



NURS11168 Determinants of Health and Primary Health Care Nursing

Term 3 - 2024

Profile information current as at 03/07/2025 03:19 pm

All details in this unit profile for NURS11168 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

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 3 - 2024

- 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. **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 grateful (sic) it was you who marked (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



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

Penny Heidke Unit Coordinator
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Robin Cross Unit Coordinator
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Neelam Adhikari Neupane Unit Coordinator
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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	<ul style="list-style-type: none">• Complete the unit orientation quiz to open week 1 content (Required).

Week 1 - 04 Nov 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> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 2 - 11 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Overview of the Social Determinants of Health.	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 3 - 18 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Equity and Principles of Health Literacy.	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 4 - 25 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Older persons health.	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 5 - 02 Dec 2024

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> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)• Assessment 1 due Wednesday 4th December 4pm Assessment 1 - Written Assessment Due: Week 5 Wednesday (4 Dec 2024) 4:00 pm AEST

Week 6 - 09 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Primary Health Promotion	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 7 - 16 Dec 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> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Vacation Week - 23 Dec 2024

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

Vacation Week - 30 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Break week

Catch - up or rest and relax!

Week 8 - 06 Jan 2025

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> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 9 - 13 Jan 2025

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> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)• Assessment 2 due Wednesday 15th January 4pm <p>Case Study Due: Week 9 Wednesday (15 Jan 2025) 4:00 pm AEST</p>

Week 10 - 20 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Women's Health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 11 - 27 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Men's Health	Please refer to the NURS11168 Moodle site for readings, videos and learning activities	<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Week 12 - 03 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic
Review unit content from week 1 to week 11.		<u>All students</u> <ul style="list-style-type: none">• Complete Moodle learning activities and quiz. (Required)• Attend a 60-minute online tutorial linking content to assessments - Thursday- 1pm to 2 pm (Recommended)

Exam Week - 10 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 - Online Quiz due
		Online quiz(zes) Due: Exam Week Monday (10 Feb 2025) 11:45 pm AEST

Term Specific Information

Christmas closure is 23 December to the 1st of January 2025.

Assessment Tasks

1 Assessment 1 - Written Assessment

Assessment Type

Written Assessment

Task Description

Weighting: 30%

Length: 700 words +/-10% (excluding reference list)

Unit Coordinator/s: Penny Heidke, Robin Cross & Neelam Neupane

Learning outcomes assessed

LO1 – Explain the role of the World Health Organization (WHO) and its influence on primary health care in Australia.

LO2 - Discuss the relationship between health inequities, health literacy, and health outcomes.

LO3 – Examine the relationship between social determinants of health and health outcomes.

Aim

The aim of this assessment is for you to develop a single-page poster demonstrating your applied understanding of the social determinants of health and how, through health inequities, they influence health outcomes.

Instructions

1. Submit a single-page poster displaying the following three items:

Item 1 – Explain the role of the World Health Organization (WHO) and its influence on primary health care in Australia (approximately 200 words)

Item 2 – Outline the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region

(maximum 200 words – approximately 50 words per priority)

Item 3 – One of the regional priorities 2020–2025 is Non-Communicable Diseases (NCDs) and ageing. Discuss the relationship between health inequities, health literacy, and health outcomes in the aged population. Provide at least one WHO action plan/strategy that has been implemented to improve healthy ageing in response to the WHO regional priorities (approximately 300 words).

2. Provide a reference list using CQUniversity APA 7th referencing style on a separate Word document.

Literature and references

In this assessment use at least 5 contemporary references (7 years or less) sourced from the CQUniversity library 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: for example, the Australian College of Nursing. Note, that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements

- Use a cover page for your assessment that includes the unit's name and number, assessment number, student name and student number, due date and in-text word count. The cover page should be centered and typed in bold font.
- E-poster PowerPoint:
- Use of the provided e-poster PowerPoint template on NURS11168 Moodle site is optional.
- Use Calibri font size 11.
- 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 perspective; spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for 10 and above.
- Use formal academic, discipline-specific and inclusive language.
- Images are not required; however, if you wish to use an image, please follow APA guidelines.

- Reference list:
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with 2.0 spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- All work submitted must be your own work.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count excludes the reference list and headings but includes in-text references, direct quotations and paraphrasing. Please note, direct quotes should be used minimally in academic writing.

