UniSC

COURSE OUTLINE

HLT101 Health and Wellness across the Lifespan

School: School of Health - Nursing

2025 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Caboolture

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au 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

Promoting health and wellbeing is central to nursing practice. Taking a lifespan approach, you will develop an understanding of health promotion and an appreciation of the social determinants of health as they influence health outcomes. Strategies to improve health and wellbeing through public health policy, health promotion strategies, and nursing's role in that endeavour will be investigated. Alongside this, you will explore relevant quality and safety standards as they apply to provision of health care across the lifespan.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	13 times

1.3. Course Topics

- Nursing and midwifery roles in health care – the Australian health care system.
- Lifespan theories to support nursing practice. Use of discipline specific databases.
- Principles of health promotion and preventative health care.
- Caring for contemporary families across the lifespan.
- Key legislative, policy initiatives and standards that frame nursing practice.
- Aboriginal and Torres Strait Islander Health. Principles of social justice.
- Health priorities – The perinatal period.
- Health priorities – Infancy and childhood.
- Health priorities – Adolescent health.
- Health priorities – Adults and older people.
- Health priorities – Ageing and the older person.
- Developing caring communication. Telehealth privacy and policy.
- Health care in global contexts. UN Sustainable Development Goals. International Indigenous health perspectives.

2. What level is this course?

> 100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Apply knowledge of lifespan development in the provision of health care.	Knowledgeable	1, 1.1, 1.2, 1.3, 2.3, 2.5, 2.7, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 6, 6.1
2 Identify key health priorities and health promotion principles and use these to develop evidence-based health promotion practices.	Creative and critical thinker	1.3, 2.3, 2.4, 2.5, 3.2, 3.7, 4.3
3 Recognise and apply principles of equity, self-determination, rights and access as these explain health inequalities across the lifespan.	Ethical	1, 1.3, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3
4 Discuss health inequalities and their implications for Aboriginal and Torres Strait Islander families and developing culturally safe practice.	Sustainability-focussed	1.1, 1.3, 2.2, 2.3, 2.7, 3.7, 4.1, 4.3
5 Describe relevant quality and safety standards as they apply to the provision of health care across the lifespan.	Engaged	1.1, 1.4, 1.5, 1.6, 1.7, 3, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
6 Apply principles and practices of academic writing and referencing.	Ethical	4.4
7 Demonstrate ethical use of intellectual property	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions

CODE	COMPETENCY
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations
1.7	The RN contributes to quality improvement and relevant research
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3	The RN recognises that people are the experts in the experience of their life
2.4	The RN provides support and directs people to resources to optimise health related decisions
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
3	Standard 3: Maintains the capability for practice
3.2	The RN provides the information and education required to enhance people's control over health
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
4.1	The RN conducts assessments that are holistic as well as culturally appropriate
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
4.4	The RN assesses the resources available to inform planning
5	Standard 5: Develops a plan for nursing practice
5.1	The RN uses assessment data and best available evidence to develop a plan
6	Standard 6: Provides safe, appropriate and responsive quality nursing practice
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.2	The RN practises within their scope of practice
6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non-clinical roles
6.4	The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
6.6	The RN uses the appropriate processes to identify and report potential and actual risk related system issues and where practice may be below the expected standards

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in program SC392

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

Practice quiz, weekly recaps and summative quiz completion in week 3 will provide early feedback on learning.

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	Quiz/zes	Individual	20%	There will be four quizzes over the course of the semester. Each quiz will contain 10 multiple choice questions to be answered over 20 minutes, and will be worth 5% of your total mark for the course	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Oral and Written Piece	Individual	35%	Narrated presentation (5 minutes) and 1 page summary (1000 word) using the template provided.	Week 8	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	45%	2,000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Summative quiz series

GOAL:	Demonstrate your understanding of key elements of the course content in weeks 1 to 13 including human development, key health priorities, the principles of health promotion and social justice, and key legislative, policy initiatives and standards that frame nursing practice.
PRODUCT:	Quiz/zes
FORMAT:	A series of four quizzes will open sequentially through the semester. Each quiz will remain open for five days and students will have 20 minutes to complete the questions. Three attempts will be allowed and the highest of the three scores will be recorded

CRITERIA:	No.		Learning Outcome assessed
	1	Correctly identify lifespan development theories, key health priorities and health promotion principles.	① ②
	2	Correctly define the social justice principles of equity , access , self determination and rights.	③
	3	Recognise key legislative quality and safety standards as well as relevant professional standards	⑤

GENERIC SKILLS:	Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 2: Narrated Presentation and Summary

GOAL:	Demonstrate understanding of key theories and concepts as they explain human development, and underpin approaches to health promotion and healthcare across the lifespan.
PRODUCT:	Oral and Written Piece
FORMAT:	You will explore a health promotion topic relevant to a particular life stage, portrayed in a recent media publication. You will prepare a narrated presentation that will articulate your analysis of a relevant health topic, health promotion activity, and relevant theory of development. You will submit a single power-point slide, a five minute audio presentation, and a summary sheet using the template provided. Your summary sheet will include a reference list and in-text citations using the current APA 7 referencing style

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of current health priorities focused on a particular developmental stage across the lifespan.	① ②
	2	Application of relevant theory.	①
	3	Presentation logic and credibility.	⑥
	4	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.	⑥
	5	Ethical use of intellectual property.	⑦

GENERIC SKILLS:	Communication, Applying technologies, Information literacy

All - Assessment Task 3: Health care across the lifespan

GOAL:	Apply your knowledge of lifespan development theory, the principles of health promotion and social justice, to the provision of health care in response to a case study. Identify and describe key health priorities applicable to the case , and use health promotion principles, to develop evidence-based health promotion and care activities. Critically appraise relevant professional standards, policies and practices supporting the provision of care in the case..
PRODUCT:	Case Study
FORMAT:	An academic essay will be submitted addressing specific criteria related to developmental theory, key health priorities, health promotion and social justice principles, and relevant professional standards. A range of case studies will be provided and you will choose one to develop your individual response. You will use the current APA 7 referencing style.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application of lifespan development and relevant theory in the provision of health care.	1
	2	Identification of key health priorities and health promotion principles underpinning evidence-based health promotion and care activities.	2
	3	Application of the principles of equity, self-determination, rights and access as these explain health inequalities across the lifespan.	3
	4	Identification and discussion of professional standards, policies and practices relevant to the case studies	5
	5	Implications of health inequalities for Aboriginal and Torres Strait Islander families and developing culturally safe practice	4
	6	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.	6
	7	Demonstrate ethical use of intellectual property	7

GENERIC SKILLS:	Communication, Problem solving, Information literacy

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. 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
Required	Audrey Berman,Geralyn Frandsen,Shirlee Snyder,Tracy Levett-Jones,Adam Burston,Trudy Dwyer,Majella Hales,Nichole Harvey,Lorna Moxham,Tanya Langtree,Kerry Reid-Searl,Flora Rolf,David Stanley,Barbara Kozier,Glenora Lea Erb	0	Kozier and Erb's Fundamentals of Nursing, Volumes 1-3	5th	Pearson

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:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC 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 SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC 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

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au