# NURS20161 *Contemporary Australian Healthcare*
## Term 2 - 2024

Profile information current as at 05/09/2024 02:50 pm

All details in this unit profile for NURS20161 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

# General Information

## Overview

This unit will provide you with the knowledge of the health and healthcare needs of a range of people within Australia's culturally diverse society with an emphasis on Aboriginal and Torres Strait Islander health perspectives. You will review contemporary models of health services used to provide healthcare to populations in urban, rural and remote locations. You will explore the social determinants of health by analysing health conditions and the provision of quality and culturally safe health care. The role of the government will also be analysed in terms of the provision of health care. You will use your judgement in a range of simulated scenarios across these contextual factors in order to contribute to meaningful and responsive care.

## Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

## Pre-requisites or Co-requisites

Must be enrolled in CH79 Graduate Certificate in Nursing (Re-Entry)Co-requisite: NURS20160
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

- Online

## Attendance Requirements

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

## Website

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

# Class and Assessment Overview

## Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

**Regional Campuses**

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

**Metropolitan Campuses**

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview

1. **Portfolio**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

## 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 data smart

**Feedback**

overall happy with Unit coordinator Simone Ohlin

**Recommendation**

Continue to explain the unit is real-world terms.

### Feedback from data smart

**Feedback**

This was a fantastic unit and made me realise the lack of cultural safety in my previous practice. I'm now confident that my skills are dramatically improved and I have a greater awareness of my responsibilities. The second assignment was appreciated as an opportunity to analyse a position and how it fits with my abilities. Its fantastic to have this exercise and feedback from Simone to improve my job applications in the future. This was a fantastic unit and a really positive experience. I'm very grateful for everything I've learnt.

**Recommendation**

Continue to align Unit outcomes to assessment.

# Unit Learning Outcomes

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

1. Analyse the role of government in the provision of healthcare in Australia
2. Research and assess the impact of the social determinants of health on common health conditions
3. Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures
4. Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

Standard 1: Thinks critically and analyses nursing practice
1.2 develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
Standard 2: Engages in therapeutic and professional relationships
2.2 communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3 recognises that people are the experts in the experience of their life
2.4 provides support and directs people to resources to optimise health-related decisions
2.5 advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
Standard 6: Provides safe, appropriate and responsive quality nursing practice
6.5 practises in accordance with relevant policies, guidelines, standards, regulations and legislation

# 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 |
| 1 - Portfolio - 50% | ● | | | ● |
| 2 - Written Assessment - 50% | | ● | ● | |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
| --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 |
| 1 - Knowledge | ○ | ○ | | ○ |
| 2 - Communication | | | ○ | ○ |
| 3 - Cognitive, technical and creative skills | | ○ | | ○ |
| 4 - Research | ○ | ○ | | |
| 5 - Self-management | | | ○ | ○ |
| 6 - Ethical and Professional Responsibility | | | ○ | ○ |
| 7 - Leadership | | | | |
| 8 - Aboriginal and Torres Strait Islander Cultures | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 - Portfolio - 50% | ○ | | ○ | ○ | | | | |
| 2 - Written Assessment - 50% | ○ | ○ | ○ | ○ | ○ | ○ | | |

## 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)
- Laptop/Computer
- Microsoft Teams (both microphone and webcam capability)

## 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

**Simone Ohlin** Unit Coordinator
[s.ohlin@cqu.edu.au](mailto:s.ohlin@cqu.edu.au)
**Felicity Earl** Unit Coordinator
[f.earl@cqu.edu.au](mailto:f.earl@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| In this module, you will reflect on your worldview and consider how it might affect your nursing practice. You will refresh and build upon your knowledge of the social determinants of health from the perspectives of race, gender and displacement. This module will take you two weeks to complete | | Please see a detailed weekly schedule in Moodle. |

### Week 2 - 15 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| This is a continuation of week 2 and there will be an ALC class this week. | | |

### Week 3 - 22 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| This is a continuation of eBook 1. | | **The census date is next week**. If you are struggling please contact your unit coordinator |

### Week 4 - 29 Jul 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| In this week we shall have an ALC class | | Census Tuesday 30 July 2024 |

## Week 5 - 05 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| In this class, we will develop an understanding of cultural safety. In module 3, we will review the Australian Health Priority Areas. You will learn about the Sustainable Development Goals. | | |

