

NURS 7059 AGEING IN PLACE: WELLBEING AND SUSTAINABILITY

Credit Points 10

Legacy Code 401417

Coordinator Shyama Ratnayake ([https://directory.westernsydney.edu.au/search/name/Shyama Ratnayake/](https://directory.westernsydney.edu.au/search/name/Shyama%20Ratnayake/))

Description This subject addresses a multi-faceted perspectives of healthy and successful ageing. A major focus is to raise awareness about creating an age-friendly community which facilitates older age groups, including those from culturally diverse backgrounds, and Aboriginal and Torres Straits Islander peoples, to be actively involved in all community activities to stay connected to people and place that are important to them. The multiple perspectives of ageing in place integrates biomedical, physical environment/design, legal, ethical, policy, service provision and social contexts of ageing. Knowledge and skills acquired in this subject are useful for planners, managers and health care providers for those working with aged communities. The subject covers evidence-based approaches affecting physical environment, personal characteristics and psychosocial mechanisms that facilitate older people to age successfully.

School Nursing & Midwifery

Discipline General Nursing

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Pre-requisite(s) Prerequisite for students in 4785 - NURS 7075 Nursing Practice 3
Prerequisite for students in 4691 and 4780 - NURS 3032 - Professional Practice Experience 5

Restrictions

Students must be enrolled in a postgraduate program or
4691 Bachelor of Nursing or
4780 Bachelor of Nursing – WSU Online or
4785 Master of Nursing Practice (Preregistration) or
4693 Bachelor of Nursing (Advanced) or
4692 Bachelor of Nursing (Graduate Entry)

Assumed Knowledge

Knowledge related to social sciences, biosciences and nursing across the lifespan

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Explain the diversity within the aged communities and their unique attributes and needs.
2. Articulate and apply current evidence from a multidisciplinary perspective enabling older people to maintain independence, autonomy, and connection to social support, including friends and family.

3. Analyse the needs of aged communities from culturally and linguistically diverse backgrounds living in Australia and those of Aboriginal and Torres Straits Islander peoples.
4. Evaluate processes and propose strategies to be considered in designing age-friendly communities, including reform agendas and policies that promote age-friendliness.

Subject Content

- Who is the older person?
- Ageing in Place: A concept analysis
- Person-centred approach
- Age-friendly framework: A multi-faceted approach
- Multidisciplinary perspectives based on the eight domains within three clusters: a) Social environment (social participation, respect and social inclusion, civic participation and employment); b) Community and health support (communication and information, community support and health services); and c) Built environment (outdoor spaces and buildings, transportation, and housing)
- Aged communities: Culturally and linguistically diverse backgrounds, and Aboriginal and Torres Straits Islander peoples
- Ageism: Barriers to ageing in place

Special Requirements

Essential equipment

Access to an internet enabled device is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwonline_student_support (https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwonline_student_support/) for further information.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/Group Task
Portfolio	200 - word x 2 submissions (10% each)	20	N	Individual
Case Study	1000 - word equivalent	40	N	Individual
Critical Review	1000 - word equivalent	40	N	Individual

Teaching Periods

WSU Online TRI-1 (2024)

Wsu Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_24-OT1_OW_2#subjects)

WSU Online TRI-2 (2024)

Wsu Online

Online

Subject Contact Shyama Ratnayake ([https://directory.westernsydney.edu.au/search/name/Shyama Ratnayake/](https://directory.westernsydney.edu.au/search/name/Shyama%20Ratnayake/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_24-OT2_OW_2#subjects)

Spring (2024)

Online

Online

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=NURS7059_24-SPR_ON_2#subjects)

WSU Online TRI-3 (2024)

Wsu Online

Online

Subject Contact Fleur Vanderheld ([https://directory.westernsydney.edu.au/search/name/Fleur Vanderheld/](https://directory.westernsydney.edu.au/search/name/Fleur%20Vanderheld/))

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