

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 Al: Gen Al 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 <u>APA</u> 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 <u>CQUniversity</u>
 Library website should you wish to learn how to use it.
- For information on academic writing and referencing please go to the <u>Academic Learning Centre Moodle site</u>. The <u>Academic Communication section</u> 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. <u>Instructions are available here</u>. 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

- You must abide by the principles of academic integrity (see <u>Student Academic Integrity Policy and Procedure</u>). 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 (Al planning) and Level 3 (Al Collaboration) Al Assessment scale tool indicators:
 - a. Gen Al content is used to generate ideas and general structures.
 - b. Gen Al 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 Al software:
 - a. Must be cited 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 Al 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	Distinction	Credit	Pass	Fail	TOTAL
	84.5–100%	74.50-84.49%	64.50-74.49%	49.50-64.49%	≤49.4%	
Question 1	(33.8–40)	(30–33.6)	(26–29.6)	(20–25.6)	(0–19.6)	
	Provides an excellent and	Provides an	Provides some analysis	An analysis is attempted	Limited or no information	
(40%)	clear analysis of the	appropriately concise	of the of the limitations of	about the limitations of	provided and/or lack of	
	limitations of transferring	analysis of the limitations	transferring patient	transferring patient	relevance in discussion	
	patient information across	of transferring patient	information across	information across	about the limitations of	
	jurisdictions with current	information across	jurisdictions with current	jurisdictions with current	transferring patient	
	electronic record systems.	jurisdictions with current	electronic record	electronic record	information across	
		electronic record	systems.	systems, however, there	jurisdictions with current	
	Succinctly and	systems.		are gaps in the	electronic record	
	comprehensively explains		Satisfactorily provides	discussion.	systems.	
	(i)discussing the limitations of	Comprehensively	explanation (i)discussing			
	transferring patient	provides explanation	the limitations of	Adequately provides	Provides minimal/ no	
	information with current	(i)discussing the	transferring patient	explanation (i)discussing	explanation (i)discussing	
	electronic systems, (ii)	limitations of transferring	information with current	the limitations of	the limitations of	
	exploring the outcomes of	patient information with	electronic systems, (ii)	transferring patient	transferring patient	
	these limitations from a	current electronic	exploring the outcomes	information with current	information with current	
	person-centred care	systems, (ii) exploring	of these limitations from	electronic systems, (ii)	electronic systems, (ii)	
	perspective and (iii) exploring	the outcomes of these	a person-centred care	exploring the outcomes	exploring the outcomes	
	solutions to the limitations	limitations from a person-	perspective and (iii)	of these limitations from	of these limitations from	
	you identified.	centred care perspective	exploring solutions to the	a person-centred care	a person-centred care	
		and (iii) exploring	limitations you identified.	perspective and (iii)	perspective and (iii)	
	The response provides	solutions to the		exploring solutions to the	exploring solutions to the	
	examples, taken from the	limitations you identified.	The response provides	limitations you identified.	limitations you identified.	
	news story, to demonstrate		some evidence of			
	mastery of the subject.	The response provides	examples, taken from the	The response provides	The response does not	
	The assessment is very well	examples, taken from the	news story, to	some evidence of	use the news story to	
					provide examples of the	

