USC

COURSE OUTLINE

NUR551 Community and Primary Healthcare

Course Coordinator: Apil Gurung (agurung@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2022 | Session 4

Online		
	ONLINE	You can do this course without coming onto campus.

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 course provides an opportunity to explore different models of primary and community health care used within the Australian health care system. Using an illustrative case, aligned to a National/State health priority area, you will design a business case to examine a number of concepts associated with implementing a primary health care/community initiative. These include social determinants of health, political and economic implications, a community analysis, multidisciplinary health care planning, health education and promotion.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online asynchronous learning and teaching materials and self-directed study.	3hrs	Week 1	13 times

1.3. Course Topics

- The Australian health care system
- Primary Health Care
- Community Nursing
- National Health priorities and initiative
- Community & Primary Healthcare Initiatives

2. What level is this course?

> 500 Level (Advanced)

Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1 Analyse the Australian health care system and the role of primary health care and community nursing within the system	Knowledgeable Engaged
2 Analyse current national and state health priorities and initiatives and their broader health implications	Engaged Sustainability-focussed
3 Develop a business case for a community health initiative underpinned with the primary healthcare philosophy and informed by the social determinants of health.	Creative and critical thinker Sustainability-focussed

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. Pre-requisites

Enrolled in Program SC514, SC546 or SC742

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Prior to submission of Task 1 feedback will be given by staff on the suggested initiative.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	0%	400 words	Week 1	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2500 words	Week 4	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	2500 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online summary of Community or Primary Health Care initiative

GOAL:	This formative assessment is to provide you with feedback on the applicability of a current primary health care initiative chosen for Task 2.
PRODUCT:	Written Piece
FORMAT:	The summary will be posted on the course discussion board and: • Identify a primary health care initiative • Discuss the rationale for choosing the initiative • Identify the Practitioners role in translating the initiative into everyday practice • Adhere to the APA 7th referencing style.

CRITERIA:	No.		Learning Outcome assessed
	1	The appropriateness of the of initiative	2
	2	Understanding of the role of the Practitioners	1

All - Assessment Task 2: Critique of a Community/Primary Healthcare intiative

GOAL:	You will critique a Community/ Primary Healthcare initiative and develop your knowledge on the role of the Practitioners in the team implementing the initiative.
PRODUCT:	Written Piece
FORMAT:	The essay will be 2500 words and adhere to the APA 7th referencing style.

CRITERIA:	No.		Learning Outcome assessed
	1	Identify the key elements of the Community/Primary Health care initiative	2 3
	2	Analyse the implications of the Community/Primary health care initiative for the key stakeholders in the community	2 3
	3	Discuss the roles of Practitioners in terms of the initiative	1
	4	Critique the potential issues and solutions that impact on Practitioners translating the initiative into practice utilising the social determinants of health.	3

All - Assessment Task 3: Business Case for a National/State or Local initiative

GOAL:	You will develop a Business Case that Practitioners would use to support a $250,000.00 startup funding application for a Community/Primary Healthcare initiative/ activity.
PRODUCT:	Report
FORMAT:	The Business Case will be 2500 words and use APA 7th referencing style.

CRITERIA:	No.		Learning Outcome assessed
	1	Assess the need for and provide an evidence based rationale for the initiative using the social determinants of health as a framework	③
	2	Utilise publicly available information to develop the Business Case	② ③
	3	Analyse the implications of the primary healthcare activity/initiative for the community	②
	4	Design a strategy to implement/develop the activity/initiative	③
	5	Identify the enablers and barriers to successful implementation of the activity/initiative	① ② ③
	6	Development and Inclusion of a realistic time frame and budget	③

7. Directed study hours

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.

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

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

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Diana Guzys,Rhonda Brown,Elizabeth Halcomb,Dean Whitehead	2021	An Introduction to Community and Primary Health Care	3rd	Cambridge University Press

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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 may 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 to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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: https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries