



NURS20163 Australian Identity and Nursing Care

Term 1 - 2018

Profile information current as at 08/05/2024 03:00 pm

All details in this unit profile for NURS20163 have been officially approved by CQU University 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 knowledge of Australia's geographic and cultural diversity and the impact of these on the nation's healthcare needs and health service delivery. You will analyse the role of government in terms of the provision of healthcare. You will analyse the social determinants of health by exploring colonisation, health inequity and culturally safe and equitable access to health 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

There are no requisites for this unit.

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 - 2018

- Cairns
- Distance

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. **Written Assessment**

Weighting: 50%

2. **Portfolio**

Weighting: 25%

3. **Group Work**

Weighting: 25%

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](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain how Australia's cultural and geographic diversity impacts on health and healthcare provision
2. Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander people
3. Analyse the role of government in the provision of healthcare in Australia
4. Evaluate nursing roles in contemporary models of healthcare used in Australia

The unit learning outcomes are linked to the following Nursing and Midwifery Board of Australia's 'Registered Nurses Standards for Practice':

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 - 25% | | | • | • |
| 2 - Group Work - 25% | | | | • |
| 3 - 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 | ◦ | | ◦ | ◦ |

| Graduate Attributes | Learning Outcomes | | | |
|--|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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 - 25% | ○ | | ○ | | | | | |
| 2 - Group Work - 25% | ○ | ○ | ○ | | ○ | ○ | | |
| 3 - 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)
- Microphone and camera for use with Zoom

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lydia Mainey Unit Coordinator
l.mainey@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| In this module, you will critically analyse your worldview. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender and displacement. We will finally comprehensively review and build upon your understanding of cultural safety. | Please refer to: 1: You 2: Privilege and Intersection In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Read all the orientation materials (if you have not done so already). Learn how to use Zoom for tutorials Double check online Tutorial Times Introduce yourself to the class on the activity forum |

Week 2 - 12 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| This week is a continuation of week 1. | Please refer to: 3. Be safe, culturally 4. Self-reflexivity In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Tutorial 1 |

Week 3 - 19 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Over the next two weeks, we will examine the impact of select historical events and their associated health outcomes. We will also consider strategies for delivering healthcare that builds trust and relationships with people from diverse backgrounds. | Please refer to: 1. Health consequences of our history In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | |

Week 4 - 26 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| This week is a continuation of week 3. | Please refer to: 2. Gender, violence & health 3. Social Justice & Building Relationships In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Tutorial 2 |

Week 5 - 02 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

In this module, we will review the health of Australians with a special focus on the Australian Health Priority Areas.

Please refer to:
 1. Australian Population & Health Statistics
 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.

Vacation Week - 09 Apr 2018

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

Week 6 - 16 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|--|
| This week is a continuation of week 5. | Please refer to: 2. Australian Health Priority Areas In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Tutorial 3. Written Assessment Due: Week 6 Monday (16 Apr 2018) 5:00 pm AEST |

Week 7 - 23 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Over the next two weeks, we will review the development of specialist health services including Aboriginal and Torres Strait Islander Community Controlled Health Services and Migrant health services. We will analyse the contemporary role of health professionals within these services in delivering culturally safe care to their clients. | Please refer to the following: 1. Community Controlled & Migrant Health Services In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | |

Week 8 - 30 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| This week is a continuation of week 7. | Please refer to: 2. Diversity among health professionals In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Tutorial 4 |

Week 9 - 07 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| | | |

Over the next 2 weeks, we will analyse the strengths and limitations of the different models of health care delivered across geographically and culturally diverse Australia. We will examine the features of our own profession and consider how this impacts on diverse patient groups. We will consider the importance of diversity in the nursing workforce and our own personal responsibilities delivering culturally safe nursing care.

