



NURS20163 Australian Identity and Nursing Care

Term 2 - 2020

Profile information current as at 03/05/2024 03:37 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

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 2 - 2020

- Cairns
- 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. **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 Student Cohort

Feedback

Face-to-face students faced disruption as they converted to online study.

Recommendation

Covid-19 was unprecedented and unexpected. Hopefully, what we have learnt from this experience can be refined and replicated should similar issues impact us.

Feedback from Student Cohort

Feedback

Students appreciated the support of the teaching team.

Recommendation

1. Teachers to continue with their student-centred trauma-informed approach. 2. Creativity to be used in class to reduce anxiety and encourage higher-order thinking.

Feedback from Student Cohort

Feedback

Assessment feedback was not released on time to students. Students would have appreciated more timely feedback on assessment one to prepare for their final assessment piece.

Recommendation

If a protracted emergency were to impact this unit again, it is recommended that marking relief is provided to allow unit coordinators to attend to other issues. Failing this, the unit coordinator should communicate early that there will be marking delays and inform the Deputy Dean of Learning and Teaching of the same.

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



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)
- Laptop/Computer

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lydia Mainey Unit Coordinator

l.maine@cq.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

In this module, you will reflect on your worldview and consider how it might affect your nursing practice. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender and displacement. This module will take you two weeks to complete.

Please see a detailed weekly schedule here: [Schedule Link](#)

Week 2 - 20 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

This week is a continuation of week one. You will examine the impact of select historical events and their associated health outcomes

Week 3 - 27 Jul 2020

Module/Topic

Chapter

Events and Submissions/Topic

Over the next two weeks, you will review and build upon your understanding of cultural safety.

Week 4 - 03 Aug 2020

Module/Topic

Chapter

Events and Submissions/Topic

This is a continuation of week three. You will consider strategies for delivering healthcare that builds trust and relationships with people from diverse backgrounds.

Week 5 - 10 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| In this module, we will review the Australian Health Priority Areas. You will learn about the Sustainable Development Goals. | | Cleaning the invisible bedpan Due: Week 5 Friday (14 Aug 2020) 5:00 pm AEST |

Vacation Week - 17 Aug 2020

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

Week 6 - 24 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| This week is a continuation of week 5. | | |

Week 7 - 31 Aug 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| Over the next four weeks, you will review different levels and models of healthcare delivered across geographically and culturally diverse Australia. You will analyse the patient journey across these levels/models and consider how nurses could assist people to navigate the healthcare system. | | |

Week 8 - 07 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| This week is a continuation of week seven. | | |

Week 9 - 14 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|------------------------------|
| This week is a continuation of week eight. | | |

Week 10 - 21 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| This week is a continuation of week nine. | | |

Week 11 - 28 Sep 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| This week is a continuation of week 10. | | Fun teaching resource Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST |

Week 12 - 05 Oct 2020

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

This week has been set aside for wrap-up, reflections and completing the student feedback survey. Consider if you have met the learning outcomes and graduate attributes of the unit.

Term Specific Information

Due to the Australian Government response to COVID-19, all classes will be held online. It is important that you have ongoing access to the resources to support online study. You will need access to these resources for around 12.5hrs/week per 6 credit point unit of study. That means, if you are studying full-time, you will require access to a computer/laptop and the internet for 50hours/week. Please see the next section for more information.

Assessment Tasks

1 Cleaning the invisible bedpan

Assessment Type

Portfolio

Task Description

Length: 2000words (alternatives available)

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, reference list and appendices. It includes in-text references and direct quotations.

Format: Portfolios can be presented in paper-based or electronic form. For this assessment, you will present your portfolio as a single word document. Headings are permitted. Please use Arial size 11 font and 1.5 spacing.

As nurses, we use our experiences, education and evidence to improve the health of individuals and communities.

Portfolios provide nurses with an opportunity to examine their current practice against professional standards and expectations (Andre, Heartfield, Cusack, 2017) such as the Registered Nurse Standards for Practice (NMBA, 2018), Code of Conduct (NMBA, 2018) and Code of Ethics (ICN, 2012).

Portfolio Entry 1: Health inequality

This section of the portfolio can be presented as a written piece (500 words) such as an essay, a blog or a report.

[The Purple House](#) is a community controlled and funded healthcare enterprise in Central Australia. How has the Purple House increased life expectancy for people in Central Australia? You must include the following points in your answer:

- The Social Determinants of Health
- The Health Gap

You should include at least 3 references for this entry. They should be no more than 5 years old. At least 1 reference should be a journal article.

Portfolio Entry 2: Personal development

This section of the portfolio can be presented as a written piece (500words) or as a 5-minute video.

How has the environment in which you have grown, worked and learned shaped your perception of the world and the way you provide nursing care? You must answer the following questions in your response.

