



NURS28002 *Understanding Offenders*

Term 2 - 2021

Profile information current as at 06/05/2024 03:51 am

All details in this unit profile for NURS28002 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit focuses on understanding the person who offends. You will examine the historical origins of current approaches to crime and punishment in Australia and the way crime and offenders are conveyed in the media. You will explore the biopsychosocial and cultural factors that inform the likelihood that a person will commit a crime and be punished for it, including: social inequality, trauma, gender, drug use, unemployment, family history, mental health issues, ethnicity and Aboriginal and Torres Strait Islander heritage. The impact of imprisonment on the offender will also be analysed and you will evaluate different ways to minimise this impact.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2021

- 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. **Online Quiz(zes)**

Weighting: 20%

2. **Case Study**

Weighting: 40%

3. **Case Study**

Weighting: 40%

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 Informal student communication

Feedback

The readings highlighted areas that students stated they had not previously considered in relation to the unit content.

Recommendation

Readings will be reviewed and updated to ensure current evidence is explored within the unit context. Readings will also be selected to challenge existing understandings, and stimulate discussions to enhance learning.

Feedback from Informal student communication

Feedback

Although there were multiple Australian focused readings, students would like to see more literature related to the Australian context where possible.

Recommendation

There is a lack of literature focussing on correctional nursing generally, and Australian specific papers comprise few of the existing body of work. However, where possible, readings that highlight the Australian context will be sought and included.

Unit Learning Outcomes

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

1. Explain the history behind Australia's approach to crime and punishment and analyse how this history is reflected in contemporary practices
2. Describe the relationship between types of offending and media portrayal of these offences
3. Analyse the association between biopsychosocial and cultural factors, including being of Aboriginal and Torres Strait heritage, and the likelihood of committing a crime and being punished
4. Analyse the impact of imprisonment on the offender and evaluate strategies to minimise this impact
5. Explain the phenomena of recidivism and its relationship to quality of life outcomes.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online Quiz(zes) - 20%	•				
2 - Case Study - 40%		•	•		•
3 - Case Study - 40%				•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Online Quiz(zes) - 20%	○							
2 - Case Study - 40%	○	○	○					
3 - Case Study - 40%	○		○	○		○		

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)

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

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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Crime and punishment: Module one presents an overview of crime and punishment as a foundation that the subsequent modules will expand on. The content of this module will explore the evolution of the Australian legal system from federation to the present day. The understanding gained from reviewing this history will enhance your understanding of why and how some of the more confusing aspects of the justice process have come about.	1.1 The history of crime in Australia 1.2 The types of crime for which people may be incarcerated 1.3 The link between types of crime committed and health status	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Experience: Despite what we like to think sometimes, the Australian experience is not necessarily unique. There are some unique influences and factors, but the challenges and current approaches are generally consistent with those around the world. It is important, however, to be familiar with the structure, the people responsible for ensuring its effective functioning, and the people who are in the system. Module 2, The Australian Experience, moves away from health care as such for a short time, to provide you with the resources and opportunity to better understand the justice system of which corrective services are a part, and that you, as correctional nurses, work alongside and within.	2.1 The Australian judicial system - an introduction 2.2 The cost of crime in Australia 2.3 Who is in the justice system in Australia	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Stereotypes and mythbusting:
There are obvious inherent dangers in labelling someone – anyone. It is important to understand that if someone is labelled there is a very real possibility that they will then fulfil the expectations in that way, positively or negatively. As nurses, in any setting, we have been educated to undertake our work with a non-judgmental and unbiased approach, of which labelling is one of the never-to-be-done things.