## Vacation Week - 12 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| This is a scheduled vacation week. There are no resources to access this week. | | |

## Week 6 - 19 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| This week is a continuation of week five. | | |

## Week 7 - 26 Aug 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Over the next four weeks, you will review different levels and models of healthcare delivered across geographically and culturally diverse Australia. You will analyse the patient journey across these levels/models and consider how nurses could assist people to navigate the healthcare system. | | **Portfolio** Due: Week 7 Friday (30 Aug 2024) 11:45 pm AEST |

## Week 8 - 02 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| There will be a combined  ALC class this week. Check times within the schedule. | | |

## Week 9 - 09 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| There is no class this week. | | |

## Week 10 - 16 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| This week we will have a drop-in class dedicated to assignment preparation. | | |

## Week 11 - 23 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| The final two weeks of term are dedicated to your final assessment task. Please contact the ALC or the unit-coordinator (via Teams) directly for assistance. | | **Written Assessment** Due: Week 11 Friday (27 Sept 2024) 5:00 pm AEST |

## Week 12 - 30 Sep 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Don't forget to complete the email unit evaluation at the end of the term. | | |

| 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 Portfolio

**Assessment Type**
Portfolio

**Task Description**
Assessment 1

Type: Portfolio Due date: 5 pm (AEST) Week 7 Friday 30 August 2024

Return to students: 5 pm (AEST) Week 9 Friday 13th September 2024

Weighting: 50%

Length: Word count 1500 +/- 10%

Unit Coordinator: Simone Ohlin

Aim:

This assessment allows you to demonstrate your understanding of care Involving dialysis related to social inequity, social determinants, and cultural safety.

Instructions:

You are writing an essay, blog, or report exploring aspects of care Involving dialysis related to social inequity, social determinants, and cultural safety.

You will need to complete the following three Portfolio entries listed below.

Please follow the steps below to complete your assessment task:

Portfolio Entry 1: Social Inequity and care Involving dialysis

Create a 5-minute presentation, that assesses the impact of social inequality on care Involving dialysis.

- · Provide a brief introduction outlining the topic.
- · In this entry consider the following
- · The social determinants of health
- · The rates of care Involving dialysis conditions among different social and cultural groups in Australia
- · Provide a concise conclusion summarising the main points in the topic.

Portfolio Entry 2: Care involving dialysis and the health Gap

Create a poster to raise awareness of care Involving dialysis and how it contributes to the Health Gap for Aboriginal and Torres Strait Islander peoples.

In this entry consider the following:

- · Provide a brief introduction outlining the topic.
- · A general explanation of the health gap that then focuses on the impact of care Involving dialysis on the health gap.
- · Colonisation and its contribution to the health gap (with a focus on care Involving dialysis)

- Health statistics (focus on care Involving dialysis)
- Provide a concise conclusion summarising the main points in the topic.

Portfolio Entry 3: Culturally Safe Care

Using a blog style of writing

Provide a brief introduction outlining the topic.

In this entry consider the following:

- An explanation of cultural safety in care Involving dialysis.
- A description of some of the key characteristics of culturally safe care Involving dialysis services.
- Recommendations on how mainstream health services could provide culturally safe care Involving dialysis
- Provide a concise conclusion summarising the main points in the topic.

Please note: This unit is supported by the Academic Learning Centre. Visit their site [https://moodle.cqu.edu.au/course/view.php?id=62371] for workshop information and resources that are tailored to this assessment. These sessions are focused on developing academic literacy skills that are important in the completion of your assessments. Details about other ALC services are also on this site.

**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 from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

**Instructions**

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

**Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Microsoft Copilot, Chat GPT or other generative artificial intelligence agents is permitted for content editing. However, please ensure that this is referenced in accordance with the APA 7th Ed format.

**Resources**

· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

· We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.

· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

**Submission**

Submit your assessment via the unit Moodle site in Microsoft Word format only via Moodle and Turnitin.

Please note: Factor in time (approx. 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you in uploading assessments.

**Marking Criteria**

Refer to the marking rubric for more details on how marks will be assigned.

