COURSE OUTLINE

SWK308 Community and Home Care for Healthy Ageing

School: School of Law and Society

2027 | Trimester 1

UniSC Sunshine Coast UniSC Moreton Bay	BLENDED LEARNING	Most of your course is on campus but you may be able to do some components of this course online.
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

Students will examine the complexity of the health and social care system as it relates to older adults, highlighting theory, research, stereotypes and policy relevant to working with older adults. Students will learn to engage with older adults requiring support and develop an understanding of community services/resources to support healthy ageing. Students will explore evidence-based interventions and support services used to assist older adults to promote healthy ageing. Using case studies, students will develop skills to support older adults to engage with community and home services.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	1hr	Week 1	10 times
Tutorial/Workshop 1 – Tutorial	2hrs	Week 1	10 times
ONLINE			
Learning materials – Online learning materials	1hr	Week 1	10 times
Tutorial/Workshop 1 – Online tutorial	2hrs	Week 1	10 times

1.3. Course Topics

Complex Issues and Contemporary Challenges in Aged Care

Healthy Ageing

Practice Approaches and Interprofessional Collaboration

Diversity, Rights, and Ethical Practice in Ageing

1.4. Mature Content

Adult themes

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...	Australian Association of Social Workers
1 Analyse the complexity of the health and social care systems and policies that shape the lives of older adults in Australia.	Knowledgeable	3, 4, 5
2 Identify and assess community-based services and resources that promote independence and social inclusion among older adults.	Knowledgeable	1, 3, 4, 5, 6
3 Demonstrate skills in engaging respectfully and effectively with older adults, using evidence-informed communication and assessment strategies.	Creative and critical thinker	1, 5, 6, 9
4 Collaborate effectively with interdisciplinary professionals, carers, and community organisations to plan, coordinate, and advocate for holistic care and healthy ageing.	Problem solving	1, 5, 6, 7, 9

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN ASSOCIATION OF SOCIAL WORKERS	
1	Practice Standard 1: AASW Code of Ethics
3	Practice Standard 3: Human rights and social justice
4	Practice Standard 4: Culture, identity and intersectionality
5	Practice Standard 5: Critical thinking in practice
6	Practice Standard 6: Exercising professional judgement
7	Practice Standard 7: Professional identity
9	Practice Standard 9: Professional growth

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

Not applicable

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

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Class feedback

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Individual	15 minutes	Week 5	In Class
All	2	Oral and Written Piece	Individual	1500 words and 3 minutes	Week 10	Online Submission

All - Assessment Task 1: Simulated practice scenario

GOAL:	Students will apply course concepts to a simulated practice scenario, demonstrating skills in assessment, service planning and advocacy.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	In-person meeting via video platform
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrates empathy, respect, and professionalism in simulated interaction	3
2	Identifies client needs and appropriate community and home-based supports	2
3	Demonstrates understanding of ageing theory, policy, and service frameworks	1

GENERIC SKILLS:	Communication, Collaboration, Problem solving

All - Assessment Task 2: Aged Care Plan

GOAL:	Based on a simulation with an older adult with complex needs, students develop a comprehensive Aged Care Plan that identifies needs, relevant community and home-care services, interdisciplinary collaborations, and policy frameworks. The plan must be evidence-informed and person-centred, addressing ethical, cultural, and practical considerations. Students then need to orally justify a priority practice issue and appropriate professional response.
PRODUCT:	Oral and Written Piece
AUTHORSHIP STATEMENT:	No
FORMAT:	Online

CRITERIA:

No.		Learning Outcome assessed
1	Demonstrates understanding of ageing theory, policy, and service frameworks	1
2	Identifies client needs and appropriate community and home-based supports	2 3
3	Integrates interprofessional collaboration and ethical considerations	3 4
4	Communicates professionally using appropriate structure and terminology	3 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
AUSTRALIAN SOCIAL WORK EDUCATION AND ACCREDITATION STANDARDS (ASWEAS)				
All delivery modes	Oral	Simulated practice scenario	1	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			9	Taught, Practiced, Assessed
	Oral and Written Piece	Aged Care Plan	1	Taught, Practiced, Assessed
			4	Taught, Practiced, Assessed
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, 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

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

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

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

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