



# MEDI11004 Professional Practice

## Term 2 - 2024

Profile information current as at 12/07/2025 11:43 am

All details in this unit profile for MEDI11004 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 focuses on what it means to be a health professional in Australia. You will learn about and apply the skills needed for effective interprofessional practice so that you can be an effective team member. You will learn to examine your thinking and assumptions and to reflect on your experiences to enhance your personal and professional development. You will explore social, cultural, historical and political factors that impact on the experiences of wellness and illness and on access to and quality of health care in Australia, particularly for Aboriginal and Torres Strait Islander peoples. You will learn how to provide culturally competent and respectful care. You will be introduced to the concept of being a change agent to foster cultural safety in learning, working and care environments.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

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 - 2024

- Mackay
- 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 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 Test**

Weighting: 20%

#### 2. **Reflective Practice Assignment**

Weighting: 15%

#### 3. **Portfolio**

Weighting: 40%

#### 4. **Online Test**

Weighting: 25%

### 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 Unit Coordinator reflection

##### **Feedback**

Delivering team-based learning activity sessions allowed students to take responsibility for their learning, reduced student loafing, and improved student morale regarding group work.

##### **Recommendation**

Continue with team-based learning activities in future unit iterations.

#### Feedback from SUTE

##### **Feedback**

Some students indicated the Portfolio assessment guidance and marking rubric lacked clarity.

##### **Recommendation**

Review the Portfolio assessment guidance and marking rubric for clarity in future unit iterations.

#### Feedback from SUTE, Unit Coordinator reflection

##### **Feedback**

Some students indicated the Portfolio assessment was a very large and time-consuming assessment task.

##### **Recommendation**

Investigate breaking up the Portfolio assessment into multiple submissions throughout the term.

## Unit Learning Outcomes

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

1. Discuss attributes of professionalism and their application to both learning and clinical environments
2. Demonstrate understanding of interprofessional relationships through respectful interaction, collaboration and teamwork
3. Reflect on your experiences, values, attitudes, assumptions and biases to enhance your own personal and professional development
4. Demonstrate knowledge of Aboriginal and Torres Strait Islander history, culture, values and social practices
5. Discuss the impacts of social determinants of health, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians
6. Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity
7. Discuss the attributes, motivations, skills, roles and actions that underpin positive social change.

This is a core unit for three health professional courses that are accredited by different external professional and regulatory bodies. The unit introduces a range of competencies at the foundational level.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Online Test - 20%	•	•					
2 - Reflective Practice Assignment - 15%			•				
3 - Portfolio - 40%	•	•	•		•	•	
4 - Online Test - 25%				•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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		•				•	
9 - Social Innovation							•
10 - Aboriginal and Torres Strait Islander Cultures				•	•		

## Textbooks and Resources

### Textbooks

MEDI11004

#### Supplementary

##### **Aboriginal and Torres Strait Islander Peoples' Health & Wellbeing** (2019)

Authors: Brett Biles and Jessica Biles

Oxford University Press Australia & New Zealand

Melbourne , Victoria , Australia

ISBN: Paperback: 978-0-190-31144-5, eBook: 978-0-190-31145-2

Binding: eBook

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#### Supplementary

##### **Culture, Diversity and Health in Australia: Towards Culturally Safe Health Care** (2021)

Authors: Tinashe Dune, Kim McLeod and Robyn Williams

Taylor & Francis Group

Milton Park , Oxon , England

ISBN: Paperback: 978-1-760-52738-9, eBook: 978-1-003-13855-6

Binding: eBook

#### Additional Textbook Information

Both books support your learning in this unit and your future practice. Both are available online through the University Library, although you may source and purchase your own for your convenience.