- 3.1 Theoretical foundations of crime and punishment
 - 3.1.1 Braithwaite's Reintegrative Shaming Theory
 - 3.1.2 Control and Social Bond theory (Hirschi, 1969)
 - 3.1.3 Differential Association Theory (Sutherland, 1947)
 - 3.1.4 Labeling Theory
 - 3.1.5 Cumulative Disadvantage Theory

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Organisational approaches: This week's content builds on the foundational understandings discussed in the previous three modules in this unit. Knowledge about the judicial system, the Australian crime situation and the criminological underpinnings of offender behaviour will provide the background upon which this module unpacks the interface between corrective services and health care provision.	4.1 The interface between corrections and health 4.2 Offender health as primary health care 4.3 The correctional nurses' role in health promotion	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Characteristics of offending: This week's topic is characteristics of offending, but more specifically, it asks you to consider how the type of offence the patient is incarcerated for may impact on the nursing care you provide as well as the ongoing care planning for that person after discharge from the facility. In your previous and concurrent units of study, as well as the preceding modules in this unit, not making assumptions and understanding individuals in the prison setting have been highlighted as important aspects of your nursing practice.	5.1 Characteristics of offending - an overview 5.2 Theories of offending behaviour 5.3 Gender 5.4 Security levels 5.5 Violence and violent behaviour 5.6 Sex offenders	ONLINE QUIZ Due: Week 5 Friday (13 Aug 2021) 4:00 pm AEST

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Biophysical and cultural factors: This module looks at the biophysical and cultural factors associated with criminal behaviour, and the resulting impact on the health needs of those individuals. The link between mental health disorders and criminal behaviour is well documented and has been addressed previously in this course. As such, this module asks you to look beyond a mental health diagnosis and consider the biophysical and cultural influences of offending.	6.1 Biophysical factors - an overview 6.2 Epigenetics 6.3 Foetal Alcohol Syndrome 6.4 Cultural factors - the individual 6.5 Cultural factors - the community	CASE STUDY: Tara's Story Due: Week 6 Friday (27 Aug 2021) 4:00 pm AEST

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Impact of imprisonment: This week's content relates to the impact of imprisonment. Imprisonment represents a significant period of disruption in the lives of the individual, families and the broader community. It can be the opportunity to interrupt destructive cycles and promote opportunities or it can be just one interruption in a series of interruptions to criminal behaviour.	7.1 Impact of imprisonment on self 7.2 Impact of imprisonment on others 7.3 Impact of imprisonment on community 7.4 Impact on the system	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Developing achievable goals: This week's content draws together the previous week's learning to discuss strategies and frameworks to move forward with prisoners to achieve health goals, in the context of their criminal history, social background and risk factors.	8.1 Identifying and setting achievable goals 8.2 Short term planning 8.3 Long term planning 8.4 Promoting lifestyle change for health and wellbeing	

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Innovation in practice: This module presents the current best practice commentaries for both corrections and health care and examines the interface of the two. There is critical evidence in the current literature that challenges current practice and seeks to explore new ways of thinking to achieve better outcomes in corrections as well as health for the prison population.	9.1 Underlying philosophies and the background to current practice 9.2 What is innovative practice? 9.3 Knowledge transfer at the interface 9.4 Embedding innovative practice for change	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Enhancing the quality of life: Building an understanding of the pre-existing and underlying non-health related factors that impact on health outcomes is essential to being best positioned to provide suitably informed, appropriately planned healthcare for prisoners. The previous nine modules in this unit have presented content and discussion about the context, the stakeholders, the recipients of care, challenges and opportunities. This module, Module 10, now views those same factors through an holistic healthcare lens. Healthcare planning and engagement will be examined from a pre/peri and post incarceration perspective to create greater understandings which in turn will contribute to positive impacts on the quality of life of prisoners and former prisoners.	10.1 Quality of life in context 10.2 Extending the continuum of care beyond the prison walls 10.3 Quality of life for long term offenders	CASE STUDY FROM PRACTICE: Due: Week 10 Friday (24 Sept 2021) 4:00 pm AEST

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Community expectations: Community expectations of imprisonment – a very complex and poorly understood phenomenon. This section will unpack some of the key issues around the perceived disconnect between the criminal justice system, corrections and the community it is designed to protect. The position of the people who work in the system, correctional nurses included, will also be explored, as they are often the face of corrections to the community and as such may incur the judgment of community members. The discussion that follows the unpacking of the key issues will include strategies to cope with sometimes unfair judgment, from within and outside the prison walls, as well as including discussion and strategies for correctional nurses to deal with both positive and negative judgments from within their own profession.</p>	<p>11.1 What are the community expectations of imprisonment? 11.2 Criminal versus civil accountability 11.3 Blame and punitiveness 11.4 The double-edged sword</p>	
Week 12 - 04 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic
<p>Conversations in society: The current trend for producing true crime shows and the audiences' insatiable appetite for them influences how people learn about the criminality and shapes their opinions – for better or worse. Similarly, television shows like Orange is the New Black and Wentworth shape people's views of the prison and justice system. This module explores the influences of the media on people's perspectives and the resultant expectations based on sometimes flawed information. It will also unpack the role of the correctional nurse in the context of community conversations and the professional parameters that frame participation.</p>	<p>12.1 Contemporary conversations in society about corrections, prisoners and health 12.2 Who is saying what in what media? 12.3 What to believe 12.4 Starting the conversation and engaging in dialogue</p>	
Review/Exam Week - 11 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 18 Oct 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 ONLINE QUIZ

