

NUR104

# Contexts of Practice: The Older Person 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](http://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

Health professionals promote, maintain and restore the health and wellbeing of the older person and their families in diverse health service settings which may include hospital, community and the home. 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 learn the principles for practice which support optimal health outcomes in ways which are responsive, evidence based, and which promote autonomy and agency using the frameworks of Social Justice and Person-Centred care. The importance of Aged Care Quality Standards in ensuring safe quality care in aged care facilities is emphasised.

### 1.2. How will this course be delivered?

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

### 1.3. Course Topics

- Ageing and healthy ageing. Ageing globally and in Australia.
- Perspectives of ageing – cultural and diversity considerations.
- Engagement in activities for older people.
- Meaning of ageing for Aboriginal and Torres Strait Islander peoples.
- History of aged care in Australia. Aged Care Act. Aged Care Quality Standards. The Charter of Aged Care Rights
- Understanding the difference between normal ageing processes and disease.
- Contexts of care – community care. Digital support for older people.
- Nursing roles in RACFs. Aged care funding.
- Discrimination, ageism and autonomy.
- Mobility assessment and management of falls.
- Introduction to dementia and end-of-life care.
- Legal and ethical considerations.
- Nursing in aged care settings and older people in acute care 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	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 Understand biophysiological and psychosocial processes associated with ageing.	Knowledgeable	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.7, 3.2, 3.7, 4, 5, 6, 7
2 Describe health challenges for older people.	Knowledgeable	1, 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2, 3.4, 4.2, 4.3, 5.1
3 Interpret and use evidence to plan care to support the health needs of the older person in diverse health settings.	Creative and critical thinker	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.5, 3.7, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.4, 5.5, 6, 6.1, 6.2
4 Use Social Justice principles to appraise contemporary issues related to quality, person-centred care for the older person.	Creative and critical thinker Ethical	1.1, 1.3, 1.5, 2.2, 2.3, 2.5, 2.6, 2.7, 3.7, 4.1, 4.2, 4.4, 5.2, 6.5, 6.6
5 Apply principles and practices of academic writing and referencing	Knowledgeable	
6 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

**CODE COMPETENCY**

- 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
- 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
- 2.8 The RN participates in and/or leads collaborative practice
- 3.2 The RN provides the information and education required to enhance people's control over health
- 3.4 The RN accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities
- 3.7 The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
- 4 Standard 4: Comprehensively conducts assessments
  - 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
  - 5.2 The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
  - 5.4 The RN plans and negotiates how practice will be evaluated and the time frame of engagement
  - 5.5 The RN coordinates resources effectively and efficiently for planned actions
- 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

CODE	COMPETENCY
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
7	Standard 7: Evaluates outcomes to inform 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 Program SC391

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

NUR341

### 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 the learning materials there are quizzes that are embedded in the content that allow you to review your understanding of key concepts related to ageing and aged care.

Formative versions of the assessment tasks using different case studies will be worked through in class 2-3 weeks prior to each task due date to allow the opportunity for informal 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	Quiz/zes	Individual	15%	15 minutes per quiz	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Written Piece	Individual	40%	1000 Words	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	45%	1400 Words	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Task 1 Quiz

<b>GOAL:</b>	The aim of this task is to test your knowledge and understanding of foundational processes, concepts and theories related to ageing and care of older people.
<b>PRODUCT:</b>	Quiz/zes
<b>FORMAT:</b>	This task is a series of online quizzes in weeks 2, 3 and 4. In each quiz, you will complete 5 questions related to the content learned in earlier weeks. Completing these quizzes requires engagement with course readings and course materials. These quizzes are summative and count towards your final grade.

CRITERIA:	No.	Learning Outcome assessed
	1	Understanding of the processes associated with healthy ageing. <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">1</span> <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">2</span>
	2	Application of relevant theory. <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">3</span> <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">4</span>

#### All - Assessment Task 2: Case study

<b>GOAL:</b>	The aim of this task is to articulate your understanding of processes and challenges associated with ageing and use an evidence-based approach to formulate a plan of care relevant to an older person within a specific healthcare context.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will be provided with a case study in a template format. You will answer questions in the template to explain biophysical changes and psychosocial challenges relevant to the person and context; formulate a person-centred plan of care using evidence-based resources; and relate the social justice principle of access to Aged Care Quality standard(s). You will use APA 7 referencing style.	
CRITERIA:	No.	Learning Outcome assessed
	1	Use of evidence to analyse the biophysical, and psycho-social processes associated with ageing <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">1</span>
	2	Interpretation of health challenges for older people <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">2</span>
	3	Interpret and use evidence to plan care to support the health needs of the older person in diverse health settings <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">3</span>
	4	Appraisal of the principles of Social Justice <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">4</span>
	5	Apply principles and practices of academic writing and referencing <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">5</span>
	6	Demonstrate ethical use of intellectual property <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">6</span>

#### All - Assessment Task 3: Case Study

<b>GOAL:</b>	The aim of this task is to articulate your understanding of biophysical and psychosocial factors influencing the health and wellbeing of older people and apply research evidence to inform person-centred care and evidence-based practice.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will be provided with a case study in a template format. You will answer questions in the template to discuss biophysical and psychosocial factors influencing health and wellbeing of older people relevant to the person and context; apply research evidence to discuss a person-centred plan of care and nursing evidence-based practice; and relate the social justice principle of participation to the Code of Conduct for Aged Care. You will use APA 7 referencing style.	
CRITERIA:	No.	Learning Outcome assessed
	1	Understanding of biophysical and psycho-social processes associated with ageing <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">1</span>
	2	Interpretation and use evidence to plan person-centred care. <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">3</span>
	3	Appraisal of the principles of Social Justice <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">4</span>
	4	Application of principles and practices of academic writing and referencing <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">5</span>
	5	Demonstration of ethical use of intellectual property <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">6</span>

## 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	2022	Healthy Ageing and Aged Care 2e EB	n/a	n/a

### 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](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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)