NURS11168 *Determinants of Health and Primary Health Care Nursing*

Term 2 - 2024

Profile information current as at 02/07/2025 11:25 am

All details in this unit profile for NURS11168 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.

Corrections

Unit Profile Correction added on 26-06-24

ASSESSMENT 2 - ASSESSMENT - CASE STUDY/SHORT ANSWER (Term 2, 2024)

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%
Ability to write and present effectively. Completion of required task. **(10%)**	Exemplary writing standard. Correct grammar, spelling, and punctuation. No mistakes evident. Adheres to prescribed word count. (8.45-10)	High writing standard. One-two consistent grammar, spelling, punctuation mistakes evident. Adheres to prescribed word count. (7.45-8.44)	Adequate writing standard. Three-four consistent grammar, spelling, and punctuation mistakes evident. Adheres to prescribed word count. (6.45-7.44)	Satisfactory writing standard. Five-six consistent grammar, spelling, and punctuation mistakes evident. Adheres to prescribed word count. (4.95-6.44)	The quality of writing and presentation is of a poor standard with many mistakes and a lack of clarity evident. Does not adhere to prescribed word count. (<4.95)	Little to no meaningful writing. (0)
Q1 - Primary health care nurse role. **(20%)**	Comprehensive and logical discussion of the role of the primary care nurse in Australia. (16.90-20.00)	Clear and logical discussion of the role of the primary care nurse in Australia. (14.90-16.89)	Adequate and mostly logical discussion of the role of the primary care nurse in Australia. (12.90-14.89)	Limited and mostly logical discussion of the role of the primary care nurse in Australia. (9.90-12.89)	Inadequate and/or illogical discussion of the role of the primary care nurse in Australia. (<9.90)	No discussion of the role of the primary care nurse in Australia. (0)
Q2 – Scenario Health inequities **(20%)**	Comprehensive and logical discussion of two health inequities that Norman Impu could be experiencing. (16.90-20.00)	Clear and logical discussion of two health inequities that Norman Impu could be experiencing. (14.90-16.89)	Adequate and mostly logical discussion of two health inequities that Norman Impu could be experiencing. (12.90-14.89)	Limited and mostly logical discussion of two health inequities that Norman Impu could be experiencing. (9.90-12.89)	Inadequate and/or illogical discussion of two health inequities that Norman Impu could be experiencing. (<9.90)	No discussion on the health inequities that that Norman Impu could be experiencing. (0)

Q3- Response regarding vaccinations **(20%)**	Comprehensive and logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (16.90-20.00)	Clear and logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (14.90-16.89)	Adequate and mostly logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (12.90-14.89)	Limited and mostly logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (9.90-12.89)	Inadequate and/or illogical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (<9.90)	No explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (0)
Q4 – Primary health screening advice for Norman Impu (20%)	Comprehensive and logical explanation on the primary health screening advice for Norman Impu. (16.90-20.00)	Clear and logical explanation on the primary health screening advice for Norman Impu. (14.90-16.89)	Adequate and mostly logical explanation on the primary health screening advice for Norman Impu. (12.90-14.89)	Limited and mostly logical explanation on the primary health screening advice for Norman Impu. (9.90-12.89)	Inadequate and/or illogical explanation on the primary health screening advice for Norman Impu. (<9.90)	No explanation on the primary health screening advice for Norman Impu. (0)
Intext citations **(5%)**	Ten or more sources provided. Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information, and quotations. (4.23-5)	Ten or more sources provided. One or two consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect most ideas, information, and quotations. (3.73-4.22)	Ten or more sources provided. Three or four consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect many ideas, information, and quotations. (3.23-3.72)	Ten sources provided. Five or six inconsistent in-text citation errors in APA 7th style identified. Intext citations support and reflect some ideas, information, and quotations. (2.48-3.22)	Less than 10 sources provided. Intext citations are not consistent with APA 7th style. Many inaccuracies with in- text citations. Limited intext citations are used to support ideas, information, and quotations. (<2.48)	No intext citations used. (0)
Reference List **(5%)**	Reference list fully adheres to reference list presentation guidelines APA 7th style. No errors. (4.23-5)	Reference list consistently adheres to reference list presentation guidelines APA 7th style. (One-two errors) (3.73-4.22)	Reference list frequently adheres to reference list presentation guidelines APA 7th style. (Three-four errors) (3.23-3.72)	Reference list occasionally adheres to reference list presentation guidelines APA 7th style. (Five-six errors) (2.48-3.22)	Reference list does not adhere to reference list presentation guidelines for APA 7th style. (Seven or more errors) (<2.48)	No reference list evident. (0)

