COURSE OUTLINE

NUR322 The Child Client

School: School of Nursing, Midwifery and Paramedicine

2026 | Session 4

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

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

This elective course will enable you to further develop your skills and knowledge in caring for children from birth to 16 years in case studies based in acute and community settings. You will be introduced to key philosophical models/concepts specifically relating to paediatric care. This course will enable you to explore common health problems, and chronic and life-threatening illnesses that affect the child client. This course will be delivered to you online.

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 aspects involved in health and human services for children and their families.
- Philosophical models in relation to caring for the child client and family
- Age appropriate principles to specific child client service contexts.
- Policy analysis

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 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 Examine International and Australian policy and specific philosophical models relevant to child and family health and human services provision.	Creative and critical thinker Sustainability-focussed	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.9, 3, 3.1, 3.2, 3.6, 3.7, 4, 4.1, 4.2, 4.3, 5, 5.2, 5.5, 6, 6.2, 6.5, 6.6
2 Apply age appropriate principles to specific child client service contexts.	Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4, 4.1, 4.2, 4.3, 5, 5.1, 5.5, 6, 7, 7.1, 7.2, 7.3
3 Incorporate a multidisciplinary team model in the promotion of supportive practices for the child, young person and their family.	Creative and critical thinker Sustainability-focussed	1.3, 2, 2.4, 2.6, 2.7, 2.8, 2.9, 3.2, 3.4, 4.3, 5.5, 6.3, 7.1, 7.2, 7.3
4 Apply principles and practices of academic writing and referencing.	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
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	Standard 2: Engages in therapeutic and professional relationships
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
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
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 RN participates in and/or leads collaborative practice
2.9	The RN reports notifiable conduct of health professionals, health workers and others.

CODE	COMPETENCY
3	Standard 3: Maintains the capability for 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
3.2	The RN provides the information and education required to enhance people's control over health
3.4	The RN accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities
3.6	The RN actively engages with the profession
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
4	Standard 4: Comprehensively conducts assessments
4.1	The RN conducts assessments that are holistic as well as culturally appropriate
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
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	Standard 5: Develops a plan for nursing practice
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
5.5	The RN coordinates resources effectively and efficiently for planned actions
6	Standard 6: Provides safe, appropriate and responsive quality nursing practice
6.2	The RN practises within their scope of practice
6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non- clinical roles
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
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	Standard 7: Evaluates outcomes to inform nursing practice
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
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

NUR117 or NUR103 or HLT132 and enrolled in Program SC391, SC392, SC393 or SC335

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

This course offers weekly zoom (video conferencing) sessions. There are two sessions a week offered to you to discuss topics relating to the course work and your 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	Oral and Written Piece	Individual	50%	300 words and 3 minute presentation	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2000 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Written Assignment: Conference Presentation

GOAL:	Child-inclusive approaches keep issues of child safety and well-being at the centre of policy and practice. The purpose of this assignment is for you to demonstrate your understanding of child and family inclusiveness in health and human service policies.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You are asked to review specific policies in health and human services. Details of the policies you can use will be available on Canvas. You will prepare an abstract and narrated PowerPoint (audio presentation) supported by relevant reference material.

CRITERIA:

No.		Learning Outcome assessed
1	Analyse and critique the relevance of the policy in relation to addressing the age appropriate needs of children, adolescents and their family.	1 2
2	Review the inclusiveness of the policy in relation to the ability and opportunities for children, adolescents and their family to participate in decisions that affect them.	1 2
3	Identify and analyse philosophical models or influences underpinning the policy focus.	1
4	Justify argument through use of quality sources and citations.	3
5	Written abstract and recorded and referenced conference presentation including structure, grammar, application of APA7 referencing protocol.	4

GENERIC SKILLS:	

All - Assessment Task 2: Written assignment: Case Study

GOAL:	Apply a multidisciplinary approach to age appropriate care of a child in relation to health and community management or nursing practice.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You will prepare a written assignment in which you develop a response to a selected case study. You will be required to identify and appraise policies that are relevant, apply age appropriate principles in discussion of assessment care planning and service provision and incorporate discussion of multidisciplinary team care.
CRITERIA:	

No.		Learning Outcome assessed
1	Analyse and critique the relevance of the policy in relation to addressing the age appropriate needs of children, adolescents and their family.	1
2	Review the inclusiveness of the policy in relation to the ability and opportunities for children, adolescents and their family to participate in decisions that affect them.	1 2
3	Identify and analyse philosophical models or influences underpinning the policy focus.	1
4	Justify argument through use of quality sources and citations.	3
5	Written abstract and recorded and referenced conference presentation including structure, grammar, application of APA7 referencing protocol.	4

GENERIC SKILLS:	

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. 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

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