

HLT101 Health and Wellness across the Lifespan

School: School of Nursing, Midwifery and Paramedicine

2022 | 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 recording.	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	13 times

1.3. Course Topics

- Introduction to the course. Nursing and midwifery roles in health care – the Australian health care system.
- Lifespan theories to support nursing practice. Use of discipline specific databases.
- Contemporary families and caring for families across the lifespan.
- Developing caring communication. Telehealth privacy and policy.
- Key legislative, policy initiatives and standards that frame nursing practice.
- Aboriginal and Torres Strait Islander Health, access and equity.
- Health priorities – the perinatal period.
- Health priorities – Infancy and early childhood.
- Health priorities – Adolescent health.
- Health priorities – adults and older people.
- Health priorities – ageing.
- Health priorities – the older person.
- Health care in global contexts. Sustainable Development Goals (UN). International Indigenous health perspectives (WHO) & (UN).

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

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
6 Apply principles and practices of academic writing and referencing.	Ethical	4.4

* 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
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

CODE	COMPETENCY
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

Prior to the submission of Assessment Task 1, topics, presentation and relevant processes for submission will be discussed in tutorial sessions in Weeks 2 and 3. Submission in Week 4 will enable early feedback

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	Oral and Written Piece	Individual	25%	Narrated presentation (5 minutes) and 1 page summary using template provided	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	35%	1500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	40%	2,000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Narrated Presentation and Summary

GOAL:	The goal of this task is for you to demonstrate your understanding of key theories and concepts as they underpin health promotion and care approaches to care across the lifespan. You will explore a health promotion topic, related to a life stage, as represented in recent media.		
PRODUCT:	Oral and Written Piece		
FORMAT:	You will explore a health related topic related to a life stage, portrayed in a media presentation or article. You will prepare a narrated presentation that will articulate your analysis of the topic and relate this to a relevant theory of development. You will submit a 5 minute presentation of 2 slides (1 slide narrated presentation, 1 slide of references), and a one page summary using the summary template provided. You will use the current APA 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.	6
GENERIC SKILLS:	Communication, Applying technologies, Information literacy		

All - Assessment Task 2: Case Study Workbook

GOAL:	To critically review and appraise standards, policy and practices that support health and wellbeing across the lifespan.		
PRODUCT:	Written Piece		
FORMAT:	You will be required to develop short answer responses to set case studies related to health and wellbeing across the lifespan. A workbook template will be supplied to you. You will use the current APA referencing style.		
CRITERIA:	No.		Learning Outcome assessed
	1	Application of knowledge of lifespan development in the provision of health care	1
	2	Identification and discussion of relevant standards, policies and practices and regulatory professional codes and standards to the case studies.	5
	3	Application of principles of equity, self-determination, rights and access as these explain health inequalities across the lifespan.	3
	4	Analysis of health inequalities and their implications for Aboriginal and Torres Strait Islander families and developing culturally safe practice.	4
	5	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.	6
	6	Ethical use of intellectual property.	6
GENERIC SKILLS:	Communication, Problem solving, Information literacy		

All - Assessment Task 3: Intergenerational case study

GOAL:	The goal of this task is to present a response to an intergenerational case study in which you demonstrate application of knowledge of lifespan development to the provision of health care. You will identify key health priorities applicable to the case and use health promotion principles to develop evidence-based health promotion and care activities.		
PRODUCT:	Case Study		
FORMAT:	A range of intergenerational case studies will be provided. You will choose one case study and develop an individual response. Full details of case studies and requirements will be available to you. You will use the current APA referencing style.		
CRITERIA:	No.		Learning Outcome assessed
	1	Application of knowledge of lifespan development and relevant theory in the provision of health care.	1
	2	Identification of key health priorities and health promotion principles to develop evidence-based health promotion and care activities.	2
	3	Application of principles of equity, self-determination, rights and access as these explain health inequalities across the lifespan.	3
	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	6
GENERIC SKILLS:			

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 & FRANDSEN BERMAN (GERALYN & SNYDER, SHIRLEE ET AL.), 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	2021	Kozier and Erb's Fundamentals of Nursing: Concepts, Process and Practice, Volumes 1-3	5th Australian edition	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:

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 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. 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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