

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PRIMARY HEALTH 1: DETERMINANTS OF HEALTH
Unit ID:	NURBN1016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Unit:

This unit introduces the determinants of health and explores contemporary concepts surrounding the physical, mental and social dimensions of health and well-being of populations from pre-conception to end of life. In this context, it will examine how nurses and midwives might begin to better understand, identify and address health care deficits experienced by individuals, groups, communities and populations including vulnerable groups in the Australian context. This unit focuses on social and individual determinants of health to enable the student to appreciate and understand person/woman-centred care and the complexities in delivering healthcare.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: No

Supplementary Assessment: Yes

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

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 and population groups including vulnerable groups from pre-conception to end of life in an Australian context.
- K3.** Discuss and appraise the importance of public health policy from a local, state, national perspective and its implication for nursing, midwifery, and health care in multiple care settings
- K4.** Demonstrate an understanding of public health, the primary and public health care system considering the nursing and midwifery roles in the Australian context.

Skills:

- S1.** Critically appraise government health policy for population health, primary health care and public health initiatives in Australia
- S2.** Identify cultural awareness, sensitivity, safety and competence in relation to cultural determinants of health.
- S3.** Use various forms of media to research and present information about the health of individuals, groups, communities and populations including vulnerable populations

Application of knowledge and skills:

- A1.** Interpret health and social data related to social determinants that impact upon the health of individuals, groups, communities and populations in Australia.
- A2.** Appraise subjective and objective social health determinants data in relation to individuals, groups and communities including vulnerable groups and the relationship to the diversity of nursing and midwifery roles in the Australian context.

Unit Content:

The current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit.

- Social determinants of health and the impact on the community.
- The social model of health in context of the bio-psycho-social model
- Population Health, primary health care, and public health care systems in the Australian context
- The role of government and health policy in relation to health promotion and social determinants of health.
- The impact of culture and gender on social determinants of health.
- Health inequality, health equity, and social justice.

- Social and demographic measures of community health in Australia.
- Social, mental, and physical wellbeing and wellness in population health.
- Community health care services and the role of healthcare professionals.

Learning Task and Assessment:

A 15-credit point unit 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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

The hurdle assessment task is excluded from supplementary assessment.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, A1, A2	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, S2, S3, A1, A2	Narrated powerpoint to explore a community assessment profile, including the health status of a community using available demographic and social data.	Asynchronous oral presentation.	35-55%
K1, K2, K3, K4, S1, A2	Exploration of a current health or social issue affecting a group, population or community.	Essay	45-65%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

Yes

Date:

May 12, 2023

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)