The University of Southern Queensland
Course Specification

Description: Teaching and Learning for Health

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR</td>
<td>3160</td>
<td>10453</td>
<td>1, 2002</td>
<td>EXT</td>
<td>1.00</td>
<td>TW MBA</td>
</tr>
</tbody>
</table>

Academic Group: FOSCI
Academic Org: FOS004
HECS Band: 1
ASCED Code: 060301

STAFFING
Examiner: Cheryl Perrin
Moderator: Geoff Wilson

RATIONALE
One of the aims of Primary Health Care according to the World Health Organisation is to create a balance between health promotion, curative care and rehabilitation. Until recently there has been a disproportion in health care spending in that curative care has received the bulk of funding. Currently there is an increasing awareness in society, particularly in government that there has to be increased awareness, emphasis and concomitant spending on health promotion to create a balanced health service. For this reason it is essential that nurses are introduced to the vital role that they have in health promotion as it relates to primary health care. It is therefore essential that nurses learn the components of "wholistic health" and its basic requirements so that their own health promotion practices and health are improved, and so they might be better able to assist clients in this vital area.

SYNOPSIS
This Course provides an introduction to health as a state of being, and the main factors which influence health. The role of the nurse is explored in relation to both Health Promotion/Education and Primary Health Care, in individual and small group settings. Specific community health problem areas such as heart disease, weight control, diabetes, and stress are chosen as models to demonstrate health promotion/education teaching and learning strategies which health professionals might use in individual and small group health promotion/education settings. It is also stressed that such educational principles can also be utilised in dealing with health problems in developing countries (such as infectious disease). The principles underpinning health protection compliance are also examined in detail. The Course also includes the components and skills of health screening for both the purposes of health promotion/education and Primary Health Care Practice.
OBJECTIVES

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

- establish, maintain and terminate caring, therapeutic and effective interpersonal relationships with individuals and families.
- demonstrate respect for client privacy and confidentiality.
- individuals, families and communities.
- identify and value the meanings and determinants of "health" for conduct a health screening assessment of individuals in a primary health care setting.
- demonstrate ability to develop a plan of health promotion/education relevant to the identified needs of individuals.
- demonstrate ability to collaborate with other health professionals in order to implement health promotion plans which will effectively meet the "wholistic" needs of individuals.
- involve the individual client as an active participant in the development, implementation and evaluation of health promotion plans.
- predict factors which will aid or hinder individual client compliance/adherence with health promotion plans.
- demonstrate ability to implement in partnership with the client, the chosen health promotion/education plan

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ORIENTATION TO HEALTH AND THE COURSE Orientation Nursing and Health Ethics, Privacy and Confidentiality Client Safety</td>
<td>20.00</td>
</tr>
<tr>
<td>2. HEALTH CONCEPTS Health defined Factors affecting health Global Health Transcultural health Aboriginal health</td>
<td>20.00</td>
</tr>
<tr>
<td>3. HEALTH RISKS &amp; MODIFICATION THROUGH HEALTH PROMOTION PLAN Healthy Diet Pyramid Dietary Analysis Strategies for Health Promotion Community Health Problems Substance Abuse Weight/Cholesterol control Exercise Stress Adolescent Peer Pressure/Support Friends/Sexuality Health Risk Analysis</td>
<td>20.00</td>
</tr>
<tr>
<td>4. INTRODUCTORY HEALTH SCREENING Health History Taking Health Screening Strategies Integumentary Screening General Status Screening Mental Status Screening</td>
<td>20.00</td>
</tr>
<tr>
<td>5. HEALTH PROMOTION/EDUCATION PLANNING &amp; DELIVERY Health Promotion Planning Health Promotion/Education Principles and Practice Compliance/Adherence Strategies</td>
<td>20.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY HOURS
Directed Study 58
Private Study 112

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH PLANNING PART A</td>
<td>45.00</td>
<td>45.00</td>
<td>Y</td>
<td>28 Mar 2002</td>
<td>(see note 1)</td>
</tr>
<tr>
<td>HEALTH PLANNING PART B</td>
<td>55.00</td>
<td>55.00</td>
<td>Y</td>
<td>07 Jun 2002</td>
<td>(see note 2)</td>
</tr>
</tbody>
</table>

NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1 Attendance Requirements: It is the students' responsibility to actively participate in all classes scheduled for them, and to study all material provided to them or required to be accessed by them to maximize their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
2 Minimum Requirements to Pass the Course: To be assured of a pass in this course, students must: obtain an overall mark of at least 55%; and obtain at least 50% of the marks available in each assignment.
3 Assignments: 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. Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. In accordance with University's Assignment Extension Policy (Regulation 5.6.1), the examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances. This policy may be found in the USQ Handbook, the Distance Education Student Guide and the Faculty of Sciences' Orientation Handbook for on-campus students. All students are advised to study and follow the guidelines associated with this policy.
4 An assignment, submitted after the due date without an extension approved by the Examiner, will attract a penalty of 20 percent of the assigned mark for each day (or part thereof) that the assignment is late.
5 Grading: Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment Details and by considering the students' level of achievement of the objectives of the course.