

# Course Outline (Higher Education)

**Faculty:** Faculty of Health

**Course Title:** PRIMARY AND COMMUNITY HEALTHCARE IN CONTEXT

**Course ID:** NURBN3002

**Credit Points:** 30.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED Code:** 060301

**Grade Scheme:**

Graded (HD, D, C, etc.)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:**

No

**Program Level:**

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

**Learning Outcomes:**

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

**Knowledge:**

- K1.** Explain the concept of the nurse as a change agent in relation to the health status of individuals, groups, communities and populations; and examine the role of nurses within the promotion of health and provision of health education to individuals, groups, communities and populations;
- K2.** Summarise the concept of globalisation and discuss its complexity, with particular emphasis on the significant impacts on diverse populations (aged, physically and mentally disabled, cultural, minority groups); including the incidence of communicable (epidemics/pandemics) and non-communicable diseases (NCDs) locally, nationally and internationally;

# Course Outline (Higher Education)

## NURBN3002 PRIMARY AND COMMUNITY HEALTHCARE IN CONTEXT

- K3.** Identify and discuss the global determinants of health related to primary health care activity for nurses and recognise the need for multi sectoral action and multiple approaches when working to promote, protect and restore health of vulnerable populations in diverse settings;

### Skills:

- S1.** Demonstrate communication and interpersonal teaching skills in health education, health literacy and health promotion methods;
- S2.** Critically appraise global and local health policy responses to the issues of globalisation, disease control, climate change and disaster management responses in the context of equitable health care;
- S3.** Demonstrate advocacy, mediation, enabling and safe nursing actions in nursing practice when working with people, groups and communities from diverse backgrounds;

### Application of knowledge and skills:

- 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.** Analyse and explain the sociological, political and environmental factors that shape global health care policies, national responses and the evolving role of nurses; and
- A3.** Adapt and integrate culturally competent, globalised nursing responses into nursing practice in a variety of diverse nursing settings.

### Course Content:

Students will focus on the role of the nurse as a community educator to optimise empowerment, self-determination and ownership of communities dealing with health care issues. The global growth in diverse nursing services that are focused within a community development perspective are in response to UNICEF and the World Health Organisation urging countries to approach the notion of 'Health for All Beyond 2000'. This focuses efforts on building healthy public policy; creating supportive environments; strengthening community action; developing personal skills and reorienting health services. Contemporary health issues will be drawn upon to consolidate theory into practice. In addition to this, the Course will explore the notion of the nurse as a change agent - not only for individuals but for groups, communities and populations.

Topics may include:

- Primary Health Care
- Health promotion including the role of nurses, strategies, communication methods, health literacy and empowerment
- Risk and protective health determinants
- Global Health Strategies: Non-communicable and communicable diseases
- Community health including the principles of community development, social justice and equity
- The nurse as change agent, behaviour change theories, management and implementation
- Health as a concept of self, family, community, culture and local/global populations
- Cultural safety, sensitivities, competencies, social awareness
- Values that guide healthy public policy
- Role of government and barriers to illness prevention
- Ethics and public health
- Evidence-based practice, problem solving, analytical and critical enquiry, and application to health
- Health across the lifespan

### Values:

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NURBN3002 PRIMARY AND COMMUNITY HEALTHCARE IN CONTEXT

- 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.
- 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.

## Learning Task and Assessment:

Graduate Attribute	Brief Description	Low Focus	Medium Focus	High Focus
Knowledge, skills and competence	Students will be equipped with the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;			✓
Critical, creative and enquiring learners	Students will possess the confidence, capability, assurance, independence and enterprise to enable them to fulfil their personal and career aspirations;		✓	
Capable, flexible and work ready	Students will add to the productive capacity of the economy and be in demand and will be attuned to, and engage with, contemporary social and cultural issues and aspire to make meaningful and helpful contributions to local, national and global communities;			✓
Responsible, ethical and engaged citizens	Students will be aware of generally accepted norms of ethical behaviour and be encouraged to act in a socially responsible manner both in the work place and other settings.		✓	

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S1, A1, A3	Development of a nurse-led health education/promotion program or strategy within primary or community healthcare within a community development framework	Essay and Presentation	40 - 60%
K2, K3, S2, A2, A3	Critically examine a contemporary primary or community healthcare issue	Essay	40 - 60%

## Adopted Reference Style:

APA