SOCL19065 *Rural Sociology for Health and Social Services*
Term 1 - 2017

All details in this unit profile for SOCL19065 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

This unit will prepare you for rural practice by providing an overview of rural Australia and its social, cultural, geographic, environmental and economic influences. Guided by a sociological perspective, you will gain an understanding of the historical transformation of rural Australia, and the social structures and cultural processes underpinning problems that characterise rural communities. The meaning of 'rurality' and the implications of 'rurality' for health and social service delivery and practice is covered from a range of viewpoints and experiences. You will develop an understanding of your role as professionals, and of rural health issues, including the health status of Indigenous Australians. You will gain an appreciation of the unique features of rural service delivery in relation to the use of communication technology, rural practice models, and responses to natural disasters. This unit would be of particular interest to those planning to live and work in rural and remote Australia; including allied health practitioners, community development officers, nurses, paramedics and teachers.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students are required to have completed 24 units of credit.
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 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate 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. **Written Assessment**
Weighting: 40%
3. **Portfolio**
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.

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 Course Evaluation

Feedback

More time for the online quiz - 30 questions in 30 minutes did not allow time to check answers.

Recommendation

It is standard across other courses for the an online quiz assessment to have one minute per question. The assessment requires students to demonstrate their understanding and knowledge of key concepts and issues. The time is set to avoid collusion and looking up of every answer.

Action

Due to increasing concerns about student collusion the quiz will be removed as an assessment item.

Feedback from Course Evaluation

Feedback

The eFIL (electronic facilitated online learning) exercises are educational and kept students connected to the weekly topics.

Recommendation

Continue to use this type of assessment and encourage students to engage in group discussions to facilitate peer learning.

Action

On further reflection on other negative student comments and problems student experienced with the questions and answers in the quiz component this assessment was later removed as an assessment item.

Feedback from Course Evaluation

Feedback

Shorter lectures, more diverse delivery and faster presentation.

Recommendation

The lectures and lecture notes will be reviewed and other supporting resources provided.

Action

Lectures were recorded again due to an updating of the unit topics across the term. An effort was made to reduce the lecture length, however; it was not possible to cover the material in a shorter time. Faster presentation was focused on and lecture recordings were edited to take out any pauses. The weekly lecture will be broken down into two to three 10 minute videos.

Feedback from Course Evaluation

Feedback

Lack of understanding about the role and value of sociology for allied health students and knowing about rural communities and their associated social issues.

Recommendation

More extensive attention will be given to explaining sociology and the value of a sociological perspective early in the course and in the assessments. Students will be informed of the importance of a holistic approach to the management and treatment of patients and clients, In particular, students will need to understand how and why social problems, health issues and treatment uptake are influenced by social phenomena such as social class, ethnicity, sexuality, gender and geographical location.

Action

New readings, lecture notes and assessment items were used to broaden students' understanding and value of a sociological perspective in understanding their own social identity and life chances, and social and health issues covered in the unit. While some students have a good foundation of sociology from taking introductory Sociology units, other students have had no sociology knowledge, and this will need to be addressed through revision of the unit profile overview and assessment items.

Unit Learning Outcomes

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

1. Use sociological theories and perspectives to discuss the impacts of global forces and historical changes on the social organisation of Australian rural society.
2. Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas.
3. Describe the health issues experienced by Indigenous Australians and other social groups (e.g., new migrants, people living with disability) living in rural and remote communities.
4. Explain the role of the health professional working and living in rural and remote Australia, and the rewards and challenges this provides.
5. Compare and contrast the various health service delivery models used in rural and remote communities.

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	5
1 - Online Quiz(zes) - 20%	●	●	●		
2 - Written Assessment - 40%	●	●	●		
3 - Portfolio - 40%	●	●		●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	●	●	●	●	●
2 - Problem Solving	○	●	●	●	●
3 - Critical Thinking	●	●	●	●	●
4 - Information Literacy	●	●	●	●	●
5 - Team Work		●	●	●	●
6 - Information Technology Competence	●	●	●	●	●
7 - Cross Cultural Competence	●	●	●	●	●
8 - Ethical practice	●	●	●	●	●

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
9 - Social Innovation					
10 - 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	9	10
1 - Online Quiz(zes) - 20%	•	•	•	•		•	•	•		
2 - Written Assessment - 40%	•		•	•		•				
3 - Portfolio - 40%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information
Readings are e-journal and Course Resource Online articles.