Assessment Type

Online Quiz(zes)

Task Description

NURS28002: UNDERSTANDING OFFENDERS

ASSESSMENT 1

Quiz opens: 0800 (8am) Monday 2nd August 2021 (Week 4 of Term 2)

Quiz closes: 1600 (4pm) Friday 13th August 2021 (Week 5 of Term 2)

WEIGHTING: 20%

UNIT COORDINATOR: Adele Baldwin

Learning outcomes addressed in this assessment:

1. Explain the history behind Australia's approach to crime and punishment and analyse how this history is reflected in contemporary practices.

Assessment instructions:

The online quiz will be open via the Moodle link from Monday 2nd August 2021 and will remain open until Friday 13th August 2021 at 4pm.

That is, the quiz will be open for two weeks to provide you with the flexibility to fit into your individual schedule.

This quiz will cover content from weeks one (1) to three (3). Specifically, the topics of "Crime and punishment", "The Australian Experience" and "Stereotypes and myth busting" will be covered.

The quiz consists of 20 multiple-choice questions. Each question is worth 1 mark.

You have a maximum of 60 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 60 minutes. The quiz will automatically close at the end of 60 minutes and will submit your result even if you have not finished.

Please do not refresh or reload your screen as this may close the quiz and record your result.

If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinator. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements:

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

Submission:

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- Results for the quiz will be available immediately after the attempt is complete.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Friday (13 Aug 2021) 4:00 pm AEST

Return Date to Students

Results will be available immediately on completing the quiz.

Weighting

20%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the history behind Australia's approach to crime and punishment and analyse how this history is reflected in contemporary practices

Graduate Attributes

- Knowledge

2 CASE STUDY: Tara's Story

Assessment Type

Case Study

Task Description

NURS28002: UNDERSTANDING OFFENDERS

ASSESSMENT TWO: CASE STUDY

TYPE: Written Assessment

DUE DATE: Friday 27th August 4pm

WEIGHTING: 40%

LENGTH: 2000 words

UNIT COORDINATOR: Adele Baldwin

Learning outcomes addressed:

1. Analyse the association between biopsychosocial and cultural factors, including being of Aboriginal and Torres Strait heritage, and the likelihood of committing a crime and being punished
2. Explain the phenomena of recidivism and its relationship to quality of life outcomes.

Assessment Instructions:

Using the case study provided (Tara's story) write an essay that addresses each of the key points below:

- Explanation of the individual influences/factors that impact on antisocial behaviour
- Explanation of the social determinants of health and an analysis of the links between criminal behaviour and health and wellbeing
- Discussion of the relationship between recidivism and health and wellbeing
- Discussion of the over-representation of Aboriginal and Torres Strait Islander people in the prison system
- Identify at least two (2) community based interventions that you could suggest to Tara for support and guidance

TARA'S STORY

Tara is a 17 year old woman from a suburb in a major regional city in Australia. Her home is in a neighbourhood of many cultures, most of whom are Aboriginal and Torres Strait Islander families, as well as South Pacific Islander families, all of whom live with multiple generations in the home. Most of the homes in the neighbourhood are multigenerational and in Tara's home four generations live side by side; her maternal grandparents, parents, one sibling and two infant nieces. Tara has never been in trouble, completed her schooling with excellent attendance, and has missed very few days' work at her part time job at the local supermarket. She is also studying a Certificate III in Individual Care. Tara is a champion netball player and has been diligent in her training until recently. She is missing training on occasion and seems lethargic. She reports hanging with the people her age from her street and reflects that maybe they are not always the best influence now even though she has known them all her life. In your time off from correctional nursing, you are Tara's netball coach and she communicates well with you.