### 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: [Vancouver](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Lauren Macdonald** Unit Coordinator  
[l.macdonald@cqu.edu.au](mailto:l.macdonald@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Health Professional	Week 1 Study Guide	
<ul style="list-style-type: none"><li>• Attributes</li><li>• Responsibilities</li><li>• Codes of conduct</li><li>• Ethical practice</li></ul>	Other reading and activities as outlined in Moodle	Tutorial

**Week 2 - 15 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Developing as a Health Professional	Week 2 Study Guide	
<ul style="list-style-type: none"><li>• Reflective practice</li><li>• Setting SMART goals</li><li>• Contribution to quality improvement</li><li>• NSQHS standards</li><li>• Introduction to clinical governance</li></ul>	Chapter 7 from "Communications Toolkit" from the eReading List	Tutorial
	Other readings and activities as outlined in Moodle	

**Week 3 - 22 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Professional and interprofessional relationships (1)	Week 3 Study Guide	
<ul style="list-style-type: none"><li>• Collaborative practice</li><li>• Teamwork</li><li>• Team roles</li></ul>	Chapters 13 and 15 from "Communications Toolkit" from the eReading List	Tutorial
	Other readings and activities as outlined in Moodle	

**Week 4 - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Professional and interprofessional relationships (2)	Week 4 Study Guide	
<ul style="list-style-type: none"><li>• Student group work</li><li>• Collaborative and interprofessional learning</li><li>• Giving and receiving feedback</li></ul>	Chapters 13 and 15 from "Communications Toolkit" from the eReading List	Tutorial
	Other readings and activities as outlined in Moodle	<b>Reflection</b> Due: Week 4 Monday (29 July 2024) 11:45 pm AEST

**Week 5 - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Health and Illness	Week 5 Study Guide	
<ul style="list-style-type: none"><li>• Conceptual understanding</li><li>• Models of health and healthcare</li><li>• Determinants of health and illness</li><li>• Social determinants of health</li></ul>	Parts of Chapters 1, 2 and 3 of "Culture, Diversity and Health in Australia" from the eReading List	Tutorial
	Chapter 3 of "Aboriginal and Torres Strait Islander Peoples' Healthcare" from the eReading List	<b>Online Test 1</b> Due: Week 5 Wednesday (7 Aug 2024) 8:00 pm AEST
	Other readings and activities as outlined in Moodle	

**Vacation Week - 12 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 19 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Principles of cultural safety and cultural competence	Chapters 4 and 6 of "Culture, Diversity and Health in Australia" from the eReading List	Tutorial
<ul style="list-style-type: none"><li>• Recognition of own biases, assumptions and stereotypes</li><li>• Self-determined decision making, partnership and collaboration</li></ul>	Chapter 1 of "Aboriginal and Torres Strait Islander Peoples' Healthcare" from the eReading List	Week 6 group session
	Other readings and activities as outlined in Moodle	

**Week 7 - 26 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Health and access to healthcare for Aboriginal and Torres Strait Islander Peoples	Chapters 2 and 3 of "Aboriginal and Torres Strait Islander Peoples' Healthcare" from the eReading List	
<ul style="list-style-type: none"> <li>Cultural perspectives</li> <li>Historical and political factors</li> <li>Culturally safe care</li> </ul>	Chapter 7 of "Culture, Diversity and Health in Australia" from the eReading List	Tutorial
	Other readings and activities outlined in Moodle	
<b>Week 8 - 02 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Diversity in Australia and culturally safe care (1)	Chapters 8 and 9 of "Culture, Diversity and Health in Australia" from the eReading List	Tutorial
<ul style="list-style-type: none"> <li>Culturally and linguistically diverse Australians</li> <li>Religious diversity</li> </ul>	Other readings and activities outlined in Moodle	Week 8 group session
<b>Week 9 - 09 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Diversity in Australia and culturally safe care (2)	Chapters 10 and 13 of "Culture, Diversity and Health in Australia" from the eReading List	Tutorial
<ul style="list-style-type: none"> <li>Australians with disabilities</li> <li>Diversity in age</li> </ul>	Other readings and activities outlined in Moodle	
<b>Week 10 - 16 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Diversity in Australia and culturally safe care (3)	Chapters 11 and 12 of "Culture, Diversity and Health in Australia" from the eReading List	Tutorial
<ul style="list-style-type: none"> <li>Gender and health</li> <li>LGBTIQA+ Australians</li> </ul>	Other readings and activities outlined in Moodle	
<b>Week 11 - 23 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Fostering culturally safe learning and working environments	Week 11 Study Guide	Tutorial
<ul style="list-style-type: none"> <li>Planning for positive change</li> </ul>	Other readings and activities outlined in Moodle	<b>Portfolio</b> Due: Week 11 Monday (23 Sept 2024) 11:45 pm AEST
<b>Week 12 - 30 Sep 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Consolidation of knowledge and assessment completion		<b>Online Test 2</b> Due: Week 12 Wednesday (2 Oct 2024) 8:00 pm AEST