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: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Susan Rockloff Unit Coordinator
s.rockloff@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

| Sociology, the sociological imagination & identity | Willis (2011) – CRO
Yuill, Gibson & Thorpe (2011) - CRO
Sullivan & Lane West-Newman (2007) - CRO | |

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Australian rural society & rurality	Botterill (2006) e-journal	

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rural culture & social conditions AND the global forces and politics in rural communities	Bryant & Garnham (2015) e-journal Hogan & Lockie (2013) e-journ al Woods (2006) e-journal	

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rural health	Bourke et al. (2010) e-journal Bourke et al. (2012) e-journal Dixon & Welch (2000) e-journal	

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Health & wellbeing of Indigenous Australians in rural communities	McBain-Rigg & Veitch (2011) e-journal Smith (2016) - CRO See the Week 5 block on Moodle for further resources	**Online quiz** Due: Week 5 Friday (7 Apr 2017) 10:00 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rural issues 1: Ageing, people with a disability & youth suicide	Bourke (2003) e-journal (youth) Garnham & Bryant (2013) e-journal (ageing)	

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rural issues 2: Rural women and DV & family violence	Grace & Lennie (1998) e-journal Wendt (2009) e-journal	

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Rural issues 3: Migrant Ethnic minorites - diverse cultures & histories	Schech (2014) e-journal Townsend & Pascal (2012) e-journal	**Essay (1,600 words)** Due: Week 8 Friday (5 May 2017) 11:45 pm AEST

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Living and working in rural, regional & remote Australia	Jervis-Tracey et al. (2012) e-journal Keane, Lincoln &Smith (2012) e-journal	

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Working with Indigenous Australians in rural communities	Bennett, Zubrzycki & Bacon (2011) Hooper, Thomas & Clarke (2007) e-journal Walker & Sonn (2010) - internet article See the Week 10 block on Moodle for further resources	

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Professional practice in rural areas	Beddoe & Burley (2012) - CRO Bryant et al. (2015) e-journal	

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Opportunities & challenges of professional practice in rural communities	Dellemain & Warburton (2013) e-journal Dew et al. (2012) e-journal	**Portfolio (2,000 words)** Due: Week 12 Friday (2 June 2017) 11:45 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

To be eligible to pass this unit all assessment items must be submitted for marking.

Assessment Tasks

1 Online quiz

Assessment Type
Online Quiz(zes)

Task Description
Task
You are required to complete an online multiple choice quiz of 40 questions in a time of 40 minutes (each question is worth half a mark).

What's Involved?
The online quiz will be made available on the designated day through the unit website (Moodle). You require a computer that has internet access.
The quiz is set to test your understanding of sociological concepts, theories and facts covered by the unit readings, lecture notes and online weekly forum questions. It covers the unit content for weeks 1-5.
This is a timed online multiple choice quiz that must be completed on the due date between the hours of 8am and 10pm (Australian Eastern Standard Time). It will be delivered through the 'Assessment' section of Moodle, and will only become available on the due date and designated open time. It is your responsibility to make time to complete the quiz on the due date, and to arrange for a reliable Internet connection.
Before you take the quiz, make sure that you are ready (i.e. a proper revision has been done) and choose a time and computer/place with minimum distraction to sit for the quiz (i.e. do not have external disturbances from people, pets, etc). Be conscious of the time limit while taking the quiz—make sure you have a clock in front of you, and note down your starting time. Plan to have started the quiz by 9.00pm (AEST) to ensure full completion before the quiz closes down at 10pm (AEST).
There is only one correct or best answer to each question, and you need to select the option corresponding to this answer.
There are no penalties for incorrect answers.
While you will be able to refer to the textbook or other resources while you are taking the quiz, you cannot afford to do this for every question because of the time limit. You need to have a good understanding of the unit content before taking the quiz.
Each student will receive a customised quiz, chosen in random fashion, so that collusion will not be possible. The presentation of questions is ten questions at a time. You must answer the page of questions before you go on to the next one.
Remember to note the time when you start the quiz and pace yourself to ensure you have time to complete all the questions. Some practice multiple choice questions will be given to students on the Moodle site as an example.

