NURS12163 *Chronic Health and Community Care*
Term 2 - 2022

Profile information current as at 20/04/2024 06:50 am

All details in this unit profile for NURS12163 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will examine chronic health conditions that may affect people across the lifespan. You will learn to recognise symptoms that commonly lead to an exacerbation or worsening of a chronic health condition. Taking into consideration individual socio-cultural and lifestyle choices, you will assist people living with a chronic health condition to implement self-management strategies and develop care plans from a person-centred, community, family and health care service perspective to minimise exacerbations. You will develop a discharge/education plan utilising aspects of behavioural change, psychosocial support and health literacy aimed at effecting change and supporting a person's self-management of chronic illness taking into consideration the roles of other members of the interdisciplinary care team.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisites: NURS12161 Professional Experience Placement 2 or NURS12156 Clinical Practice 2BIOH12011 Pathophysiology and Pharmacology 1 or BIOH11006 Advanced Anatomy and Physiology and NURS12154 Pharmacology for Nursing Practice.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2022

- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Online Quiz(zes)**
Weighting: 20%
2. **Written Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses
Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from self-reflection

Feedback

First time h5p activities used and used only one type.

Recommendation

Incorporate different types of h5p activities to engage students and support different learning styles. Also, h5p activities will be reviewed to condense, reducing the number of activities while still keeping the content required for critical thinking and analysis.

Feedback from Self-reflection

Feedback

Assessment one quiz too broad and questions confusing to students. Also, questions were able to be deleted.

Recommendation

Review vignettes and questions to streamline and clarify. Discuss with IT how to prevent deletion of questions by students.

Feedback from Self-reflection

Feedback

MicrosoftTeams (MSTs) confusing and overwhelming for some students.

Recommendation

We will continue to use teams as many graduate nurses will be expected to use this system in their working environments as nurses. However, the number of channels will be reduced from weekly topics to; general, assessments, learning activities, and moodle channels. A 'how to' guide' will be developed and added to the next iteration of the unit.

Feedback from Student

Feedback

Mixed feedback on navigation of unit using lessons. Some saying it was easy to navigate and others finding it difficult.

Recommendation

Lessons will be continued to be used within the unit as CQU Renew encourages new ways to engage students, and discourage downloadable resources as it is important to have students engage with content online. Using electronic ways of documenting will prepare students for using electronic documentation when they arrive in the industry.

Feedback from Student

Feedback

h5p activities within the moodle site.

Recommendation

Different types of h5p activities will be utilised to engage students and support different learning styles in the next iteration. Also, h5p activities will be reviewed with the intent to consolidate essential content into a reduced number of activities.

Feedback from Student

Feedback

'I just wanted to take the opportunity to say I am really enjoying this style of learning. This flipped classroom style is really helping to improve my critical thinking.'

Recommendation

The 'flipped classroom' approach is used as an evidence-based teaching method. This allows for the development of critical thinking which is important within the role of a nurse. This method of teaching will remain, however, a review of how this is incorporated will take place.

Feedback from Self-reflection

Feedback

Not all learning outcomes covered by both assessments in the unit which required reattempts of assessments to take place.

Recommendation

To ensure all learning outcomes are addressed it was discussed with HOC and a decision to have three assessment items was made. This change will take place from T2 2022.

Feedback from Student feedback

Feedback

'I loved the content and it was extremely relevant. The new Moodle layout was great for guiding learning. Also, good job

keeping the Zooms engaging even though there were sometimes very few students online. And I noticed amazing teamwork between the unit coordinators and tutors'

Recommendation
Due to changes in LO1 the content will be reviewed and updated. The layout and the zoom sessions will remain and the flipped classroom will be continued.

Feedback from Student feedback

Feedback
'Quality up to date resources and references throughout the unit that helped to complete assessment tasks'

Recommendation
Resources and references will be reviewed every term to ensure they align with assessments and content.

Feedback from Student feedback

Feedback
'I love the setup of moodle - clicking through and completing the modules online was fantastic. It made learning really easy and I knew what exactly I was supposed to be taking from the learning materials. I also liked the fact that there were different types of learning materials, suiting all learning types. I appreciate the teaching staff and how approachable they were and they were easy to relate to and discuss topics with'

Recommendation
Moodle set will move from Moodle lesson format to h5p lesson format. Different resources and learning materials will continue to be used to engage all students.

