Unit Code: NURS13143

Unit Title: Digital Health, Technology and Informatics in the Profession of Nursing

Assessment 2

Type:	Written Assessment
Due date:	4pm (AEST) Wednesday, 8th of October 2025 (Week 12)
Extensions:	Available as per policy
	The 72-hour grace period applies to this assessment
Return date:	Results for this assessment will be made available on Wednesday, 29th October 2025
Weighting:	60%
Length:	1500 words +/- 10% (excluding reference list)
Unit Coordinators:	Dr Deepa Rijal, Colleen McGoldrick, Camila Omiya Lake and Deb Richards

Learning Outcomes Assessed

1. Discuss considerations related to cybersecurity, privacy, consent and electronic exchange of information when using digital health technology.
2. Explore how digital health technology can support person-centred care.
3. Evaluate the use of electronic health records when working in the community.
4. Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care.

Aim

The aim of this assessment is for you to demonstrate your understanding of the impact of telehealth in assisting people to access appropriate health care.

Instructions

Please follow the steps below to complete your assessment task:

Question 1

This short essay assessment relates to the following news story:

https://www.abc.net.au/news/2024-04-11/calls-to-improve-cross-border-medical-record-transfer-system-nsw/103428242

1. In a 750-word essay, discuss the current considerations regarding the electronic transfer of patient information across different jurisdictions in Australia.

2. In your answer:

    i. Discuss the limitations of transferring patient information across jurisdictions with current electronic record systems,

    ii. Discuss the outcomes of these limitations from a person-centred care perspective, and

    iii. Propoase solutions to the limitations you identified.

3. Use the ABC news story in your essay to provide examples of your academic argument.

4. You should use *at least* five sources of **scholarly evidence** to support your answer to this question.

5. These should be cited in your reference list.

Question 2

This short essay assessment relates to the following story:

https://youtu.be/v_Xc4Bg7NHU?list=PL2TkKrYs5jBbRMASNPhhv6G-H4xJWZNFs

1. In a 750-word essay evaluate the role of telehealth and My Health Record in assisting people, like Kendal, to access appropriate health care.

2. In your answer:

    i. Analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care,

    ii. Evaluate the usability and benefit of My Health Record from a patient and healthcare provider's perspective.

3. Use the YouTube clip in your essay to provide examples of your academic argument.

4. You should use the YouTube to help you answer this question, plus *at least five other sources* of scholarly evidence.
5. These should be cited in your reference list.

Literature and references

In this assessment, use at least 10 contemporary references (7 years or less) 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, the Australian Association of Social Workers, Australian Bureau of Statistics, Australian Institute of Health and Welfare. 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. All resources, other than web pages and grey literature, must be sources from the CQUniversity library.

Requirements

This is a short answer assessment. Therefore, each question should be answered separately and should have a heading (e.g. Question 1, Question 2, etc.).
Each short answer should start with a succinct introductory *paragraph* and conclude with a succinct conclusion *paragraph*

- Use a cover page for your assignment that includes in the following order:
  - Student name
  - Student number
  - Unit code and name
  - Assessment type
  - Due date
  - In-text word count

- Use of Gen AI: Gen AI agent……...has been used for editing and proofreading this assessment (insert or delete as applicable).
- 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.
- Indent the first line of each paragraph 1.27cm (standard pre-set indent in Microsoft Word).
- All questions in the Instructions of this assessment must be attempted and clearly answered to pass this assessment task.
- Write in the third-person perspective and in the first-person perspective for your reflection, however, write in the third-person perspective when referring to the literature.
- Use formal academic, discipline specific, professional and inclusive language.
- Use Microsoft Word English (Australia) spelling and grammar checker.
- Paraphrase, summarise or quote information acknowledging the original source (referencing) to avoid plagiarism.
- Use essay structure.
- Headings, bullet points, tables and appendices are not to be used in this assessment.
- Follow academic writing conventions: spell out contractions in full; introduce abbreviations and acronyms; spell out numbers for zero through nine and use numerals for numbers 10 and above.
- 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 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.

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. Please note, lecture notes are not peer reviewed primary sources of evidence.
- We recommend that you access your discipline specific Nursing Resource Guide
- You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
- For information on academic writing and referencing 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.
- 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. Please remember, the similarity score is only a matching tool, and the score alone does not necessarily indicate or eliminate the presence of plagiarism.

