HLT500 Ageing in Australia

School: School of Nursing, Midwifery and Paramedicine

2022 | Semester 2

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

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

The health and wellbeing of the older person is a priority, and the way in which policy is related to care of the older person in Australia is central to this. 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 examine evidenced based principles in promoting optimal health and wellbeing of the older person and explore the way that autonomy and agency are promoted in the application of these principles.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online Self-directed study	3hrs	Week 1	13 times

1.3. Course Topics

Module 1

- Ageing and the global, national and local context
- Aged care policy in Australia
- Aged care standards

Module 2

- Biophysiological and psychosocial processes associated with ageing
- Promoting optimal health and wellbeing
- Health challenges

Module 3

- Contexts and models of care for the older person
- Promoting autonomy agency and independence

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	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 Develop and implement workplace education and training programs for a sustainable workforce.	Knowledgeable Engaged	1.7, 3.2
2 Describe health challenges for older people, and how these challenges are best met within contemporary health systems.	Engaged	1.1
3 Interpret and use of evidence to plan and manage care to support the health needs of the older person in diverse health settings.	Creative and critical thinker Engaged	1.1, 5
4 Analyse the concepts of autonomy, advocacy and agency in aged care.	Ethical	1, 1.1, 1.3, 2, 4.3
5 Analyse contemporary policy directions related to older people.	Creative and critical thinker Ethical	1, 1.1, 1.5

* 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
1.3	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
1.5	The RN uses ethical frameworks when making decisions
1.7	The RN contributes to quality improvement and relevant research
2	Standard 2: Engages in therapeutic and professional relationships
3.2	The RN provides the information and education required to enhance people's control over health
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
5	Standard 5: Develops a plan for nursing practice

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 any postgraduate program.

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

Early feedback will be provided through submission of task 1 outlining a topic area and plan for task 2 report.

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	Plan	Individual	0%	250 words	Week 3	Online Assignment Submission with plagiarism check
All	2	Report	Individual	40%	1500 words (not including references or appendices)	Week 7	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	50%	3000 words	Week 13	Online Assignment Submission with plagiarism check
All	4	Activity Participation	Individual	10%	Weekly course engagement for 13 weeks.	Throughout teaching period (refer to Format)	Online Discussion Board

All - Assessment Task 1: Plan

GOAL:	The purpose of this task is to choose from a list of Australian national or state policies aimed at improving the health and wellbeing of older people within a contemporary Australian ageing context and develop a plan for your Task 2 report.
PRODUCT:	Plan
FORMAT:	A list of policies and a plan template will be provided. In this plan, you will select and articulate your chosen policy area. You will use contemporary research to complete the plan template and outline your plan for your Task 2 report.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Identification of a policy within contemporary Australian ageing context;	4 5
	2	Relevance of research and other evidence to support your plan;	3
	3	Use of literacy conventions including use of APA (7th ed.). referencing, structure and grammar.	1

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 2: Report

GOAL:	The purpose of this task is to write a report based on your plan from task 1. You will critique your chosen policy to identify the enablers and barriers to the success of the policy in the contemporary Australian aged care context.
PRODUCT:	Report
FORMAT:	You will use a provided report template format to present the critique of your chosen policy and contemporary research evidence to support your critique. Critique the policy in terms of the extent to which the program: • responds to health priorities for the older person in Australia • promotes health and wellbeing of older people • enables autonomy and agency of older people • safeguards the wellbeing of the vulnerable older person

CRITERIA:	No.		Learning Outcome assessed
	1	Quality and clarity of your critique of the chosen policy;	①
	2	Depth of analysis;	③ ④ ⑤
	3	Relevance of research and other evidence to support analysis;	③ ⑤
	4	Use of literacy conventions including use of APA (7th edn) referencing, structure and grammar.	① ②

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Critical Incident Account

GOAL:	The purpose of this task is to choose from a list of provided critical incidents in aged care and provide an in-depth analysis using evidence to prevent or better manage similar incidents in the future. Consider the bio-psycho-social needs of the older adult, the setting and policy aspects contributing to the incident.
PRODUCT:	Case Study
FORMAT:	Your critical incident account will be presented in essay style. Your audience is management and leaders in aged care and/or healthcare services. You need to include a critical synthesis of potential causes and risks contributing to the incident and management for the future prevention of such incidents.

CRITERIA:	No.		Learning Outcome assessed
	1	Critical analysis of evidence used in support of ideas;	③ ④ ⑤
	2	Application of knowledge of the ageing process;	② ③
	3	Integration of data and evidence to inform future practice in the context of aged care;	③ ⑤
	4	Use of literacy conventions including the use of APA (7th edn) referencing, structure and grammar.	① ②

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 4: Module engagement

GOAL:	The purpose of this task is for you to engage with the activities through posting and responding to other post from activities and tasks supplied in the online learning materials to assist your learning.
PRODUCT:	Activity Participation
FORMAT:	You will work through the learning modules and complete all online quizzes for each module. You will post to the discussion board when prompted in the learning materials.

CRITERIA:	No.		Learning Outcome assessed
	1	Engagement with learning materials	③
GENERIC SKILLS:	Communication, Collaboration, Applying technologies, 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	Maree Bernoth,Denise Winkler	2016	Healthy Ageing and Aged Care	n/a	Oxford University Press, USA

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

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 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