NURS20163 *Australian Identity and Nursing Care*
Term 1 - 2019

Profile information current as at 03/05/2024 05:19 pm

All details in this unit profile for NURS20163 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

In this unit, you will gain 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 review contemporary models of health services used to provide healthcare to populations in urban, rural and remote locations. The government's role in the provision of healthcare will be explored. 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

Must be enrolled in CL02 Graduate Certificate in Nursing (International 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 - 2019

- Cairns
- Online
- Rockhampton

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. **Portfolio**
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 Feedback by student.

Feedback

The students found the Unit to be important and interesting.

Recommendation

The student found this Unit to be important. Study topics, such as internal bias and privilege, encouraged students to examine themselves and their own culture and consider how that would affect the way in which they delivered care.

Unit Learning Outcomes

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

1. Explore how Australia's cultural and geographic diversity impacts on health and healthcare provision
2. Apply a process of cultural safety 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 - 50%	●	●		
2 - Portfolio - 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 - Portfolio - 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)
- Zoom capacity (web cam and microphone)

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 - 11 Mar 2019

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 - 18 Mar 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 3 - 25 Mar 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 4 - 01 Apr 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 5 - 08 Apr 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
This is a scheduled vacation week.	There are no resources to access this week.	Please enjoy a well-earned rest.

Week 6 - 22 Apr 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 7 - 29 Apr 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class. **Assessment 2** Due: Week 7 Monday (29 Apr 2019) 5:00 pm AEST

Week 8 - 06 May 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 9 - 13 May 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 10 - 20 May 2019

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.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
This week is dedicated to your group work assignment	No set readings have been prescribed.	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class.

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Wrap up.	No set readings have been prescribed	Double check online Tutorial Times (please see Moodle for more information). Double check Class Timetable (CL02 internal students only). Please ensure all learning has been completed for the week prior to attending the Tutorial/Class. **Assessment 2** Due: Week 12 Monday (3 June 2019) 5:00 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 2

Assessment Type
Portfolio

Task Description
Length: 2000 words
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
Referencing Style: APA 6th Edition
Format:

- Size 12 font (Times New Roman or Arial)
- 1.5 spacing
- 2.54cm margins
- Page numbers, name and student number on each page

Learning Outcomes Assessed

1. Research and assess the impact of the social determinants of health on common health conditions
2. 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 Occupation: Native then complete the written task.
The Task
Write an academic piece which:
1. Applies the Critical Reflection Framework of Analysis to analyse your personal attitudes towards First Nations Australians.
2. Explains the effect colonisation has had on the determinants of health for Australians.
3. Consider some strategies that might lead to better health outcomes for people from minority and disadvantaged groups. Support your strategies with evidence from peer-reviewed journal articles.
4. Proposes approaches nurses could take to provide culturally safe initiatives to deliver appropriate services to clients from minority and disadvantaged groups. Support your proposed approaches with evidence from peer-reviewed journal articles.
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 7 Monday (29 Apr 2019) 5:00 pm AEST
Please allow yourself enough time to upload your assessment to Moodle.