General Information

Overview

In this unit you will be introduced to primary health care as a philosophy, organising framework and way of working with people and communities. You will gain an understanding of the role of the primary health care nurse working in the community. You will examine the role of primary health care in the Australian health care system and be introduced to social determinants of health. The impact of social determinants and health literacy on health outcomes will be investigated. You will have the opportunity to explain the significance of immunisation for the community and your responsibility as a nursing student in relation to immunisation.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Must be enrolled in CL91 Bachelor of Nursing
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

- Brisbane
- Online
- Rockhampton

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. **Written Assessment**
Weighting: 30%
2. **Case Study**
Weighting: 40%
3. **Online Quiz(zes)**
Weighting: 30%

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 SUTE data T2 2023

Feedback
Harsh assignment marking with hard-to-follow feedback.

Recommendation
The unit coordination will endeavour to provide continuing support to the marking team to facilitate marking consistency and supportive feedback to students.

Feedback from SUTE data T2 2023

Feedback
I found both lecturers [to be] helpful and showed empathy and understanding while struggling through my unit while being unwell.

Recommendation
Unit coordinators will continue recognising and responding to students who require support or other learning adjustments that promote positive learning outcomes.

Feedback from SUTE data T2 2023

Feedback
Tutorials [are] not as long each week.

Recommendation
We recognised that a two-hour Zoom session was too long and planned to reduce it to 45 minutes to one hour each week.

Feedback from SUTE data T2 2023

Feedback
The content of this unit was really fantastic. The lecturers were passionate and excellent. The information provided for how to address our assessments was very supportive.

Recommendation
The unit coordination team should continue providing specific Zoom sessions for all written assessments to guide students.

Feedback from Email

Feedback
I wanted to extend my abundant gratitude to you [unit coordinator], for your time and support for me in this subject. Your comments in the supplementary assessment have been extremely helpful and guiding, and I am truly grayeful (sic) it was you who market (sic) the assessment. I feel honoured to have experienced a class with you, your passion, knowledge and support has re-shaped my feelings and direction in this nursing path, and in life.

Recommendation
The teaching team will continue providing supportive learning environments to students to achieve the unit learning outcomes.

Unit Learning Outcomes

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

1. Explain the role of the World Health Organization (WHO) and its influence on primary health care in Australia
2. Discuss the relationship between health inequities, health literacy, and health outcomes
3. Examine the relationship between social determinants of health and health outcomes
4. Explain the importance of immunisation in communities and the role of health care professionals in vaccination programs
5. Outline the role of the primary health care nurse within a community.

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice
Engages in therapeutic and professional relationships
Maintains the capability for practice
Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance
Person-centred practice
Cultural practice and respectful relationships
Professional behaviour
Teaching, supervising and assessing
Research in health
Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People
Nurses and Practice
Nurses and the Profession
Nurses and co-workers
National Safety and Quality Health Service Standards
Partnering with consumers
Preventing and Controlling healthcare-associated infection
Comprehensive care
Communicating for safety

Patient Safety Competency Framework

Person-centred care
Therapeutic communication
Cultural competence
Teamwork and collaborative practice
Clinical reasoning
Evidence-based practice
Preventing, minimising and responding to adverse events
Infection prevention and control
Medication safety

Aged Care Quality Standards

Consumer dignity and choice
Ongoing assessment and planning with consumers
Personal care and clinical care
Services and supports for daily living

Organisation's service environment

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 - Written Assessment - 30%	●	●	●		
2 - Case Study - 40%		●		●	●
3 - Online Quiz(zes) - 30%	●		●	●	●

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					
9 - Social Innovation	○	○	○		
10 - Aboriginal and Torres Strait Islander Cultures					