## Term Specific Information

MEDI11004 is a 6-credit point unit, which means you should plan to spend about 10-12 hours per week studying the unit content. For each week, a suggested breakdown of your time would be:

- Reading of the weekly study guide and/or other prescribed readings: 3 - 4 hours
- Completing other learning activities in Moodle: 2 hours
- Developing your own study notes to meet the weekly learning goals: 2 hours
- Attending tutorials: 1 hour
- Work on assessment items: 2 - 3 hours

This will vary each week, depending on the stage of the unit and progress of assessment items.

In this unit, you will sign up for and attend a pair of group sessions with peers. You will need to actively participate in both of your allocated sessions. If you do not attend or actively participate during both sessions, you put yourself at risk of not meeting the requirements of the Portfolio assessment task and failing the assessment task.

If you are enrolled at the Mackay campus for this unit, your two (2) group sessions will take place on campus. Your first session is in Week 6 and your second is in Week 8. You will allocate to your timetabled session using your class registration app in MyCQU. You will need to ensure your availability for both sessions.

If you are enrolled in this unit in online mode for this unit, your two (2) group sessions will take place online via Zoom. For all online students, the first session is in Week 6 and the second session is in Week 8. You will allocate to your timetabled pair of sessions using your class registration app in MyCQU. You will need to ensure your availability for both sessions of the pair that you select.

If you are unable to attend either or both of your allocated timetabled sessions, you must contact the Unit Coordinator as soon as possible about your absence. You will be expected to attend (an) alternate session(s) if possible. If you are unable to attend any session and you provide documentation to show reasonable grounds for your absence, alternative arrangements will be made.

Tutorials in this unit will be held both on-campus in Mackay and online via Zoom and support your understanding of the content and your work on assessment items. Your regular participation strongly supports your success in the unit. While online tutorials will be recorded, these recordings are not intended to replace your active participation in live sessions.

To support your success in this unit:

- head to the Moodle site regularly
- keep up-to-date with the weekly content
- know your assessment requirements and
- be an active participant in your team-based learning activity sessions and tutorials.

This unit helps you develop the knowledge, skills and behaviours to deliver safe and high quality care in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards, specifically:

- Clinical Governance (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health)
- Partnering with Consumers (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- Comprehensive Care (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

## Assessment Tasks

### 1 Online Test 1

#### **Assessment Type**

Online Test



**Task Description**

In Online Test 1, you will demonstrate your understanding of concepts from weeks 1-4 and your ability to apply these concepts to given scenarios. All questions will be related to the posted weekly learning goals.

The number of marks for each question are allocated based on the depth and breadth of the required response and will be indicated on the test.

During the test you may not consult with any other person via any means or accept any input or assistance from any other person, group or artificial intelligence (AI) regarding the test questions and your responses. Colluding with other students on non-group work is considered academic misconduct. Any identified cases of potential collusion will result in a breach of academic integrity case being raised. Just as for written assignments, you must also acknowledge intellectual content in your answers that is not your own work. Basic statements of facts are considered 'common knowledge' in the context of this unit so they do not need to be cited. However, if you copy any content word-for-word from ANY source, you must put that content in quotation marks and formally cite your source.