LITERATURE AND REFERENCES

In this assessment use at least 12 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements:

- **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).**
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

· 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:

- **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.**
- We recommend that you access the [Nursing and Midwifery Guide](#);
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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.
- 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 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 (27 Aug 2021) 4:00 pm AEST

Return Date to Students

Week 8 Friday (10 Sep 2021)

Weighting

40%

Assessment Criteria

High Distinction 84.5 - 100%	Distinction 74.5 - 84%	Credit 64.5 - 74%	Pass 50 - 64%	Fail - < 49.5%
Total marks available: 100 marks				
Structure				
Excellent presentation of essay including double line spaced, 12 point font, page numbers. Consistently accurate with spelling, grammar and paragraph structure. 4.25-5	Well-presented essay, double line spaced, 12 point font, page numbers, 1 or 2 errors in spelling, grammar or paragraph structure. 3.75-4.2	Well-presented essay, double line spaced, 12 point font, page numbers, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.25-3.7	Adequate presentation of essay, double line spaced with 12 point font. No page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 2.5-3.2	Poorly presented essay. Double spacing not used, 12 point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. <2.45 /5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that outlines the major elements identified to bring the paper to a close. 4.25-5	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion that outlines the major elements identified to bring the paper to a close. 3.75-4.2	Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides some outlines of the major elements identified and brings some sense of closure to the paper. 3.25-3.7	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion provides cursory outline of the major elements identified and endeavours to bring the paper to a close - there may be some incongruity. 2.5-3.2	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or summary - little reference to the main elements identified and does not offer a clear sense of closure to the paper. <2.45 /5
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. 8.5-10	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. 7.5-8.25	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. 6.5-7.25	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature. 5-6.25	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. <4.75 /10
Content				
A well written essay that clearly addresses many of the social and cultural factors in the case study, in addition to the pathophysiological. Discussion is well supported by current evidence from high quality, credible sources relevant to the topic. High level critical thinking is demonstrated throughout the discussion. The approach comprehensively answers the question and the discussion proceeds logically. 25.35-30	Well considered elements of the case study are presented well and generally supported by quality evidence. Social and cultural factors in the case study have been considered in addition to the pathophysiological. Critical thinking is evident throughout the discussion demonstrating good understanding of the topic. Content is relevant to the topic; the approach clearly answers the question and the argument proceeds logically 22.35-25	The key elements of the case study are covered, with some gaps in the content presented, and are generally supported by quality evidence. Social and cultural factors in the case study have been considered in addition to the pathophysiological. Critical thinking is apparent throughout most of the discussion. Content is appropriate and answers the question and the argument for the most part proceeds logically. 19.35-22	The key elements of the case study presented satisfactorily, and in most cases, supported by quality evidence. The essay refers to the social, cultural and pathophysiological factors of the case study but there is limited discussion that demonstrates greater critical or clinical thinking. Content answers the question although the argument is at times repetitive or lacks cohesion. 15-19.2	There is little/no critical thinking evident and the key elements of the case study are not adequately addressed. Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. <14.5 /30
Organisation and presentation				