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

Tracey Simes Unit Coordinator
t.simes@cqu.edu.au
Adeniyi Adeleye Unit Coordinator
a.adeleye@cqu.edu.au
Robin Cross Unit Coordinator
r.l.cross@cqu.edu.au

Schedule

Week 0 - 30 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Orientation to unit and assessment requirements	Read the Unit profile. Review Introduction tab Review assessment tab	• Complete the unit orientation quiz to open week 1 content **(Required).**

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Primary Health Care.	Please refer to the NURS11168 Moodle site for readings, videos and learning activities.	<u>All students</u> • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** <u>On-campus students</u> • Attended campus learning session - **Wednesday, 9 am to 11 am.** <u>Online students</u> • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
		All students • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).**
Overview of the Social Determinants of Health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	**On-campus students** • Attended campus learning session - **Wednesday, 9am to 11 am.**
		Online students • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
		All students • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).**
Equity and Principles of Health Literacy	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	**On-campus students** • Attended campus learning session - **Wednesday, 9 am to 11 am.**
		Online students • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
		All students • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).**
Primary Health Promotion	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	**On-campus students** • Attended campus learning session - **Wednesday, 9 am to 11 am.**
		Online students • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am (Recommended)**

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Primary healthcare nurse role and vaccination	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** <u>On-campus students</u> • Attended campus learning session - **Wednesday, 9 am to 11 am.** <u>Online students</u> • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)** **Academic Poster (700 words)** Due: Week 5 Thursday (8 Aug 2024) 4:00 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Break week		Catch - up or rest and relax!

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Rural and remote primary health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** <u>On-campus students</u> • Attended campus learning session - **Wednesday, 9 am to 11 am.** <u>Online students</u> • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	**All students** • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** On-campus students • Attended campus learning session - **Wednesday, 9am to 11 am.** Online students • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)** ◦

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	**All students** • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** On-campus students • Attended campus learning session - **Wednesday, 9 am to 11 am.** Online students • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Older person health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	**All students** • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** On-campus students • Attended campus learning session - **Wednesday, 9 am to 11 am.** Online students • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)** **Case Study (1000 words)** Due: Week 9 Thursday (12 Sept 2024) 4:00 pm AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Neonates, children and young person primary health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** <u>On-campus students</u> • Attended campus learning session - **Wednesday, 9 am to 11 am.** <u>Online students</u> • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Disadvantaged groups	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** <u>On-campus students</u> • Attended campus learning session - **Wednesday, 9 am to 11 am.** <u>Online students</u> • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review unit content from week 1 to week 11.		<u>All students</u> • Complete Moodle learning activities and quiz. **(Required)** • Attend student-led consultation sessions on **Mondays from 6 pm to 7 pm (Optional non-recorded session).** <u>On-campus students</u> • Attended campus learning session - **Wednesday, 9 am to 11 am.** <u>Online students</u> • Attend a 30-minute recorded lecture followed by a 30-minute unrecorded discussion linking content to assessments - **Friday- 9 am to 10 am(Recommended)**

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Academic Poster (700 words)

Assessment Type
Written Assessment

Task Description

Aim
This single-page poster allows you to demonstrate your applied understanding of the social determinants of health and how, through health inequities, they influence health outcomes.

Task requirements
1.   Submit a single-page poster displaying the following three items:
Item 1 – Who is the World Health Organization, and what role do they play in addressing health inequities in Australia? (200 words).
Item 2 - Choose, define, and describe one WHO social determinant of health (SDH) from the list below. (200 words)
·   Education
·   Housing, basic amenities and the environment
·   Access to affordable health services of decent quality
Item 3 - For your chosen social determinant of health (SDH), identify three primary healthcare actions currently being undertaken by governments, private organizations, or not-for-profit organizations to improve Australians' healthcare outcomes. Describe how each primary health care action addresses your chosen social determinant of health. (300 words)
2.   Complete a reference list using CQU APA 7th referencing for your poster on a separate Word document.

Literature and references
In this assessment, use at least five (5) 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 government, university, or peak national bodies, like the Australian College of Nursing.

