

NUR312 Life Crisis**School:** School of Nursing, Midwifery and Paramedicine

2022 | Session 4

Online

ONLINE

You can do this course without coming onto campus.

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

Through the creation of an individual portfolio, you will use and manage information technologies to collect, and reflect on artefacts that represent your learning about people experiencing life crises. The use of reflective practice will increase your capacity to critically self-appraise your 'caring' role as a nursing clinician and health professional in situations where individuals or members of the community are faced with life crisis. The development of your portfolio will increase your capability to analyse your learning, formulate your future goals and pursue attainment of your full potential.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online asynchronous learning and teaching recording. Information session/drop-in via Zoom.	4hrs	Week 1	8 times

1.3. Course Topics

- Legal and ethical frameworks that guide the provision of care in crisis situations
- Domestic Violence
- Impact of Bushfires and Heatwaves.
- Floods, storms and cyclones.
- Pandemic responses.
- Rural and remote health service challenges.
- Asylum Seekers and refugee health
- Occupational Violence and Resilience

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 Identify contemporary regional, national and global issues that may impact health and well being	Knowledgeable	1.2, 1.7, 2.3, 3.2, 3.7, 4.3
2 Analyse the impact of contemporary health issues on individual, family or community health and well being	Sustainability-focussed	1.1, 4.3, 4.4
3 Interpret and use evidence to inform innovative, responsive practice to situations of life crisis in diverse and complex healthcare settings	Engaged	1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.9, 3.2, 4.3, 4.4, 5.2, 6.5
4 Critically self-appraise your caring role as a health professional through the use of reflective models and a social justice framework	Engaged	2.1, 3.3, 3.5

* 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
1.4	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
1.7	The RN contributes to quality improvement and relevant research
2.1	The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships
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
2.9	The RN reports notifiable conduct of health professionals, health workers and others.
3.2	The RN provides the information and education required to enhance people's control over health
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others
3.5	The RN seeks and responds to practice review and feedback
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
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

CODE	COMPETENCY
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5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
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6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
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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

NUR117 or NUR141 or HLT132 and enrolled in Program SC391, SC392 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

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

You are encouraged to request feedback on the development of your assessment tasks in the online meetings scheduled 4 times per week (details of these meetings are outlined in the announcement on the course Canvas). This feedback will be provided in the online meetings from week 2 until the course completion.

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	Case Study	Individual	50%	1500 words	Week 4	Online Submission
All	2	Written Piece	Individual	50%	2000 words	Week 8	Online Submission

All - Assessment Task 1: Written assignment

GOAL:	The goal of this task is to identify and analyse a contemporary issue that may impact on the health and well being of individuals and using a social justice framework discuss appropriate healthcare responses.		
PRODUCT:	Case Study		
FORMAT:	Case Study		
CRITERIA:	No.		Learning Outcome assessed
	1	A discussion on the legal and ethical role and responsibilities of a healthcare system in responding to a specific life crisis event.	1
	2	Using the social justice framework outline and discuss innovative ways a healthcare system may assist in times of crisis.	2
	3	Delineate and critically analyse the role and responsibilities of your healthcare profession during a chosen life crisis event.	2
	4	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.Ethical use of intellectual property.	1 2 3 4
GENERIC SKILLS:	Collaboration, Problem solving, Information literacy		

All - Assessment Task 2: Reflection

GOAL:	Using the provided reflective model you will write a reflection which analyses your learning specifically related to one of the case scenarios provided.		
PRODUCT:	Written Piece		
FORMAT:	Reflection		
CRITERIA:	No.		Learning Outcome assessed
	1	Apply a reflective practice model to critically describe your ability to care and your ability to practice in crisis	4
	2	Critically self-appraise your ability to care for other in crisis	4
	3	Interpret, analyse and use evidence to identify and delineate practice in diverse and complex health care settings (your chosen life crisis case is used as a basis for this interpretation)	3
	4	Identifies future learning goals and delineates a comprehensive action plan for professional clinical practice improvement.	3 4
	5	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.Ethical use of intellectual property.	1 2 3 4
GENERIC SKILLS:	Communication, Problem solving, Applying technologies		

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:

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.

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.

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