UniSC

COURSE OUTLINE

NUR100 Contexts of practice: child, youth and family

School: School of Health - Nursing

2024 | Semester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Caboolture
UniSC Fraser Coast
UniSC Gympie

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

This course introduces you to essentials for caring for children, young people and their families, principles of Social Justice, health promotion, primary health, and family-centred care in practice. You will develop skills in communicating, assessing, and caring for children, young people, and families in nursing practice. You will reflect on health inequalities that exist for Australian families and their children including Aboriginal and Torres Strait peoples' families and their children and consider culturally safe practice to respond to their health needs.

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/workshop	2hrs	Week 1	13 times

1.3. Course Topics

- Contemporary families in Australia, headline indicators, diversity.
- Health promotion and primary health care - developing health care programs.
- Psychosocial development and response to illness
- Aboriginal and Torres Strait Islander Health
- Pregnancy birth and infant health
- Early years, primary school health
- Adolescence and mental health
- Children with disabilities
- Palliative care for children
- Advocacy, ethics, child rights in Australia
- The child with acute or chronic illness
- Research in the paediatric and neonatal settings.

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
1 Reflect on and appraise the concept of family in contemporary society to inform decision making in child youth and family healthcare practice.	Creative and critical thinker Sustainability-focussed	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6, 3.2, 4.1, 4.3, 4.4, 5.1, 5.2, 5.5
2 Identify key health priorities and health promotion principles and use these to develop evidence-based health promotion practices.	Creative and critical thinker	1.1, 1.3, 1.5, 2.2, 2.4
3 Apply the principles of Social Justice as they relate to health inequalities for Aboriginal and Torres Strait Islander people and their families.	Ethical Sustainability-focussed	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2, 3.7, 5.5, 6.5, 6.6
4 Apply principles and practices of academic writing and referencing	Knowledgeable	
5 Demonstrate ethical use of intellectual property	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
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
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

CODE	COMPETENCY
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
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
3.2	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
4.3	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
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
5.5	The RN coordinates resources effectively and efficiently for planned actions
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 SC391, SC392, SC393

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR212

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

In Week 4 of this course you will undertake a quiz so that you can reflect on your knowledge, understanding and engagement with the course material, presented throughout the first three weeks of the course.

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%	1 hour	Week 4	Online Test (Quiz)
All	2	Artefact - Creative, and Written Piece	Individual	40%	1000 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	40%	1500 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz

GOAL:	This task requires you to reflect and attempt a quiz to see if you correctly understand key concepts. Feedback to the cohort following completion of task 1 will be provided.	
PRODUCT:	Quiz/zes	
FORMAT:	Individual submission. The quiz will include multiple choice questions.	
CRITERIA:	No.	Learning Outcome assessed
	1 Appraise the concept of family in contemporary society to inform decision making in child youth and family healthcare practice.	1
	2 Primary health and health promotion principles	2

All - Assessment Task 2: Health Promotion poster presentation

GOAL:	To apply principles of health promotion, research, develop and present a health promotion poster.	
PRODUCT:	Artefact - Creative, and Written Piece	
FORMAT:	You will design a poster presentation for a health promotion proposal on a nominated topic provided to a health forum. Template will be provided.	
CRITERIA:	No.	Learning Outcome assessed
	1 Identification and use of key of key health priorities to develop evidence-based health promotion practices.	1
	2 Apply principles of health promotion, primary health care to the review of a health issue and health care practice	2
	3 Recognise and apply principles of equity, rights and access as these explain health inequalities for Aboriginal and Torres Strait Islander families	3
	4 Application of the principles and practices of academic writing.	4
	5 Demonstrate ethical use of intellectual property	5

All - Assessment Task 3: Case Study

GOAL:	Apply your knowledge and understanding of a key health priority. Identify and apply a family assessment model. Health promotion principles, inequality and social justice will be examined in relation to this case and how these apply to populations in Australia.
PRODUCT:	Case Study
FORMAT:	You will be provided with two case studies. Choose one case study, for your chosen topic. You will respond to the questions in the template. You will use current APA referencing style.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Identify and discuss the key health priority evident in the case study	①
	2	Identify and apply family assessment to the case study	①
	3	Apply the principles of health promotion and primary health care to the case study	②
	4	Recognise and apply the principles of social justice as they relate to health inequalities for Aboriginal and Torres Strait Islander Families	③
	5	Apply principles and practices of academic writing and referencing	④
	6	Demonstrate ethical use of intellectual property	⑤

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	Fraser, J., Waters, D., Forster, E., & Brown, N.J.	2022	Paediatric nursing in Australia and New Zealand: Principles for Practice	3rd Edition	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

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. 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