This is an open-book assessment. It means that you may access your study notes, textbooks, the unit Moodle site and/or any website. However, the expectation is that you will be familiar with the unit content and concepts. You should not assume you will have time to look up the answer to every question.

It is your responsibility to log on to Moodle and complete the online test during the time it is available. There is no opportunity to apply a late penalty. In the absence of an approved extension, you cannot complete this test at a later time, and you will receive a mark of zero for the test if you have not completed it by the scheduled date and time. If you have an approved extension, you will be assigned a new test date and time as soon as possible after the original test date. It is your responsibility to ensure that you can attend at that new assigned date/time. Please see Section 5 of the University's Assessment Policy and Procedure for details regarding Assessment Management, specifically around assessment extension.

**Connections to National Safety and Quality Health Services Standards:**

This assessment task activity helps to ensure that you have the knowledge and skills to provide safe and effective care and to be an effective member of the healthcare team in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards regarding:

- Partnering with Consumers (encouraging participation and collaboration in healthcare processes)

**Assessment Due Date**

Week 5 Wednesday (7 Aug 2024) 8:00 pm AEST

The test will open at 8am AEST on Wednesday 7 August 2024 and close at 8pm AEST on Wednesday 7 August 2024.

**Return Date to Students**

Week 7 Wednesday (28 Aug 2024)

**Weighting**

20%

**Assessment Criteria**

Question responses will be scored on the following criteria:

- correct use of terminology
- correct selection and application of core concepts to the specific content of the question
- clarity, correctness, relevance and completeness of the response in addressing the question that was asked
- critical thinking

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Discuss attributes of professionalism and their application to both learning and clinical environments
- Demonstrate understanding of interprofessional relationships through respectful interaction, collaboration and teamwork

## 2 Reflection

### Assessment Type

Reflective Practice Assignment

### Task Description

#### Overview:

Reflection is a skill that enables you to consider an experience with the purpose of learning and growing from that experience. It is therefore a valuable skill for a health professional, and one that you will use throughout your studies and career. You will be asked to reflect regularly throughout this unit to support your learning.

For this assessment, you will reflect on a single experience you have had in life where you have experienced prejudice. This may be a recent experience or one from your childhood. It does not need to be health care or education related.

The reflection must include the following key aspects of a reflective cycle:

- Brief description of the experience
- Analysis and discussion of the experience (exploring contributing factors of people's assumptions, biases and emotional responses, why those mattered and what consequences arose)
- Action Plan (addressing what you can take from this experience and from thinking through it and applying this to your role as a student health care professional to improve the quality of care you would provide to patients)

#### Submission requirements:

- The reflections must use the reflection template provided on the Unit Moodle site.
- The recommended word count is about 500-700 words.
- Submit each reflection as a pdf file.

#### Connections to National Safety and Quality Health Services Standards:

This assessment task activity helps to ensure that you have the knowledge and skills to provide safe and effective care and to be an effective member of the healthcare team in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards regarding:

- Partnering with Consumers (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- Comprehensive Care (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

### Assessment Due Date

Week 4 Monday (29 July 2024) 11:45 pm AEST

### Return Date to Students

Week 6 Monday (19 Aug 2024)

### Weighting

15%

### Assessment Criteria

Each reflection is assessed on:

- Completion of all aspects of a reflective cycle as included on the template provided in Moodle.
- Depth of exploration of the experience in the analysis.
- Relevance of analysis and action plan to the experience.
- Use of external sources to inform learning.
- Communication: clarity of expression, use of appropriate language and terminology.

A scoring rubric will be provided on the unit Moodle site.

### Referencing Style

- [Vancouver](#)

### Submission

Online

## Learning Outcomes Assessed

- Reflect on your experiences, values, attitudes, assumptions and biases to enhance your own personal and professional development

## 3 Portfolio

### Assessment Type

Portfolio

### Task Description

#### Overview:

As future health professionals, it is vital that you develop the knowledge and skills to work effectively within the multidisciplinary healthcare team.

