COURSE OUTLINE

# NUR121 Health Care and the Professions

**School:** School of Health - Nursing

**2026 | 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 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

Nursing and midwifery are integral to and have a leadership role within health care. Using a case based approach, you will develop your understanding of the social, cultural and political influences, that shape health care and the health professions. You will consider the social determinants of health and analyse ways nursing and midwifery can mitigate these influences using approaches to care that are centred on, and advocate for, the perspectives and needs of the person and community.

### 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

- Introduction to the course and learning to learn – the case-based approach. The Australian health care system
- Australian health priorities and health care issues.
- The relationship between social justice and health. Influences that shape health and health care.
- Cultural safety, impacts on health and health service provision,Aboriginal and Torres Strait Islander perspective and their interpretation of health.
- Health care in global contexts. Sustainable Development Goals (UN), International Indigenous health perspectives (WHO) & (UN).
- Nursing and midwifery roles in health care
- The role of Leadership: an introduction.
- The role of Advocacy in Healthcare Professions.
- Approaches to providing health care in the nursing and midwifery professions.
- Consumer and community engagment in heathcare.
- Digital health and contemporary approaches.

## 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<br>On successful completion of this course, you should be able to... | GRADUATE QUALITIES MAPPING<br>Completing these tasks successfully will contribute to you becoming... | PROFESSIONAL STANDARD MAPPING *<br>Nursing and Midwifery Board of Australia |
|---|---|---|
| 1 Identify and analyse the major influences which shape health and health care both locally and globally. | Creative and critical thinker | 1, 1.7, 2, 3, 4.4 |
| 2 Describe health priorities and social determinants of health through a social justice framework. | Ethical | 1, 2, 2.3, 2.4, 3 |
| 3 Describe the role of nursing and midwifery in contemporary health care environment including their roles in leadership and advocacy. | Knowledgeable | 1, 1.7, 2, 3, 3.1, 3.2, 7.3 |
| 4 Discuss approaches to care where the perspectives of individuals, families and communities are central. | Creative and critical thinker | 1, 2, 2.7, 3, 5.3 |
| 5 Apply principles and practices of academic writing and referencing. | Ethical | 1, 1.2, 1.6, 2, 3 |
| 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 |
| 1.2 | The midwife accesses, analyses, and uses the best available evidence, that includes research findings, for safe, quality midwifery practice |
| 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 | Standard 2: Engages in therapeutic and professional relationships |
| 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 |
| 2.7 | The midwife develops, maintains and concludes professional relationships in a way that differentiates the boundaries between professional and personal relationships |
| 3 | Standard 3: Maintains the capability for practice |

| CODE | COMPETENCY |
|---|---|
| 3.1 | The midwife understands their scope of practice |
| 3.2 | The midwife practises within relevant legal parameters and professional standards, codes and guidelines |
| 4.4 | The midwife assesses the resources that are available to inform planning |
| 5.3 | The midwife co-ordinates resources effectively and efficiently for planned actions |
| 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 Program SC017, SC391 or SC393

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 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

The individual Online quizzes will provide you with early feedback to support you with further learning and assessments.

### 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 x 3 | Refer to Format | Online Test (Quiz) |
| All | 2 | Artefact - Creative, and Written Piece | Individual | 40% | 1000 words | Week 8 | Online Assignment Submission with plagiarism check |
| All | 3 | Case Study | Individual | 45% | 2000 words | Week 12 | Online Assignment Submission with plagiarism check |

**All - Assessment Task 1:** On Line Quizzes Weeks 2,3 & 4

| | |
|---|---|
| **GOAL:** | To demonstrate your understanding of the key concepts delivered in the first 4 weeks of the trimester. |
| **PRODUCT:** | Quiz/zes |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | In weeks 2,3 & 4, you will be required to complete a weekly online quiz linked to you weekly course topics and learning materials. |

**CRITERIA:**

| No. | | Learning Outcome assessed |
|---|---|---|
| 1 | Understanding of contemporary health priorities or healthcare issues in Australia. | 1 2 |
| 2 | Identification of relevant social, cultural, political influences and the social determinants of health as they relate to health and healthcare | 1 2 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Applying technologies, Information literacy |

**All - Assessment Task 2:** Digital poster

| | |
|---|---|
| **GOAL:** | To describe the role of nursing or midwifery in the provision of healthcare and present as a digital poster |
| **PRODUCT:** | Artefact - Creative, and Written Piece |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | You will develop a digital poster which describes the role of nursing and /or midwifery in the provision of healthcare, from a local, regional or global perspective.<br>A range of options will be provided for you on CANVAS.<br>You will use current APA 7 referencing style. |

**CRITERIA:**

| No. | | Learning Outcome assessed |
|---|---|---|
| 1 | Description and analysis of the role of nursing and/or midwifery in the provision of healthcare- from a local, regional or global perspective. | 1 3 |
| 2 | Discussion of the importance of leadership and advocacy in the chosen context. | 1 3 |
| 3 | Apply principles and practices of academic writing and referencing | 5 |
| 4 | Demonstrate ethical use of intellectual property | 6 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Problem solving, Organisation, Applying technologies, Information literacy |

**All - Assessment Task 3:** Case Study Workbook

| | |
|---|---|
| **GOAL:** | To demonstrate an understanding of the role of nursing and/or midwifery in the provision of healthcare and the importance of the perspective of individuals, families and communities in that care. |
| **PRODUCT:** | Case Study |
| **AUTHORSHIP STATEMENT:** | |
| **FORMAT:** | Using the framework provided you will respond and comment on a number of selected care studies. You will use the current APA7 referencing style and submit in Week 12. |

**CRITERIA:**

| No. | | Learning Outcome assessed |
|---|---|---|
| 1 | Analysis of influences which shape health and healthcare locally and globally. | 1 |
| 2 | Describe health priorities and social determinants of health through a social justice framework | 2 |
| 3 | Discussion of the importance of the perspectives of individuals, families and communities in planning and provision of healthcare. | 4 |
| 4 | Integration and application of relevant theoretical perspectives into responses | 1 2 3 4 |
| 5 | Analysis of the role of leadership and advocacy in the provision of healthcare | 3 |
| 6 | Apply principles and practices of academic writing and referencing | 5 |
| 7 | Demonstrate ethical use of intellectual property | 6 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Problem solving, 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

There are no required/recommended resources for this course.

### 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

## 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