UniSC

COURSE OUTLINE

NUR308 Primary Health Care

School: School of Health - Nursing

| 2027 | Trimester 2 |

| Online | ONLINE | You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement. |

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

Not offered until Trimester 2, 2027

This third-year course consolidates and extends your understanding of Primary Health Care (PHC) as a cornerstone of equitable, sustainable, and culturally safe health systems. Building on earlier studies of human development, health promotion, and preventative care introduced in Living Well Across the Lifespan and Promoting Wellbeing in Communities and Populations, you will critically examine how PHC principles are enacted across Aboriginal and Torres Strait Islander communities, rural health, and global health contexts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – Online asynchronous learning materials	1hr	Week 1	8 times
Online – Student support via Zoom sessions	1hr	Week 1	8 times

1.3. Course Topics

- Primary Health Care principles – review and consolidation of equity, sustainability, and cultural safety
- Population health approaches – prevention, health promotion, and social determinants of health
- Community development and empowerment – participatory action and capacity building
- Interprofessional collaboration – teamwork and integrated health services in Primary Health Care
- Chronic and life-limiting disease management – prevention, early intervention, and long-term care
- Policy, equity, and advocacy – frameworks and initiatives that support health equity
- Innovative Primary Health Care models – social prescribing, green prescribing, and emerging approaches
- Aboriginal and Torres Strait Islander Peoples' health – culturally responsive and Indigenous-led models of care

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 Apply culturally responsive and place-based approaches to promote health equity and address social and cultural determinants of health	Ethical Engaged Sustainability-focussed	1.1, 1.3, 4.3, 6.1
2 Critically evaluate community-based Primary Health Care interventions that strengthen health literacy, empowerment, and sustainability across diverse populations	Knowledgeable Creative and critical thinker Sustainability-focussed	1.1, 1.5, 2.5, 3.7
3 Create an integrated health services which incudes multisectoral partnerships that support people's needs across the lifespan	Empowered Engaged	1.1, 2.2, 2.8, 4.1, 5.1, 6.1
4 Synthesize and justify academic, professional, and digital communication choices to produce ethical, scholarly, and professionally accountable communication appropriate to the role and responsibilities of a graduate nurse	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
1.3	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
2.8	The RN participates in and/or leads collaborative practice
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
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people

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
5.1	The RN uses assessment data and best available evidence to develop a plan
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

NUR109 or NUR121 and enrolled in UB013

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Completing the quiz in week 2 will provide feedback to support your learning and prepare you for later assessments in 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%	30 minutes	Week 2	Online Test (Quiz)
All	2	Artefact - Creative, and Oral	Individual	40%	2-3 minutes narration	Week 4	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	2000 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz: Review of Primary Health Care Principles

GOAL:	The aim of this quiz is to consolidate your prior knowledge of community and population health from Year 1 and apply it to more advanced concepts in Primary Health Care, including equity, empowerment, and culturally responsive strategies.
PRODUCT:	Quiz/zes
FORMAT:	In Week 2, you will complete an online quiz designed to review and extend your understanding of Primary Health Care principles. The quiz will include multiple-choice and application-based questions linked to scenarios.

CRITERIA:	No.		Learning Outcome assessed
	1	Application of primary health care principles	① ②
	2	Integration of prior knowledge into advanced contexts	① ② ③

GENERIC SKILLS:	Problem solving, Organisation

All - Assessment Task 2: Poster and Narration

GOAL:	The aim of this task is to develop your ability to critically evaluate Primary Health Care (PHC) programs and communicate your analysis through both a professional visual format and a brief narrated explanation
PRODUCT:	Artefact - Creative, and Oral
FORMAT:	You will be provided with a PHC program (e.g., mental health, child health, school health, rural/remote programs, or technology-enabled services). Using guiding questions provided in the learning materials, you will critique the program, considering aspects such as health literacy, empowerment, sustainability, integration of services, and the role of nurses in community health. Your submission will include three components: 1. A poster or infographic (image or PDF). 2. A 2–3 minute narration (audio or video) explaining your critique in your own words. 3. A separate reference list All components must be submitted together in Canvas

CRITERIA:	No.		Learning Outcome assessed
	1	Critical evaluation of PHC program	②
	2	Understanding of integrated PHC services	②
	3	Communication and professional presentation	④
	4	Applies principles and practices of academic writing and referencing	④
	5	Demonstrates ethical use of intellectual property	④

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

All - Assessment Task 3: Design a PHC nursing intervention

GOAL:	The aim of this task is for you to build on the critique completed in Task 2 by designing a culturally responsive, evidence-informed community nursing intervention. Your intervention will address social and cultural determinants of health, promote equity and sustainability in Primary Health Care, and demonstrate how nurses contribute to multisectoral action and community partnerships.
PRODUCT:	Written Piece
FORMAT:	You will select an existing community service or program (details can be found in Canvas) and use the supplied template to design a community-based nursing intervention. Drawing on the critique you completed in Task 2, your intervention should: • Apply culturally responsive and place-based strategies to address health equity. • Consider social and cultural determinants of health, including multisectoral collaboration and policy context. • Outline practical, evidence-based nursing actions that are person-centred and equity-focused. You must complete all sections of the template, justify your design choices, and support your intervention with appropriate scholarly evidence.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Application of culturally responsive and place-based strategies	1
	2	Design of community-based nursing intervention	3
	3	Applies principles and practices of academic writing and referencing	4
	4	Demonstrates ethical use of intellectual property	4

GENERIC SKILLS:	Communication, Problem solving, Organisation

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 Oral	Poster and Narration	1.1	Assessed
			1.3	Assessed
			1.5	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			3.7	Assessed
			6.1	Assessed
	Quiz/zes	Quiz: Review of Primary Health Care Principles	1.1	Assessed
			1.3	Assessed
			1.5	Assessed
			2.2	Assessed
			2.5	Assessed
			2.8	Assessed
			3.7	Assessed
			4.1	Assessed
			4.3	Assessed
			5.1	Assessed
			6.1	Assessed
	Written Piece	Design a PHC nursing intervention	1.1	Assessed
			1.3	Assessed
			2.2	Assessed
			2.7	Assessed
			2.8	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	Jill Clendon, Ailsa Munns	2022	Community Health and Wellness: Principles of Primary Health Care 7E	7th	Elsevier

8.2. Specific requirements

Must have access to a computer and internet as this is an online course.

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