Requirements
·   Use of the provided e-poster PowerPoint template on NURS11168 Moodle site is optional.
·   Use Calibri font size 11.
·   A cover page that includes unit name and number, assessment number, student name and student number, due date and word count is required. The cover page should be centered and typed in bold font. Size 12 Arial or Times New Roman is recommended.
·   Do not include an introduction and conclusion for this assessment.
·   A header for each section is needed.
·   When providing responses to the three questions, paraphrase, summarise or quote information acknowledging the original source (referencing) to avoid plagiarism.
·   Follow academic writing conventions: write in the third person; spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for 10 and above.
·   Use inclusive language.
·   Images are not required; however, if you wish to use an image, please follow APA guidelines.
·   Use the seventh (7th) edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

· The word count excludes headings and reference list but includes in-text references and direct quotations.
· Within this assessment, the use of Microsoft Copilot, Chat GPT or other generative artificial intelligence agents is permitted for the following purposes:
  - Gen AI content is used to generate ideas and general structures.
  - Gen AI content editing.

Resources
· You can reference your poster with unit-provided materials and other credible sources (e.g., journal articles, books). The quality and credibility of your sources are important.
· For academic writing and referencing information, please visit 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.

Assessment Due Date
Week 5 Thursday (8 Aug 2024) 4:00 pm AEST

Return Date to Students
Week 7 Thursday (29 Aug 2024)

By 4:00 PM

Weighting
30%
Assessment Criteria

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%
Ability to write and present effectively. Completion of required task. (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. No mistakes evident. Adheres to prescribed word count. (8.45-10)	High writing standard. One-two consistent grammar, spelling, punctuation mistakes evident. Adheres to prescribed word count. (7.45-8.44)	Adequate writing standard. Three-four consistent grammar, spelling and punctuation mistakes evident. Adheres to prescribed word count. (6.45-7.44)	Satisfactory writing standard. Five-six consistent grammar, spelling, and punctuation mistakes evident. Adheres to prescribed word count. (4.95-6.44)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. Does not adhere to prescribed word count. (<4.95)	Little to no meaningful writing. (0)
Item 1 – Outline the role of the World Health Organization. (25%)	Comprehensive outline of the World Health Organization and its role in Australia. (21.5-25)	Clear and logical outline of the World Health Organization and its role in Australia. (18.75-21.4)	Adequate and mostly logical outline of the World Health Organization and its role in Australia. (16.25-18.74)	Limited and mostly logical outline of the World Health Organization and its role in Australia. (12.5- 16.24)	Inadequate and/or illogical outline of the World Health Organization and its role in Australia. (<12.49)	No discussion outline of the World Health Organization and its role in Australia. (0)
Item 2 – Define and describe one social determinant from three options. (25%)	Comprehensive, logical definition and discussion of chosen social determinant. (21.5-25)	Clear, logical definition and discussion of chosen social determinant. (18.75-21.4)	Adequate definition and/or mostly logical discussion of chosen social determinant. (16.25-18.74)	Limited definition and/or mostly logical discussion of chosen social determinant. (12.5- 16.24)	Inadequate definition and/or illogical discussion of chosen social determinant. (<12.49)	No definition and discussion of chosen social determinant. Discussion (0)
Item 3- Describes three current primary healthcare actions to improve the social determinant chosen in task 2. (30%)	Accurately identifies three current primary health care actions that address the chosen social determinant of health. Comprehensively describes how each primary health care action addresses the social determinant of health. (25.5-30)	Accurately identifies three current primary health care actions that address the chosen social determinant of health. Clearly describes how each primary health care action addresses the social determinant of health. (22.5-25.49)	Accurately identifies three current primary health care actions that address the chosen social determinant of health. Adequately describes how each primary health care action addresses the social determinant of health. (19.5- 22.49)	Adequately identifies two to three current primary health care actions that address the chosen social determinant of health. Limited describes how each primary health care action addresses the social determinant of health. (15-19.49)	Identifies one to two current primary health care actions that address the chosen social determinant of health. Inadequately describes how each primary health care action addresses the social determinant of health. (<14.9)	No identification of current primary health care actions that address the chosen social determinant of health. (0)
Intext citations (5%)	Five or more in-text references provided. Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information, and quotations. (4.23-5)	Five or more in-text references provided. One or two consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect most ideas, information, and quotations. (3.73-4.22)	Five or more in-text references provided. Three or four consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect many ideas, information, and quotations. (3.23-3.72)	Five or more in-text references provided. Five or six inconsistent in-text citation errors in APA 7th style identified. Intext citations support and reflect some ideas, information, and quotations. (2.48-3.22)	Less than five intext references. Intext citations are not consistent with APA 7th style. Many inaccuracies with in-text citations. Limited intext citations used to support ideas, information, and quotations. (<2.48)	No intext citations used. (0)
Reference List (5%)	Reference list fully adheres to reference list presentation guidelines APA 7th style. No errors. (4.23-5)	Reference list consistently adheres to reference list presentation guidelines APA 7th style. (One-two errors) (3.73-4.22)	Reference list frequently adheres to reference list presentation guidelines APA 7th style. (Three-four errors) (3.23-3.72)	Reference list occasionally adheres to reference list presentation guidelines APA 7th style. (Five-six errors) (2.48-3.22)	Reference list does not adhere to reference list presentation guidelines for APA 7th style. (Seven or more errors) (<2.48)	No reference list evident. (0)

