify why you are the best candidate for the nursing position.

Question Three:
As a re-entry nurse, you are attuned to continuing professional development (CPD).

In 500 words, please attend to the following questions:

1.   Explain the CPD requirements for registered nurses in Australia.
2.   Identify where you see yourself as a registered nurse in 3-5 years.
3.   Explain your plan for getting there (including the CPD you will undertake). In this section, we expect you to go beyond mandatory training.
4.   The plan should be SMART (specific, measurable, achievable, relevant, and time-bound).

Please note: This unit is supported by the Academic Learning Centre. Visit their site [https://moodle.cqu.edu.au/course/view.php?id=62371] for workshop information and resources that are tailored to this assessment. These sessions are focused on developing academic literacy skills that are important in the completion of

your assessments. Details about other ALC services are also on this site.

Requirements

1. Have a cover page that includes the unit's name and code, student number, intext word count, and the name of the lecturer.
2. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with double line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
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 excludes the reference list but includes in-text references and direct quotations, including paraphrasing and direct quotes.

Resources
·   You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important.
·   We recommend that you access your discipline-specific Nursing Resource Guide.
·   You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
·   For academic writing and referencing information, 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.
·   You may wish to submit a draft to Studiosity.
·   Submit at least one draft of your assignment before the due date to review your Turnitin Similarity Score before uploading your final submission. Instructions are available here.

Literature and references
Use at least ten contemporary references (5 years or less) sourced from the CQUniversity library in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies: for example, the Australian College of Nursing. Websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are unsuitable for this assessment task. Lecture notes are not suitable for this assessment task.

Submission

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

Marking

Each assessment required a passing grade of 50%. 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 11 Friday (24 May 2024) 5:00 pm AEST

Return Date to Students
Exam Week Monday (10 June 2024)

Weighting
50%

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 in students' own words, logical, clear, concise, and persuasive. Copy of Position dated after April 2024 provided	A well-planned assessment. The assessment material is logical and clear and in students' own words. At times it is not concise or persuasive. Copy of Position dated after April 2024 provided	Appropriately planned assessment. It mostly proceeds logically and in students' own words. Copy of Position dated after April 2024 provided	Adequately planned assessment. At times it is repetitive or lacks cohesion. Copy of Position dated after April 2024 provided. Content is in students' own words.	The assessment does not follow a logical sequence. No copy of the Position dated after April 2024 was provided. Content is not in students' own words.

Presentation (10%)

The written material is very well-presented using the student's own words, and free from errors. The assessment is within the set word count.	There are minor errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the assessment. The assessment is within the set word count using the student's own words	There are some errors (errors with spelling, grammar, and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count using the student's own words	There are errors (spelling, grammar, and paragraph structure) that impede the meaning and flow of the assessment. The assessment is within the set word count using the student's own words	Poorly presented assessment. There are many spelling, grammar and paragraph structure errors which significantly reduce the document's readability. The word count has not been adhered to. No copy of the Position dated after April 2024 is provided and/or content is not conveyed in the student's own words

Informed and original argument (15%)

Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations using students' own words. Reference material is well integrated using paraphrasing. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, using students own words with 1 exception. Reference material is well integrated using paraphrasing with 1 minor exception. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations using students' own words, with 2 or 3 exceptions. Reference material is mostly integrated using paraphrasing with 2 or 3 minor exceptions. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations using students' own words, with 4 or 5 exceptions. Reference material is sometimes well-integrated using paraphrasing with 4 or 5 minor exceptions. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Reference material is not well integrated. There is limited evidence of paraphrasing. Less than 10 references have been cited. No copy of the Position dated after April 2024 provided. and/or content is not conveyed in the student's own words.

APA referencing (5%)

Accurate APA referencing. No errors.	Mostly accurate APA referencing. 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 (40%)

Nuanced and well-substantiated understanding of the funding and governance of the health care service. Explanations are clear and concise using students' own words	Well-substantiated understanding of the funding and governance of the health service. The explanations are clear but not concise using students' own words	Substantiated understanding of the funding and governance of the health service There is limited analysis present. The explanation is somewhat clear, but not concise using students' own words	An outline of funding and governance of the health service. The explanation may lack clarity using students' own words	Minimal/no unsubstantiated understanding of funding and governance of the health service. No copy of the Position dated after April 2024 was provided. and/or content is not conveyed in the student's own words.

Nuanced and well-substantiated understanding of the nursing role within the health service. Student reflects on experience as well as strengths and opportunities for growth. Explanations are clear and concise using students' own words	Well-substantiated understanding of the nursing role within the health service. Student reflects on experience as well as strengths and opportunities for growth. Explanations are clear and concise using students' own words	Substantiated understanding of the nursing role within the health service. Some reflection on strengths and weaknesses. The explanation is somewhat clear, but not concise using students' own words	An outline of the nursing role within the health service. Limited reflection of strengths and weaknesses. Explanation may lack clarity using students' own words	Minimal/no or unsubstantiated understanding of the nursing role within the health service. No copy of the Position dated after April 2024 was provided. and/or content is not conveyed in the student's own words.

CPD plan (20%)

Correct understanding of the CPD requirements. A clear and detailed 3–5-year plan is presented. Strengths and weaknesses have been considered using students' own words. The plan has used the acronym SMART.	Correct understanding of the CPD requirements. A clear 3–5-year plan is presented. Strengths and weaknesses have been considered using students' own words. The plan has used the SMART acronym	Correct understanding of the CPD requirements. A 3–5-year plan is presented. Strengths and weaknesses have been considered using students' own words. The plan has mostly used the SMART acronym	Correct understanding of the CPD requirements. A 3-5-year outline is presented. Strengths or weaknesses have been considered using students' own words. The plan has somewhat used the SMART acronym	Incorrect understanding of CPD requirements. No plan is presented. and/or content is not conveyed in the student's own words.

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