To pass this unit, you must achieve a minimum of 50% for each assessment. You must pass this quiz in order to pass the unit**.** Marking If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. For the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

**Assessment Due Date**
Week 7 Friday (30 Aug 2024) 11:45 pm AEST

**Return Date to Students**
Week 9 Friday (13 Sept 2024)

**Weighting**
50%

**Assessment Criteria**

**Marking Criteria**

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail <50% |
|---|---|---|---|---|
| Organisation (5%) | | | | |
| HD 4.2-5 | D 3.7-4.1 | C 3.2-3.6 | P 2.5-3.1 | F 0-2.4 |

| An engaging and well-planned assessment. The assessment material is the students own work, is logical, clear, concise, and persuasive. | A well-planned assessment. The assessment material is the students owns work, is logical and clear. At times it is not concise or persuasive. | Appropriately planned assessment and is the students' own work. At times it is repetitive or lacks cohesion. | Adequately planned assessment and is the students' own work. At times it is repetitive or lacks cohesion and does not proceed logically. | The assessment does not follow a logical sequence and/or is not conveyed in the student's own words. |
|---|---|---|---|---|

**Presentation (10%)**

| HD 8.5-10 | D 7.5-8.4 | C 6.5-7.4 | P 4.9-6.4 | F 0-4.8 |
|---|---|---|---|---|
| The written material is very well presented, and free from errors. The assessment is within the set word count conveyed in students' own words | There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count conveyed in students' own words | There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count conveyed in students' own words. | There are 4 or 5 inconsistent errors (spelling, grammar, and paragraph structure) OR the errors impede the meaning and flow of the assessment. The assessment is within the set word count conveyed in students' own words. | Poorly presented assessment. There are many errors in spelling, grammar, and paragraph structure. (> 5 errors). The word count has not been adhered to and/or is not conveyed in the student's own words. |

**Informed argument (10%)**

| HD 8.5-10 | D 7.5-8.4 | C 6.5-7.4 | P 4.9-6.4 | F 0-4.8 |
|---|---|---|---|---|
| Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in the student's own words. | Consistent integration of appropriate references to support and reflect ideas, information, and quotations, with 1 exception. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in students' own words. | Integrates appropriate references to support and reflect ideas, information, and quotations, with 2 or 3 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in the student's own words. | Integrates appropriate references to support and reflect ideas, information, and quotations, with 4 or 5 exceptions. The minimum references are used (as outlined in the task). These may be peer-reviewed and grey literature. Content is in the student's own words. | Fails to or infrequent attempts (>7 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Less than the minimum number of references have been cited and/or are not conveyed in the student's own words. |

**APA referencing (5%)**

| HD 4.2-5 | D 3.7-4.1 | C 3.2-3.6 | P 2.5-3.1 | F 0-2.4 |
|---|---|---|---|---|
| Accurate APA referencing. No errors. Minimum of 10 references used | 1-2 consistent punctuation/formatting errors (that may be made multiple times). Minimum of 8 references used | Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (that may be made multiple times) OR 1-2 content errors. Minimum of 7 references used | Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (that may be made multiple times) OR 3-4 content errors. Minimum of 6 references used | APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. Less than 6 references used |

**Social inequality (15%)**

| HD 12.7-15 | D 11.2-12.6 | C 9.7-11.1 | P 7.5-9.6 | F 0-7.4 |
|---|---|---|---|---|

| Thorough and analytical understanding of the connections between health outcomes and the social determinants of health, relevant to the assessment scenario (care involving dialysis). Novel and well-substantiated connections are conveyed in the student's own words. | Thorough and mostly analytical understanding of the connections between health outcomes and the social determinants of health relevant to the scenario (care involving dialysis). conveyed in students' own words | An understanding of the connections between health outcomes and the social determinants of health relevant to the scenario (care involving dialysis) is conveyed in students' own words. A limited analysis is present. | Some understanding between health outcomes and the social determinants of health, with some relevance to the scenario (care involving dialysis). conveyed in students' own words No analysis is present. | Minimal/no demonstration of an understanding of the connections between health outcomes and the social determinants of health. and/or is not conveyed in the students' own words. |
|---|---|---|---|---|

**Health Gap (25%)**

| HD 21.1-25 | D 18.6-21 | C 16.1-18.5 | P 12.5-16 | F 0-12.4 |
|---|---|---|---|---|
| Detailed and analytical understanding of the impacts of colonisation on the health Gap with a focus on care involving dialysis. The student in their own words makes novel and well-substantiated associations between mental health conditions and the health Gap. | The author demonstrates a thorough and analytical understanding of the impacts of colonisation on the health Gap. The student in their own words analysis is correct, and they link care involving dialysis to the health Gap. | The student in their own words has attempted to explore the impacts of colonisation on the health Gap pertinent to care involving dialysis. | The author in their own words outlines or lists the impacts of colonisation on the health Gap pertinent to care involving dialysis. | Minimal/no demonstration or incorrect interpretation of the impacts of colonisation on the health Gap. The author does not link their understanding back to care involving dialysis and/or is not conveyed in the students' own words. |

