

School / Faculty: Faculty of Health

Course Title: HEALTH PROMOTION & ILLNESS PREVENTION

Course ID: NURBN2009

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 060301

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

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

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

Knowledge:

- K1.** K1 Explain the concept of the nurse as a change agent in relation to the health status of individuals, groups, communities and populations;
- K2.** K2 Examine the role of nurses within the promotion of health and provision of health education to individuals, groups, communities and populations;
- K3.** K3 Investigate a variety of health promotion approaches, strategies and applications for individuals, groups, communities and populations utilised by nurses;

Skills:

- S1.** S1 Demonstrate communication and beginning level interpersonal teaching skills in health education, health literacy and health promotion methods;
- S2.** S2 Critically evaluate the outcomes of health education and health promotion methods for individuals, groups, communities and populations;
- S3.** S3 Apply models of therapeutic communication appropriate to a variety of public health and health promotion strategies including e-health;

Application of knowledge and skills:

Course Outline (Higher Education)

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- A1.** A1 Integrate health promotion theory into nursing practice including the nurse as a change agent, in a variety of health settings, utilising a variety of delivery technologies in health promotion programs;
- A2.** A2 Research and critically appraise contemporary literature on health education and health promotion; and
- A3.** A3 Develop an ethical nurse-led health promotion strategy that addresses the underlying social, political, cultural and environmental determinants of health and the immediate problems facing a population.

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:

- Health care approaches and strategies including multidisciplinary care, diverse, vulnerable, ethnic and indigenous populations
- Health-illness continuum
- Health promotion including the role of nurses, strategies, communication methods, health literacy and empowerment
- Illness prevention and early intervention
- Health education & health literacy

- Models of therapeutic communication applied to Primary and Public Health Care

- Community health including the principles of community development, social justice and equality
- Community health including the principles of community development, social justice and equity
- The nurse as change agent

- Health as a concept of self, family, community, culture and local/global populations

- Values that guide healthy public policy

- Role of government in Health Promotion and Primary Health

- Evidence-based practice, problem solving, analytical and critical enquiry, and application to primary health

- Types/formats of different program solving delivery methods, utilising appropriate information technologies, e.g. eHealth, telemedicine

- Use of information technology to support nursing practice.

Values and Graduate Attributes:

Values:

- V1.** Understand the importance of person-centred care within the promotion of health for individuals, groups, communities and populations in relation to the role of the nurse.

Course Outline (Higher Education)

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- V2.** Appreciate the fundamental relationship between nursing practice and effective changes in health status and the protection and promotion of health for individuals, groups, communities and populations.

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	Introductory (Introduced)	Intermediate (Repeated)	Advanced (Taught)	Assessed
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		✓		
	2. Politically astute, situational leader and citizen			✓	✓
	3. Socially and culturally aware agent for change			✓	✓
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning		✓		
	5. Creative problem solver			✓	✓
	6. Life-long researcher			✓	
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator			✓	✓
	8. Capable Inter-Disciplinary Healthcare Team Member			✓	
	9. Competent, caring, safe and professional practitioner			✓	✓

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. Attendance at all clinical placement and laboratory sessions is compulsory.

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.

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Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Critical evaluation of the key concepts of health education, empowerment and health literacy in relation to health promotion; community health; and primary health care related to professional nursing.	Essay	40-60%
K1, K2, S1, S3, A2, A3	Development of a nurse-led health education/promotion program or strategy to address an issue identified in Assessment 1.	Oral or Digital Presentation	40-60%

Adopted Reference Style:

APA