Resources

- You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important. Please note, that lecture notes are not peer-reviewed primary sources of evidence.
- We recommend that you access your discipline-specific Nursing Resource Guide.
- For information on academic writing and referencing, 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.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Academic Integrity

- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time.
- The use of any generative artificial intelligence is permitted for the following purposes:
- Gen AI content is used to generate ideas and general structures.
- Gen AI content editing.

Submission

Submit your assessment online via the assessment tile in the NURS11168 Moodle site. All posters are to be submitted in PDF format only.

Assessment Due Date

Week 5 Wednesday (4 Dec 2024) 4:00 pm AEST

Return Date to Students

Week 8 Wednesday (8 Jan 2025)

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%
Item 1 – Explain the role of the World Health Organization and its influence on primary health care in Australia. (25%)	(25–21.5) Comprehensive outline of the World Health Organization and its influence on primary health care in Australia.	(21.4–18.75) Clear and logical outline of the World Health Organization and its influence on primary health care in Australia.	(18.74–16.25) Satisfactory and mostly logical outline of the World Health Organization and its influence on primary health care in Australia.	(16.24–12.5) Adequate and mostly logical outline of the World Health Organization and its influence on primary health care in Australia.	(12.4–0) Inadequate and/or illogical outline of the World Health Organization and its influence on primary health care in Australia.	(0) No discussion outline of the World Health Organization and its influence on primary health care in Australia.

Item 2 – Outline the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region. (25%)	(25-21.5) Comprehensive, outline of the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region and is written in the student's own words.	(21.4-18.75) Clear and logical outline of the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region and is written in the student's own words.	(18.74-16.25) Satisfactory outline of the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region and is written in the student's own words.	(16.24-12.5) Adequate outline of the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region and is written in the student's own words.	(12.4-0) Inadequate outline of the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region and/or is not written in the student's own words.	(0) No outline of the four current regional priorities of the World Health Organization (WHO) for the Western Pacific Region and/or is not written in the student's own words.
Item 3 – Discuss the relationship between health inequities, health literacy, and health outcomes in the aged population. Provide at least one WHO action plan/strategy that has been implemented to improve healthy ageing. (30%)	(25.5-30) Comprehensive discussion on the relationship between health inequities, health literacy, and health outcomes in the aged population. Comprehensively provides an update on the progress that has been made so far.	(22.5-25.49) Concise discussion on the relationship between health inequities, health literacy, and health outcomes in the aged population. Clearly provides an update on the progress that has been made so far.	(19.5-22.49) Mostly concise discussion on the relationship between health inequities, health literacy, and health outcomes in the aged population. Satisfactorily provides an update on the progress that has been made so far.	(14.6-19.49) Adequate discussion on the relationship between health inequities, health literacy, and health outcomes in the aged population. Adequately provides an update on the progress that has been made so far.	(0-14.5) Inadequate discussion on the relationship between health inequities, health literacy, and health outcomes in the aged population. Inadequately provides an update on the progress that has been made so far.	(0) No consideration of the social determinants of health, health inequities, health literacy and health outcomes in the aged population. No update on the progress that has been made so far.

Professional writing and presentation (10%)	(10–8.5) Content is students own work, consistently clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. Formatting requirements applied without error. Adheres to the word count.	(8.4–7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4–6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4–5) Content is students own work, sometimes clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥ 4 errors. The language of the discipline is infrequently or incorrectly used. Formatting requirements applied with ≥ 4 errors. Deviates +/- 10% of the word count.	(0) Content is not students own work. Little to no meaningful writing. English grammar, spelling, and punctuation conventions have ≥ 4 errors. The language of the discipline is infrequently or incorrectly used. Formatting requirements applied with ≥ 4 errors. Deviates +/- 10% of the word count.
Intext citations 5%)	(5–4.25) Consistently accurate intext citations with no errors in APA 7th Edition referencing style to support and reflect all ideas, information, and quotations.	(4.2–3.8) One consistent in-text citation error in APA 7th Edition referencing style identified. Intext citations support and reflect most ideas, information, and quotations.	(3.75–3.55) Two consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect many ideas, information, and quotations.	(3.50–2.5) Three consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect some ideas, information, and quotations.	(2.4–0) Four or more consistent in-text citations errors in APA 7th Edition referencing style. Limited intext citations used to support ideas, information, and quotations.	(0) No reference list provided.

