

NURS20161 *Contemporary Australian Healthcare*

Term 2 - 2025

Profile information current as at 08/06/2026 02:43 pm

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 2 - 2025

- 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 anonymous questionnaire on Microsoft Teams

Feedback

Eight of the 12 students who responded strongly agreed that the learning expectations were clearly defined

Recommendation

It's important to communicate expectations for each term with clarity and consistency. Providing students with a well-defined overview of what's required helps foster confidence and preparedness. Clear guidance ensures everyone understands the goals, responsibilities, and standards from the outset.

Feedback from anonymous questionnaire on Microsoft Teams

Feedback

Nine of the 12 students who responded agreed that the course was well organised, while an additional three students strongly agreed.

Recommendation

Build on these successful methods by developing additional learning materials (e.g., visual aids, practical examples, or interactive tools) that align with the teaching approach.

Feedback from anonymous questionnaire on Microsoft Teams

Feedback

All twelve of the students who responded strongly agreed that the course was taught in a manner that helped them understand the underlying concepts.

Recommendation

Responding to common themes and sharing planned improvements helps build trust and shows students their input is valued. Feedback should guide teaching adjustments—whether refining instructional strategies, clarifying assessments, or providing additional resources. By fostering open dialogue and reviewing feedback trends over time, educators can create a more inclusive, responsive, and high-quality learning environment. The introduction of open office synthesises this philosophy.

Feedback from Student email

Feedback

I am really enjoying the materials in 161 and the deep thinking required. It is helping to shape what I want to eventually do when I come back to nursing. Not to mention helping me to think differently. So thanks!

Recommendation

Continue to provide intellectually stimulating and reflective learning materials that encourage deep thinking and personal growth. Student feedback indicates that the content not only supports academic development but also inspires students to reflect on their future roles in nursing. Maintaining this level of engagement through thoughtfully designed content can further enhance student motivation, critical thinking, and career clarity. I will consider exploring additional opportunities to integrate reflective practice into the curriculum to support this positive trajectory.

Feedback from SUTE Data

Feedback

The most frustrating things I found with the unit coordinator teaching in this subject was her ability to understand what we were asking in lectures/emails and to foster an environment where we felt safe to ask questions and speak, and then the way she communicated in return. It often felt like she wasn't understanding our question based on how left of field her answer would be. Additionally, assignments!! The assignment wording was so confusing and often when we would ask for clarity by Simone she would make us feel like we were a bit silly to ask it and then would often say "'check the rubric' "'check the rubric' "'I can only mark you against the rubric' which was SUCH an unhelpful response. We READ the rubric, it's saying the same confusing words that the assessment was saying at the top. That's NOT giving any clarity. We need more examples or a break down in wording.

Recommendation

Thank you for sharing your experience so openly. It's clear that you and your peers were genuinely seeking clarity and support, and it's unfortunate that the communication didn't always meet those needs. Feeling misunderstood—especially when asking for help—can be discouraging, and your feedback highlights the importance of creating a learning environment where questions are welcomed and explanations are accessible. Regarding the assignments, your point about the rubric being referenced without further clarification is well taken. While rubrics are meant to guide expectations, they should be paired with clear examples and thoughtful breakdowns to truly support student understanding. Your insights are valuable and will help inform improvements in how instruction and feedback are delivered moving forward.

Feedback from SUTE Data

Feedback

I respect the unit coordinator as a clinician/nurse. I believe she is truly passionate about high quality nursing practice and would be an amazing nurse on ward (knowledge and skill). I mostly appreciated how passionate she was for high quality nursing. I also think Simone genuinely cares about us as students. The unit coordinator was really good at challenging us to critically think.

Recommendation

Thank you for offering such insightful feedback. It's encouraging to hear that the unit coordinator's dedication to high-quality nursing practice and her strong clinical knowledge made a meaningful impact. Her ability to challenge students to think critically, while showing genuine care, reflects a teaching style that is both inspiring and impactful. To build on these strengths, the unit coordinator might consider incorporating more structured opportunities for student-led

discussion and reflection, which could further enhance critical thinking. Additionally, offering varied examples or case studies during instruction could help bridge theory with practice and support deeper understanding. These small adjustments could make her teaching even more engaging and accessible for a diverse group of learners.