High Distinction 84.5 - 100%	Distinction 74.5 - 84%	Credit 64.5 - 74%	Pass 50 - 64%	Fail - < 49.5%
Comprehensive discussion about the individual and community influences on Tara's health and wellbeing and her potentially criminal behaviour. Discussion demonstrates high order critical thinking, clinical decision making and practical implementation of current evidence. Succinct, coherent and convincing arguments presented throughout. 25.35-30	A high quality discussion about the about the individual and community influences on Tara's health and wellbeing and her potentially criminal behaviour. Discussion demonstrates critical thinking, clinical decision making and practical implementation of current evidence. However, there are some areas in the discussion that could be expanded on. Overall, the discussion is coherent and convincing critical thought displayed in most areas. 22.35-25	Generally, includes a reasonable discussion about the individual and community influences on Tara's health and wellbeing and her potentially criminal behaviour. Discussion demonstrates sound critical thinking, clinical decision making and practical implementation of current evidence. The discussion mostly demonstrates some critical thought that is presented well in parts of the paper but there are areas where it could be expanded on. 19.35-22	Accurate but limited discussion about the about the individual and community influences on Tara's health and wellbeing and her potentially criminal behaviour. Discussion demonstrates limited critical thinking, clinical decision making and practical implementation of current evidence. Some critical thought presented. Although there are areas that lack depth, the discussion addresses all key aspects of the task to a satisfactory standard. 15-19.2	No or minimal discussion about the individual and community influences on Tara's health and wellbeing and her potentially criminal behaviour. Discussion does not demonstrate critical thinking, clinical decision making and practical implementation of current evidence. <14.5
Referencing				
Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 8.5-10	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 7.5-8.25	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 6.5-7.25	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 5-6.25	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. <4.75
A minimum of 12 up-to-date references used including 10 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 8.5-10	A minimum of 10 references used including 8 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 7.5-8.25	A minimum of 10 references used including 8 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and mostly adheres to reference list presentation guidelines APA style. 6.5-7.25	A minimum of 8 references used including 4 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 5-6.25	Fails to, or there are infrequent attempts to, integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 10 journal articles not sourced. Relevant web sites not used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <4.75

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Describe the relationship between types of offending and media portrayal of these offences
- Analyse the association between biopsychosocial and cultural factors, including being of Aboriginal and Torres Strait heritage, and the likelihood of committing a crime and being punished
- Explain the phenomena of recidivism and its relationship to quality of life outcomes.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

3 CASE STUDY FROM PRACTICE:

Assessment Type

Case Study

Task Description

NURS28002: UNDERSTANDING OFFENDERS

ASSESSMENT THREE: CASE STUDY FROM PRACTICE

DUE DATE: 1600 (4pm) Friday 24th September 2021 (Week 10 of Term 2 2021)

WEIGHTING 40%

LENGTH: 2000 words (=/-10%)

Learning outcomes addressed:

- Analyse the impact of imprisonment on the offender and evaluate strategies to minimise this impact.
- Explain the phenomena of recidivism and its relationship to quality of life outcomes.

Assessment Instructions:

For this assessment, you will be asked to analyse the individual case of one or more of the people for whom you have provided care in the correctional setting. That is, you can present a case study that is fictional, that blends elements of two or more people you have cared for.

Using your understanding gained from these experiences, present the case study as an example of the relationship between health and wellbeing, incarceration and recidivism.

****Please ensure that you have de-identified the person/people in the case study****

The paper by Wallace and Wang (2020), available in your eReading list for this unit, provides one example of expert opinion to guide your analysis of the case study you are presenting.

In addition to the standard requirements for essay presentation, your essay should:

- Provide a brief outline of the case study you are using for this assessment task (approx. 200 words)
- Identify the key social, psychological and physical impacts of incarceration for this person.
- Discuss, in the context of this case study, recidivism and how recidivism may impact overall health and wellbeing.
- Describe your approach to care planning to address the impacts of incarceration.
- Discuss what insights and new understanding you gained from your experience working with the person, and what you may do differently next time.

Literature and References:

In this assessment use at least 12 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements:

- 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).
- Include page numbers on each page in a footer.
- You may write in the first-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- 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:

- 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.
- We recommend that you access the [Nursing and Midwifery Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- 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.
- 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 Criteria:

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

Assessment Due Date

Week 10 Friday (24 Sept 2021) 4:00 pm AEST

Return Date to Students

Week 12 Friday (8 Oct 2021)

