

# NUR109 Promoting Wellbeing in Communities and Populations

School: School of Health - Nursing

2027 | Trimester 1

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 [unisc.edu.au](http://unisc.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

In this course, you will learn how nurses can promote health and prevent illness in communities and populations. You will explore the social and environmental factors that shape health, including climate and planetary wellbeing. Through a focus on primary health care, social justice, and Cultural Safety, you will develop skills to deliver person-centred, evidence-informed care and communicate effectively in diverse settings.

### 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 materials.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – On campus tutorial	2hrs	Week 1	12 times

### 1.3. Course Topics

- Primary health care
- Health promotion
- Social Determinants of Health
- Environment and global health (including planetary health and climate change)
- Cultural Safety
- Principles of Social Justice in healthcare

## 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 Explain the principles of health promotion and illness prevention at the community and population levels	Sustainability-focussed	1.1, 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 2.2, 2.8, 3.1, 3.2, 4.1, 4.3, 5.2, 6.1, 7.3
2 Identify and explore the social determinants that effect health and how they impact people and the planet	Empowered	1.3, 3.1, 3.4, 4.1, 4.3, 4.4, 5.3, 6.1, 6.6
3 Explore social justice principles to promote equity and access in diverse populations	Empowered	1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.5, 2.6, 2.8, 3.3, 3.4, 3.7, 5.2, 7.3
4 Apply primary health care principles to nursing and midwifery practice	Ethical	1.1, 2.8, 4.1, 6.1
5 Demonstrate culturally and clinically safe person-centred care in diverse contexts	Sustainability-focussed	1.3, 2.2, 2.7, 6.1
6 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
<b>NURSING AND MIDWIFERY BOARD OF AUSTRALIA</b>	
1.1	The midwife identifies what is important to women as the foundation for using evidence to promote informed decision-making, participation in care, and self-determination
1.2	The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery 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 midwife undertakes ongoing processes of reflection to ensure professional judgements acknowledge how personal culture impacts on practice
1.5	The midwife supports access to maternity care for the woman
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
1.7	The midwife identifies and promotes the role of midwifery practice and the midwifery profession in influencing better health outcomes for women
2.1	The midwife supports the choices of the woman, with respect for families and communities in relation to maternity care

CODE	COMPETENCY
2.2	The midwife partners with women to strengthen women's capabilities and confidence to care for themselves and their families
2.3	The midwife practises ethically, with respect for dignity, privacy, confidentiality, equity and justice
2.4	The midwife practises without the discrimination that may be associated with race, age, disability, sexuality, gender identity, relationship status, power relations and/or social disadvantage
2.5	The midwife practises cultural safety that is holistic, free of bias and exposes racism
2.6	The midwife practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander Peoples
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 midwife participates in and/or leads collaborative practice
3.1	The midwife understands their scope of practice
3.2	The RN provides the information and education required to enhance people's control over health
3.3	The midwife participates in own continuing professional development to maintain the required knowledge and skill base for safe and effective practice
3.4	The midwife contributes to a culture that supports learning, teaching, knowledge transfer and critical reflection
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 midwife works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of women, communities and populations
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 midwife assesses the resources that are available to inform planning
5.2	The midwife collaboratively develops plans until options, priorities, goals, actions, anticipated outcomes and timeframes are agreed with the woman, and/or relevant others
5.3	The midwife co-ordinates resources effectively and efficiently for planned actions
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.6	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
7.2	The RN revises the plan based on the evaluation
7.3	The midwife uses evaluation and reflection to inform future practice and professional development

## 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, SC391, SC393 or SC017

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

NUR121

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

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	Written Piece	Individual	20%	500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Oral	Individual	45%	3 minutes	Week 8	Online Assignment Submission with plagiarism check
All	3	Quiz/zes	Individual	35%	60 minutes	Week 12	Online Test (Quiz)