Referencing Style

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

Submission
Online

Submission Instructions
Online via the assessment tile in the NURS11168 Moodle site. All cover sheet, poster & refernce list need to be submitted in one PDF file.

Learning Outcomes Assessed

- Explain the role of the World Health Organization (WHO) and its influence on primary health care in Australia
- Discuss the relationship between health inequities, health literacy, and health outcomes
- Examine the relationship between social determinants of health and health outcomes

2 Case Study (1000 words)

Assessment Type
Case Study

Task Description

Aim
This assessment aims to explore the public health service of immunisation to improve community health outcomes and the role of health professionals in delivering this service.

Task Description
Read the case study below and respond using the prompts provided.
Case Study:
 Norman Impu, a 58-year-old, man from the remote community of Amoonguna, presents to the local community health centre where you are working as a primary health care nurse. Norman's wife died five months ago from kidney disease after five years on renal dialysis. Norman worked as a stockman from the age of 15 until he stopped to care for his wife while she had renal dialysis. Now Norman is on Centrelink JobSeeker payment. Norman lives in a two-bedroom public housing unit with his eldest daughter, her husband and their four children: eight, six, four and one-year-old. Norman does not have a car or a driver's licence. He relies on his daughter for transportation. He is worried about getting sick over winter. As the primary healthcare nurse, you ask Norman if his immunisations are up to date. Norman advises that he does not know.

Please answer the following four questions relating to the case study.

1. Discuss the role of the primary health care nurse in Australia. (250 words)
2. From the scenario information, discuss two health inequities that Norman could be experiencing. (250 words)
3. What is the importance of immunisation in communities and the purpose of the National Immunisation Program? Provide advice regarding the appropriate vaccines Norman should receive for preventable diseases. (250 words)
4. Identify and discuss two other primary health screening recommendations for Norman. (250 words)

Literature and references
In this assessment, use at least 10 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 government, university, or peak national bodies, like the Australian College of Nursing.

Requirements
·   A cover page that includes unit name and number, assessment number, student name and student number, due date and word count is required. The cover page should be centered and typed in bold font. Size 12 Arial or Times New Roman is recommended.
·   Use a conventional font style: Arial or Times New Roman. Use size 12 font.
·   Use double line spacing throughout the paper and reference list. Do not add extra space before or after paragraphs.
·   2.54cm page margins (standard pre-set margin in Microsoft Word).
·   Include header to number sequential pages in the top right corner of every page.
·   Indent the first line of each paragraph 1.27cm (standard pre-set indent in Microsoft Word).
·   Do not include an introduction and conclusion for this assessment.
·   Use headings to differentiate between sections of the paper (four questions relating to the scenario).
·   When providing responses to the four questions relating to the scenario, paraphrase, summarise or quote information acknowledging the original source (referencing) to avoid plagiarism.
·   Follow academic writing conventions: write in the third person; spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for 10 and above.
·   Use inclusive language.
·   Use Microsoft Word English (Australia) spelling and grammar checker.
·   Use the seventh (7th) edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
·   The word count excludes headings and reference list but includes in-text references and direct quotations.
·   Within this assessment, the use of Microsoft Copilot, Chat GPT or other generative artificial intelligence agents is permitted for the following purposes:
     -   Gen AI content is used to generate ideas and general structures.
     -   Gen AI content editing.