Reference List (5%)	(5-4.25) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Five or more peer reviewed references provided. Literature cited is published in the last 7 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. Four or five peer reviewed references provided. The majority of literature cited is published in the last 7 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors, Four peer reviewed references provided. Most literature cited has been published in the last 7 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges some sources and/or meets APA (7th Edition) referencing standards with 3 errors. Three peer reviewed references provided. Some literature cited is published in the last 7 years and sourced from the CQUniversity library.	(2.4-0) Multiple sources not acknowledged and/or ≥ 4 APA (7th Edition) referencing errors and/or references not provided. Two or less peer reviewed references provided. Some literature cited is published ≥ 7 years and/or not sourced from the CQUniversity library.	(0) No reference list provided.
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Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment online via the assessment tile in the NURS11168 Moodle site. All posters are to be submitted in PDF format only.

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

Assessment Type

Case Study

Task Description

Weighting: 40%

Length: 1,000 words +/-10% (excluding reference list)

Unit Coordinator/s: Penny Heidke, Robin Cross & Neelam Neupane

Learning outcomes assessed

LO2 - Discuss the relationship between health inequities, health literacy, and health outcomes.

LO4 - Explain the importance of immunisation in communities and the role of healthcare professionals in vaccination programs.

LO5 - Outline the role of the primary health care nurse within a community.

Aim

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

Instructions

Please follow the steps below to complete this assessment task.

• Read the case study below and using the prompts provided, answer the four questions provided after the case study.

Background:

Riverview is a multicultural urban community known for its support of refugees and asylum seekers. Among its residents is the Al-Hassan family, who recently fled from conflict in their home country. The family consists of four members: Fatima (8 years old), her younger brother Amir (4 years old), and their parents, Layla and Ahmed. The Al-Hassan family

faces challenges related to health equity, including language barriers, financial instability, and unfamiliarity with the local healthcare system.

Key Characters:

Nurse Sarah: A dedicated primary healthcare nurse with expertise in working with immigrant and refugee populations. She is passionate about health equity and accessible care.

Layla Al-Hassan: Mother of Fatima and Amir, struggling with communication barriers, as she speaks limited English.

Ahmed Al-Hassan: Father who is currently unemployed and stressed about providing for his family and navigating the new healthcare system.

Fatima Al-Hassan: An 8-year-old girl who is shy but eager to learn; she misses school due to health concerns and the family's instability.

Amir Al-Hassan: A 4-year-old boy who has missed several vaccinations due to their migration and lack of access to healthcare.

Scenario:

Nurse Sarah is part of a local public health initiative aimed at increasing immunization rates among vulnerable families in Riverview. She receives a referral for the Al-Hassan family after they missed multiple vaccination clinics. Nurse Sarah is determined to address their healthcare needs and ensure that Fatima and Amir receive their necessary vaccinations. Please answer the following four questions relating to the case study:

1. Outline the role of the primary health care nurse in Australia and relate to the case study (approximately 250 words).
2. From the case study, identify and discuss two social determinants of health that could cause health disparities to the family (approximately 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 Fatima and Amir should receive for preventable diseases (approximately 250 words).
4. Identify and discuss two other primary health screening recommendations for the family (approximately 250 words).

Literature and references

In this assessment use at least 10 contemporary references (7 years or less) sourced from the CQUniversity library 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: for example, the Australian College of Nursing. Note, that websites such as StatPearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task. Lecture notes are not primary sources of evidence and should not be used in this assessment.

Requirements

- Use a cover page for your assessment that includes the unit's name and number, assessment number, student name and student number, due date and in-text word count. The cover page should be centered and typed in bold font.
- Use conventional and legible size 12 font, either Times New Roman or Arial font, with double line spacing and 2.54cm margins (standard pre-set margin in Microsoft Word).
- Include page numbers in a header on the top right side of each 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).
- Paraphrase, summarise or quote information acknowledging the original source (referencing) to avoid plagiarism.
- Start your reference list on a separate page to the body of your assessment.
- Write in the third-person perspective.
- Follow academic writing conventions: spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for 10 and above.
- Use formal academic, discipline-specific and inclusive language, and essay structure.
- Use Microsoft Word English (Australia) spelling and grammar checker.
- All work submitted must be your own work.
- Start your reference list on a separate page to the body of your assessment.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count excludes the reference list and headings but includes in-text references, direct quotations and paraphrasing. Please note, direct quotes should be used minimally in academic writing.

Resources

- You can use unit-provided materials and other credible sources (e.g., journal articles, and books) to reference your argument. The quality and credibility of your sources are important. Please note, that lecture notes are not peer-

reviewed primary sources of evidence.

- We recommend that you access your discipline-specific Nursing Resource Guide.
- For information on academic writing and referencing, 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.
- You may wish to submit a draft to Studiosity.
- Submit at least one draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available [here](#).