Please refer to:

1. Nursing in Australia - part 1
In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know.

Week 10 - 14 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|--|------------------------------|
| This is a continuation of week 9. | Please refer to: 1. Nursing in Australia - part 2 In an effort to reduce the cost to students, there is no textbook associated with this Unit. In the event that a free, online resource link does not work, please let the Unit Coordinator know. | Tutorial 5 |

Week 11 - 21 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---------------------------------------|---|
| This is an assessment catch-up week | No set readings have been prescribed. | Portfolio Due: Week 11 Monday (21 May 2018) 5:00 pm AEST |

Week 12 - 28 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|--------------------------------------|--|
| Wrap up. | No set readings have been prescribed | Group Work Due: Week 12 Monday (28 May 2018) 5:00 pm AEST |

Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 11 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Due Date: Monday, 16 April 2018

Length: 2000 words

Referencing Style: APA 6th Edition Format: APA style

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

- 1. Knowledge:** Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- 2. Communication:** Communicate and interact with others and in culturally diverse contexts.
- 3. Cognitive, technical and creative skills:** Investigate, analyse and synthesise complex information, problems and concepts.
- 4. Research:** Critically appraise outcomes and products of research for translation into the discipline
- 5. Self-management:** Reflect on and critically evaluate one's performance
- 6. Ethical and Professional Responsibility:** Demonstrate ethical, legal, social and civic responsibility

Objectives and Outcomes

Throughout this unit you have been challenged to reflect on the way in which you view healthcare; that is, your worldview. For this assessment, you are required to watch the film "Here I Am" then complete the written task.

The Task

Write an academic piece which:

1. Explains the determinants of health, and how they affect individual and population health.
2. Compares and contrasts your own health and wellbeing in relation to the experiences of Karen. Discuss this in terms of the determinants of health. Consider how these factors have affected both your own and Karen's health and wellbeing.
3. Reflects on your experiences, thoughts and emotions as you were watching "Here I am" and considers alternative routes that could have been taken (eg. by the women's shelter worker, department of social security, police), and consequently may have led to better outcomes for Karen, her mother and other women in this movie.
4. Proposes approaches nurses could take to provide culturally safe initiatives to deliver appropriate services to clients from minority and disadvantaged groups.

The essay can be written in first person, academic style. A reference list should be included at the end of the essay. You should review Academic Writing which can be found in the Academic Learning Centre site.

Assessment Due Date

Week 6 Monday (16 Apr 2018) 5:00 pm AEST

Return Date to Students

Week 8 Monday (30 Apr 2018)

Returned via feedback studio

Weighting

50%

Assessment Criteria

You will be assessed on how you meet the following criteria:

Structure

- Efficacy and Organisation
- Presentation

Referencing

- APA referencing

Approach to Argument

- Relevancy and depth
- Knowledge of topic
- Self Reflexivity
- Application of theory to practice

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Submit through Moodle.

Learning Outcomes Assessed

- Explain how Australia's cultural and geographic diversity impacts on health and healthcare provision
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander people

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Portfolio

Assessment Type

Portfolio

Task Description

Due Date: Monday, 21 May 2018

Length: 2000 words + CPD table

Referencing Style: APA 6th Edition Format: APA style

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

- 1. Knowledge:** Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- 2. Communication:** Communicate and interact with others and in culturally diverse contexts.
- 3. Cognitive, technical and creative skills:** Investigate, analyse and synthesise complex information, problems and concepts.
- 4. Research:** Critically appraise outcomes and products of research for translation into the discipline
- 5. Self-management:** Reflect on and critically evaluate one's performance
- 6. Ethical and Professional Responsibility:** Demonstrate ethical, legal, social and civic responsibility

Objectives and Outcomes

Throughout this unit, you have learnt about how Australia's healthcare systems and the nursing profession are governed and have been introduced/re-introduced to some of the many nursing roles found in practice. In the following assessment piece, you will explore, in greater detail, an area of specific interest to you.

The Task

This assignment will give you the opportunity to learn more about the contemporary role of nursing you wish to return to and its broad and specific governance structures. This assignment should be presented as a portfolio under the following sections.

Overview (250 words)

Introduce the assessment and provide a brief overview and direction of the portfolio.

Nursing Role (500 words approx.)

Identify the type of nursing role you wish to return to (e.g. theatre nurse, mental health nurse, community health nurse, sexual and reproductive health nurse manager).

Describe this position in detail:

- your client/patient base and their health needs
- the scope of the role (what kinds of nursing care will you provide? what is the level of autonomy? what is the major setting of the work?)

Governance (500 words approx.)