Resources

·   You can reference your case study with unit-provided materials and other credible sources (e.g., journal articles, books). The quality and credibility of your sources are important.

·   For academic writing and referencing information, please visit 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.

Assessment Due Date
Week 9 Thursday (12 Sept 2024) 4:00 pm AEST

Return Date to Students
Week 12 Thursday (3 Oct 2024)

By 4:00 PM

Weighting
40%

Assessment Criteria

Key Criteria	High Distinction 84.5 – 100%	Distinction 74.50 – 84.49%	Credit 64.50 – 74.49%	Pass 49.50 – 64.49%	Fail <49.5%	Fail (content absent) 0%
Ability to write and present effectively. Completion of required task. (10%)	Exemplary writing standard. Correct grammar, spelling, and punctuation. No mistakes evident. Adheres to prescribed word count. (8.45-10)	High writing standard. One-two consistent grammar, spelling, punctuation mistakes evident. Adheres to prescribed word count. (7.45-8.44)	Adequate writing standard. Three-four consistent grammar, spelling, and punctuation mistakes evident. Adheres to prescribed word count. (6.45-7.44)	Satisfactory writing standard. Five-six consistent grammar, spelling, and punctuation mistakes evident. Adheres to prescribed word count. (4.95-6.44)	The quality of writing and presentation is of a poor standard with many mistakes and a lack of clarity evident. Does not adhere to prescribed word count. (<4.95)	Little to no meaningful writing. (0)
Q1 - Primary health care nurse role. (20%)	Comprehensive and logical discussion of the role of the primary care nurse in Australia. (16.90-20.00)	Clear and logical discussion of the role of the primary care nurse in Australia. (14.90-16.89)	Adequate and mostly logical discussion of the role of the primary care nurse in Australia. (12.90-14.89)	Limited and mostly logical discussion of the role of the primary care nurse in Australia. (9.90-12.89)	Inadequate and/or illogical discussion of the role of the primary care nurse in Australia. (<9.90)	No discussion of the role of the primary care nurse in Australia. (0)
Q2 – Scenario Health inequities (25%)	Comprehensive and logical discussion of two health inequities that Norman Impu could be experiencing. (21.5-25)	Clear and logical discussion of two health inequities that Norman Impu could be experiencing. (18.75-21.4)	Adequate and mostly logical discussion of two health inequities that Norman Impu could be experiencing. (16.25-18.74)	Limited and mostly logical discussion of two health inequities that Norman Impu could be experiencing. (12.5-16.24)	Inadequate and/or illogical discussion of two health inequities that Norman Impu could be experiencing. (<12.49)	No discussion on the health inequities that that Norman Impu could be experiencing. (0)
Q3- Response regarding vaccinations (25%)	Comprehensive and logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (21.5-25)	Clear and logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (18.75-21.4)	Adequate and mostly logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (16.25-18.74)	Limited and mostly logical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (12.5-16.24)	Inadequate and/or illogical explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (<12.49)	No explanation of the importance of immunisation in communities and the purpose of the National Immunisation Program and advice for Norman Impu. (0)
Q4 – Primary health screening advice for Norman Impu (30%)	Comprehensive and logical explanation on the primary health screening advice for Norman Impu. (25.5-30.00)	Clear and logical explanation on the primary health screening advice for Norman Impu. (22.5-25.49)	Adequate and mostly logical explanation on the primary health screening advice for Norman Impu. (19.5-22.49)	Limited and mostly logical explanation on the primary health screening advice for Norman Impu. (15-19.49)	Inadequate and/or illogical explanation on the primary health screening advice for Norman Impu. (<14.90)	No explanation on the primary health screening advice for Norman Impu. (0)
Intext citations (5%)	10 or more sources provided. Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information, and quotations. (4.23-5)	10 or more sources provided. One or two consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect most ideas, information, and quotations. (3.73-4.22)	10 or more sources provided. Three or four consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect many ideas, information, and quotations. (3.23-3.72)	10 sources provided. Five or six inconsistent in-text citation errors in APA 7th style identified. Intext citations support and reflect some ideas, information, and quotations. (2.48-3.22)	Less than 10 sources provided. Intext citations are not consistent with APA 7th style. Many inaccuracies with in-text citations. Limited intext citations are used to support ideas, information, and quotations. (<2.48)	No intext citations used. (0)
Reference List (5%)	Reference list fully adheres to reference list presentation guidelines APA 7th style. No errors. (4.23-5)	Reference list consistently adheres to reference list presentation guidelines APA 7th style. (One-two error) (3.73-4.22)	Reference list frequently adheres to reference list presentation guidelines APA 7th style. (Three-four errors) (3.23-3.72)	Reference list occasionally adheres to reference list presentation guidelines APA 7th style. (Five-six errors) (2.48-3.22)	Reference list does not adhere to reference list presentation guidelines for APA 7th style. (Seven or more errors) (<2.48)	No reference list evident. (0)

