



The University of Southern Queensland

Course specification

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: Rehabilitation in Community Settings

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3010	84263	3, 2008	EXT	1.00	Toowoomba

Academic group:	FOSCI
Academic org:	FOS004
Student contribution band:	National Priority Nursing
ASCED code:	060307

STAFFING

Examiner: Coralie Graham
Moderator: Cath Rogers-Clark

REQUISITES

Pre-requisite: (CMS1008 and MAT1008 and NUR1140 and NUR1120) or (CMS1007 and NUR1140 and NUR1120) or (CMS1007 and NUR2010 and NUR1020)

RATIONALE

The models of health and service delivery are changing to meet the needs of the 21st century. Trends in health include a projected increase in chronic illness and an aging population. Chronic disease is a leading cause of disability in Australia. Disability may be as a consequence of a physical or psychiatric acute or chronic disease process, injury, or impairment present at birth or related to environmental barriers. The role of the Registered nurse in the community rehabilitation field is evolving and may include a generalist, specialist or case management /team leader role within the context of rural, remote or metropolitan based practice. Partnerships are formed with individuals, families and communities to achieve client, family and community centred outcomes. Community rehabilitative approaches provide a framework for registered nurses as they work in partnership with the client, family, interdisciplinary and inter-sectoral groups. The International Classification of Functioning, Disability and Health (ICF) provides the framework of concepts, terminology and classifications which enable a shared understanding of disability to occur within the disciplines and sectors involved in the rehabilitation process.

SYNOPSIS

Rehabilitation is a process which occurs throughout the entire episode of health service interaction. Rehabilitation nurses partner individuals experiencing disability to achieve their greatest potential, and work toward productive, independent lives. A holistic approach is taken to meeting the client's medical, vocational, educational, environmental, and spiritual needs. Health professionals involved in community rehabilitation seek to equip, empower and provide education and training for rehabilitation clients, carers, family, community members and the community sector to take appropriate roles in the delivery of health and rehabilitation services to achieve enhanced and

sustainable client outcomes. Using a situated and transformative learning approach, this course will enable students to explore the complex issues involved in the rehabilitation process through the perspective of people experiencing disability and rehabilitation nurse practitioners. Students will be required to undertake a case study project in which they develop an understanding of the challenges confronting a person and family living with disability and the rehabilitation role of the registered nurse.

OBJECTIVES

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

1. Apply the International Classification of Functioning, Disability and Health, to examine the issues and interaction between health conditions, environmental and personal factors of a person experiencing disability. (Assessment 1)
2. Review current models of rehabilitation service delivery and the role of the nurse in the rehabilitation process. (Assessment 2)
3. Analyse the effects of disability on the person experiencing disability, the family disability and the family . (Assessment 3)
4. Using the International Classification of Functioning, Disability and Health, examine the needs, resources, facilitators and barriers relevant to the person living with a disability. (Assessments 1,2,3,4)
5. Apply the rehabilitation process to develop a plan of care for a person experiencing disability within the context of their environment. (Assessment 4)
6. Examine the effects of interactions between the client, carers/family, health professionals and community context in the rehabilitation process (Assessments 1,2,3,4).

TOPICS

	Description	Weighting (%)
1.	Disability: a state or a trait. Interaction between health conditions, environmental and personal factors in the lives of people experiencing disability	25.00
2.	Rehabilitation: a place, a phase of health care or a process. Service delivery models and nursing roles	25.00
3.	Disability: The lived experience: The affect of the disability experience on the individual, family and community	20.00
4.	Rehabilitation process: Within a community rehabilitation approach for a person	30.00

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).

Power, PW & Dell Orto, AE (eds) 2004, *Families living with chronic illness and disability: interventions, challenges & opportunities*, Springer Publishing, New York.

(ISBN: 0826155812)

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.

2004, 'CBR A strategy for equalisation of opportunities, poverty reduction and social inclusion of people with disabilities, Joint Position Paper, ILO, UNESCO & WHO' (Available: <http://www.ilo.org/public/english/employment/skills/download/jointpaper.pdf>).

Australian Institute of Health and Welfare 2005, 'Disability and Disability Services in Australia' (Available: <http://www.aihw.gov.au/publications/dis/ddsa/ddsa.pdf>).

(AIHW cat.no. DIS43.Canberra: AIHW)

Davis, S & O'Connor, S (eds) 1999, *Rehabilitation nursing: foundation for practice*, Balliere-Tindall, London.

Griffith University 2006, 'Competencies for Community Rehabilitation in Queensland' (Available: http://www.health.qld.gov.au/qhcrwp/docs/competency_audit1.pdf) [Accessed 07 06 2006]

Kearney, PM & Pryor, J 2004, The International Classification of Functioning, Disability and Health (ICF) and nursing, *Journal of Advanced Nursing*, Vol 46, no.2, pp162-70.

Kendall, E 2005, *Competencies for Community Rehabilitation. An Audit of the Training and Education Needs of Staff Working in Community Rehabilitation in Queensland*, Griffith University,

National Health Priority Action Council (NHPAC) 2006, 'Australian Government Department of Health and Ageing, Canberra' (Available: [http://www.health.gov.au/internet/wcms/publishing.nsf/Content/7E7E9140A3D3A3BCCA257140007AB32B/\\$File/stratal3.pdf](http://www.health.gov.au/internet/wcms/publishing.nsf/Content/7E7E9140A3D3A3BCCA257140007AB32B/$File/stratal3.pdf)).

Pryor, J 2008, Patient and family coping, ch. 22, *Rehabilitation nursing: prevention, intervention and outcomes*, Hoeman, S (ed), Mosby Elsevier, St Louis, pp448-74.

(Chapter 22)

Schneidert, M, Hurst, R, Miller J & Ustun, B 2003, The role of environment in the International Classification of Functioning, Disability and Health (ICF), *Disability and Rehabilitation*, Vol 25, no.11, pp588-95.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Private Study	155.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSESSMENT 1	100.00	25.00	08 Dec 2008
ONLINE ASSESSMENT 2	25.00	25.00	05 Jan 2009
ASSESSMENT 3	100.00	20.00	27 Jan 2009
ASSESSMENT 4	100.00	30.00	09 Feb 2009
ONLINE SURVEY	0.00	0.00	13 Feb 2009

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:**

There are no attendance requirements for this course. However, it is the student's responsibility to study all material provided to them or required to be accessed by them to maximise their chances of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:**

To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 3 Penalties for late submission of required work:**

If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 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:**

As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>.

ASSESSMENT NOTES

- 9 The due date for an assignment is the date by which a student must dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch date, if requested by the Examiner.
- 10 In accordance with University Policy, 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 Students may be required to provide a copy of assignments for assessment purposes. Such copies should be dispatched to the USQ within 24 hours of receipt of a request to do so.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have internet access to USQConnect for this course.
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