NURS20163 *Australian Identity and Nursing Care*
Term 1 - 2022

Profile information current as at 14/12/2025 05:57 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 - 2022

- Cairns
- Mixed Mode

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 Moodle

Feedback

Group Accountability Study (GAS) groups could be allocated as time slots rather than set groups and people can join when they are able. This may give a greater diversity of thought to the groups.

Recommendation

As this course is in teach-out, no further action will be taken.

Feedback from Moodle

Feedback

More coverage of cultural safety and how to practically implement it into practice. Introducing it earlier than week 10 would be more helpful for the assignment due in week 11 that has a large focus on cultural safety. This felt rushed in at the last week but was a large chunk of the final assignment.

Recommendation

As this course is in teach-out, no further action will be taken.

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)
- 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

Simone Ohlin Unit Coordinator
s.ohlin@cqu.edu.au
Lydia Mainey Unit Coordinator
l.mainey@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

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		

Week 2 - 14 Mar 2022

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

Week 3 - 21 Mar 2022

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

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
In this week we shall develop an understanding of culture safety		

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule. In module 3, we will review the Australian Health Priority Areas. You will learn about the Sustainable Development Goals.		

Vacation Week - 11 Apr 2022

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

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
This week is a continuation of week five.		Assessment due **Portfolio written assessment** Due: Week 6 Friday (22 Apr 2022) 5:00 pm AEST

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
There will be an ALC class today. Check times within the schedule. 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 - 02 May 2022

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

Week 9 - 09 May 2022

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

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
This is the final week of e-book 4 This is a drop in session only Please complete the "have your say" evaluation on Moodle.		

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Short Answer Written Assessment Due: Week 11 Monday (23 May 2022) 5:00 pm AEST

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Review/Exam Week - 06 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 13 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Portfolio written assessment

Assessment Type
Portfolio

Task Description
1 Written Assessment
Assessment Title
Written Assessment

Task Description
UNIT CODE NURS20161
Contemporary Australian Healthcare
Assessment 1– Written assessment
Type: Portfolio

Due date: Week 6 Friday 22nd April 2022
Weighting: 50%
Length: Word count 2000 +/- 10%

Unit Coordinator: Simone Ohlin

Learning Outcomes Assessed
2. Analyse the role of government in the provision of healthcare in Australia
3. Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.
Aim
In this assignment you will demonstrate your knowledge of the role of Federal and State Governments in funding and governance of healthcare. You will then compare different nursing roles in Australia.
Instructions
This written assessment has two parts; each part should be approximately 1000 words. You should approach this assessment as a written essay, and we encourage the use of headings if it will help in structuring your academic argument.
Part 1.
Analyse the role of the Federal and State Governments in the funding and governance of the Australian public, private and not-for-profit health care sectors.
Direction: Your response should include a brief description of the public, private and not-for-profit health sectors.
Part 2.
Analyse the role of Registered Nurses in the public, private and not for profit health sectors.
Direction: Your response should:
1. Extend from part 1 (i.e., what is the Federal and State Governments role in funding and governance for registered nurses).
2. Include real examples drawn from industry. For example, you could use position descriptions located on recruitment websites.
3. Consider elements such as the scope of practice, career path, etc.
Literature and references

In this assessment, we expect that you will draw most of your literature from grey literature sources (I.e., government websites, hospital recruitment websites, peak nursing bodies). When searching the grey literature, please consider the five elements of quality reference material: currency, authority, relevance, objectivity, and coverage.

We expect you will use between 7 and 10 contemporary references (<5 years) to support your discussion. However, you should also use original (seminal) literature (legislation, for example) where relevant.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Please include a cover page that has the Unit name, code, assignment title, your name and student number and the name of the lecturer.
3. Write in the third-person perspective.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
6. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

1. You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline specific library guide: the Nursing Resource Guide.
3. For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
4.. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

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

Marking

If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Submission

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

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 6 Friday (22nd April 2022) 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 13th May 2022. 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.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise or persuasive.	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 (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.	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.	There are errors (spelling, grammar, and paragraph structure) that 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 which significantly reduce the readability of the document. The word count has not been adhered.
Informed argument (15%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. Reference material is well integrated using paraphrasing[1] A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception. Reference material is well integrated using paraphrasing1 with 1 minor exception. A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. Reference material is mostly integrated using paraphrasing1 with 2 or 3 minor exceptions. A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. Reference material is sometimes well-integrated using paraphrasing1 with 4 or 5 minor exceptions. A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Reference material is not well integrated. There is limited evidence of paraphrasing1. Less than 7 references have been cited.
APA referencing (5%) Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent punctuation/formatting errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
Knowledge (25%) Detailed, and correct understanding of the funding and governance of the Australian health care sectors and the role of the nurse within these sectors. Explanations are clear and concise	Analytical and correct understanding of the funding and governance of the Australian health sectors and the role of the nurse. Explanations are clear but not concise.	Correct understanding of the organisation of the Australian health sector sand the role of the nurse within these sectors. There is limited analysis present. Explanation is somewhat clear, but not concise.	An outline of the organisation of the Australian health sectors and the role of the nurse within these sectors is provided. Explanation may lack clarity	Minimal/no or incorrect understanding of the organisation of the Australian health sectors or the role of the registered nurse within these sectors.