Feedback from Student feedback

Feedback
'I just wanted to say how much I just love that so many of our units interlink with each other. It has been set out so well. In week 3 of Mental Health, we looked at different communication and interviewing techniques and even though they are focused on MH, they sure apply to all aspects of nursing, especially in the community setting. This ties in so well with Week 4 in Chronic care. The flow across the units is great and this is a big plus when it comes to finding info for assessments too.'

Recommendation
This unit will continue to be reviewed against all others in the BN in order to ensure scaffolding remains and links to others units are evident.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and plan relevant nursing care
2. Evaluate interventions to influence socio-cultural and lifestyle choices of individuals
3. Incorporate the lived experience of a person with a chronic health condition when collaboratively planning care
4. Develop a collaborative discharge/education plan for a consumer who has a health challenge associated with the National Health Priority Areas (NHPA).

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

National Safety and Quality Health Service Standards

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

Patient Safety Competency Framework

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

Aged Care Quality Standards

Consumer dignity and choice

Ongoing assessment and planning with consumers

Services and supports for daily living

Organisation's service environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Online Quiz(zes) - 20%	●	●		
2 - Written Assessment - 30%		●	●	●
3 - Written Assessment - 50%	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Communication				●
2 - Problem Solving				
3 - Critical Thinking	●	●	●	●
4 - Information Literacy				
5 - Team Work				●
6 - Information Technology Competence	●	●	●	
7 - Cross Cultural Competence				
8 - Ethical practice				●
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks
NURS12163

Supplementary

Critical conversations for patient safety. An essential guide for healthcare students.
Edition: 2 (2020)
Authors: Tracey-Levett Jones
Pearson
Melbourne , Victoria , Australia
ISBN: 13: 9781488623004
Binding: Other
NURS12163

Supplementary

Living with chronic illness and disability. Princples for nursing practice.
Edition: 3 (2018)
Authors: Esther Chang and Amanda Johnson
Elsevier
Chatswood , Victoria , Australia
ISBN: 9780729542616
Binding: Other

Additional Textbook Information
Chapter 20, pp.237-249 will be a digitalised eReading chapter within the unit.
If you prefer to study with your own copy, paper and eBook versions can be purchased at the CQUni Bookshop here:
http://bookshop.cqu.edu.au (search on the Unit code).

IT Resources
You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Colleen Mcgoldrick Unit Coordinator
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Carmen Barnard Unit Coordinator
c.t.barnard@cqu.edu.au

Schedule

Week 1 | Chronic health conditions and Primary Health Care - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic

Topics include:
•
What is chronic health?
• Chronic disease in general practice
• What is a chronic disease?
• Understanding the role of Primary
Health Care in the community.
• Understanding the role of the
Primary Health Care Nurse.
This week contains 12 hrs of learning.

View allocated resources and
complete activities.
There is no prescribed textbook for
this unit.

Week 2 | The biopsychosocial/cultural approach to care - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What are socio-cultural/economic factors? • What are lifestyle choices? • Person-centred care in the context of chronic health. • Self-efficacy in the context of chronic health. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 3 | Interventions to influence socio-cultural and lifestyle choices - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Factors that influence health. • The path to improved health. • Social factors that influence health. • Different types of intervention. This week contains 12 hrs of learning.	There is no prescribed textbook for this unit. View allocated resources and complete activities.	

Week 4 | Recognition of acute exacerbations of chronic illness and rehabilitation within the community setting - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Recognition of acute exacerbations. • Factors associated with the early recognition of acute exacerbations. • Nursing principles and interventions. • Health promotion and health education in improving health outcomes. • Rehabilitation on chronic health. • Community resources. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 5 | Patient-centred care and communicating with consumers - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Communication refresher. • Interviewing techniques-motivational interviewing. • Shared decision making. • Decision aids This week contains 12 hrs of learning.		**Online Quiz-Short Answer Vignettes** Due: Week 5 Friday (12 Aug 2022) 5:00 pm AEST

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Take a break and try to recuperate!		

Week 6 | Assessment preparation - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Topics include:
• Understanding the task.
• Researching for evidence.
• Outlining and planning the task.
• Writing the first draft.
This week contains 12 hrs of learning.

View allocated resources and complete activities.
There is no prescribed textbook for this unit.