Feedback from SUTE Data

Feedback

Lots of good things to say about the unit coordinator. Its inspiring to see an experienced nurse who cares for high quality nursing care. The unit coordinator was great at guiding me through the course content and making me understand the requirements of the course. She explained everything extensively when necessary and how they apply in the real nursing world.

Recommendation

It's wonderful to hear how the unit coordinator clinical experience and commitment to high-quality nursing care inspired you throughout the course. Her ability to clearly explain course requirements and connect them to real-world practice is a valuable strength. To further enhance learning, she might consider incorporating more interactive case studies or simulations that mirror clinical scenarios. This could deepen understanding and help students apply theoretical knowledge with greater confidence.

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 - First Nations Knowledges				
9 - 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	9
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)
- Zoom access for weekly meetings

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 - 14 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 21 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
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This is a continuation of week 2 and there will be an ALC class this week.

Week 3 - 28 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
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This is a continuation of eBook 1.

The census date is next week. If you are struggling please contact your unit coordinator

Week 4 - 04 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
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In this week we shall have an ALC class

Census Tuesday April 1st

Week 5 - 11 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 18 Aug 2025

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

Week 6 - 25 Aug 2025

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

Week 7 - 01 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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.

Portfolio Due: Week 7 Wednesday (3 Sept 2025) 4:00 pm AEST

Week 8 - 08 Sep 2025

Module/Topic

Chapter

Events and Submissions/Topic

There will be a combined ALC class this week. Check times within the schedule.

Week 9 - 15 Sep 2025

Module/Topic

Chapter

Events and Submissions/Topic

There is no class this week.

Week 10 - 22 Sep 2025

Module/Topic

Chapter

Events and Submissions/Topic

This week we will have a drop-in class dedicated to assignment preparation.

Week 11 - 29 Sep 2025

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.

Written Assessment Due: Week 11
Wednesday (1 Oct 2025) 4:00 pm AEST

Week 12 - 06 Oct 2025

Module/Topic

Chapter

Events and Submissions/Topic

Don't forget to complete the email unit evaluation at the end of the term.

Review/Exam Week - 13 Oct 2025

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 20 Oct 2025

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Portfolio

Assessment Type
Portfolio

Task Description

Unit Code: NURS20161

Unit Title: Contemporary Australian Healthcare

Assessment 1

Type: Portfolio

Due date: 4 pm (AEST), Week 7, Wednesday, 3rd September 2025

Extensions: Available as per policy

The 72-hour grace period applies for this assessment

Return to students: 4 pm (AEST), Week 9, Wednesday 14th May 2025

Weighting: 50%

Length: Word count 2000 +/-10% (excluding reference list)

Unit Coordinator: Simone Ohlin

Learning Outcomes Assessed

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

Aim:

This assessment requires you to demonstrate your understanding of integrating contemporary nursing roles within various models of healthcare in Australia and the government's role in healthcare provision. You will develop a case study based on a real-world Australian healthcare setting, analyse the roles of nurses within that setting, and evaluate the influence of government policies on healthcare delivery. The assessment also requires you to reflect on how government policies on healthcare delivery might influence your practice as a registered nurse.

Instructions:

You are writing an essay. Complete the three Portfolio entries listed below.

Portfolio Entry 1:

1. Choose a healthcare system in Australia that you are familiar with or have access to, i.e. Private, Public or Not-for-profit (NFP).
2. Provide a detailed description of the healthcare system, including the population served, and
3. Compare and contrast the roles and scope of practice of various nurses in this setting, such as Nurse Practitioner, Enrolled Nurse, Registered Nurse. Discuss how these roles have evolved and contribute to patient outcomes in the contemporary healthcare landscape.

Portfolio Entry 2:

4. Select one of the following government policies or programs that significantly impact your chosen healthcare system.

A: Medicare

B: Pharmaceutical Benefits Scheme (PBS)

C: Mental Health

- 5 Critically analyse how these policies influence healthcare delivery in that system, particularly in nursing roles and patient care.
6. Discuss the broader implications of government involvement in healthcare provision in Australia and how it shapes nurses' roles.