Academic Integrity

1. 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.
2. The use of any generative artificial intelligence is permitted as per Level 2 (AI planning) and Level 3 (AI Collaboration) AI Assessment scale tool indicators:
   a. Gen AI content is used to generate ideas and general structures.
   b. Gen AI content editing.

    c. Checking spelling and grammar.

    d. CQUniversity's Gen AI tools approved for use in this assessment are Microsoft Copilot (protected version), Studiosity and Grammarly.

3. Any use of Gen AI software:

    a. <u>Must be cited</u> in the relevant sections.

    2. <u>Must be referenced</u> as per APA 7th guidelines.

    3. You <u>must complete the declaration</u> of Gen AI use on the title page of your assessment

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Submission

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

Late penalties of 5% per day of the available mark may be applied as per the Assessment Policy and Procedure (Higher Education Coursework).

Contact TASAC if you experience technical issues submitting your assessment:

- Phone toll-free 1300 666 620
- Email tasac@cqu.edu.au

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned. Assessment re-attempt is not available for this Assessment task.

Minimum Pass Criteria

- You must achieve a cumulative grade of at least 49.5% across all assessments to pass this unit.
- In the event you are eligible for a supplementary assessment, all assessment tasks must be reasonably attempted in this unit.

Unit Code: NURS13143   **Unit Title: Digital Health, Technology and Informatics in the Profession of Nursing**

Assessment Two – Written Assessment   **Student name:**

Key Criteria	High Distinction 84.5–100%	Distinction 74.50–84.49%	Credit 64.50–74.49%	Pass 49.50–64.49%	Fail ≤49.4%	TOTAL
Question 1 (40%)	(33.8–40) Provides an excellent and clear analysis of the limitations of transferring patient information across jurisdictions with current electronic record systems. Succinctly and comprehensively explains (i)discussing the limitations of transferring patient information with current electronic systems, (ii) exploring the outcomes of these limitations from a person-centred care perspective and (iii) exploring solutions to the limitations you identified. The response provides examples, *taken from the news story*, to demonstrate mastery of the subject. The assessment is very well	(30–33.6) Provides an appropriately concise analysis of the limitations of transferring patient information across jurisdictions with current electronic record systems. Comprehensively provides explanation (i)discussing the limitations of transferring patient information with current electronic systems, (ii) exploring the outcomes of these limitations from a person-centred care perspective and (iii) exploring solutions to the limitations you identified. The response provides examples, *taken from the*	(26–29.6) Provides some analysis of the of the limitations of transferring patient information across jurisdictions with current electronic record systems. Satisfactorily provides explanation (i)discussing the limitations of transferring patient information with current electronic systems, (ii) exploring the outcomes of these limitations from a person-centred care perspective and (iii) exploring solutions to the limitations you identified. The response provides some evidence of examples, *taken from the news story*, to	(20–25.6) An analysis is attempted about the limitations of transferring patient information across jurisdictions with current electronic record systems, however, there are gaps in the discussion. Adequately provides explanation (i)discussing the limitations of transferring patient information with current electronic systems, (ii) exploring the outcomes of these limitations from a person-centred care perspective and (iii) exploring solutions to the limitations you identified. The response provides some evidence of	(0–19.6) Limited or no information provided and/or lack of relevance in discussion about the limitations of transferring patient information across jurisdictions with current electronic record systems. Provides minimal/ no explanation (i)discussing the limitations of transferring patient information with current electronic systems, (ii) exploring the outcomes of these limitations from a person-centred care perspective and (iii) exploring solutions to the limitations you identified. The response does not use the news story to provide examples of the	

	supported by valid and relevant literature sources.	*news story*, to demonstrate understanding of the subject. The assessment is well supported by valid and relevant literature sources.	demonstrate understanding of the subject. The assessment is mostly supported by valid and relevant literature sources.	examples, *taken from the news story*, to demonstrate understanding of the subject. The assessment is occasionally supported by valid and relevant literature sources	argument. The assessment is minimally/not supported by valid and relevant literature sources	
Question 2 (40%)	(33.8–40) Provides an excellent and clear evaluation of the role of telehealth and My Health Record in assisting people to access appropriate health care. Succinctly and comprehensively (i) analyses the role of telehealth in assisting people from regional and remote areas to access appropriate health care **and** (ii) evaluates the usability and benefit of My Health Record from a patient and healthcare provider's perspective. The response provides examples, *taken from the YouTube clip*, to demonstrate mastery of the subject. The assessment is very well	(30–33.6) Provides an appropriately concise evaluation of the role of telehealth and My Health Record in assisting people to access appropriate health care. Comprehensively (i) analyses the role of telehealth in assisting people from regional and remote areas to access appropriate health care **and** (ii) evaluates the usability and benefit of My Health Record from a patient and healthcare provider's perspective. The response provides examples, *taken from the*	(26–29.6) Provides some evaluation of the role of telehealth and My Health Record in assisting people to access appropriate health care. Satisfactorily (i) analyses the role of telehealth in assisting people from regional and remote areas to access appropriate health care **and** (ii) evaluates the usability and benefit of My Health Record from a patient and healthcare provider's perspective. The response provides some evidence of examples, *taken from the YouTube clip*, to	(20–25.6) An evaluation is attempted about the role of telehealth and My Health Record in assisting people to access appropriate health care; however, there are gaps in the discussion. Adequately or mostly (i) analyses the role of telehealth in assisting people from regional and remote areas to access appropriate health care **and** (ii) evaluates the usability and benefit of My Health Record from a patient and healthcare provider's perspective. The response provides minimal evidence of	(0–19.6) Limited or no information provided and/or lack of relevance in discussion about the role of telehealth and My Health Record in assisting people to access appropriate health care. Minimally or does not (i) analyse the role of telehealth in assisting people from regional and remote areas to access appropriate health care **and** (ii) evaluates the usability and benefit of My Health Record from a patient and healthcare provider's perspective. The response provides	