- Explain the governance that provides a legal/procedural framework for your nursing role. You should begin this section by describing the broad Federal/State laws affecting nursing in general, then narrow your focus to the laws, guidelines, standards and frameworks which are pertinent to your area of nursing.

Peak Bodies (500 words approx.)

Identify the major peak nursing bodies for your area of nursing. Clarify their role and explain how they support the specific area of nursing.

Consider if the peak body appears to support a diverse nursing workforce and justify what has led you to that conclusion.

Continuing Professional Development (CPD) Requirements (not counted in the word count)

In consideration of the factors you have explicated above, create an annual CPD plan directed at increasing your knowledge and skill in your preferred area of nursing. In undertaking this task you should use the Nursing and Midwifery Board of Australia's Self Directed Evidence Record. Tasks should be well-aligned to the nursing role.

Conclusion (250 words)

Provide a summary to your portfolio which connects the separate items and brings the assessment to a logical conclusion.

Reference List

The reference list should include a minimum of 10 references; these can be from both peer-reviewed journal articles and grey literature.

Assessment Due Date

Week 11 Monday (21 May 2018) 5:00 pm AEST

Return Date to Students

Review/Exam Week Monday (4 June 2018)

Feedback provided through feedback studio

Weighting

25%

Assessment Criteria

You will be assessed on how you meet the following criteria:

Structure

- Efficacy and Organisation
- Presentation

Referencing

- APA referencing

Approach to Argument

- Relevancy and depth
- Knowledge of topic
- Application of theory to practice

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Analyse the role of government in the provision of healthcare in Australia
- Evaluate nursing roles in contemporary models of healthcare used in Australia

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills

3 Group Work

Assessment Type

Group Work

Task Description

Length: 20mins per group + 1000 word reflection per person

Assessment weight: 25%

Referencing Style: APA 6th Edition

Format:

VIDEO: Record your video through Zoom & upload to CloudStor.

SCRIPT: APA style

Learning Outcomes Assessed

- Evaluate nursing roles in contemporary models of healthcare used in Australia

Graduate Attributes

- 1. Knowledge:** Acquire and apply a body of knowledge and appropriate professional judgment relevant to a discipline.
- 2. Communication:** Communicate and interact with others and in culturally diverse contexts.

3. Cognitive, technical and creative skills: Investigate, analyse and synthesise complex information, problems and concepts.

4. Self-Management: Reflect on and critically evaluate one's performance

5. Ethical and Professional Responsibility: demonstrate ethical, legal, social and civic responsibility.

Objectives

In assignment 2, you identified the nursing role you wish to work in once you return to practice. In this assignment, you will compare and contrast the area you selected with your group members. You will present what you have found as a video presentation. This will give you the opportunity to learn about different areas of nursing in the Australian healthcare industry.

You are encouraged to present your assessment in interesting and creative ways.

Part A:

Step 1. Describe the nursing roles each member of the group wishes to undertake (e.g. intensive care nurse, mental health nurse, paediatric nurse).

Compare and contrast these nursing roles. There are many areas to consider, as a suggestion:

- Context in which the nurse works (community, hospital, urban, rural or remote)
- Extra training requirements
- Patient demographics

(this is not an exhaustive list, there are many other areas of comparison you could include).

Part B: (1000 words per person)

You are required to keep and submit a reflexive journal documenting your thoughts, emotions and actions as you collaborate with your classmates. You should refer to the [5 Steps to Reflective Writing](#) which can be found in the Academic Learning Centre site.

Assessment Due Date

Week 12 Monday (28 May 2018) 5:00 pm AEST

Return Date to Students

Exam Week Monday (11 June 2018)

Returned via feedback studio

Weighting

25%

Assessment Criteria

You will be assessed on how you meet the following criteria:

Structure

- Efficacy and Organisation
- Presentation

Referencing

- APA referencing

Approach and Argument

- Relevancy and depth
- Knowledge of the Nursing Profession
- Reflection

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

You will submit your group assessments individually.

Learning Outcomes Assessed

- Evaluate nursing roles in contemporary models of healthcare used in Australia

Graduate Attributes

- Knowledge
- Communication

- Cognitive, technical and creative skills
- 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