

# Course Outline (Higher Education)

|                         |  |
|-------------------------|--|
| <b>School:</b>          | School of Health   |
| <b>Course Title:</b>    | NURSING CONTEXT 7: CHRONIC HEALTH CONDITIONS ACROSS THE LIFESPAN |
| <b>Course ID:</b>       | SHMCN6009  |
| <b>Credit Points:</b>   | 15.00  |
| <b>Prerequisite(s):</b> | (SHMCN6004)  |
| <b>Co-requisite(s):</b> | Nil  |
| <b>Exclusion(s):</b>    | Nil  |
| <b>ASCED:</b>           | 060301   |

## Description of the Course:

Australia faces the challenge of an ageing population and increasing prevalence of people living with chronic health conditions, and who experience increased complexity and diversity of health care needs. In this course, students will be immersed in examining the concept of nursing people living with chronic conditions, across the lifespan, while maintaining sensitivity to meeting the needs of a culturally and linguistically diverse population and applying evidence-informed, person-centred nursing care. In this course, students will develop advanced knowledge and skills in relation to the principles and provision of nursing responses for supportive in-place care for people living with chronic illness and disease. Acknowledging the dynamic interplay between age, culture and the bio-psychosocial needs of people from diverse backgrounds, this course will enable students to explore a range of frameworks relating to living with and managing chronic conditions. The course will also enable students to relate differing models of person-centred and in-home care within a holistic framework to the provision of best-practice nursing for people experiencing chronic conditions.

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

**Placement Component:** No

**Supplementary Assessment:** Yes

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

**Program Level:**

| Level of course in Program | AQF Level of Program |   |   |   |   |    |
|----------------------------|----------------------|---|---|---|---|----|
|                            | 5                    | 6 | 7 | 8 | 9 | 10 |
| Introductory               | ■                    | ■ | ■ | ■ | ■ | ■  |
| Intermediate               | ■                    | ■ | ■ | ■ | ■ | ■  |
| Advanced                   | ■                    | ■ | ■ | ■ | ✓ | ■  |

### Learning Outcomes:

#### Knowledge:

- K1.** Analyse the bio-psycho-socio-cultural concepts of living with chronic conditions for individuals, groups, communities and populations
- K2.** Evaluate the strategies and interventions adopted in Australia to address the increasing prevalence of people living with chronic conditions and their diverse needs, across the lifespan
- K3.** Critically examine common chronic illnesses and chronicity, and the factors that influence the ability of individuals experiencing chronic conditions, across the lifespan, to live well in contemporary society and across diverse settings
- K4.** Discuss the role of the nurse in the provision of evidence-based care across diverse settings, including in-home and community practice, for people of diverse backgrounds living with chronic conditions

#### Skills:

- S1.** Assess the factors that influence the ability of diverse individuals, groups, communities and populations to live well with chronic conditions in contemporary society
- S2.** Utilise evidence-based practice to provide person-centred care to address the diverse needs of individuals, groups, communities and populations living with chronic conditions
- S3.** Apply relevant and evidence-informed models and clinical skills to address ethical issues relevant to the care of individuals, groups, communities and populations, including diverse and priority groups living with chronic conditions
- S4.** Employ critical and clinical decision-making skills in planning, implementing and evaluating evidence-based nursing interventions, to promote the health and well-being of people living with chronic conditions

#### Application of knowledge and skills:

- A1.** Analyse and interpret the impact of an increasing prevalence of people living with chronic conditions in the population on nursing practice and health care more broadly, and the implications for policy and practice
- A2.** Demonstrate the ability to apply therapeutic, personalised nursing care for people living with chronic conditions who experience increasing complexity and diversity of health care needs
- A3.** Evaluate the significance of and holistic approaches to addressing mental health, health literacy, consumer participation and self-care management for people living with chronic conditions

#### Course Content:

The NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service Standards (2017-2019), National Safety and Quality Primary and Community Healthcare Standards (2021), Aged Care Quality Standards (2021), National Standards in Mental Health Services (2017), National Prescription Framework (2021), National Digital Health Framework (2021), National Health Priority areas and the Registered Nurse Cultural Standards (2018) have informed the syllabus/content of this course.