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	supported by valid and	news story, to	demonstrate	examples, taken from the	argument.	
	relevant literature sources.	demonstrate	understanding of the	news story, to		
		understanding of the	subject.	demonstrate	The assessment is	
		subject.	The assessment is	understanding of the	minimally/not supported	
		The assessment is well	mostly supported by valid	subject.	by valid and relevant	
		supported by valid and	and relevant literature	The assessment is	literature sources	
		relevant literature	sources.	occasionally supported		
		sources.		by valid and relevant		
				literature sources		
Question 2	(33.8–40)	(30–33.6)	(26–29.6)	(20–25.6)	(0–19.6)	
	Provides an excellent and	Provides an	Provides some	An evaluation is	Limited or no information	
(40%)	clear evaluation of the role of	appropriately concise	evaluation of the role of	attempted about the role	provided and/or lack of	
	telehealth and My Health	evaluation of the role of	telehealth and My Health	of telehealth and My	relevance in discussion	
	Record in assisting people to	telehealth and My Health	Record in assisting	Health Record in	about the role of	
	access appropriate health	Record in assisting	people to access	assisting people to	telehealth and My Health	
	care.	people to access	appropriate health care.	access appropriate	Record in assisting	
		appropriate health care.		health care; however,	people to access	
	Succinctly and comprehensively (i) analyses		Satisfactorily (i) analyses	there are gaps in the	appropriate health care.	
	the role of telehealth in	Comprehensively (i)	the role of telehealth in assisting people from	discussion.		
	assisting people from regional	analyses the role of	regional and remote		Minimally or does not (i)	
	and remote areas to access	telehealth in assisting	areas to access	Adequately or mostly (i)	analyse the role of	
	appropriate health care and	people from regional and	appropriate health care	analyses the role of telehealth in assisting	telehealth in assisting	
	(ii) evaluates the usability and	remote areas to access	and (ii) evaluates the	people from regional and	people from regional and	
	benefit of My Health Record from a patient and healthcare	appropriate health care	usability and benefit of	remote areas to access	remote areas to access	
	provider's perspective.	and (ii) evaluates the	My Health Record from a patient and healthcare	appropriate health care	appropriate health care	
	provider a peropositio.	usability and benefit of	provider's perspective.	and (ii) evaluates the	and (ii) evaluates the	
	The response provides	My Health Record from a	promati o poropodavo.	usability and benefit of	usability and benefit of	
	examples, taken from the	patient and healthcare	The response provides	My Health Record from a patient and healthcare	My Health Record from a	
	YouTube clip, to demonstrate	provider's perspective.	some evidence of	provider's perspective.	patient and healthcare	
	mastery of the subject.	Th	examples, taken from the	p. 5 301 0 poropositio.	provider's perspective.	
	The assessment is very well	The response provides examples, <i>taken from the</i>	YouTube clip, to	The response provides minimal evidence of	The response provides	

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	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	(8.5–10) Content is clear, accurate and presented in a logical,	(7.5–8.4) Content is frequently clear, correct and	(6.5–7.4) Content is mostly clear, correct and presented in	(5–6.4) Content is frequently clear, correct and	(0–4.9) Content is consistently unclear or incorrect and	
presentation	succinct order demonstrating	presented in a logical	a logical order	presented in a logical	is disorganised	
(10%)	a comprehensive	order demonstrating a	demonstrating a sound	order demonstrating a	demonstrating	
	understanding of the topic.	good understanding of	understanding of the	reasonable	insufficient	
	There are no errors in English	the topic. English	topic. English grammar,	understanding of the	understanding of the	
	grammar, spelling, and	grammar, spelling, and	spelling, and punctuation	topic. English grammar,	topic. English grammar,	
	punctuation. Language of the	punctuation conventions	conventions have 2	spelling, and punctuation	spelling and punctuation	
	discipline is comprehensively	have 1 error. Language	errors. Language of the	conventions have 3	conventions have ≥4	
	used. Formatting	of the discipline is	discipline is mostly used.	errors. Language of the	errors. Language of the	
	requirements applied without	frequently used.	Formatting requirements	discipline is used.	discipline is rarely,	
	error. Literature cited is	Formatting requirements	are applied with 2 errors.	Formatting requirements	incorrectly or not used.	
	published in the last 7 years.	are applied with 1 error.	Most literature cited is	are applied with 3 errors.	Formatting requirements	
	Assessment is written using	Majority of literature cited	published in the last 7	Some literature cited is	are applied with ≥4	
	the student's own words and	is published in the last 7	years. Assessment is	published in the last 7	errors. Majority of	
	is the student's own work.	years. Assessment is	written using the	years. Assessment is	literature cited is	
	Adheres to the word limit.	written using the	student's own words and	written using the	published ≥7 years or not	
		student's own words and	is the student's own	student's own words and	cited. Assessment is	
		is the student's own	work. Adheres to the	is the student's own	inconsistently or not	
		work. Adheres to the	word limit.	work. Adheres to the	written using the	
		word limit.		word limit.	student's own words	
					and/or is not the	

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

Marker's feedback:

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