IMPORTANT: The online quiz is avalable from 8am on the designated day and it closes at 10pm (AEST) which means you must <u>commence your quiz at the latest by 9.20pm</u> (AEST). It is recommended that you undertake the quiz early and leave yourself time in the event there is an unforseen problem.
In order to be eligible to pass the unit you must attempt and submit the quiz.
Please contact the Unit Coordinator and TaSAC by email if you experience any problems accessing or submitting your quiz.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 5 Friday (7 Apr 2017) 10:00 pm AEST

Return Date to Students
Monday (10 Apr 2017)

Weighting
20%

Assessment Criteria

Referencing Style

  * [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

  * Use sociological theories and perspectives to discuss the impacts of global forces and historical changes on the social organisation of Australian rural society.
  * Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas.
  * Describe the health issues experienced by Indigenous Australians and other social groups (e.g., new migrants, people living with disability) living in rural and remote communities.

Graduate Attributes

  * Communication
  * Problem Solving
  * Critical Thinking
  * Information Literacy
  * Information Technology Competence
  * Cross Cultural Competence
  * Ethical practice

2 Essay (1,600 words)

Assessment Type
Written Assessment

Task Description
Task: You will complete a 1,600 word sociological essay using the sociological imagination (History, Structural, Cultural, Critique) to discuss your biography and identity. Using the sociological imagination template of Willis' explore your biography by reflecting on how what is normally seen as a series of life courses are part of broader social patterns and historical events. Spend some time thinking about your life in terms of history, and the social structures and cultural norms that have had the most impact on them.
Students will need to develop a discussion that is based on the sociological imagination template of the:
History (How one's life story is part of broader social patterns over time and place),
Structure (How have social structures impacted on your life history? - apply CAGES - Class, Age, Gender, Ethnicity, Sexuality), and
Culture (What cultural ideas are dominant in your life history?).
Critique (Reflection on your biography in relation to rural society). Look at your life history in relation to rural Australian society and its social, cultural and economic influences.This will form the essay conclusion.
The personal is cultural, historical and political, and we come to understand ourselves from a sociological position by asking "When, What and How am I?", as opposed to "Who am I?". Due to this you need to explore your identity by examining it in relation to social class, age (generation), gender, ethnicity, race and location.

Reflection allows you to look at your life and how your identity has been formed from past historical events, social patterns and the cultural context. Next think about yourself within the broader context of rural society. Sociology is a reflective practice which can be used to examine your different social identities (e.g., personal, professional), how they may be shaped and what you may experience in a rural community, as opposed to an urban community, as a result of those social identities.

Use the literature (journal articles, textbooks, etc.) to identify historical, structural and cultural patterns that have created your identity and reflect on your life history as experienced through various social institutions (e.g., family, education, work). You need to connect the private with the public, as put forth by Willis in his discussion of the sociological imagination.

The purpose of this reflective practice is to prepare you for professional practice in rural and remote communities, and to make you aware of the multiple, fluid and complex identities that you possess. Understanding your identity and how you see, and are seen in relation to the 'other', in the world will help you to better understand and manage your developing professional identity.Drawing from your biography and social identity, think about the social issues and health problems that you may experience if you were to live in a rural or remote community given your biography and identity.Furthermore, give some thought to the issues experienced by Indigenous Australians and other marginalised social groups in rural society.

Note:Use of sociological references to inform your answers is essential and failure to adhere to this requirement will result in an automatic FAIL grade (zero marks) for the assessment. Students must use the Harvard (author-date) referencing style (see the Harvard (author-date) style guide in the Assessment block).The word count (1,600 words +/- 10%) excludes references and direct quotes.

