



Course Outline

Code: NUR322 Title: The Child Client

School: Nursing, Midwifery & Paramedicine
Teaching Session: Session 4
Year: 2020
Course Coordinator: Dr Ruth Newby Email: rnewby@usc.edu.au
Course Moderator: Sam Edwards Email: sedwards@usc.edu.au

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

This elective course will enable you to further develop your skills and knowledge in caring for children from birth to 16 years in case studies based in acute and community settings. You will be introduced to key philosophical models/concepts specifically relating to paediatric care. This course will enable you to explore common health problems, and chronic and life threatening illnesses that affect the child client. This course will be delivered to you online.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
NA	NA

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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 outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Examine International and Australian policy and specific philosophical models relevant to child and family health and human services provision.	Task 1, 2	Creative and Critical thinkers Sustainability focused
Apply age appropriate principles to specific child client service contexts.	Task 1,2	Creative and critical thinkers
Incorporate a multidisciplinary team model in the promotion of supportive practices for the child, young person and their family.	Task 2	Creative and critical thinkers Sustainability focused

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

Prerequisite: Enrolled in Program SC391, SC392, SC393 or SC335

5.2 Pre-requisites

NUR117 or NUR103 or HLT132

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A

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

This course offers weekly zoom (video conferencing) sessions. There are two sessions a week offered to students to discuss topics relating to the course work and their assessment tasks.

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6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral, and Written Piece	Individual	50%	Abstract 300 words and 3 minute presentation	Week 4	Online Assignment Submission with Plagiarism check
2	Written Piece	Individual	50%	2000 words	Week 8	Online Assignment Submission with Plagiarism check
			100%			

Assessment Task 1: Written Assignment: Conference Presentation

Goal:	Child-inclusive approaches keep issues of child safety and well-being at the centre of policy and practice. The purpose of this assignment is for you to demonstrate your understanding of child and family inclusiveness in health and human service policies.
Product:	Oral and Written Piece
Format:	You are asked to review specific policies in health and human services. Details of the policies you can use will be available on Blackboard. You will prepare an abstract and narrated PowerPoint (audio presentation) supported by relevant reference material.
Criteria:	<ul style="list-style-type: none"> Analyse and critique the relevance of the policy in relation to addressing the age appropriate needs of children, adolescents and their family. Review the inclusiveness of the policy in relation to the ability and opportunities for children, adolescents and their family to participate in decisions that affect them. Identify and analyse philosophical models or influences underpinning the policy focus. Justify argument through use of quality sources and citations. Written abstract and recorded and referenced conference presentation including structure, grammar, application of Harvard referencing protocol.

Assessment Task 2: Written assignment: Case Study

Goal:	Apply a multidisciplinary approach to age appropriate care of a child in relation to health and community management or nursing practice.
Product:	Written Piece
Format:	You will prepare a written assignment in which you develop a response to a selected case study. You will be required to identify and appraise policies that are relevant, apply age appropriate principles in discussion of assessment care planning and service provision and incorporate discussion of multidisciplinary team care.
Criteria:	<ul style="list-style-type: none"> • Identify and analyse appropriate policies in relation to a case study. • Analysis and discussion incorporating age appropriate principles/interventions. • Incorporate and include multidisciplinary team care in relation to healthcare programs for the child or young person. • Justified argument through use of quality sources and citations. • Written presentation including structure, grammar, application of Harvard referencing protocol.

7. 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:
Online	Online

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)

This course does not have any required texts.

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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) 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 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 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>

10.7 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **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

10.8 School specific information

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	2.3, 2.5, 2.7
Standard 3: Maintains the capability for practice	3.2, 3.7
Standard 4: Comprehensively conducts assessments	
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	7.1

National Competency Standards for the Midwife	
Domains	Competency
Legal and professional practice	1, 2
Midwifery knowledge and practice	4
Midwifery as primary health care	7, 8, 9, 10
Reflective and ethical practice	11, 12