**Culturally Safe Nursing (30%)**

| HD 25.4-30 | D 22.4-25.3 | C 19.4-22.3 | P 14.9-19.3 | F 0-14.8 |
|---|---|---|---|---|
| A comprehensive and critical discussion that demonstrates an extensive understanding of cultural safety. The student makes novel and well-substantiated recommendations in their own words with a focus on care involving dialysis. | An appropriate discussion in student's own words demonstrates a good understanding of cultural safety beyond what is presented in the unit materials alone. The student's assessment recommendations link directly to care involving dialysis. | An adequate discussion in students' own words a solid understanding of cultural safety materials presented in the unit materials. The author's analysis is correct, and their recommendations link broadly to care involving dialysis. | A mostly relevant discussion in students' own words that an adequate understanding of cultural safety materials presented in the unit materials. Recommendations are not directly related to care involving dialysis. | Minimal to no evidence or unsubstantiated interpretation of cultural safety. The author does not link their understanding to care involving dialysis. . Recommendations are vague or absent. The discussion is not in the student's own words. |

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
Submit your assessment via the unit Moodle site in Microsoft Word format only via Moodle and Turnitin.  Please note: Factor in time (approx. 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you in uploading assessments

**Graduate Attributes**

- Knowledge
- Cognitive, technical and creative skills
- Research

**Learning Outcomes Assessed**

- Analyse the role of government in the provision of healthcare in Australia
- Compare and contrast nursing roles in the contemporary models of healthcare used in Australia.

# 2 Written Assessment

**Assessment Type**
Written Assessment

**Task Description**

**Assessment Two**

Due date: 5 pm (AEST), Friday 27 September (Week 11).

Return to students: 5 pm (AEST) Friday 11 October (week 13).

Weighting: 50%

Length: Word count 2000 +/- 10%

Unit Coordinator: Simone Ohlin

**Aim**

As nurses, we use our experiences, education, and evidence to improve the health of individuals and communities. This assessment provides nurses with an opportunity to examine their current practice against professional standards and expectations (Andre, Heartfield, Cusack, 2017) such as the Registered Nurse Standards for Practice (NMBA, 2018), Code of Conduct (NMBA, 2018) and Code of Ethics (ICN, 2012).

**Instructions**

This written assessment has been designed to prepare you to gain employment as a registered nurse. To meet the aim of the assessment, please provide three short answers to the following three scenarios listed below.

Please follow the steps below to complete your assessment task:

**Question One:**

1.  Identify a nursing position and health service where you would like to gain employment after graduating from the re-entry course. You may like to use a job search website to assist you. You must provide a copy (such as a screenshot with the date) of the position in your assessment. The position must not have been advertised before July 2024. Use the position as the title of your portfolio entry (e.g., Emergency Nurse, Rockhampton Hospital).

2. In 500 words, please undertake the following steps:

a.      Reflect on why you wish to pursue employment in this area of nursing at this health service.

b.      Examine how the values/mission of the health service relates to your own values and beliefs regarding nursing care.

c.       Outline how the health service is funded and accredited as well as its accreditation requirements.

**Question Two**

Re-entry nursing graduates have met the requirements to be entry-level registered nurses. As such, most re-entry graduates are initially employed as graduate registered nurses.

In 1000 words, please undertake the following steps:

1.   Describe the role and responsibility of the nursing position and explain how the position fits within the broader health service.

2.   Compare and contrast the new nursing position, with your most recent registered nursing experience. You might like to consider the scope of practice, responsibilities, and seniority.

3.   Identify a component of the nursing position where you feel, under the right conditions, you could excel. Explain what the component is, why you think you would excel and provide examples of how you have excelled in similar areas.

4.   Identify a component of the nursing position where you feel you might struggle. Explain what the component is, why you might struggle and provide examples of what steps you would take to overcome the struggle.

5.   Highlight the transferable skills you bring from your recent non-registered nursing experience to this new position (i.e., what you've been doing since you last practised as a registered nurse). Explain why these skills are an asset.