To prepare for this assessment you will use various learning resources to build your knowledge of attributes of effective teams, group dynamics and the contribution of the individual to the success of the team. You will also participate in structured group learning activities to practice teamwork skills. Through these activities you will produce multiple pieces of evidence ('artefacts' and 'templates') that document your groupwork participation and your development of behavioural attributes that support effective teamwork. You will compile your artefacts into a learning portfolio.

This assessment task has two sides to it. The first is 'assessment OF learning' where you provide evidence of your ability to meet the learning outcomes associated with this task. The second is 'assessment FOR learning' where the activities you will undertake to complete the task will progress your learning, both about the official curriculum and about yourself.

The goals of this assessment task are for you to:

- apply core concepts from this unit to clinical contexts
- increase your awareness of what is required of health professionals in terms of contributing to effective teams that provide safe and effective healthcare
- build and apply attributes of effective team members to support achievement of the team's learning objectives
- develop your awareness of the skills and knowledge that you have developed both within this unit and through various life experiences
- apply academic writing skills in organising and communicating your learning

#### Structured Group Activities:

You will sign up for and attend a pair of group sessions with peers. You will work with the same student group in both sessions. Each session is 2 hours in duration. Each will include a sequence of activities in both large and small groups, with each activity facilitated by a tutorial leader. You will complete pre-session learning activities (e.g. readings and activities) that will introduce topics and scenarios that will form the basis of group activities and discussions for each session. After each session you will summarise and reflect on your session experiences using templates to guide your writing.

To complete these learning activities to a satisfactory level, you will need to actively participate in both of your allocated sessions. If you do not attend or actively participate during both sessions, you put yourself at risk of not meeting the requirements of the assessment task and failing this assessment task.

If you are enrolled at the Mackay campus for this unit, your two (2) group sessions will take place on campus. Your first session is in Week 6 and your second is in Week 8. You will allocate to your timetabled session using your class registration app in MyCQU. You will need to ensure your availability for both sessions.

If you are enrolled in this unit in online mode for this unit, your two (2) group sessions will take place online via Zoom. For all online students, the first session is in Week 6 and the second session is in Week 8. You will allocate to your timetabled pair of sessions using your class registration app in MyCQU. You will need to ensure your availability for both sessions of the pair that you select.

If you are unable to attend either or both of your allocated timetabled sessions, you must contact the Unit Coordinator as soon as possible about your absence. You will be expected to attend (an) alternate session(s) if possible. If you are unable to attend any session and you provide documentation to show reasonable grounds for your absence, alternative arrangements will be made.

#### Building your portfolio:

A core part of your portfolio are the templates that you will complete before and after your group sessions.

In addition to the templates, you should also include artefacts related to your broader learning and living experiences that address each of the following topics:

- A life experience where you demonstrated professional attributes
- A life experience where you demonstrated collaboration and teamwork
- A life experience where you demonstrated culturally safe and respectful practice in response to patient diversity (e.g. race, religion, disability, age, gender, socioeconomic status).

For each artefact that you include, you will provide an explanation of what you learned from the associated experience and how that learning relates to the selected topic. Note that the goal is not to maximise the number of artefacts but to illustrate your learning effectively through selection and discussion of a reasonable number of artefacts.

#### Format of the portfolio:

You will organise your collection of templates and artefacts using a Word-document that will be provided in the unit. The structure of the portfolio will be standardised to enable you to focus on content rather than appearances.

Instructions will be provided in Moodle on how to upload templates and artefacts, and how to submit your portfolio.