All - Assessment Task 1: Health promotion activity - group planning

<b>GOAL:</b>	The aim of this task is to support the development of collaborative skills and forward planning for a group-based health promotion activity	
<b>PRODUCT:</b>	Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>In small groups, you will create a short written plan for a health promotion activity that addresses one of the Australian Institute of Health and Welfare (AIHW) health priority topics, linked to relevant social determinants of health (SDoH).</p> <ul style="list-style-type: none"> <li>• Develop a group work contract outlining roles, responsibilities, timelines, and expectations.</li> <li>• Submit your group contract and planning notes (approximately 500 words or equivalent template).</li> <li>• This task will prepare you for Task 2.</li> </ul>	
<b>CRITERIA:</b>	<p><b>No.</b></p> <p>1 Clear articulation of group roles and responsibilities</p>	<p><b>Learning Outcome assessed</b></p> <p>6</p>
<b>GENERIC SKILLS:</b>	Collaboration	

**All - Assessment Task 2:** Group video role-play and reflection

<b>GOAL:</b>	The aim of this task is for you to collaboratively design and present a health promotion activity addressing an AIHW priority topic, while critically reflecting on group processes and culturally safe practice.		
<b>PRODUCT:</b>	Artefact - Creative, and Oral		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	<p>Working in your group, you will:</p> <ol style="list-style-type: none"> <li>1. Produce a 3-minute video role play that demonstrates a health promotion activity. The focus must address:               <ol style="list-style-type: none"> <li>(a) one AIHW health priority topic,</li> <li>(b) at least one social determinant of health (SDoH), and (c) wellness strategies tailored to a specific population group.</li> </ol> </li> <li>2. All group members must appear on screen throughout the video to ensure visible participation and authenticity.</li> <li>3. After the role play, each student will individually submit a 500-word reflection that analyses the effectiveness of the group process (supported by peer- and self-review), reflects on the quality of the artefact produced, and applies evidence from the literature to evaluate the activity and role play.</li> </ol>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Relevance and accuracy of health information content addressing AIHW topic and SDoH	1 2 3
	2	Demonstrated Cultural Safety, equity, and inclusivity in the role play	4 5
	3	Clarity, creativity, and engagement in the video presentation	3 4
	4	Critical reflection on group work processes and outcomes, supported by evidence	4
	5	Application of academic writing and referencing conventions in the individual reflection	6
	6	Ethical use of intellectual property in media and written submission	6
<b>GENERIC SKILLS:</b>	Communication, Collaboration		

**All - Assessment Task 3:** Online quiz

<b>GOAL:</b>	The goal of this task is for you to demonstrate your knowledge and application of health promotion and primary health care concepts		
<b>PRODUCT:</b>	Quiz/zes		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	You will complete an online quiz in Canvas at the end of the course. The quiz will include a range of question formats (such as short answer, multiple choice, drag-and-drop, or case-based items). It will cover all course content and require you to apply your knowledge to community and population health contexts.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrates accurate knowledge of health promotion, illness prevention, and determinants of health at community and population levels	1 2
	2	Applies understanding of primary health care frameworks and culturally safe practice to community and population health contexts	3 4
	3	Identifies strategies to promote health equity and access in diverse populations	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy		

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016</b>				
All delivery modes	Artefact - Creative, and Oral	Group video role-play and reflection	1.1	Assessed
			1.3	Assessed
			1.5	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			2.8	Assessed
			3.3	Assessed
			3.5	Assessed
			3.7	Assessed
			4.1	Assessed
			4.3	Assessed
			6.1	Assessed
			6.6	Assessed
				Quiz/zes
1.3	Assessed			
1.5	Assessed			
2.5	Assessed			
2.8	Assessed			
3.2	Assessed			
3.7	Assessed			
4.1	Assessed			
4.3	Assessed			
6.1	Assessed			
	Written Piece	Health promotion activity - group planning	2.2	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	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.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

## 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Jill Clendon,Ailsa Munns	2022	Community Health and Wellness: Principles of Primary Health Care 7E	7th	Elsevier

### 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. 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>

### 10.5. 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.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)