6.   Justify why you are the best candidate for the nursing position.

**Question Three:**

As a re-entry nurse, you are attuned to continuing professional development (CPD).

In 500 words, please attend to the following questions:

1.   Explain the CPD requirements for registered nurses in Australia.

2.   Identify where you see yourself as a registered nurse in 3-5 years.

3.   Explain your plan for getting there (including the CPD you will undertake). In this section, we expect you to go beyond mandatory training.

4.   The plan should be SMART (specific, measurable, achievable, relevant, and time-bound).

**Please note:** This unit is supported by the Academic Learning Centre. Visit their site [https://moodle.cqu.edu.au/course/view.php?id=62371] for workshop information and resources that are tailored to this

assessment. These sessions are focused on developing academic literacy skills that are important in the completion of your assessments. Details about other ALC services are also on this site.

**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 from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

**Requirements**

· Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on the top right side of each page in a header.

· You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer.

· Question 1- 2c and Question 2- Point 1 and 2 must be written in third person. The rest can be in first person as it's reflective.

· Use formal academic language.

· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.

· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

**Generative Artificial Intelligence agents (Gen AI)**

Within this assessment, the use of Microsoft Copilot, Chat GPT or other generative artificial intelligence agents is permitted for content editing. However, please ensure that this is referenced in accordance with the APA 7th Ed format.

**Resources**

· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.

· We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.

· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.

· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.

- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

**Submission**

Submit your assessment via the unit Moodle via Turnitin site in Microsoft Word format only.

**Marking**

Each assessment required a passing grade of 50%. You must pass this quiz to pass the unit. If students receive a Fail grade for this assessment, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

**Marking Criteria**

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

**Assessment Due Date**
Week 11 Friday (27 Sept 2024) 5:00 pm AEST

**Return Date to Students**
Review/Exam Week Friday (11 Oct 2024)

**Weighting**
50%

**Assessment Criteria**
Marking Criteria

| High Distinction 85-100% Organisation 10% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail <50% |
|---|---|---|---|---|
| HD 8.5-10 | D 7.5-8.4 | C 6.5-7.4 | P 4.9-6.4 | F 0-4.8 |
| An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive in students' own words. Copy of Position dated after July 2024 provided Presentation (10%) | A well-planned assessment. The assessment material is logical and clear and in students' own words. At times it is not concise or persuasive. Copy of Position dated after July 2024 provided | Appropriately planned assessment. It mostly proceeds logically and in students' own words. Copy of Position dated after July 2024 provided | Adequately planned assessment. At times it is repetitive or lacks cohesion. Copy of Position dated after July 2024 provided. Content is in students' own words. | The assessment does not follow a logical sequence. No copy of the Position dated after July 2024 was provided. Content is not in students' own words |
| HD 8.5-10 | D 7.5-8.4 | C 6.5-7.4 | P 4.9-6.4 | F 0-4.8 |

| The written material is very well-presented using the student's own words, and free from errors. The assessment is within the set word count. | There are minor errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the assessment. The assessment is within the set word count using the student's own words | There are some errors (errors with spelling, grammar, and paragraph structure) that do not greatly affect the meaning and flow of the assessment. The assessment is within the set word count using the student's own words | There are errors (spelling, grammar, and paragraph structure) that impede the meaning and flow of the assessment. The assessment is within the set word count using the student's own words | Poorly presented assessment. Many spelling, grammar and paragraph structure errors significantly reduce the document's readability. The word count has not been adhered to. No copy of the Position dated after April 2024 is provided and/or content is not conveyed in the student's own words |
|---|---|---|---|---|

### Informed and original argument (15%)

| HD 12.7-15 | D 11.2-12.6 | C 9.7-11.1 | P 7.5-9.6 | F 0-7.4 |
|---|---|---|---|---|
| Consistent and judicious integration of appropriate references to support and reflect all ideas, information, and quotations using students' own words. Reference material is well integrated using paraphrasing. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature. | Consistent integration of appropriate references to support and reflect ideas, information, and quotations, using students' own words with 1 exception. Reference material is well integrated using paraphrasing with 1 minor exception. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature. | Integrates appropriate references to support and reflect ideas, information, and quotations using students' own words, with 2 or 3 exceptions. Reference material is mostly integrated using paraphrasing with 2 or 3 minor exceptions. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature. | Integrates appropriate references to support and reflect ideas, information, and quotations using students' own words, with 4 or 5 exceptions. Reference material is sometimes well-integrated using paraphrasing with 4 or 5 minor exceptions. A minimum of 10 references is used. These may be from peer-reviewed journals, textbooks, and grey literature. | Fails to or infrequent attempts (>5 errors) to integrate appropriate references to support and reflect ideas, information, and quotations. Reference material is not well integrated. There is limited evidence of paraphrasing. Less than 10 references have been cited. No copy of the Position dated after April 2024 provided. and/or content is not conveyed in the student's own words. |