Please take time prior to the due date to discuss your essay and the key points covered with your unit coordinator. Students can also receive guidance on their sociological thinking and academic writing style prior to submission of the assessment. Students are asked not to post drafts of their work to the discussion forum but to instead bring ideas, examples and questions.

Assessment Due Date
Week 8 Friday (5 May 2017) 11:45 pm AEST

Return Date to Students
Week 10 Friday (19 May 2017)

Weighting
40%

Assessment Criteria
The Assessment Criteria are the same for Assessment 1 & 2. Please see the criteria given with Assessment 2 below or in the Assessment block of Moodle.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Please submit your assignment in a Word document format o enable marking and feedback comments.

Learning Outcomes Assessed

- Use sociological theories and perspectives to discuss the impacts of global forces and historical changes on the social organisation of Australian rural society.
- Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas.
- Describe the health issues experienced by Indigenous Australians and other social groups (e.g., new migrants, people living with disability) living in rural and remote communities.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence

3 Portfolio (2,000 words)

Assessment Type
Portfolio

Task Description

Task: Students must complete <u>four (4)</u> portfolio questions on the <u>template provided in Moodle</u>. Each answer response must be 500 words (+/-10%) for a total word count of 2,000 words (+/-10%). Each answer needs to show a word count at the end. Students are encouraged to use examples where possible in their answers.

A list of questions can be found on Moodle in the Assessment block. Each answer needs to: address the question, use relevant sociological concepts, reference sociological literature, show understanding of issues and key concepts, and provide a meaningful critique. The list of questions will be drawn from content covered in the unit.

Use of <u>sociological references</u> to inform your answers is mandatory and failure to adhere to this requirement will result in an automatic Fail grade (zero marks) for the assessment. Students must use the Harvard (author-date) referencing style (see the Harvard (author-date) style guide in the Assessment block).

Aim: The purpose of the portfolio is to get students to make connections between the course material and real life application and issues surrounding rural society, and working and living in rural communities in Australia.

The aim of this assessment is for you to demonstrate competency in the stated unit learning outcomes and facilitate online discussion amongst other students. Students are encouraged to discuss the questions with other students in the weekly discussion forums in order to expand their knowledge and learn from their peers. Through use of the discussion forums students will receive guidance and input from the Unit Coordinator on their sociological thinking and academic writing style prior to submission of this assignment. Students are asked not to post drafts of their work to the discussion forum but to bring ideas, examples and questions to the discussion. In the portfolio students are required to demonstrate that they have engaged with and understood the unit material, as opposed to repeating back information given in the lecture notes and set readings.

Note: The total word length for the portfolio is 2,000 words (+/-10%) and this count excludes the reference list and any direct quotes. For each answer provided only the first 550 words will be read and marked. Overuse of direct quotes detracts from the originality of the writing and will result in a loss of marks. As a general rule direct quotes should not comprise more than 10% of the word count. The writing standard expected of students is that of an advanced unit level and with academic style presentation.

Assessment Due Date

Week 12 Friday (2 June 2017) 11:45 pm AEST

Return Date to Students

Exam Week Friday (16 June 2017)

As per University policy marked assignments have a 14 day turnaround time.

Weighting

40%

Assessment Criteria

A copy of the criteria and marking sheet and Harvard (author-date) referencing style guide will also be available in the Assessment block on Moodle. It is strongly recommended that you refer to these documents in the preliminary stages of your assignment preparation and prior to submitting your work for marking.

Please contact your Unit Coordinator should you have any questions about any aspect of this portfolio or submission of your assignment by the due date and time.

Assessment criteria are provided below and you should refer to the assessment criteria and explanations when preparing the essay.

A summary of standards is provided on Moodle to assist students with feedback on assessment items.

Please contact the unit coordinator if you have any questions or are uncertain of what is required for the assessment. While the unit coordinator can not read and give comment on a draft assignment they can discuss with a student the arguments, ideas and theories used in the preparation of the assignment.

