



The University of Southern Queensland

## Course specification

This version produced 11 Jul 2008.

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

### Description: Primary Health Care

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3070	66304	2, 2007	EXT	1.00	Toowoomba

**Academic group:**

FOSCI

**Academic org:**

FOS004

**Student contribution band:**

National Priority Nursing

**ASCED code:**

060399

## STAFFING

Moderator: Don Gorman

## REQUISITES

Pre-requisite: Students must be enrolled in Program: BNPO

## RATIONALE

The purpose of this course is to enable students to recognise inequalities in the health states of individuals, families or groups within a community and to plan collaboratively with these individuals or groups to have equal access to affordable health services, appropriate to their needs.

## SYNOPSIS

This course explores the Primary Health Care role of nurses as independent practitioners and as participants in multidisciplinary and intersectoral practice. Students assess communities in urban, rural, and remote contexts. Strengths, limitations, and strategies for change are identified through appraisal of these communities. Collaborative findings form the basis of a student-designed research proposal, which supports the notions of empowerment, social justice, and equity for all people.

## OBJECTIVES

On successful completion of this course students will be able to:

1. identify the roles of hospital and community health nurses in the delivery of primary health care (Community Develop Program, Environmental Study);
2. integrate the philosophy and principles of Primary Health Care into clinical practice in urban, rural and remote areas (Community Develop Program, Environmental Study);
3. perform a rapid community appraisal to identify strengths and limitations in a community and plan collaboratively to meet needs identified by community (Community Develop Program);
4. apply principles of Primary Health Care to create and maintain healthy environments (Environmental Study).

## TOPICS

	Description	Weighting (%)
1.	Foundations for healthy communities	10.00
2.	Assessing communities	20.00
3.	Empowering communities	20.00
4.	Health, illness and inequalities in health care systems	20.00
5.	Health and the environment	20.00
6.	Nursing, primary health care and the community	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Baum, F 2002, *The New Public Health: An Australian Perspective*, 2nd edn, Oxford University Press, Melbourne.

McMurray, A 2007, *Community Health and Wellness: A Socioecological Approach*, 3rd edn, Mosby Elsevier, Sydney.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

1992, Review of the Role of Primary Health Care in Health Promotion in Australia, *Improving Australia's Health: The Role Primary Health Care, Australia*, National Centre for Epidemiology & Population, Canberra.

(Final Report)

Anderson, ET & McFarlane, JM 1996, *Community as Partner, Theory & Practice in Nursing*, 2nd edn, Lippincott, Philadelphia.

Australian Institute of Health and Welfare 2002, *Australia's Health*, Australian Government Publishing Service, Canberra.

Cooney, C (Ed) 1994, *Primary Health Care, The Way to the Future*, Prentice Hall, Sydney.

Davis, A & George, J 1998, *States of Health: Health & Illness in Australia*, 3rd edn, Addison-Wesley, Pymble.

Egger, G et al 1999, *Health Promotion Strategies and Methods*, McGraw Hill, Sydney.

(Revised edition)

Fleming, ML & Parker, E 2006, *Health Promotion, Principles and Practice in the Australian Context*, 3rd edn, Allen & Unwin, St Leonards.

- Gardner, H (ed) 1995, *The Politics of Health: The Australian Experience*, 2nd edn, Churchill Livingstone, Melbourne.
- Hitchcock, JE, Schubert, PE & Thomas, SA 1999, *Community Health Nursing: Caring in Action*, Delmar, Albany, New York.
- Naidoo, J & Wills, J 1998, *Practising Health Promotion: Dilemmas and Challenges*, Bailliere Tindall, London.
- Nutbeam, D et al 1993, *Goals and Targets for Australia's Health in the Years 2000 and Beyond*, Australian Government Publishing Service, Canberra.
- Ong, BN 1996, *Rapid Appraisal and Health Policy*, Chapman & Hall, London.
- Rogers-Clark, C & Smith, A 1998, *Women's Health, A Primary Health Care Approach*, MacLennan & Petty, Sydney.
- Waddell, C & Petersen, AR (Eds) 1994, *Just Health: Inequality in Illness Care and Prevention*, Churchill Livingstone, Melbourne.
- Wass, A 1994, *Promoting Health: The Primary Health Care Approach*, WB Saunders Bailliere Tindall, Sydney.
- Wilkinson, RG 1996, *Unhealthy Societies: The Afflictions of Inequality*, Routledge, London.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Others	25.00
Private Study	140.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
COMMUNITY DEVELOP PROGRAMM	60.00	60.00	12 Sep 2007
ENVIRONMENTAL STUDY	40.00	40.00	14 Nov 2007

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each working day late.
- Requirements for student to be awarded a passing grade in the course:

- To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
  - 6 Examination information:  
There is no examination in this course.
  - 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
  - 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

### **ASSESSMENT NOTES**

- 9 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 10 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 11 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 12 The Faculty will NOT accept submission of assignments by facsimile.