### APA referencing (5%)

| HD 4.2-5 | D 3.7-4.1 | C 3.2-3.6 | P 2.5-3.1 | F 0-2.4 |
|---|---|---|---|---|
| Accurate APA referencing. No errors. | Mostly accurate APA referencing. 1-2 consistent punctuation/formatting errors (may be made multiple times). | Somewhat accurate APA referencing. 3 consistent punctuation/formatting errors (may be made multiple times) OR 1-2 content errors. | Occasionally accurate APA referencing. 4 consistent punctuation/formatting errors (may be made multiple times) OR 3-4 content errors | APA referencing not used, or more than 4 inconsistent inaccuracies in content or punctuation/formatting. |

### Knowledge (20%)

| HD 17-20 | D 15-16 | C 13-14 | P 9.9-12 | F 0-9 |
|---|---|---|---|---|
| Nuanced and well-substantiated understanding of the funding and governance of the health care service. Explanations are clear and concise using students' own words | Well-substantiated understanding of the funding and governance of the health service. The explanations are clear but not concise using students' own words | Substantiated understanding of the funding and governance of the health service There is limited analysis present. The explanation is somewhat clear, but not concise using students' own words | An outline of funding and governance of the health service. The explanation may lack clarity using students' own words | Minimal/no unsubstantiated understanding of funding and governance of the health service. No copy of the Position dated after April 2024 was provided. and/or content is not conveyed in the student's own words. |

### Knowledge (20%)

| HD 17-20 | D 15-16 | C 13-14 | P 9.9-12 | F 0-9 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Nuanced and well-substantiated understanding of the nursing role within the health service. Student reflects on experience as well as strengths and opportunities for growth. Explanations are clear and concise using students' own words | Well-substantiated understanding of the nursing role within the health service. Student reflects on experience as well as strengths and opportunities for growth. Explanations are clear and concise using students' own words | Substantiated understanding of the nursing role within the health service. Some reflection on strengths and weaknesses. The explanation is somewhat clear, but not concise using students' own words | An outline of the nursing role within the health service. Limited reflection of strengths and weaknesses. Explanation may lack clarity using students' own words | Minimal/no or unsubstantiated understanding of the nursing role within the health service. No copy of the Position dated after April 2024 was provided. and/or content is not conveyed in the student's own words. |

**CPD plan (20%)**

| HD 17-20 | D 15-16 | C 13-14 | P 9.9-12 | F 0-9 |
|---|---|---|---|---|
| Correct understanding of the CPD requirements. A clear and detailed 3–5-year plan is presented. The strengths and weaknesses of the plan have been considered using students' own words. The plan has used the acronym SMART. | Correct understanding of the CPD requirements. A clear 3–5-year plan is presented. The strengths and weaknesses of the plan have been considered using students' own words. The plan has used the SMART acronym | Correct understanding of the CPD requirements. A 3–5-year plan is presented. The strengths and weaknesses of the plan have been considered using students' own words. The plan has mostly used the SMART acronym | Correct understanding of the CPD requirements. A 3-5-year outline is presented. Strengths or weaknesses of the plan have been considered using students' own words. The plan has somewhat used the SMART acronym | Incorrect understanding of CPD requirements. No plan is presented. and/or content is not conveyed in the student's own words. |

**Referencing Style**

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

**Submission**
Online

**Submission Instructions**
 Submit your assessment via the unit Moodle site in Microsoft Word format only via Moodle and Turnitin.  Please note: Factor in time (approx. 1 hour) to learn how to upload online assessments. There is information in "Moodle help" to assist you in uploading assessments

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

**Learning Outcomes Assessed**

- Research and assess the impact of the social determinants of health on common health conditions
- Apply a process of cultural safety to a range of scenarios with particular consideration of Aboriginal and Torres Strait Islander peoples and people of other cultures

# 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