

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Primary Health 4: Nursing People Living With Chronic Conditions
<b>Unit ID:</b>	NURBN3033
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

Australia faces the challenge of an increasing prevalence of people living with chronic illnesses who experience increased complexity and diversity of healthcare needs. This unit examines the concept of nursing people with various chronic conditions using a person-centered and best-practice approach. Students will be assisted in understanding the burden of chronic disease and its impact on Australia by identifying chronic disease models and the tools and resources to manage chronic illnesses. This unit will enhance prior knowledge, skills, and awareness of the principles and provision of nursing responses for supportive in-place care for people with chronic illnesses.

**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.

**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, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

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

### Learning Outcomes:

#### Knowledge:

- K1.** Analyze the bio-psycho-socio-cultural concepts of living with chronic conditions/illness for Australia's individuals, groups, communities, and populations.
- K2.** Critically examine common chronic illnesses and the impact that these have on people across the lifespan.
- K3.** Discuss the role of the nurse in the provision of evidence-based care for people living with chronic illness in Australia.
- K4.** Identify chronic disease models and the tools and resources used to manage chronic conditions in the health care arena.

#### Skills:

- S1.** Assess the factors that influence the ability of people to live well with chronic illness in today's society with consideration to diverse population and minority groups.
- S2.** Demonstrate evidence-based and person-centered care practice to populations living with chronic illness.
- S3.** Apply chronic disease model/s and clinical skills principles to resolve ethical issues relevant to the care of individuals, groups, communities, and populations with chronic illness.
- S4.** Consolidate and assess nursing practice standards for people with chronic illnesses.

#### Application of knowledge and skills:

- A1.** Analyse and interpret the impact of an increasing prevalence of people with chronic illness on health care, nursing practice, and government policy, and discuss the strategies and interventions adopted within Australia to address this.
- A2.** Demonstrate the ability to apply person-centred care for people living with chronic illness who experience increased complexity and diversity of health care needs within Australia (NSQHS Standards; Aged Care Standards and Paediatric Quality Standards)
- A3.** Evaluate the significance of mental health, health literacy and consumer participation to the whole of person health in the context of their chronic illness

#### Unit Content:

The NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses and Code of Ethics for Nurses, National Safety and Quality Health Service (NSQHS) Standards, Aged Care Quality Standards and National Health Priority areas have substantially informed the syllabus/content of this unit.

- Define chronicity and its causes.
- Develop awareness of the World Health organisation NCD (non-communicable disease) Global monitoring framework

- Learn about Ageing as a chronic condition (aged care Quality Standards)
- Discuss Chronic conditions/illness concepts including attitudes, stigma and perceptions towards health and wellness, and disability to people experiencing chronic illness
- Learn about Chronic illness populations – epidemiology, demography, community indicators, impacts and responses
- Consider Government policies, legislation and strategies for an increasing prevalence of people living with chronic illness within the Australian population
- Relate to national Priority Health area chronic health conditions experienced by individuals, groups, communities, and populations - National Safety & Quality Standards and Aged Care Quality Standards revisited regarding primary health
- Complete Nursing assessments of the bio-psychosocial and cultural care needs of people with chronic illness and the nursing response to identify care needs
- Learn about Pharmacological and non-pharmacological care and treatment interventions for chronic illnesses
- Consider ethics, law, poly-pharmacy, grief, loss, bereavement, abuse, neglect, restraint, end-of-life decisions, relationships, family dynamics
- Discuss service and assistance availability and challenges for people with chronic illness including support in the home, community, and facility-based settings
- Discuss the collaborative approaches in providing care for Individuals, carers, the wider community, and the interdisciplinary/multidisciplinary health-care team
- Consider self-determination, self-management, resilience and healthy lifestyle and balance
- Differentiate and apply Palliative care, end-of-life, and advanced care planning
- Consolidate and apply the National Safety & Quality Standards and Aged Care Quality Standards and Practice Standards, to practice

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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FEDTASK 1 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K3, K4, S1, S2, S3 S4, A1, A2, A3	AT 2& 3
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self -awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K1, K2, K3, K4, S1, S2, S3 S4, A1, A2, A3	AT 1
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K1, K2, K3, K4 S2, S3 S4, A2, A3	AT 2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	K1, K2, K3, S1, S2, S3 S4, A1, A2, A3	AT1, 2 &3
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, S2, S3 S4, A2, A3	AT 2

### Learning Task and Assessment:

## Planned Student Learning Experience

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 student/learner directed learning. The *teacher directed* hours of student learning in this unit 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. You are expected to attend all scheduled classes and actively participate during class sessions. Attendance at all residential intensives (flexible students), 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.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3 S4, A1, A2, A3	Critical analysis of a current Australian health care strategy for people with chronic illness within a diverse multicultural population	Oral presentation	40-60%
K1, K2, K3, K4, S2, S3 S4, A2, A3	Self-management plan for a person with a chronic illness	Case study	40-60%
K1, K2, K3, S1, S2, S3 S4, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle

#### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)