Return Date to Students
Week 10 Monday (20 May 2019)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Efficacy and organisation 5%				
An articulate assignment. There is a succinct and compelling introduction which introduces the topic and outlines the direction of the assignment. The assignment is cogent and is brought to a compelling conclusion.	A well written assignment. There is a clear and appropriate introduction which introduces the topic and outlines the direction of the assignment. The assignment proceeds logically and is brought to a logical conclusion.	Appropriately written assignment. There is an appropriate introduction which mostly introduces the topic and outlines the direction of the assignment. The assignment mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated assignment. An introduction is apparent and the topic is somewhat introduced. There is an attempt made to outline the direction of the assignment. The assignment is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce the topic and outline the direction of the assignment. The assignment is does not flow logically and is not brought to a close.
Presentation 10%				
Excellent presentation of assignment, using the correct formatting. The submitted written material very well-presented and free from errors. The assignment is within the set word count.	A very good presentation of the assignment, using the correct formatting. There are 1 or 2 errors in spelling, grammar and paragraph structure). The assignment is within the set word count.	A good presentation of assignment using mostly using the correct formatting. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). The assignment is within the set word count.	An adequate presentation of assignment sometimes using the correct formatting. There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure). The assignment is within the set word count 10% allowance (under or over the set word count).	Poorly presented assignment. There are many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. A minimum of 10 contemporary* references is used. These may be peer reviewed and grey literature.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* references is used. These may be peer reviewed and grey literature.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 7-9 contemporary* references are used. These may be peer reviewed and grey literature.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-6 contemporary* references are used. These may be peer reviewed and grey literature.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 5 contemporary* references have been cited.
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 80%				
Knowledge of Determinants of Health 30 %				
The student demonstrates thorough investigation and analysis of the determinants of health. The student identifies how the determinants of health affect individual and population health.	The student demonstrates an investigation and analysis of the social determinants of health. The student identifies how the determinants of health affect individual and population health.	The student demonstrates adequate investigation and some analysis of the social determinants of health. The student identifies how the determinants of health affect individual and population health.	The student demonstrates limited investigation and analysis of the social determinants of health. The student identifies how the determinants of health affect individual and population health.	There is little/no attempt to investigate and analyse the social determinants of health.
Self Reflection 20%				
Student expertly applies the Critical Reflection Framework of Analysis when reflecting on their personal attitudes towards First Nations Australians. Unconcious/conscious biases are explored.	Student mostly applies the Critical Reflection Framework of Analysis when reflecting on their personal attitudes towards First Nations Australians. Unconcious/conscious biases are discussed.	Student sometimes applies the Critical Reflection Framework of Analysis when reflecting on their personal attitudes towards First Nations Australians. Unconcious/conscious biases are outlined in detail.	An attempt to apply the Critical Framework of Analysis is evident. Unconcious/conscious biases are outlined but not in detail.	The student does not appear to reflect on their attitudes towards First Nations Australians.
Health Outcomes 10%				
Student provides a detailed explanation of the effect of colonisation on the determinants of health for Australians. Synthesis of this information with academic evidence is used to suggest strategies that may lead to better health outcomes from disadvantaged people.	Student provides an explanation of the effect of colonisation on the determinants of health for Australians. An attempt to synthesises this information with academic evidence to suggest strategies that may lead to better health outcomes from disadvantaged people is apparent.	Student attempts to explain the effect of colonisation on the determinants of health for Australians. Strategies that may lead to better health outcomes from disadvantaged people are made but do not necessarily relate to the determinants of health outlined in their argument or are not strongly supported by academic evidence.	Student sometimes attempts to explain the effect of colonisation on the determinants of health for Australians. Limited strategies that may lead to better health outcomes from disadvantaged people are made or are not supported by evidence.	Student makes no attempt to explain the effect of colonisation on the determinants of health for Australians. Better health outcome strategies are not made.
Culturally Safe Nursing Approach 20 %				
Expert synthesis and application of complex information to propose and defend a comprehensive culturally safe nursing approaches.	Mostly expert synthesis and application of complex information to propose and defend a comprehensive culturally safe nursing approaches.	Some synthesis and application of complex information to propose and defend a sound culturally safe nursing approaches.	An attempt to synthesise and apply complex information is apparent. Culturally safe nursing approaches are adequate.	No apparent synthesis or application of complex information. Culturally safe nursing approaches not apparent or are inadequate.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Submit you assessment online through Moodle.

Learning Outcomes Assessed

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

Graduate Attributes

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

2 Assessment 2

Assessment Type
Portfolio

Task Description

Length: 1500 words + CPD table and artefacts

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Referencing Style: APA 6th Edition

Format:

This assessment will be presented in CQUniversity's student Mahara Portfolio. It should be submitted as a separate collection to be titled 'NURS20161 Assignment 2 Portfolio'. Please see the exemplar and Mahara How-To videos for further information.

Learning Outcomes Assessed

1. Analyse the role of government in the provision of healthcare in Australia.
2. 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 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.

Nursing Role

In this section of the Portfolio, you will explore 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).

This section of the Portfolio will give you the opportunity to learn more about the role of nursing you wish to return to and it's broad and specific governance structures. This assignment should be presented as a portfolio using Mahara.

Locate and upload artefacts related to your anticipated nursing role such as job advertisements, position descriptions, recorded interviews with nurses in the field, journal or grey literature articles etc.

Write a 750-word reflection which first, discusses the attributes, skills or credentials that are required to undertake this nursing role identified above. Next, consider which of these attributes, skills or credentials you possess, which you will need to refresh and which you will need to learn.

Locate and upload artefacts (certificates, degrees, work history etc.) as evidence of the attributes, skills or credentials you possess.

Locate and upload artefacts of continuing professional development which directly relate to the reflection. 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 you selected.

Governance (750 words approx.)

This section of the Portfolio will give you the opportunity to analyse healthcare policy in greater detail. This section of the assessment task should be presented in Mahara.