The following criteria will be used to grade the assignment (they are not of equal weighting):

Independent reading and research: You will be assessed on the extent, depth and relevance of your reading. You should make full use of the textbook and other readings, but it is essential that you do your own independent reading as well. This means making use of the library databases and catalogue and doing you own searches. Within the limitations of library resources, you should access the most relevant and most important works relating to your topic. It is difficult to provide exact requirements, but as a rough guide a major essay would contain at least ten references. These references should be mainly sociological books, book chapters, or journal articles; other sources may be used as appropriate to supplement these. In general the following types of sources should be avoided when writing essays—encyclopedias, popular magazines, newspapers (except for providing up-to-date information or real life examples), introductory sociology textbooks, ordinary dictionaries (use the definitions in a specialist source; in some cases a sociology dictionary may be appropriate) and general internet sites (those containing information not peer-reviewed). You should rely mainly on specialist sources—avoid general or popular sources, except perhaps to provide evidence which is not available in the more specialist sources. Where possible use the original source, or an equivalent one.

Relevance and structure of your argument: Your assignments should be relevant to the question or task set, and should be structured in a logical and coherent fashion. The essay needs to contain an introduction, discussion, conclusion and reference list. In the essay your argument should unfold in a clear and logical manner, with appropriate signposts for the reader. Subheadings may be used in the essay to help structure your writing. An introduction sets out

how you are going to approach the topic—that is, it is a statement of intent, rather than of content. You should stick to the required word length. Being under the word limit usually indicates insufficient research; being over means you are having difficulty in focusing on the most relevant or most important points.

Use of supporting evidence: Except for purely theoretical essays, it is important that you back up your arguments with appropriate and solid evidence. There is no point in simply asserting that something is true, you need to substantiate your major claims with relevant concrete information, statistical or other. In general, this would be evidence derived from sociological works that you have come across in your reading, although this may need to be supplemented with other kinds of evidence (from the Australian Bureau of Statistics, for example).

Sociological insight and understanding: You will be assessed on your ability to understand and to apply relevant concepts, theories and methodologies. Depending on the assessment task, you may only refer to one or two perspectives in a particular piece of work, but it is important to know how the perspective you refer to relates to other possible perspectives within the field. Theories do not develop in isolation. New perspectives develop through modification of previous ones, or as critical reactions against them. To appreciate any one perspective, you need to understand how it relates to the alternatives (e.g. Labelling Theory in relation to Parsons' Sick Role). Thinking critically is an important skill which follows on from such appreciation. This means being able to assess the adequacy of the theoretical models being used by the writers you refer to, as well as the adequacy of the evidence they present to support these models. Purely descriptive accounts will not be acceptable.

Originality: To get a distinction or high distinction, there needs to be evidence of critical thinking and original thought. You are encouraged to create original arguments by analysing and evaluating the works of other people in the literature. Regardless of the grade you are aiming at, you should put things into your own words as much as possible, and structure the assignment in your own way.

Presentation: There is a certain standard of presentation which is expected at this unit level. This includes correct spelling, grammar, punctuation and referencing. If there are typographical errors in your assignments, you will lose marks. You should not use sexist, racist or other forms of discriminatory language.

Referencing: All evidence and all ideas which are not your own must be adequately acknowledged at the appropriate point in the text through the Harvard system of referencing, whether you are quoting directly or paraphrasing. You should familiarise yourself with the University policy on plagiarism. Plagiarism is defined in the Undergraduate Handbook, and is explained on the University's library website. It is essential that you know your obligations in relation to presenting well documented and original work.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Submission Instructions
Students MUST submit their essay as a Word file to enable marking and comments to be added.

Learning Outcomes Assessed

- Use sociological theories and perspectives to discuss the impacts of global forces and historical changes on the social organisation of Australian rural society.
- Identify the social-structural characteristics of rural areas and the factors (social, economic, cultural) that influence the health of rural Australians, and delivery of health care to rural and remote areas.
- Explain the role of the health professional working and living in rural and remote Australia, and the rewards and challenges this provides.
- Compare and contrast the various health service delivery models used in rural and remote communities.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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