UniSC

COURSE OUTLINE

NUR108 Living Well Across the Lifespan

School: School of Health - Nursing

2027 | Trimester 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.

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1. What is this course about?

1.1. Description

Not offered until Trimester 2, 2027
This course explores the physical, cognitive, emotional, and social dimensions of human development from conception to end of life. You will examine key developmental theories, milestones, and transitions across life stages, and consider how these influence individual health needs and nursing care. Emphasis is placed on applying developmental theory to assess, plan, and deliver age-appropriate, person-centred care.

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	12 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	12 times

1.3. Course Topics

- Human development theories and their application to nursing practice
- Lifespan transitions and developmental milestones from birth to end of life
- Cultural, social, and environmental influences on development
- Health equity, and the social determinants of health as they affect development
- Culturally responsive and strengths-based care across the lifespan, including Aboriginal and Torres Strait Islander Peoples aspirations of "living, dying and grieving well".
- Critical reflection on lived experience and developmental diversity
- Communication and person-centered, trauma informed care tailored to developmental needs
- Foundations for nurse-led care planning in community and primary health

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 Describe human development across life stages and explore how developmental milestones influence individual health needs	Knowledgeable	1.1, 1.2, 4.1, 4.3
2 Illustrate developmental theory linked to age-appropriate nursing care	Knowledgeable	1.1, 2.2, 4.1, 6.1
3 Promote wellness by integrating culturally safe and people-focused care strategies	Sustainability-focussed	1.3, 2.2, 2.5, 6.1
4 Apply foundational academic conventions and basic digital literacy skills to produce structured and ethical scholarly communication, incorporating introductory collaborative approaches where appropriate	Ethical	1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.3, 7.2, 7.3

* 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
2.5	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
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others

CODE	COMPETENCY
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
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
7.2	The RN revises the plan based on the evaluation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

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 UB013 or SC017

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR100

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

Feedback from the Task 1 assessment will provide early guidance to inform and strengthen performance in subsequent assessment tasks

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%	30 minutes	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2	Artefact - Creative, and Written Piece	Individual	40%	250-300 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	1250 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online quizzes

GOAL:	The goal of these quizzes is to test your knowledge of developmental milestones, key theories, and nursing applications for each stage of the lifespan. They will help you consolidate your learning, check your progress, and prepare for later assessments.
PRODUCT:	Quiz/zes
FORMAT:	You will complete a series of short quizzes throughout the teaching period. Each quiz contributes 5% to your overall grade (Total weighting of 20%).

CRITERIA:	No.		Learning Outcome assessed
	1	Describe human development across life stages and how developmental milestones influence individual health needs	1
	2	Describe developmental theory linked to age-appropriate nursing care	2
GENERIC SKILLS:	Problem solving, Information literacy		

All - Assessment Task 2: Concept map

GOAL:	The goal of your concept map is to help you plan your approach for Task 3 (Case Response). Alongside the map, you will submit a short explanation of how your map will guide your case analysis.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	Choose a life stage, theory, and determinant of health. Create a visual concept map that shows how these are connected and how they influence nursing care. Your written explanation needs to describe (a) why you chose the life stage and determinant; (b) how the theory helps explain key developmental milestones; and (c) how this plan will help you prepare for Task 3. You must submit your concept map (as an image or PDF) and your written explanation (Word or PDF) together in Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Accuracy and relevance of theory, determinant, and life stage	1
	2	Clarity, organisation, and creativity of the concept map	4
	3	Integration of health equity or social justice perspectives	3
	4	Usefulness of the plan as preparation for Task 3	4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: Case based written response and reflection

GOAL:	The goal of this task is to integrate your knowledge of developmental theory, milestones, social determinants, and culturally safe care. It is designed as your introductory capstone for NUR108.
PRODUCT:	Written Piece
FORMAT:	In Part A (Case based Response of 1000 words), you will select a case study and apply a relevant developmental theory to your analysis. You will identify the key developmental milestones for the person in the case, consider how social determinants of health influence their situation, and propose culturally safe, person-centred nursing approaches for the life stage. Your response should be supported by scholarly evidence.

In part B (250 word Reflection on feedback provided in Task 2), you will explain how you used the feedback from your concept map to strengthen your case response. You will identify one key area where your work improved and reflect on how engaging with feedback has shaped your learning and will support your progression in your nursing studies |

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application of developmental theory to the case	①
	2	Integration of social determinants and equity perspectives	③
	3	Reflection on feedback – specificity and meaningful application	④
	4	Applied academic writing principles and referencing	④
	5	Demonstrates ethical use of intellectual property	④

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

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
All delivery modes	Artefact - Creative, and Written Piece	Concept map	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.3	Assessed
			6.1	Assessed
	Quiz/zes	Online quizzes	1.1	Assessed
			1.2	Assessed
			2.2	Assessed
			4.1	Assessed
			4.3	Assessed
			6.1	Assessed
	Written Piece	Case based written response and reflection	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			2.2	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.3	Assessed
			6.1	Assessed

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	Erb Kozier,Barbara Kozier,Audrey Berman,Glenora Lea Erb,Shirlee Snyder,Tracy Levett-Jones,Trudy Dwyer,Majella Hales	0	Kozier and Erb's Fundamentals of Nursing Pack Vols 1-3	n/a	n/a
Required	Jill Clendon,Ailsa Munns	2018	Community Health and Wellness	n/a	Elsevier Health Sciences

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

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 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