The 14 National Boards which make up the Australian Health Practitioner Regulation Agency jointly created a social media policy which applies to all registered health practitioner.

Before you read this policy write down your thoughts of what you think will be in the policy. You should consider the scope of the policy, which legislation it may be based on, what other guidelines it might be informed by, the definition of social media and how the policy affects your practice (250 words).

After you have read the policy write a reflection that answers the following, broad questions.

How did this policy meet your expectations

Were there elements that you thought ought to feature in this policy that was not included? Why do you think that this occurred?

Were there other elements that were included that you had not considered? Why do you think those elements were included in the policy?

How do you think this policy will affect your professional practice? (500 words)

Assessment Due Date

Week 12 Monday (3 June 2019) 5:00 pm AEST

Please allow us enough time to upload the assessment to Moodle

Return Date to Students

Exam Week Monday (17 June 2019)

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Efficacy and organisation 10%				
A very effectively organised Mahara portfolio. The assignment is contained within 1 collection titled 'NURS20161 Assignment 2 Portfolio'. It has clear page titles. Artefacts, CPD table and reflections are set out effectively and creatively.	A well-organised Mahara portfolio. The assignment is contained within 1 collection titled 'NURS20161 Assignment 2 Portfolio'. It has clear page titles. Artefacts, CPD table and reflections are set out effectively.	Appropriately organised Mahara portfolio. The assignment is contained within 1 collection titled 'NURS20161 Assignment 2 Portfolio'. Work contained within the collection is not clearly organised.	Adequately organized Mahara portfolio.The assignmentt is not contained within 1 collection OR is not titled correctly. Assessment pieces present, but is not organized in a clear fashion.	Student does not use use Mahara to present their portfolio.
Referencing 10%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Portfolio artifacts are referenced correctly.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Portfolio artifacts are mostly referenced correctly	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Portfolio artifacts are partially referenced correctly	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. An attempt to reference portfolio artifacts is evident, however there are more than 5 errors.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Portfolio artefacts are not referenced or frequently referenced incorrectly (>7 errors).
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
Approach and Argument 80%				
Relevancy and depth 15%				
Content is entirely relevant to the task, the approach comprehensively addresses the task. The portfolio is within the set word count.	Content is very relevant to the task, the approach clearly addresses the task. The portfolio is within the set word count.	Content is appropriate to the task, the approach mostly addresses the task and is within the set word count.	Content addresses the task and is within the set set word count 10% allowance (under or over the set word count).	Content is irrelevant and or does not address the task and the presentation lacks cohesion. The word count has not been adhered to.
Knowledge 45% (15% for each bullet point)				
Student demonstrates thorough investigation, reflection and analysis of the profession. The following topics are covered: · The Nursing Role they wish to return to. · Assessment of ability to carry out the role focussing on attributes, skills and credentials. · Policy Document	Student demonstrates an investigation, reflection and analysis of a specific nursing role. The following topics are covered: · The Nursing Role they wish to return to. · Assessment of ability to carry out the role focussing on attributes, skills and credentials. · Policy Document.	Student demonstrates adequate investigation and some analysis of a specific nursing role. The following topics are adequately covered. · The Nursing Role they wish to return to. · Assessment of ability to carry out the role focussing on attributes, skills and credentials. · Policy Document.	Student demonstrates limited investigation and analysis of a specific nursing role. The following topics are covered. · The Nursing Role they wish to return to. · Assessment of ability to carry out the role focussing on attributes, skills and credentials. · Policy Document.	There is little/no attempt to investigate and analyse of a specific nursing role. The following topics are not covered. · The Nursing Role they wish to return to. · Assessment of ability to carry out the role focussing on attributes, skills and credentials. · Policy Document.
Application 20% (10% for each bullet point)				
· CPD activites are completely relevant and well aligned to the nursing role (as described by the student). · CPD activites meet NMBA time requirements.	· CPD activites are mostly relevant and well aligned to the role (as described by the student). · CPD activites meet NMBA time requirements.	· CPD activites are mostly relevant and mostely aligned to the role (as described by the student). · CPD activites meet NMBA time requirements.	· CPD activites are sometimes relevant and aligned to the role (as described by the student). · CPD activites meet NMBA time requirements.	· CPD activies are not relevant to the nursing role discussed in the assessment or are not present. · CPD activites do not meet NMBA time requirements.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Please upload a 1 page cover sheet to Moodle includes a link to your Mahara portfolio

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
- Self-management

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