

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	PRIMARY HEALTH 2: HEALTH PROMOTION
Unit ID:	NURBN2021
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Unit:

This unit builds on determinants of health to explore the role of the nurse as an educator and promoter of health, in clinical and diverse healthcare settings. In addition to this, the unit will explore the notion of the nurse as an agent of change - not only for individuals but also for groups, communities and populations. The unit builds on previous units in 1st year and seeks to understand illness prevention as well as health promotion as a contrast to the current illness model. In particular, the unit seeks to critically explore contemporary approaches to health promotion and health education and will illuminate health literacy and behaviour change theories as a vehicle for change. The concepts of social justice, equity, access, affordability and community development in health promotion and health education are emphasised.

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.** Explain the concept of the nurse as a vehicle for change in relation to the improvement in health status of individuals, groups, communities and populations locally, nationally and globally
- K2.** Examine the role of nurses within the promotion of health and provision of health education to individuals, groups, communities and populations, including vulnerable populations
- K3.** Investigate a variety of health promotion approaches, strategies and applications for individuals, groups, communities and populations, including vulnerable populations, utilised by nurses

Skills:

- S1.** Demonstrate communication and beginning level interpersonal teaching skills in health education, health literacy and health promotion methods
- S2.** Critically evaluate the outcomes of health education and health promotion methods for individuals, groups, communities and populations, including vulnerable populations
- 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:

- A1.** Integrate health promotion theory into nursing practice, including the nurse as an agent of change, in a variety of health settings, utilising a variety of delivery technologies in health promotion programs
- A2.** Apply and integrate targeted health literacy and specific therapeutic communication knowledge and skills in health education and health promotion initiatives
- 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

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.

- Health care models and strategies including multidisciplinary care for diverse, vulnerable, aged, ethnic and indigenous populations (Aged care Quality Standards/ National Safety and Quality Health Service Standards)
- Health-illness continuum
- Mental wellness in health continuum
- Health promotion including the role of nurses, strategies, communication methods, health literacy and empowerment
- Illness prevention and early intervention approaches in health care
- Targeted health promotion activity, Health education and health literacy as vehicles for change

- Approaches to therapeutic communication applied to the care of groups and populations
- Community health including the principles of community development, social justice and equity and the use in the improvement of health.
- The nurse as vehicle for change
- Recognising and managing child abuse/ domestic violence including mandatory reporting in community work (Working with children certificate in context of nursing)
- Health as a concept of self, family, community, culture and local/global populations
- Values that guide healthy public policy, social marketing and ethical health promotion
- Role of government in Health Promotion and Primary Health
- Evidence-based practice, problem solving, analytical and critical enquiry, and application to primary health, health promotion and health literacy.
- Types/formats of different program delivery methods, utilising appropriate information technologies, e.g. eHealth, telemedicine and ethics of social marketing in healthcare; and
- Evaluation of health promotion initiatives
- Academic integrity and social media policies

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, S1, S2, S3, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, K3, S2	Evaluate a framework/approach for health promotion.	Essay	40-60%
K1, K3, S1, S3, A1, A2, A3	Development of a nurse-led health education/promotion program/strategy in the form of a video.	Asynchronous Oral Presentation	40-60%

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](#)