#### Connections to National Safety and Quality Health Services Standards:

This assessment task helps you to develop the knowledge and skills to provide safe and effective care and to be an effective member of the healthcare team in compliance with the Australian Government's National Safety and Quality Health Service (NSQHS) Standards regarding:

- Clinical Governance (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health)
- Partnering with Consumers (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- Comprehensive Care (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

#### **Assessment Due Date**

Week 11 Monday (23 Sept 2024) 11:45 pm AEST

#### **Return Date to Students**

Review/Exam Week Monday (7 Oct 2024)

#### **Weighting**

40%

#### **Minimum mark or grade**

50%

#### **Assessment Criteria**

Your portfolio is assessed on:

- Completeness of the portfolio relative to posted requirements
- Correctness, completeness and relevance of responses in the structured activity templates
- Relevance, appropriateness and scope of selected artefacts
- Degree to which learning in each core topic is demonstrated through discussion of artefacts
- Depth and relevance of reflections on experiences
- Use of external sources to inform learning
- Communication and academic writing

#### **Referencing Style**

- [Vancouver](#)

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Discuss attributes of professionalism and their application to both learning and clinical environments
- Demonstrate understanding of interprofessional relationships through respectful interaction, collaboration and teamwork
- Reflect on your experiences, values, attitudes, assumptions and biases to enhance your own personal and

- professional development
- Discuss the impacts of social determinants of health, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians
- Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity

## 4 Online Test 2

### Assessment Type

Online Test

### Task Description

In Online Test 2, you will demonstrate your understanding of concepts from weeks 5-11 and your ability to apply these concepts to given scenarios. All questions will be related to the posted weekly learning goals.

The number of marks for each question are allocated based on the depth and breadth of the required response and will be indicated on the test.

During the test you may not consult with any other person via any means or accept any input or assistance from any other person, group or artificial intelligence (AI) regarding the test questions and your responses. Colluding with other students on non-group work is considered academic misconduct. Any identified cases of potential collusion will result in a breach of academic integrity case being raised. Just as for written assignments, you must also acknowledge intellectual content in your answers that is not your own work. Basic statements of facts are considered 'common knowledge' in the context of this unit so they do not need to be cited. However, if you copy any content word-for-word from ANY source, you must put that content in quotation marks and formally cite your source.

This is an open-book assessment. It means that you may access your study notes, textbooks, the unit Moodle site and/or any website. However, the expectation is that you will be familiar with the unit content and concepts. You should not assume you will have time to look up the answer to every question.

It is your responsibility to log on to Moodle and complete the online test during the time it is available. There is no opportunity to apply a late penalty. In the absence of an approved extension, you cannot complete this test at a later time, and you will receive a mark of zero for the test if you have not completed it by the scheduled date and time. If you have an approved extension, you will be assigned a new test date and time as soon as possible after the original test date. It is your responsibility to ensure that you can attend at that new assigned date/time. Please see Section 5 of the University's Assessment Policy and Procedure for details regarding Assessment Management, specifically around assessment extension.

### Connections to National Safety and Quality Health Services Standards:

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- Clinical Governance (regarding actions related to the role of leaders and others in safety and quality and Aboriginal and Torres Strait Islander health)
- Partnering with Consumers (regarding actions related to treating patients with dignity and respect, sharing information with them, encouraging participation and collaboration in healthcare processes)
- Comprehensive Care (regarding actions related to the coordinated delivery of health care and the identification and management of risks to the patient)

### Assessment Due Date

Week 12 Wednesday (2 Oct 2024) 8:00 pm AEST

The test will open at 8am AEST on Wednesday 2 October 2024 and close at 8pm AEST on Wednesday 2 October 2024.

### Return Date to Students

Exam Week Wednesday (16 Oct 2024)

### Weighting

25%

### Minimum mark or grade

50%

### Assessment Criteria

Question responses will be scored on the following criteria:

- correct use of terminology
- correct selection and application of core concepts to the specific content of the question
- clarity, correctness, relevance and completeness of the response in addressing the question that was asked
- critical thinking

**Referencing Style**

- [Vancouver](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate knowledge of Aboriginal and Torres Strait Islander history, culture, values and social practices
- Discuss the impacts of social determinants of health, disability and culture on the experience of illness and access to health care for Indigenous and non-Indigenous Australians
- Discuss the core aspects of culturally safe and respectful practice that is responsive to patient diversity
- Discuss the attributes, motivations, skills, roles and actions that underpin positive social change.

## 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