



Course Outline (Higher Education)

School:	School of Health
Course Title:	DETERMINANTS OF HEALTH
Course ID:	NURBN1004
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course :

This Course provides an introduction to the determinants of health and explores the concept of nurse as carer. It explores contemporary concepts surrounding the physical and mental health and well-being of populations and how nurses might begin to better understand, identify and address health care deficits experienced by individuals, groups, communities and populations globally, with a specific focus on the Australian context. This course focuses on social and individual determinants of health to enable the student to appreciate and understand person-centred care and wellness and illness concepts in nursing.

Grade Scheme: Graded (HD, D, C, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of this course the students are expected to be able to:

Knowledge:

- K1.** Identify and discuss the determinants of health (individual, social, environmental, economic, biological, behavioural, cultural, geographical etc.) and describe the measures applied to determine health status;
- K2.** Discuss health and social policy in relation to the impact on health determinants and health outcomes for populations and population groups in an Australian context;
- K3.** Discuss and appraise the importance of public health policy from a local, state, and national perspective and its implication for nursing and nursing care in multiple care settings;
- K4.** Demonstrate an understanding of Primary Health Care, Public Health and the Public Health Care system and nursing roles in the Australian and the Global context;

Skills:

- S1.** S1 Critically appraise government policy and funding sources for population health, primary health care and public health initiatives in Australia;
- S2.** S2 Integrate and adapt new understandings of cultural awareness, sensitivity, safety and competence in work practices;
- S3.** S3 Use various forms of media to research and present information about the health of individuals, groups, communities and populations;

Application of knowledge and skills:

- A1.** Categorize and interpret health and social data related to the determinants that impact upon the health of individuals, groups, communities and populations in Australia and across the world; and
- A2.** Research and appraise contemporary literature on health and health determinants as these relate to individuals, groups and communities and the relationship to the diversity of nursing roles in the context of person-centred care.

Course Content:

The NMBA Registered Nurse Standards for Practice (2016): NMBA Code of Professional Conduct for Nurses (2013) and NMBA Code of Ethics for Nurses (2013) have substantially informed the syllabus/content of this course.

Topics may include:

- - Models of health, biomedical model, the social model of health, health sociology
 - Organisation of health care in Australia
 - Government structure and function for health and health care
 - Population Health, Primary Health Care, Public Health Care System in the Australian Health System context
 - Terminology
 - Culture, ethnicity, ethnocentrism, cultural awareness, cultural diversity, cultural safety, racism, vulnerability, health inequality, health equity and inequity, social justice
 - Health determinants
 - Risk and protective factors that impact health
 - Social and demographic measures of health and health status in Australia
 - Person-centred care
 - Mental and emotional health concepts, social, mental and physical wellbeing
 - Health and community health care roles (community nursing, mental health nursing, maternal and child health nursing, school nursing).

Values and Graduate Attributes:

Values:

- V1.** Appreciate the complexity of the determinants that impact upon the health of individuals, groups, communities and populations in Australia.
- V2.** Understand the importance of person-centred care and health determinants and their impact on caring for individuals, groups, communities and populations with health and nursing needs.

Graduate Attributes

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens. These have been applied to nursing context below:

Nursing Graduate Attributes:

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This course develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice (2016).

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Low Focus	Medium Focus	High Focus	Assessed
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		X		
	2. Politically astute, situational leader and citizen		X		
	3. Socially and culturally aware agent for change			X	X
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			X	X
	5. Creative problem solver			X	X
	6. Life-long researcher	X			
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator		X		
	8. Capable Inter-Disciplinary Healthcare Team Member			X	X
	9. Competent, caring, safe and professional practitioner		X		

Learning Task and Assessment:

Planned Student Learning Experience

A 15 credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The Teacher-directed hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions.

Learner- directed hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2	Exploration of a current health or social issue impacting on a group, population or community from a political, cultural and national perspective	Reflective Analysis Activity	20 - 40%
K4, S2, S3, A1, A2	Describe the health status of a community using available demographic and social data	Community profile report	60 - 80 %

Adopted Reference Style:

APA