Week 7 | Self-management of chronic health conditions - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • The National Chronic Disease Strategy in Australia • Models of care • The development of self-management programs • Self-management strategies and support in chronic health conditions • Assessing readiness for change This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 8 | The lived experience of individuals in the community setting - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What is meant by Lived Experience? • The lived experience of consumers suffering from chronic health conditions. • What is essential to the consumer in their healthcare? • Multimorbidity. • Dementia-a lived experience. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	**Written Lived Experience Case Study** Due: Week 8 Friday (9 Sept 2022) 5:00 pm AEST

Week 9 | Seamless service or 'cracks' in care - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • Health fragmentation (the silo effect). • Cracks in care. • Non-Compliance. • Rethinking Adherence. • How to manage medication safety and polypharmacy in the community setting. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 10 | Transitional care planning - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: • What is involved in transitional care planning? • The importance of continuity • Transitions from acute to community care • The transition from Community Health Care to other services within the community. This week contains 12 hrs of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

Week 11 | The palliative approach and the role of the nurse in palliative care - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic

Topics include:
• What is palliative care?
• The health promotion approach to palliative care
• The nurse in palliative care
• The importance of social and cultural norms in palliative care
• Communicating end-of-life decisions.
• Advanced Health Directives (AHDs)
This week contains 12 hrs of learning.

View allocated resources and complete activities.
You will be referred to digitalised chapters (in the e-Reading list) from the following texts to complete your learning.
Haley, C, & Daley, J. (2018). Palliation in chronic illness. In J. Chang & A. Johnson (Eds.), Living with Chronic Illness and Disability: Principles for nursing practice (4th ed., pp. 215-229). Elsevier Australia
Palmer, L. & Horton, G. (2020). Communication about end-of-life care and decisions. In T Levett-Jones (Ed), Critical conversations for consumer safety: An essential guide for healthcare students (2nd ed., pp. 236-250). Pearson Australia

Written Lived Experience Case Study Due: Week 11 Friday (30 Sept 2022) 5:00 pm AEST

Week 12 | Review - 03 Oct 2022

Module/Topic

Review and revision of the content within this unit to consolidate your learning.

Chapter

Complete activities to review and reflect on the learning you have undertaken in this unit.

Events and Submissions/Topic

Assessment Tasks

1 Online Quiz-Short Answer Vignettes

Assessment Type
Online Quiz(zes)

Task Description

Aim
The aim of this assessment is to enhance your critical thinking and knowledge of a person living with a chronic health condition in the community.

Instructions
You are to complete the quiz in the allotted time and dates. Please note the following:
· Each student will get 2 vignettes to complete.
· These have been based on case studies and content you have encountered in Weeks1 to 4 in the unit.
· The vignettes will be shuffled so students will receive different vignettes.
· You will be allocated 10 marks per vignette (2 marks per question).
· You have a maximum of 30 minutes to complete the quiz. (15 mins per vignette).
· You must complete the quiz in one sitting.
· Note individual questions in each vignette can be inadvertently deleted so DO NOT click on these questions. Just click under and start your answer. Once you start the quiz, you must complete it in 30 minutes.
· The quiz will automatically close at the end of 30 minutes and will submit your result even if you have not finished.
· You have a maximum of 1 attempt for the quiz.
· Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.
· If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

Requirements
· Computer access with a reliable internet connection.
· Relevant learning materials are available to access during the quiz.

Submission
· You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically

submitted.

· The quiz will be marked manually.

· Results for the quiz will be available 2 weeks after the attempt is complete.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 5 Friday (12 Aug 2022) 5:00 pm AEST

Return Date to Students

Results for the quiz will be available 2 weeks after the attempt is complete.

Weighting
20%

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit via Turnitin online.

Learning Outcomes Assessed

- Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and plan relevant nursing care
- Evaluate interventions to influence socio-cultural and lifestyle choices of individuals

2 Written Lived Experience Case Study

Assessment Type
Written Assessment

Task Description
Aim
This case study assessment will assist you in applying to the practice the concepts you have learnt in NURS12163. Case studies are regularly used in nursing education to educate staff (professional development) for introducing policy, and procedures and sharing evaluative data. You may be expected to prepare a case study for a presentation as a Registered Nurse. Preparing an engaging, interesting, and educational patient case study requires some thoughtful planning and therefore is a useful skill for you to learn.

Instructions
To do well in this assessment you must carefully read the case study scenario provided within the task description within the Assessment area in Moodle of Harry who is a child living with mixed type Cerebral Palsy.