- What have you learnt about your own history, implicit bias, and privilege? How do you think it impacted your previous nursing practice?
- What is the expectation of the Australian standards, codes and guidelines in relation to working with people from other groups/cultures/backgrounds?
- What will you do to ensure that you reduce the negative impact and increase the positive outcomes of your history, implicit bias and privilege?

You should include at least 3 references for this entry. They should be no more than 5 years old.

Portfolio Entry 3: Cultural Safety (1000 words)

This section of the portfolio can be presented as a written piece (1000 words) such as an essay, a blog or a report.

- What is cultural safety? How would you explain it in your own words?
- What is the expectation of the Nursing and Midwifery Board of Australia in relation to practising cultural safety?
- Provide a reflection on your ability to provide culturally safe care in the past.
- Give a practical example of how you could provide culturally safe nursing practice that impacts the Social

Determinants of Health. Ideally, this example should come from an area of nursing that you are interested in returning to.

You should include at least 3 references for this entry. They should be no more than 5 years old. At least 1 reference should be a journal article.

References

Andre, K., Heartfield, M., & Cusack, L. (2017). *Portfolios for health professionals* (3rd. ed.). Chatswood, NSW: Elsevier.

Nursing and Midwifery Board of Australia. (2018). *Code of Conduct for Nurses*. Retrieved from:

<https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx>

Nursing and Midwifery Board of Australia. (2016). *Registered Nurse Standards for Practice*. Retrieved from:

<https://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards/registered-nurse-standards-for-practice.aspx>

Assessment Due Date

Week 5 Friday (14 Aug 2020) 5:00 pm AEST

Remember to factor in time (approx 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Week 8 Friday (11 Sept 2020)

Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date.

Weighting

50%

Assessment Criteria

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail <50% |
|--|---|---|--|---|
| Organisation (10%) An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive | A well-planned assessment The assessment material is logical and clear. At times it is not concise or persuasive. | Appropriately planned assessment. Adequately planned assessment. At times it is repetitive or lacks cohesion. It mostly proceeds logically. | Adequately planned assessment. At times it is repetitive or lacks cohesion. | The assessment does not follow a logical sequence. |
| Presentation (10%) Written material very well presented and free from errors. The assessment is within the set word count. | There are minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count. | There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count. | There are 4 or 5 inconsistent errors (spelling, grammar and paragraph structure) OR the errors impede meaning and flow of the assessment. The assessment is within the set word count. | Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure. (> 5 errors). The word count has not been adhered to. |
| Informed argument (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. | Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. | Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature | Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. | Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than the minimum references have been cited. |

| | | | | |
|--|--|--|--|--|
| APA referencing (5%) Accurate APA referencing. No errors. | 1-2 consistent punctuation/formatting errors (that may be made multiple times). | Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. | Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (that may be made multiple times) OR 3-4 content errors. | APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. |
| Determinants of Health (15%) Thorough and analytical understanding of the connections between health outcomes and the social determinants of health, relevant to the assessment scenario. Novel and well-substantiated connections are made by the student. | Thorough and mostly analytical understanding of the connections between health outcomes and the social determinants of health relevant to the scenario. | An understanding of the connections between health outcomes and the social determinants of health relevant to the scenario. A limited analysis is present. | Some understanding between health outcomes and the social determinants of health, possibly not relevant to the scenario. No analysis is present. | Minimal/no demonstration of an understanding of the connections between health outcomes and the social determinants of health. |
| Reflection (20%) Insightful self-reflection. Previous nursing practice is considered with honesty and compared with the expectations of the NMBA. Plan for the future is evidence-based. | Detailed self-reflection. Previous nursing practice is considered and compared with the NMBA expectations. Plan for the future is mostly evidence-based. | Self-reflection is present. Previous nursing practice is acknowledged with some comparison with the NMBA expectations. Plan for the future is somewhat evidence-based. | Self-reflection is present but superficial. Previous nursing practice is compared with the NMBA expectations. There is a plan for the future which has limited support from contemporary literature. | Minimal/no personal reflection. No comparison of previous nursing practice with NMBA expectations. Plan for the future is not present or is vague. |
| Culturally Safe Nursing (30%) Insightful understanding of culturally safe nursing care. Integration of own experiences. | Detailed understanding of culturally safe nursing care. Integration of own experiences. | An understanding of culturally safe nursing care. Limited integration of own experiences. | Some understanding of culturally safe nursing care. No integration of own experiences. | Minimal/no understanding of culturally safe nursing care. |

Referencing Style

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

Submission

Online

Submission Instructions

Please upload as a single word document.

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 Fun teaching resource

Assessment Type

Portfolio

Task Description

Length: 2000 words (500 words manual + 1500 word scenario)

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, reference list and appendices. It includes in-text references and direct quotations.

Referencing Style: APA

Format:

- Size 11 font (Arial)
- 1.5 spacing

You will work in your GAS groups in this assessment. You will submit individual assessments which demonstrate your individual understanding of the team activity.