Portfolio Entry 3:

7. Reflect on your learnings from portfolios 1 and 2. Discuss how nurses' roles and government policies align with your professional values and aspirations.
8. Discuss how your understanding of these roles and policies will influence your future practice as a nurse. Include specific examples of how you might apply this knowledge in your work.

Please note that this unit is supported by the Academic Learning Centre. Visit their site (link on Moodle) for workshop information and resources specifically tailored to this assessment. These sessions focus on developing academic literacy skills that are important in completing your assessments. Details about other ALC services can also be found on this site.

Literature and references

In this assessment, use at least 10 contemporary references (7 years or less) 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 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, the Australian Association of Social Workers, the Australian Bureau of Statistics, and the Australian Institute of Health and Welfare. Note that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment. All resources, other than web pages and grey literature, must be sourced from the CQUniversity.

Requirements

- Use a cover page for your assignment that includes the following in the following order:
 - Student name
 - Student number
 - Unit code and name
 - Assessment type
 - Due date

- In-text word count
- Use of Gen AI: Gen AI agent has been used for editing and proofreading this assessment.
- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Indent the first line of each paragraph 1.27cm (standard pre-set indent in Microsoft Word).
- All questions in the Instructions of this assessment must be attempted and clearly answered to pass this assessment task.
- Write in the third-person perspective
- Use formal academic, discipline specific, professional and inclusive language.
- Use Microsoft Word English (Australia) spelling and grammar checker.
- Paraphrase, summarise or quote information acknowledging the original source (referencing) to avoid plagiarism.
- Use essay structure.
- Follow academic writing conventions: spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for numbers 10 and above.
- All work submitted must be your own work.
- Start your reference list on a separate page to the body of your assessment.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

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 before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here. Please remember, the similarity score is only a matching tool, and the score alone does not necessarily indicate or eliminate the presence of plagiarism

Academic Integrity

1. You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure).

Completion of this assessment with another party or sharing of responses is not permitted at any time.

2. The use of any generative artificial intelligence is permitted as per Level 2 (AI planning) and Level 3 (AI Collaboration)

AI Assessment scale tool indicators:

- Gen AI content is used to generate ideas and general structures.
- Gen AI content editing.
- Checking spelling and grammar.
- CQUniversity's Gen AI tools approved for use in this assessment are Microsoft Copilot (protected version), Studiosity and Grammarly.
- Any use of Gen AI software:
 - Must be cited in the relevant sections.
 - Must be referenced as per APA 7th guidelines.
 - You must complete the declaration of Gen AI use on the title page of your assessment.

Submission

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

Late penalties of 5% per day of the available mark may be applied as per the Assessment Policy and Procedure (Higher Education Coursework).

Contact TASAC if you experience technical issues submitting your assessment:

- Phone toll-free 1300 666 620
- Email tasac@cqu.edu.au

Please note: Factor in time (approx. 1 hour) to learn how to upload online assessments. Information in "Moodle Help" will assist you in uploading assessments.

Marking Criteria

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned. Assessment re-attempt is

not available for this Assessment task.

Minimum Pass Criteria

You must achieve a minimum grade of 50% to pass this assessment.

In the event you are eligible for a supplementary assessment, all assessment tasks must be reasonably attempted in this unit.

Assessment Due Date

Week 7 Wednesday (3 Sept 2025) 4:00 pm AEST

Return Date to Students

Week 10 Wednesday (24 Sept 2025)

Weighting

50%

Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

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

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

Unit code: NURS20161

Unit title: Contemporary Australian Healthcare

Assessment 2

Type: Written Assessment

Due date: 4 pm (AEST) Wednesday 1st October 2025 (Week 11)

Extensions: Available as per policy

The 72-hour grace period applies to this assessment

Return to students: Wednesday 15th October 2025 (Week 13)

Weighting: 50%

Length: Word count 2000 +/-10% (excluding reference list)

Unit Coordinator: Simone Ohlin

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.