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.	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. The author's analysis makes links between Part 1 and Part 2 of the assessment task.	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. The author makes links between Part 1 and Part 2 of the assessment task.	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. The author makes links between Part 1 and Part 2 of the assessment task.	Minimal/no examples OR the healthcare system and the nursing role explanation is not correct. The author does not link Part 1 and Part 2 of the assessment task.

[1] Please refer to the CQUniversity APA handbook for materials that should not be paraphrased.

Referencing Style

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

---

[1] Please refer to the CQUniversity APA handbook for materials that should not be paraphrased.

Assessment Due Date
Week 6 Friday (22 Apr 2022) 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 9 Friday (13 May 2022)

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

Weighting
50%

Assessment Criteria
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.	A well-planned assessment. The assessment material is logical and clear. At times it is not concise or persuasive.	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 (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.	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.	There are errors (spelling, grammar, and paragraph structure) that 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 which significantly reduce the readability of the document. The word count has not been adhered.

Informed argument (15%) Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. Reference material is well integrated using paraphrasing[1] A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception. Reference material is well integrated using paraphrasing1 with 1 minor exception. A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. Reference material is mostly integrated using paraphrasing1 with 2 or 3 minor exceptions. A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. Reference material is sometimes well-integrated using paraphrasing1 with 4 or 5 minor exceptions. A minimum of 7-10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature.	Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Reference material is not well integrated. There is limited evidence of paraphrasing1. Less than 7 references have been cited.
APA referencing (5%) Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent punctuation/formatting errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting.
Knowledge (25%) Detailed, and correct understanding of the funding and governance of the Australian health care sectors and the role of the nurse within these sectors. Explanations are clear and concise	Analytical and correct understanding of the funding and governance of the Australian health sectors and the role of the nurse. Explanations are clear but not concise.	Correct understanding of the organisation of the Australian health sector sand the role of the nurse within these sectors. There is limited analysis present. Explanation is somewhat clear, but not concise.	An outline of the organisation of the Australian health sectors and the role of the nurse within these sectors is provided. Explanation may lack clarity	Minimal/no or incorrect understanding of the organisation of the Australian health sectors or the role of the registered nurse within these sectors.
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.	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. The author's analysis makes links between Part 1 and Part 2 of the assessment task.	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. The author makes links between Part 1 and Part 2 of the assessment task.	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. The author makes links between Part 1 and Part 2 of the assessment task.	Minimal/no examples OR the healthcare system and the nursing role explanation is not correct. The author does not link Part 1 and Part 2 of the assessment task.

[1] Please refer to the CQUniversity APA handbook for materials that should not be paraphrased.

Referencing Style

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

---

[1] Please refer to the CQUniversity APA handbook for materials that should not be paraphrased.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

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

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Self-management

2 Short Answer Written Assessment

Assessment Type
Portfolio

Task Description
Assessment Title
Short answer Written Assessment

Task Description
UNIT CODE NURS20161
Contemporary Australian Healthcare

Assessment 2 – Written Assessment
Type: Written assessment
Due date: Week 11 Monday 23rd May 2022
Weighting: 50%
Length: Word count 1500 +/- 10%
Unit Coordinator: Simone Ohlin

Learning Outcomes Assessed
1. Research and assess the impact of the social determinants of health on common health conditions
4. 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.
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).
The focus of this portfolio is diabetes.
Portfolio Entry 1: Social inequity and diabetes
This section of the portfolio can be presented as a written piece (500 words) such as an essay, a blog or a report.
· Describe the impact of social inequality on diabetes.
In this section consider the following:
· The social determinants of health
· The rates of diabetes among different social and cultural groups in Australia
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: Diabetes and the Health Gap
This section of the portfolio can be presented as a written piece (500 words) such as an essay, a blog or a report.
· Explain how diabetes contributes towards the Health Gap for Aboriginal and Torres Strait Islander peoples.
In this section consider the following:
· A general explanation of the Health Gap that then focusses on the impact of diabetes on the

Health Gap.

· Colonisation and its contribution to the Health Gap (focus on diabetes)

· Health statistics (focus on diabetes)

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 3: Culturally safe nursing

This section of the portfolio can be presented as a written piece (500 words). It is reflective and should be presented as journal or a blog. Please use first-person.

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?

· What is the expectation of the Nursing and Midwifery Board of Australia in relation to practicing cultural safety?

· Provide a practical example of how you could provide culturally safe nursing practice to an Indigenous person receiving diabetes-related care.

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.

Requirements

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

2. Please include a cover page that has the Unit name, code and assignment title. Your name and student number and the name of the lecturer.