Answers to all questions must be referenced appropriately according to APA referencing guidelines. A minimum of 5 references (overall) is needed to demonstrate adequate consideration of the topics. These references may be sourced from peer-reviewed journal articles and grey literature. One reference list should be provided at the end of the document.

You will work in your group to design a game intended to educate first-year nursing students about how health care is organised in Australia and the role of the nurse within the health care system.

Create an instruction manual for your game. The instruction manual must demonstrate your understanding of the Australian health care system, governance and the nurses' roles.

You may create the basic instruction manual together. However, each member of the group must choose a different person from the town of [Wiimali](#) to provide examples of how the game works and demonstrate their understanding of Australian health care system, governance and the nurses' roles.

It is expected that the examples will constitute three-quarters (1500 words) of the word-count.

Assessment Due Date

Week 11 Friday (2 Oct 2020) 5:00 pm AEST

Remember to factor in time (approx 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

Return Date to Students

Assessments will be returned by the 23rd of October. Students who have received assessment extensions, or are undergoing academic integrity investigations may receive feedback later than the return date

Weighting

50%

Assessment Criteria

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail <50% |
|---|---|---|---|--|
| Organisation (10%) An engaging and well-planned assessment. The assessment material is logical, clear, concise and persuasive. | A well-planned assessment The assessment material is logical and clear. At times it is not concise or persuasive. | Appropriately planned assessment. It mostly proceeds logically. | Appropriately planned assessment. It mostly proceeds logically and at times is unclear. | The assessment does not follow a logical sequence. |

| | | | | |
|--|--|--|---|---|
| <p>Presentation (10%) Written material very well-presented and free from errors. The assessment is within the set word count and at least threequarters of the assessment is the student's original work.</p> | <p>There are minor errors (in spelling, grammar and paragraph structure) which do not affect the meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work.</p> | <p>There are some errors (errors with spelling, grammar and paragraph structure) which do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work.</p> | <p>There are errors (spelling, grammar and paragraph structure) that impede meaning and flow of the assessment. The assessment is within the set word count and at least half of the assessment is the student's original work.</p> | <p>Poorly presented assessment. There are many errors in spelling, grammar and paragraph structure which significantly reduce the readability of the document. The word count has not been adhered to OR less than half of the assessment is the student's original work.</p> |
| <p>Informed argument (10%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information and quotations. A minimum of 5 references is used. These may be peer-reviewed and grey literature.</p> | <p>Consistent integration of appropriate references to support and reflect ideas, information and quotations, with 1 exception. A minimum of 5 references is used. These may be peer-reviewed and grey literature</p> | <p>Integrates appropriate references to support and reflect ideas, information and quotations, with 2 or 3 exceptions. A minimum of 5 references is used. These may be peer-reviewed and grey literature.</p> | <p>Integrates appropriate references to support and reflect ideas, information and quotations, with 4 or 5 exceptions. A minimum of 5 references is used. These may be peer-reviewed and grey literature.</p> | <p>Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information and quotations. Less than 5 references have been cited.</p> |
| <p>APA referencing (5%) Accurate APA referencing. No errors.</p> | <p>1-2 consistent punctuation/formatting errors (may be made multiple times).</p> | <p>Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.</p> | <p>Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors.</p> | <p>APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.</p> |
| <p>Knowledge (30%) Excellent understanding of the organisation of the Australian health care system and the role of the nurse within the system in consideration of the word count. Explanations are clear and concise</p> | <p>Excellent understanding of the organisation of the Australian health care system and the role of the nurse within the system in consideration of the word count. Explanation is clear but not concise.</p> | <p>Good understanding of the organisation of the Australian health care system and the role of the nurse within the system in consideration of the word count. Explanation is somewhat clear, but not concise.</p> | <p>Sound understanding of the organisation of the Australian health care system and the role of the nurse within the system in consideration of the word count. Explanation may lack clarity.</p> | <p>Minimal/no understanding of the organisation of the Australian health care system and the role of the nurse within the system is demonstrated.</p> |
| <p>Analysis/Synthesis (35%) Student provides nuanced and authentic scenario examples that demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the healthcare system and the nursing role.</p> | <p>Student provides authentic scenario examples that demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the healthcare system and the nursing role.</p> | <p>Student provides scenario examples that demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the healthcare system and the nursing role.</p> | <p>Student provides basic scenario examples that mostly demonstrate their ability to analyse (deconstruct) and synthesise (reconstruct in new ways) information regarding the healthcare system and the nursing role.</p> | <p>Game provides minimal/no examples OR the healthcare system and the nursing role explanation is not correct.</p> |

Referencing Style

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

Submission

Online

Submission Instructions

Remember to factor in time to upload online assessments. There is information in "Moodle help" to assist you uploading assessments.

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