Academic Integrity

- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time.
- The use of any generative artificial intelligence is permitted for the following purposes:
- Gen AI content is used to generate ideas and general structures.
- Gen AI content editing.

Assessment Due Date

Week 9 Wednesday (15 Jan 2025) 4:00 pm AEST

Return Date to Students

Week 12 Wednesday (5 Feb 2025)

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%
Q1 - The role of the primary health care nurse in Australia. (20%)	(20-16.90) Comprehensive and logical discussion of the role of the primary health care nurse in Australia. Comprehensively relates the primary health care nurse's role to the context of the case study. Is written in the student's own words.	(16.89-14.90) Clear and logical discussion of the role of the primary health care nurse in Australia. Clearly relates the primary health care nurse's role to the context of the case study. Is written in the student's own words.	(14.89-12.90) Satisfactorily and mostly logical discussion of the role of the primary health care nurse in Australia. Satisfactorily relates the primary health care nurse's role to the context of the case study. Is written in the student's own words.	(12.89-9.90) Adequate and mostly logical discussion of the role of the primary health care nurse in Australia. Adequately relates the primary health care nurse's role to the context of the case study. Is written in the student's own words.	(9.84-0) Inadequate and/or illogical discussion of the role of the primary health care nurse in Australia. Inadequately relates the primary health care nurse's role to the context of the case study. and/or is/is not written in the student's own words.	(0) No discussion of the role of the primary health care nurse in Australia. Does not relate the primary health care nurse's role to the context of the case study and/or is/is not written in the student's own words.
Q2 - Social determinants of health that could cause health disparities to the family. (20%)	(20-16.90) Comprehensive and logical discussion of two social determinants of health that could cause health disparities to the Al-Hassan family and is written in the student's own words.	(16.89-14.90) Clear and logical discussion of two social determinants of health that could cause health disparities to the Al-Hassan family and is written in the student's own words.	(14.89-12.90) Satisfactory and mostly logical discussion of two social determinants of health that could cause health disparities to the Al-Hassan family and is written in the student's own words.	(12.89-9.90) Adequate and mostly logical discussion of two social determinants of health that could cause health disparities to the Al-Hassan family and is written in the student's own words.	(9.84-0) Inadequate and/or illogical discussion of two social determinants of health that could cause health disparities to the Al-Hassan family and/or is/is not written in the student's own words.	(0) No discussion on social determinants of health that could cause health disparities to the Al-Hassan family and/or is/is not written in the student's own words.

Q3 – The importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children. (20%)	(20–16.90) Comprehensive and logical explanation of the importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children and is written in the student's own words.	(16.89–14.90) Clear and logical explanation of the importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children and is written in the student's own words.	(14.89–12.90) Satisfactory and mostly logical explanation of the importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children and is written in the student's own words.	(12.89–9.90) Adequate and mostly logical explanation of the importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children and is written in the student's own words.	(9.84–0) Inadequate and/or illogical explanation of the importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children and/or is/is not written in the student's own words.	(0) No explanation of the importance of immunisation in communities, the purpose of the National Immunisation Program, and advice regarding appropriate vaccines for the Al-Hassan children and/or is/is not written in the student's own words.
Q4 – Primary health screening recommendations for the Al-Hassan family. (20%)	(20–16.90) Comprehensive and logical explanation of two appropriate primary health screening recommendations for the Al-Hassan family and is written in the student's own words.	(16.89–14.90) Clear and logical explanation of two appropriate primary health screening recommendations for the Al-Hassan family and is written in the student's own words.	(14.89–12.90) Satisfactory and mostly logical explanation of two appropriate primary health screening recommendations for the Al-Hassan family and is written in the student's own words.	(12.89–9.90) Adequate and mostly logical explanation of two appropriate primary health screening recommendations for the Al-Hassan family and is written in the student's own words.	(9.84–0) Inadequate and/or illogical explanation of one primary health screening recommendations for the Al-Hassan family and/or is/is not written in the student's own words.	(0) No explanation of appropriate primary health screening recommendations for the Al-Hassan family and/or is/is not written in the student's own words.
Professional writing and presentation (10%)	(10–8.5) Content is students own work, consistently clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. Formatting requirements applied without error. Adheres to the word count.	(8.4–7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. Formatting requirements applied with 1 error. Adheres to the word count.	(7.4–6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. Formatting requirements applied with 2 errors. Adheres to the word count.	(6.4–5) Content is students own work, sometimes clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. Formatting requirements applied with 3 errors. Adheres to the word count.	(4.9–0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥ 4 errors. The language of the discipline is infrequently or incorrectly used. Formatting requirements applied with ≥ 4 errors. Deviates +/- 10% of the word count.	(0) Content is not students own work. Little to no meaningful writing. English grammar, spelling, and punctuation conventions have ≥ 4 errors. The language of the discipline is infrequently or incorrectly used. Formatting requirements applied with ≥ 4 errors. Deviates +/- 10% of the word count.
Intext citations 5%)	(5–4.25) Consistently accurate intext citations with no errors in APA 7th Edition referencing style to support and reflect all ideas, information, and quotations.	(4.2–3.8) One consistent in-text citation error in APA 7th Edition referencing style identified. Intext citations support and reflect most ideas, information, and quotations.	(3.75–3.55) Two consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect many ideas, information, and quotations.	(3.50–2.5) Three consistent in-text citation errors in APA 7th Edition referencing style identified. Intext citations support and reflect some ideas, information, and quotations.	(2.4–0) Four or more consistent in-text citations errors in APA 7th Edition referencing style. Limited intext citations used to support ideas, information, and quotations.	(0) No reference list provided.

