Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit will address primary health care nursing within populations. It will explore the advanced practice role and responsibilities in delivery of primary health care at community level nationally and/or globally; the philosophy and principles of primary health care; epidemiology; reflective practice; community assessment; and primary health care program development at local, national and global levels. Capacity building and working in partnership with clients will be developed.
Introduction

Welcome to Advanced Nursing Practice in Primary Health Care. This is a substantial core unit from the Graduate Certificate, Graduate Diploma and Masters in Clinical Nursing (Child and Adolescent Health Stream). The curriculum has been developed on a primary health care framework. The Graduate Certificate, Graduate Diploma and Masters courses have been designed to prepare community nurses with the relevant theoretical knowledge and skills to enable them to practice at an advanced level and meet the needs of clients, communities, employers and the profession in an evidence-based, integrated, holistic way. Nurses working in community settings are in a unique position to be able to provide health care in a setting where they have an intimate knowledge of their community and clients and be able to work with the community in an attempt to provide a service addressing their identified needs.

This unit will allow you to explore primary health care applications in Australian and international health care systems, critically examining factors affecting successful implementations. It will provide a framework on which to develop knowledge and skills for effective practice across a range of clinical and community based applications. It will also provide guidance to enable students to complete a comprehensive community assessment and formulate a feasible program addressing identified needs. It is important to remember that community generalist, child and adolescent health nurses need a thorough understanding of primary health care and its application to client groups. This will be an integral part of your employment interviews with any community health agency.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
Learning Activities
This unit is divided into sections that will guide your learning and help you pace yourself during the semester. Remember that this is a 25 credit point unit and you will need to commit at least 12 hours per week to your study. It is important for you to become familiar with the competencies for child and adolescent health nursing. As you are reading and working through the activities provided in each section remain mindful of the competencies you will be expected to demonstrate as a beginning community health nurse. The concepts that should stand out for you when you read the competencies include primary health care, public health framework, health promotion, partnership, collaboration, and quality nursing practice. The scope of practice both as a Registered Nurse and Community Health Nurse, along with evidence based critical thinking and reflective practice are also integral to achieving your competencies.

To enable you to undertake evidence based critical thinking, I would recommend that you link in with Curtin Library to learn how to access journal articles. The Curtin Learning Centre is also a good support for students to assist with study techniques, searching for appropriate material and writing of assignments. http://unilife.curtin.edu.au/learning_centre.htm

Learning Resources
Essential texts
The required textbook(s) for this unit are:

Other resources
Suggested Additional Reading


The following journals also provide useful resource material.

- Australian Journal of Rural Health
- Australian and New Zealand Journal of Public Health
- Community Mental Health Journal
- Health Promotion Journal of Australia
- Australian Journal of Primary Health Interchange
- Australian Journal of Primary Health
- Journal of School Health
- Social Science and Medicine

Online resources

- Links to other essential readings and learning materials are located within Blackboard
Detailed information on assessment tasks

1. Detailed information on assessment tasks

These three assignments are designed to give you competencies for developing program plans/funding proposals in your work as child and adolescent health nurses in community settings. In contemporary practice, community nurses are required to undertake community assessments and design these proposals for new projects or groups that they want to undertake. They are also important for Quality Improvement/EQUIP projects.

Assessment 1: Essay 20%  (Word limit 1300-1500)

Needs Assessment Justification - Community Assessment  20%

For this assessment, you will need to identify a community of people, group or aggregate in order to undertake an assessment of the community and identify health needs. You are required to use Clark's Community Assessment tool (as modified in the marking guide/rubric) for your data gathering process. It is important that you use the headings within the tool when documenting results but you can adapt the questions within the headings to suit your topic. Please ensure that you will have no difficulties with ethics approval or informed consent. As such, you will need to work with people who are over the age of 18 years and do not have an intellectual impairment, and those who are not clients of a health agency or in a dependent working relationship with you.

You can undertake a general community assessment or one with a specific topic in mind. The topic needs to be related to child and adolescent health. Examples of groups are: book clubs, sporting groups, parent groups, and playgroups. It is anticipated that you will have around 10 participants. Please use the community assessment as a template (with the modified headings) for developing a questionnaire that is given to the participants. You can ask the participants to take this away to complete or you can ask them individually, but this is time consuming. Please create an information sheet advising the participants of who you are, what you are doing and the reasons for the assessment/survey and assuring them of confidentiality of the information. The questionnaire and information should be non identifiable. You can give the unit coordinator’s name and contact details on the sheet for the participants.

The recommended evidence based community assessment tool is Clark, M.J. (2003). Clark’s...
Assessment Tool – Target Group (BlackBoard link and sent by email). The headings used will be modified (follow the marking guide) as some headings/questions in the tool are not required.

By week 3, please email the unit coordinator to discuss your choice of community, topic and assessment tool, to ensure that your proposal is realistic in relation to the chosen population and timeframe.

In your assessment, essential items to be addressed are:

- Description of your chosen community/group/aggregate
- Definition of the concept of community in relation to your selected study group
- Identification of the reason you have made this selection, identifying the obvious health issues prior to conducting your community assessment
- Identification of Clark’s tool (referenced) and a statement about the value of conducting a community assessment.
- Provide details of quantitative and qualitative methods of data collection and from these describe the sources of the data collection (Sources of data: people, groups and other resources).

Please review the Marking Guide/Rubric and use the headings within this guide/rubric when writing your assignment.

2. Assessment 2: Presentation 30% (Word limit: 1300-1500 words)

Presentation – Community assessment findings

1. For this assessment you are required to analyse your assessment data.

1a Conduct the assessment and present the results using a word document using community assessment tool headings.

- Present data using the chosen guide/tool, to give a holistic perspective of the community’s health
- Give recent, objective demographic statistical and health data for the community
- Identify subjective data, identifying the community’s perception of their health and health needs, attitudes towards preventative health and need for health care on particular issues, self-responsibility for health

1b Analyse the data using evidence based social determinant and primary health care frameworks.

- Identify community strengths
- Explain how social determinants are influencing the community’s health
- Critique the application of PHC in the community
- Provide brief conclusions as to the meaning / significance of the data to the community
- Document a minimum of two actual or potential nursing diagnoses. Make sure that the issues you have identified are evident in your assessment data. Word your diagnoses according to nursing process format.
- Prioritise the health/nursing issue you have selected and explain why and how you arrived at your decision. Note: The priority health issue will be the focus for assessment three.
Please review the Marking Guide/Rubric and use the headings within this guide to document Assessment 2.

3. **Assessment 3: Report 50%** *(Word limit: 2500-3000 words)*

**Health Promotion Strategy - Funding Proposal**

Assignment 3 builds on your work undertaken in Assignment 2. This paper needs to contain original work. If you choose to cite any of your own previous work from assignment two, it needs to be referenced.

For this assignment, you need to formulate a funding/program proposal for the priority health issue you identified in the community assessment analyses. The purpose of this proposal is to create a realistic plan that may be implemented after successful completion of the unit for example in a school, parent, or group setting. You are not required to undertake the proposal with your community assessment group or provide the actual monetary budget.

The funding proposal is integral to supporting primary health care initiatives that you may undertake in clinical practice. Most funding or health agencies have their own templates. For this assignment, please review the Marking Guide/Rubric and use the headings within this guide for your proposal – this is a generic funding proposal template. The proposal needs to be based on primary health care principles which are identifiable and referenced within the document *(NB It is imperative that you mention primary health care within the assignment)*.

For submission of your assessments, please see the Assessment Section on the left hand side of the Black Board Face page

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**Pass requirements**

Students must submit all assignments and have an average 50% mark to pass this unit.

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**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

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**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.
Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
**Academic Integrity (including plagiarism and cheating)**

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

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**Information and Communications Technology (ICT) Expectations**

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:

life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

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**Additional information**

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

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Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

Curriculum material is updated each semester. Group onsite attendance is not applicable for this unit. However, students are encouraged to meet the Unit Co-ordinator by appointment as required.
## Program Calendar

### Program Calendar – Semester 2 2016

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<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Pre-readings</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>25th July</td>
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<td>Orientation Week</td>
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<td>1.</td>
<td>1st August</td>
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<td>Assessment 1 Thursday 25th August 2359hrs</td>
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<td>29th August</td>
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<td>Tuition Free Week</td>
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<td>5th September</td>
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<td>19th September</td>
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<td>26th September</td>
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<td>10.</td>
<td>3rd October</td>
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<td>Assessment 2 Friday 7th October 2359hrs</td>
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<td>10th October</td>
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<td>Assessment 3 Friday 3rd November</td>
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<td>6th June</td>
<td>Study Week</td>
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<td>16</td>
<td>13th June</td>
<td>Examinations no exams for this unit</td>
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<td>17</td>
<td>20th June</td>
<td>Examinations results released via Oasis from 19th December</td>
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2359 Hrs