Aim:

The aim of this assessment is to research and critically evaluate the impact of social determinants of health on common health conditions and apply cultural safety principles to various scenarios. You must draw upon evidence-based research, reflect on the intersection of social determinants and cultural safety, and propose strategies for improving health outcomes for Aboriginal and Torres Strait Islander peoples and other cultural groups.

Instructions:

You are writing an essay. Please follow the steps below to complete your assessment task:

Written Assessment on Social Determinants of Health

1. Choose two health conditions prevalent in Australia from the following list:

- Chronic Obstructive Pulmonary Disease
- Chest Pain
- Heart Failure

2. Research the Impact of Social Determinants: Conduct a literature review to explore how social determinants of health (e.g., socioeconomic status, education, environment, housing) impact the two conditions you chose. Include specific examples and statistical data where possible.

3. Critical Assessment: Applying the principles of cultural safety and using examples, critically assess how these social determinants exacerbate health disparities, focusing on the two conditions chosen, among Aboriginal and Torres Strait Islander peoples and other culturally diverse populations.

4. Reflection on Practice: Reflect on how applying cultural safety principles using examples might influence your future practice as a healthcare professional (change or reinforce what you do). Include personal insights and any changes in perspective or understanding arising through this process.

Please note that this unit is supported by the Academic Learning Centre. Visit their site (link on Moodle) for workshop information and resources specifically tailored to this assessment. These sessions focus on developing crucial academic literacy skills in completing your assessments. Details about other ALC services can also be found on this site.

Literature and references

In this assessment, use at least 10 contemporary references (7 years or less) 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 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, the Australian Association of Social Workers, the Australian Bureau of Statistics, and the Australian Institute of Health and Welfare. Note that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment. All resources, other than web pages and grey literature, must be sources from the CQUniversity.

Requirements

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 - Student name
 - Student number
 - Unit code and name
 - Assessment type
 - Due date
 - In-text word count
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- Use formal academic, discipline specific, professional and inclusive language.
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- Use essay structure.
- Follow academic writing conventions: spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for numbers 10 and above.
- All work submitted must be your own work.
- Start your reference list on a separate page to the body of your assessment.
- Use the seventh edition of the American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

Resources

- You can use the 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. Please note, lecture notes are not peer reviewed primary sources of evidence.
- 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 before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here. Please remember, the similarity score is only a matching tool, and the score alone does not necessarily indicate or eliminate the presence of plagiarism

Academic Integrity

1. You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure).

Completion of this assessment with another party or sharing of responses is not permitted at any time.

2. The use of any generative artificial intelligence is permitted as per Level 2 (AI planning) and Level 3 (AI Collaboration)

AI Assessment scale tool indicators:

- Gen AI content is used to generate ideas and general structures.
- Gen AI content editing.
- Checking spelling and grammar.
CQUniversity's Gen AI tools approved for use in this assessment are Microsoft Copilot (protected version), Studiosity and Grammarly.
- Any use of Gen AI software:
 - Must be cited in the relevant sections.
 - Must be referenced as per APA 7th guidelines.
 - You must complete the declaration of Gen AI use on the title page of your assessment.

Submission

- Submit your assessment via the unit Moodle site in Microsoft Word format only.
- Late penalties of 5% per day of the available mark may be applied as per the Assessment Policy and Procedure (Higher Education Coursework).
- Contact TASAC if you experience technical issues submitting your assessment:
 - Phone toll-free 1300 666 620
 - Email tasac@cqu.edu.au

Please note: Factor in time (approx. 1 hour) to learn how to upload online assessments. Information in "Moodle Help" will assist you in uploading assessments.

Marking Criteria

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned. Assessment re-attempt is not available for this Assessment task.

Minimum Pass Criteria

You must achieve a minimum grade of 50% to pass this assessment.

In the event you are eligible for a supplementary assessment, all assessment tasks must be reasonably attempted in this unit.

Assessment Due Date

Week 11 Wednesday (1 Oct 2025) 4:00 pm AEST

Return Date to Students

Exam Week Wednesday (22 Oct 2025)

Weighting

50%

Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

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

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