Reference List (5%)	(5-4.25) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Ten peer reviewed references provided. Literature cited is published in the last 7 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. Nine peer reviewed references provided. The majority of literature cited is published in the last 7 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Eight peer reviewed references provided. Most literature cited has been published in the last 7 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges some sources and/or meets APA (7th Edition) referencing standards with 3 errors. Seven peer reviewed references provided. Some literature cited is published in the last 7 years and sourced from the CQUniversity library.	(2.4-0) Multiple sources not acknowledged and/or ≥ 4 APA (7th Edition) referencing errors and/or references not provided. Two or less peer reviewed references provided. Some literature cited is published ≥ 7 years and/or not sourced from the CQUniversity library.	(0) No reference list provided.
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Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment online via the assessment tile in the NURS11168 unit Moodle site in Microsoft Word format 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(zes)

Assessment Type

Online Quiz(zes)

Task Description

Quiz opens: 0001 hrs (AEST) 10th February 2025 (Exam Week)
 Quiz closes: 2359 hrs (AEST) 16th February 2025 (Exam Week)
 Return to students: Results for the quiz will be available immediately after the attempt is complete
 Permitted attempts: Two for first year first term and one for all other terms
 Completion time: Duration (for example 30 mins)
 Assessment weighting: 30%
 Length: 30 multiple choice questions (self-marking)
 Unit Coordinator/s:

Learning outcomes assessed

LO1 - Explain the role of the World Health Organization (WHO) and its influence on primary health care in Australia.
 LO3 - Examine the relationship between social determinants of health and health outcomes
 LO4 - Explain the importance of immunisation in communities and the role of healthcare professionals in vaccination programs.
 LO5 - Outline the role of the primary health care nurse within a community.

Aim

The aim of this assessment is to assess your knowledge and understanding of key concepts included in the weekly content in the Moodle site focussing on determinants of health and primary health care nursing.

Instructions

You are completing an online quiz. The quiz will assess your knowledge and understanding of materials covered in Weeks 1- 11.

Access the quiz via the Assessment 3 portal on the Moodle site.

The quiz consists of 30 multiple choice questions. Each question is worth 1 mark.

This is an open book quiz. You can refer to your learning materials at any time during your attempt.

You have a maximum of 45 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 45 minutes. The quiz will automatically close at the end of 45 minutes and will submit your result even if you have not finished.

You can have a maximum of two attempts for the quiz. The highest result will be recorded as your grade.

Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

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

Requirements

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

Academic Integrity

- Quiz questions are drawn from a bank and will be randomised.
- You must abide by the principles of academic integrity (see Student Academic Integrity Policy and Procedure). Completion of this assessment with another party or sharing of responses is not permitted at any time.
- The use of any generative artificial intelligence is not permitted within this assessment.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Exam Week Monday (10 Feb 2025) 11:45 pm AEST

Quiz opens: 0001 hrs (AEST) 10th February 2025 (Exam Week) Quiz closes: 2359 hrs (AEST) 16th February 2025 (Exam Week)

Return Date to Students

Results for the quiz will be available immediately after the attempt is complete

Weighting

30%

Assessment Criteria

Permitted attempts: Two
Completion time: Duration 45 mins

Referencing Style

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

Submission

Online

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