	supported by valid and relevant literature sources.	*YouTube clip*, to demonstrate understanding of the subject. The assessment is well supported by valid and relevant literature sources.	demonstrate understanding of the subject. The assessment is mostly supported by valid and relevant literature sources.	examples, *taken from the YouTube clip*, to demonstrate understanding of the subject. The assessment is occasionally supported by valid and relevant literature sources	no evidence of examples, *taken from YouTube clip*, to demonstrate understanding of the subject. The assessment is minimally/not supported by valid and relevant literature sources	
Professional writing and presentation (10%)	(8.5–10) Content is 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. Language of the discipline is comprehensively used. Formatting requirements applied without error. Literature cited is published in the last 7 years. Assessment is written using the student's own words and is the student's own work. Adheres to the word limit.	(7.5–8.4) Content is 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. Language of the discipline is frequently used. Formatting requirements are applied with 1 error. Majority of literature cited is published in the last 7 years. Assessment is written using the student's own words and is the student's own work. Adheres to the word limit.	(6.5–7.4) Content is 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. Language of the discipline is mostly used. Formatting requirements are applied with 2 errors. Most literature cited is published in the last 7 years. Assessment is written using the student's own words and is the student's own work. Adheres to the word limit.	(5–6.4) Content is frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. Language of the discipline is used. Formatting requirements are applied with 3 errors. Some literature cited is published in the last 7 years. Assessment is written using the student's own words and is the student's own work. Adheres to the word limit.	(0–4.9) Content is consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline is rarely, incorrectly or not used. Formatting requirements are applied with ≥4 errors. Majority of literature cited is published ≥7 years or not cited. Assessment is inconsistently or not written using the student's own words and/or is not the	

	(8.5–10)	(7.5–8.4)	(6.5–7.4)	(5–6.4)	(0–4.9)	
					student's own work. Does not adhere to the word limit,	
Referencing (10%)	Acknowledges all sources of peer reviewed literature. Has no APA 7th Edition referencing errors, and all references have been cited. The assessment is substantiated with 10 or more appropriate contemporary peer-reviewed journal articles. Meets APA 7th Edition referencing standards with no errors in-text and the reference list.	Acknowledges majority sources of peer reviewed literature. Has 1 APA 7th Edition referencing errors or references not provided. The assessment is substantiated with a minimum of 10 appropriate contemporary peer-reviewed journal articles. Meets APA 7th Edition referencing standards with no more than 1 errors in-text and the reference list.	Acknowledges most sources of peer reviewed literature. Has 2 APA 7th Edition referencing errors or references not provided. The assessment is substantiated with a minimum of 9 appropriate contemporary peer-reviewed journal articles. Meets APA 7th Edition referencing standards with no more than 2 errors in-text and the reference list.	Acknowledges some sources of peer reviewed literature. Has 3 APA 7th Edition referencing errors or references not provided. The assessment is substantiated with a minimum of 8 appropriate contemporary peer-reviewed journal articles. Meets APA 7th Edition referencing standards with no more than 3 errors in-text and the reference list.	Acknowledges minimal or no sources peer reviewed literature. Has ≥4 or more APA 7th Edition referencing errors or references not provided. The assessment cites ≤7 sources of peer-reviewed evidence and/or the evidence is not appropriate. Has ≥4 or more APA 7th Edition referencing errors in-text and the reference list.	

TOTAL: | | | | **MARKER:** | |

Marker's feedback: