



University Foundation Studies

HLTH0002

HEALTHCARE ENVIRONMENTS

2021

SUBJECT OUTLINE

Last amended:	October 2021
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Western Sydney University The College
Nirimba Education Precinct
Eastern Road
Quakers Hill NSW 2763

Postal address:

PO BOX 224
Quakers Hill NSW 2763

Phone: 1300 897 669

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Subject name	Healthcare Environments
Subject number	HLTH002
Learning and teaching coordinator	Despina Kamper
Term	2021.3
Handbook summary	Healthcare Environments introduces students to foundation knowledge for health science level subjects in their degree. This includes supporting the independence and wellbeing of clients, regardless of age or disability. Focus in this subject includes working legally and ethically, working with diverse people and following safe work practices. Effective communication is imperative, through written care plans, identifying what has been provided using client-centred practice. This subject incorporates most core and elective subjects in the Certificate III in Individual Support. Students can pursue a qualification through The College Registered Training Organisation (RTO) programs in one of three specialisations, Disabilities, Ageing, and Home and Community.
Credit point value	10
Prerequisite/s	Nil
Corequisite/s	Nil
Subject incompatible with and not to be counted for credit with	N/A
Assumed knowledge	Nil
Subject level	Level Z – Non-award preparatory subject
Attendance requirements	Students are expected to attend at least 80% of classes. Educational research consistently demonstrates that this attendance level is associated with a high likelihood of achieving a passing grade.
Enrolment restrictions	Only students of The College can enrol in this subject.
Learning outcomes	On successful completion of this subject, students should be able to: <ol style="list-style-type: none">1. demonstrate an understanding of providing individualised support in ageing, disability and home and community care (HACC) service provision2. propose methods to support the independence and wellbeing of individuals

3. develop appropriate communication strategies to effectively work in healthcare settings
 4. strategise different methods to be inclusive of diversity
 5. evaluate legal and ethical dilemmas in health care settings, and
 6. recognise safe work practices for direct client care.
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Subject content

In this subject, students will learn about:

- healthcare responsibilities and the role of the Australian government (commonwealth and state) rationale and processes underpinning individual support, planning and delivery
 - structure, organisation and financing the Australian healthcare system
 - roles and responsibilities of different people providing individual support
 - communicating for best client outcomes between professionals, carers, family members, other support workers and managers in health care
 - legal and ethical considerations in the workplace
 - safe work practices for client care
 - supporting individuals and their wellbeing
 - service delivery models, community practices and inclusion
 - facilitating skills and practices to empower people with disabilities, in home care and ageing, and
 - reflective practice.
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Mode of delivery

There will be two x 3-hour workshops each week, together with online activities via the subject's vUWS site.

Online learning requirements

Essential requirements

Essential text

- There is no essential text for this subject.

A comprehensive list of readings is provided in the subject's learning guide.
http://apps.searo.who.int/PDS_DOCS/B5084.pdf?ua=1

ASSESSMENT ITEMS AND WEIGHTING

Assessment for this subject will be based on the following components:

Task	Weighting	Learning outcomes assessed	Mandatory task
1. Reflection – three reflections on class activities (500 words each) – 10% each	30%	1, 2, 3, 5	Yes
2. Quiz – in-class multiple choice quiz (2 hours)	35%	1–6	Yes
3. Case study – report on an individual client (1000 words)	35%	1, 2, 4, 6	Yes
TOTAL	100%		

For details of assessment due dates, please refer to the learning guide for this subject.

All marks will be determined in accordance with The College [Assessment Policy](#).

All assessment tasks are mandatory unless otherwise specified. Should a student fail to attempt/submit the first formal assessment task in a subject, they will be deemed to be at risk and will need to follow an intervention plan in order not to receive a Fail Non-Submission (FNS) grade. However, failure to attempt/submit all other mandatory assessment tasks will result in an immediate FNS grade for the subject.

Students must also attain an overall mark of at least 50% in order to pass this subject.