- Chronicity and its causes
- Chronic illness populations – epidemiology, demography, community indicators, impacts and responses
- World Health organisation NCD (non-communicable disease) global monitoring framework
- Ageing as a chronic condition
- Paediatric chronic conditions
- Chronic conditions concepts including attitudes and perceptions towards health and wellness, stigma and disability
- Government policies, legislation and strategies for an increasing prevalence of people living with chronic conditions in Australia
- 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
- Nursing assessment of the bio-psychosocial and cultural care needs of people living with chronic conditions and the nursing response
- Identifying health and nursing care needs of people living with chronic conditions, their caregiver/s, family and the wider community
- Pharmacological and non-pharmacological care and treatment interventions for chronic conditions experienced by individuals, groups, communities and populations
- Issues relating to people living with chronic conditions, including ethics, law, poly-pharmacy, grief, loss, bereavement, abuse, neglect, restraint, end of life decisions, relationships and family dynamics
- Service and assistance availability and challenges for people living with chronic conditions, including support in the home, community, and facility-based settings
- The person as expert in health care and the role of the nurse in person-centred care
- Collaboration with people living with chronic conditions, their caregiver, family and the wider community
- Ageing in place and home as a place of power and decisions in care
- The role of primary care in promoting and supporting the health and well-being of people living with chronic conditions
- The role of home-based care services in promoting and supporting the health and well-being of people living with chronic conditions
- Sustainable case management / care co-ordination and navigation of funding sources for consumer-directed care
- Working effectively with interdisciplinary/multidisciplinary approaches to promoting and supporting the health and well-being of people living with chronic conditions
- Contemporary nursing practice approaches to people living with chronic conditions
- Best practice and specialist competencies in caring for people living with chronic conditions
- Self-determination, self-management, resilience and health-promoting lifestyles
- Palliative care, end of life, advance care planning and consumer participation

**Values:**

- V1.** Appreciate the impact of an increasing prevalence of people living with chronic illness, on nursing practice and health care more broadly and the need for evidence-informed responses at the practice and policy levels
- V2.** Appreciate the importance of promoting and supporting self-management for people living with chronic conditions
- V3.** Understand the importance of preferencing and advocating for home-based care and community support options for people living with chronic conditions

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate](#)

[Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

| Graduate attribute and descriptor |  | Development and acquisition of GAs in the course |                       |
|-----------------------------------|--|--|-----------------------|
|                                   |  | Learning outcomes (KSA)                          | Assessment task (AT#) |
| GA 1 Thinkers                     | Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.  | K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3       | AT1, AT2, AT3         |
| GA 2 Innovators                   | Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.   | K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3       | AT2, AT3              |
| GA 3 Citizens                     | Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.                                       | K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3       | AT2, AT3              |
| GA 4 Communicators                | Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand. | K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3       | AT2, AT3              |
| GA 5 Leaders                      | Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.   | K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3       | AT3                   |

### Learning Task and Assessment:

| Learning Outcomes Assessed             | Learning Tasks   | Assessment Type               | Weighting |
|--|--|-------------------------------|-----------|
| K1, K2, K3, S1, S4, A1, A3             | Review and critique of key considerations for working with people living with chronic conditions   | Online quizzes and activities | 10-20%    |
| K1, K2, K3, K4, S1, S3, S4, A1, A2, A3 | Critical analysis of a current Australian health care strategy for people living with one or more chronic conditions in our diverse population | Written Assessment            | 40-60%    |

| Learning Outcomes Assessed                 | Learning Tasks   | Assessment Type  | Weighting |
|--|--|--|-----------|
| K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3 | Review of foundational concepts integral to working with people who live with chronic conditions | Response to case scenario/s - develop self-management plan/s for person/s with a chronic condition | 30-40%    |

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)