

Course Outline

Code: NUR104

Title: Contexts of practice: the older person and family

Faculty:	Science, Health, Education and Engineering
School:	Nursing, Midwifery & Paramedicine
Teaching Session:	Semester 2
Year:	2018
Course Coordinator:	Samantha Edwards Email: sedwards@usc.edu.au
Course Moderator:	Dr Ann Framp

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Health professionals promote, maintain and restore the health and wellbeing of their older clients and patients and their families in diverse health service settings which may include hospital, community and the home. You will explore biophysiological and psychosocial processes associated with ageing as well as consider how older people respond and adapt to health challenges. You will learn the principles for practice which support optimal health outcomes in ways which are responsive, evidence based and which promote autonomy and agency.

1.2 Course topics

- Biophysiological and psychosocial processes associated with ageing
- Health challenges and ageing
- Preparing for practice - health care contexts and navigating health services to support, maintain and restore health

2. What level is this course?

100 level Introductory - Discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Normally associated with the first full-time year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Understand biophysiological and psychosocial processes associated with ageing	Task 1, 2 and 3	Knowledgeable
Describe health challenges for older people	Task 2 and 3	Knowledgeable
Interpret and use evidence to plan care to support the health needs of the older person in diverse health settings	Task 2 and 3	Creative and Critical thinkers
Use principles of equity, rights and access to appraise contemporary issues related to quality healthcare for the older person	Task 1, 2 and 3	Creative and critical thinkers Ethical

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Enrolled in Program SC391, SC392, SC394, SC355, UU301 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

NUR341

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

In the week 2 and 3 tutorial you will have an opportunity to prepare and be provided with informal feedback on your Task 1 Group presentation. Tutorial activities in week 3-7 will provide opportunities for informal feedback on task 2 preparation. Tutorial activities in weeks 8-11 provide opportunities for feedback in preparation for the Task 3 Case study.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral presentation: contemporary health issue	Group	20%	3 minute oral presentation and 1-page summary	Week 4	In class
2	Written assignment: Workbook	Individual	40%	1500 words	Week 8	Blackboard (SafeAssign)
3	Written Assignment: Case Study	Individual	40%	1500 words	Weeks 12	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Oral presentation: contemporary health issue 20%

Goal:	The aim of this task is for you to explore a healthy ageing topic through current media portrayals of healthy ageing.
Product:	In class 3 minute group presentation accompanied by one-page summary sheet submitted by the group
Format:	In week 1 you will be facilitated to form a small group of 3-4 members. Your group will explore a healthy ageing topic portrayed in a media presentation or article. In class your group will present your analysis of the experience of ageing portrayed and relate this to a theory of ageing. Your group will also submit via Blackboard a 1-page summary using the summary template provided on Blackboard
Criteria:	You will be assessed on the following criteria: <ul style="list-style-type: none"> • Understanding of the processes associated with healthy ageing. • Application of relevant theory • Presentation logic and credibility • Evidence of collaborative group work • Information literacy skills: use of sources and citations

Assessment Task 2: Written Assignment: Workbook 40%

Goal:	In this task you will demonstrate knowledge of processes associated with ageing and challenges to health in different health care contexts, supporting the older person to navigate health services to support, maintain and restore health
Product:	Written assignment: Workbook
Format:	The workbook will include a set of questions about ageing, health challenges and health care contexts for the older client for you to respond to. A workbook template is supplied on Blackboard.
Criteria:	You will be assessed on the following criteria: <ul style="list-style-type: none"> • Use of evidence to analyse the biophysical, and psycho-social processes associated with ageing • Interpretation of health challenges for older people • Interpret and use evidence to plan care to support the health needs of the older person in diverse health settings • Appraisal of principles of equity, rights and access • Information literacy skills: use of sources and citations • Written presentation including structure, grammar, application of Harvard referencing protocol

Assessment Task 3: Written Assignment: Case Study 40%

Goal:	The aim of this task is to help you in prepare for your WIL experience by applying your learning to the assessment and care planning for older people in diverse health settings.
Product:	Written assignment: Case study
Format:	You will be provided with 3 case studies. For each case study, you will: <ul style="list-style-type: none"> • Appraise the biophysical and psychosocial processes pertinent to the case • Provide an evidence based health needs assessment • Provide a care plan based on your assessment • Address any equity, rights and access issues relevant to the case
Criteria:	You will be assessed on the following criteria: <ul style="list-style-type: none"> • Understanding of biophysical and psycho-social processes associated with ageing • Interpretation and use evidence to plan care • Appraisal of principles of equity, rights and access • Information literacy skills: use of sources and citations • Written presentation including structure, grammar, application of Harvard referencing protocol

7. What are the course activities?**7.1 Directed study hours**

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	12 x Online lecture recordings 11 x Workshops: (2 hours per week). 1 x Online learning activity
USC Fraser Coast	
USC Gympie	
USC Caboolture	

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	Ageing and the global, national and local context
2	The personal perspectives of ageing in a complex world
3	Policies Influencing Ageing and Aged Care in Australia
4	Work, Leisure and recreation in the lives of older people
5	The impact of physiological changes on Older people
6	Contexts of Care: Informal and Community care
7	Contexts of Care: Residential Aged care
8	Contexts of Care: Acute care
9	Contexts of Care: End of life care
10	Health challenges: Dementia
11	Health challenges: Mobility and Falls prevention
12	Preparing for Practice: Advice from students

Please note course content is subject to variation. The course activities schedule is detailed on Blackboard for the specific teaching period & campus

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Bernoeth, M & Walker, D (eds)	2017	Healthy Ageing and Aged Care	Oxford University Press, Victoria.

8.2 Specific requirements

N/A

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day

- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 Faculty specific information

NMBA Registered Nurse standards for practice addressed in this course:

NMBA Registered Nurse standards for practice	
Standard	Criterion
Standard 1: Thinks critically and analyses nursing practice	1.1, 1.2, 1.3, 1.4, 1.5
Standard 2: Engages in therapeutic and professional relationships	2.2, 2.3
Standard 3: Maintains the capability for practice	3.1
Standard 4: Comprehensively conducts assessments	4.1, 4.2
Standard 5: Develops a plan for nursing practice	5.1
Standard 6: Provides safe, appropriate and responsive quality nursing practice	
Standard 7: Evaluates outcomes to inform nursing practice	