Referencing Style

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

Submission
Online

Submission Instructions
Online via the assessment tile in NURS11168 Moodle site using Microsoft Word only.

Learning Outcomes Assessed

- Discuss the relationship between health inequities, health literacy, and health outcomes
- Explain the importance of immunisation in communities and the role of health care professionals in vaccination programs
- Outline the role of the primary health care nurse within a community.

3 Online quiz

Assessment Type
Online Quiz(zes)

Task Description

Aim

This assessment allows you to demonstrate your knowledge and understanding of the determinants of health and primary healthcare nursing.

Instructions

You will be attempting an online quiz.

- You can take the quiz twice, and the best score between the two attempts will be considered your final grade. The second attempt at the quiz will come from the same quiz bank but may not contain the same questions as your first attempt.
- This quiz will assess your knowledge and understanding of materials covered in weeks one through to eleven'.
- This quiz consists of 30 multiple-choice questions. Each question is worth 1 mark.
- This is an open-book assessment. You can refer to your learning materials at any time during your attempt.
- You have a maximum of 45 minutes for this quiz. The quiz will automatically close at the end of 45 minutes, and you will submit your result even if you have not finished.
- **Once you have commenced your quiz, you cannot log out. Please do not refresh or reload your screen, as this may close your quiz and record your result.**
- For any technical issues, contact TASAC - phone 1300 666 620 (within Australia) or phone +61 7 4930 9090 (outside Australia). Please take a screenshot or photo of the technical issue. If the issue affects your ability to complete your attempt, please also notify your Unit Coordinator.

Requirements

Please ensure that you access the quiz during the following timeframe. Instructions on how to access the quiz can be found under Assessment 3 on the Moodle site.

- Quiz (30%)

    o Opens 00:01 hrs. AEST (Brisbane time) Monday 7th October 2024
    o Closes 23:59 hrs. AEST (Brisbane time) Sunday 13th October 2024

You will also need:

- Computer access with reliable internet connection.
- Your learning materials to access during the quiz.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Review/Exam Week Monday (7 Oct 2024) 12:00 am AEST

Quizz needs to be completed by 23:59 AEST Sunday 13th October 2024. Click submit at the end of the quiz and your answers will be automatically submitted.

Return Date to Students
Review/Exam Week Monday (7 Oct 2024)

Results will be available immediately after the attempt is complete

Weighting
30%

Assessment Criteria
No Assessment Criteria

Referencing Style

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

Submission
Online

Submission Instructions
Link to assessment 3 quiz can be found in NURS11168 assessment tile. Please note the online quiz is timed and will automatically submitted at the set time of 45 minutes.

Learning Outcomes Assessed

- Explain the role of the World Health Organization (WHO) and its influence on primary health care in Australia
- Examine the relationship between social determinants of health and health outcomes
- Explain the importance of immunisation in communities and the role of health care professionals in vaccination programs
- Outline the role of the primary health care nurse within a community.

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