Weighting

40%

Assessment Criteria

High Distinction 84.5 - 100% Distinction 74.5 - 84%

Credit 64.5 - 74%

Pass 50 - 64%

Fail - < 49.5%

Total marks available: 100 marks

Structure

High Distinction 84.5 - 100%	Distinction 74.5 - 84%	Credit 64.5 - 74%	Pass 50 - 64%	Fail - < 49.5%
Excellent presentation of essay including double line spaced, 12 point font, page numbers. Consistently accurate with spelling, grammar and paragraph structure. 4.25-5	Well-presented essay, double line spaced, 12 point font, page numbers, 1 or 2 errors in spelling, grammar or paragraph structure. 3.75-4.2	Well-presented essay, double line spaced, 12 point font, page numbers, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.25-3.7	Adequate presentation of essay, double line spaced with 12 point font. No page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 2.5-3.2	Poorly presented essay. Double spacing not used, 12 point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. <2.45
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that outlines the major elements identified to bring the paper to a close. 4.25-5	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion that outlines the major elements identified to bring the paper to a close. 3.75-4.2	Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides some outlines of the major elements identified and brings some sense of closure to the paper. 3.25-3.7	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion provides cursory outline of the major elements identified and endeavours to bring the paper to a close - there may be some incongruity. 2.5-3.2	No recognisable introduction—the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or summary - little reference to the main elements identified and does not offer a clear sense of closure to the paper. <2.45
Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. 8.5-10	Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. 7.5-8.25	Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. 6.5-7.25	Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature. 5-6.25	Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. <4.75
Content - key elements				
Relevant case study outlined and deidentified. A well written essay that clearly addresses many of the social and cultural factors in the case study. Discussion is well supported by current evidence from high quality, credible sources relevant to the topic. High level critical thinking is demonstrated throughout the discussion. The approach comprehensively answers the question and the discussion proceeds logically. 25.35-30	Relevant case study outlined and deidentified. Well considered elements of the case study are presented well and generally supported by quality evidence. Social and cultural factors in the case study. Critical thinking is evident throughout the discussion demonstrating good understanding of the topic. Content is relevant to the topic; the approach clearly answers the question and the argument proceeds logically 22.35-2	Relevant case study outlined and deidentified. The key elements of the case study are covered, with some gaps in the content presented, and are generally supported by quality evidence. Social and cultural factors in the case study. Critical thinking is apparent throughout most of the discussion. Content is appropriate and answers the question and the argument for the most part proceeds logically. 19.35-22	Case study deidentified and broadly outlined. The key elements of the case study presented satisfactorily, and in most cases, supported by quality evidence. The essay refers to the social and cultural factors of the case study but there is limited discussion that demonstrates greater critical or clinical thinking. Content answers the question although the argument is at times repetitive or lacks cohesion. 15-19.2	No case study/inadequate description of case study apparent. There is little/no critical thinking evident and the key elements of the case study are not adequately addressed. Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. <14.5
Content -discussion				
Comprehensive discussion about the key factors influencing the individual's health and wellbeing. Two health strategies described in detail, demonstrating high order critical thinking, clinical decision making and practical implementation of current evidence. Succinct, coherent and convincing arguments presented throughout. 25.35-30	Good discussion about the key factors influencing the individual's health and wellbeing. Two health strategies described in sufficient detail that demonstrates critical thinking, clinical decision making and practical implementation of current evidence. Overall, the discussion is coherent and convincing critical thought displayed in most areas. 22.35-25	Solid discussion about the key factors influencing the individual's health and wellbeing, with some areas lacking depth. Two health strategies described demonstrate sound critical thinking, clinical decision making and practical implementation of current evidence. The discussion mostly demonstrates some critical thought that is presented well in parts of the paper but there are areas where it could be expanded on. 19.35-22	Satisfactory discussion about the key factors influencing the individual's health and wellbeing that demonstrates limited critical thinking, clinical decision making and practical implementation of current evidence. Some critical thought presented. Although there are areas that lack depth, the discussion addresses all key aspects of the task to a satisfactory standard. 15-19.2	Limited/no discussion that demonstrates critical thinking, clinical decision making and practical implementation of current evidence. <14.5
Referencing				
Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 8.5-10	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 7.5-8.25	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 6.5-7.25	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 5-6.25	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. <4.75
A minimum of 12 up-to-date references used including 10 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 8.5-10	A minimum of 10 references used including 8 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 7.5-8.25	A minimum of 10 references used including 8 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and mostly adheres to reference list presentation guidelines APA style. 6.5-7.25	A minimum of 8 references used including 4 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 5-6.25	Fails to, or there are infrequent attempts to, integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 10 journal articles not sourced. Relevant web sites not used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <4.75

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Analyse the impact of imprisonment on the offender and evaluate strategies to minimise this impact
- Explain the phenomena of recidivism and its relationship to quality of life outcomes.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- 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