3. Include page numbers on each page in a footer.

4. Write in the third-person perspective.

5. Only part 3 can be written in the first person as it is reflective.

6. Use formal academic language.

7. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

8. The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Submission

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

Marking If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Due Date

Week 11 Monday 23rd May 2022 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 10th June 2022. Students who have received assessment extensions or are undergoing academic integrity investigations may receive feedback later than

the return date.
Marking Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (5%)				
An engaging and well-planned assessment. The assessment material is 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. At times it is repetitive or lacks cohesion.	Adequately planned assessment. At times it is repetitive or lacks cohesion and does not proceed logically.	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.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information, and quotations.
APA referencing (5%) Accurate APA referencing. No errors. 9 or more references are used (as outlined in the task). These may be peer-reviewed and grey literature.	1-2 consistent punctuation/formatting errors (that may be made multiple times). 9 references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. 9 references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (that may be made multiple times) OR 3-4 content errors. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. Less than the minimum number of references used (as outlined in the task). These may be peer-reviewed and grey literature.
Social inequality (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.

Health Gap (25%)

Detailed, analytical, and correct understanding of the impacts ofcolonisation on the Health Gap with a focus on diabetes.The author makes novel and well-substantiated associations between diabetes and the Health Gap.	The author demonstrates a thorough, analytical, and correct understanding of the impacts of colonisation on the Health Gap.The author's analysis is correct, and they link diabetes to the Health Gap.	The author has attempted to explore the impacts of colonisation on the Health Gap pertinent to diabetes.	The author outlines or lists the impacts ofcolonisation on the Health Gap pertinent to the case study.	Minimal/no demonstration or incorrect interpretation of the impacts of colonisation on the Health Gap.The author does not link their understanding back to diabetes.

Culturally Safe Nursing (30%)

Insightful self-reflection. Personal position is considered with honesty and compared with the expectations of the NMBA. Insightful understanding of culturally safe nursing care demonstrated in practical example.	Detailed self-reflection. Personal position is considered and compared with the NMBA expectations.Detailed understanding of culturally safe nursing care. Integration of own experiences demonstrated in the practical example.	Self-reflection is present. Personal position is acknowledged with some comparison to the NMBA expectations. An understanding of culturally safe nursing care is demonstrated in the practical example	Self-reflection is present but superficial with some comparison to the NMBA expectations.Some understanding of culturally safe nursing care demonstrated in the practical example.	Minimal/no personal reflection. No comparison with NMBA expectations.Minimal/no understanding of culturally safe nursing care.

Referencing Style
· American Psychological Association 7th Edition (APA 7th edition)

Assessment Due Date
Week 11 Monday (23 May 2022) 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
Review/Exam Week Friday (10 June 2022)

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

Weighting
50%

Assessment Criteria
Marking Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail <50%
Organisation (5%)				
An engaging and well-planned assessment. The assessment material is 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. At times it is repetitive or lacks cohesion.	Adequately planned assessment. At times it is repetitive or lacks cohesion and does not proceed logically.	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.	Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions.	Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information, and quotations.
APA referencing (5%) Accurate APA referencing. No errors. 9 or more references are used (as outlined in the task). These may be peer-reviewed and grey literature.	1-2 consistent punctuation/formatting errors (that may be made multiple times). 9 references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. 9 references are used (as outlined in the task). These may be peer-reviewed and grey literature.	Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. 9 references are used (as outlined in the task). These may be peer-reviewed and grey literature.	APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. Less than the minimum number of references used (as outlined in the task). These may be peer-reviewed and grey literature.
Social inequality (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.

Health Gap (25%)

Detailed, analytical, and correct understanding of the impacts ofcolonisation on the Health Gap with a focus on diabetes.The author makes novel and well-substantiated associations between diabetes and the Health Gap.	The author demonstrates a thorough, analytical, and correct understanding of the impacts of colonisation on the Health Gap.The author's analysis is correct, and they link diabetes to the Health Gap.	The author has attempted to explore the impacts of colonisation on the Health Gap pertinent to diabetes.	The author outlines or lists the impacts ofcolonisation on the Health Gap pertinent to the case study.	Minimal/no demonstration or incorrect interpretation of the impacts of colonisation on the Health Gap.The author does not link their understanding back to diabetes.

Culturally Safe Nursing (30%)

Insightful self-reflection. Personal position is considered with honesty and compared with the expectations of the NMBA. Insightful understanding of culturally safe nursing care demonstrated in practical example.	Detailed self-reflection. Personal position is considered and compared with the NMBA expectations.Detailed understanding of culturally safe nursing care. Integration of own experiences demonstrated in the practical example.	Self-reflection is present. Personal position is acknowledged with some comparison to the NMBA expectations. An understanding of culturally safe nursing care is demonstrated in the practical example	Self-reflection is present but superficial with some comparison to the NMBA expectations.Some understanding of culturally safe nursing care demonstrated in the practical example.	Minimal/no personal reflection. No comparison with NMBA expectations.Minimal/no understanding of culturally safe nursing care.

Referencing Style

· American Psychological Association 7th Edition (APA 7th edition)

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

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

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