Follow the steps
Step 1: Introduction (guide 150 words)
Introduce the presenting case. Begin with the patient's (Harry's) details, name, gender, age, and presenting chronic health condition.
Name the National Health Priority Areas (NHPA) that Harry's chronic health condition is associated with.
Introduce that this case study will focus on Harry's lived experience with a chronic health condition and the development of a collaborative education plan for Harry and his family to ensure optimal quality of life for both Harry and his family.
Step 2: Body (guide 900- 1200 words)
· Provide a discussion on his lived experience of Harry maybe with the information you have in the case study as he is unable to communicate this to you.
· Describe and explain one intervention (preventative, therapeutic, nursing, or other-as discussed in week 3 of your learning), that would be appropriate to implement for Harry.
· Explain how you would evaluate your chosen intervention in relation to how the intervention has affected Harry's socio-cultural and lifestyle choices.

Step 3: Develop a collaborative education plan for Harry considering the information you have discussed in step 2.

Step 4: Conclusion (guide 150 words)

Provide a paragraph concluding your case study and conveying the most important points of the case study to the reader. Think about what you want the reader to take away with them from this case study.

Step 4: References-Use APA 7th edition, (maximum of 10 and no less than 4)

You may use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Assessment Due Date
Week 8 Friday (9 Sept 2022) 5:00 pm AEST

Return Date to Students

Results will be two weeks from the submission date.

Weighting
30%

Assessment Criteria

HD 85 – 100%	D 75 – 84%	C 65 – 74%	P 50 - 64%	F <50%	Fail (content absent) 0%	Marks
Presentation (5%)						
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive. The template provided is used. 5.00-4.23	A well-planned logical and clear submission. The assessment material is generally logical, concise, and persuasive The template provided is used. 4.22-3.73	The submission is clearly presented. At times not concise or persuasive but mostly comprehensive. The template provided is used. 3.72-3.23	The submission is somewhat clearly presented. It is somewhat logical and relatively persuasive. The template provided is used. 3.22-2.48	The submission is unclear. It is not logical OR unclear OR is perfunctory. The template provided is used. 2.47-0.00	No flow to presentation. The template provided is not used. 0	5
Structure (5%)						
Clear and succinct introduction that outlines the information requested and the direction of the paper. Written material is free from spelling, grammar, and structural errors. A conclusion that clearly and succinctly brings the assessment to a close. 5.00-4.23	Clear and appropriate introduction that outlines the information requested and the direction of the paper. There are 1-2 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. A conclusion that clearly and appropriately brings the assessment to a close. 4.22-3.73	Appropriate introduction that outlines the information requested and the direction of the paper. There are 3-4 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The conclusion outlines most of the main points and brings some sense of closure. 3.72-3.23	An introduction is apparent although consists only of a list of the contents of the paper. There are 4-5 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission Conclusion apparent – outlines most of the main points and endeavours to bring the argument to a close –some incongruity. 3.22-2.48	No recognisable introduction there is no direction offered in respect of the paper. There are >5 errors (in spelling, grammar, and paragraph structure) that affect the meaning and flow of the submission. No recognisable conclusion – little reference to the main points does not offer a clear conclusion to the paper. 2.47-0.00	No evidence of an introduction or conclusion. Grammatical errors prevent understanding large tracts of the submission. 0	5
Approach and Argument (80%)						
Comprehensive (thorough) discussion of their lived experience of Harry in the community, addressing all the points requested in step 2 of the task description. All content relates to Harry. 50.00-42.25	A detailed discussion of their lived experience of Harry in the community, addressing all the points requested in step 2 of the task description. All content relates to Harry. 42.25-37.25	A detailed discussion of their lived experience of Harry in the community, addressing 2 of the 3 points requested in step 2 of the task description. All content relates to Harry. 37.25.35.25	A basic discussion of their lived experience of Harry in the community, addressing 1 out of the 3 points requested in step 2 of the task description. All content relates to Harry. 32.25-24.75	Minimal/No discussion of the lived experience of Harry in the community, addressing only 1 of the requests in step 2 of the task description. Minimal referral back to Harry. 24.75-0.00	No discussion of the lived experience of the person with a chronic health condition was provided. 0	/50
The education plan comprehensively covers the content requested within step 2 and is entirely relevant to Harry and his requirements. 30.00-25.35	The education plan is detailed and covers the content requested within step 2 and is very relevant to Harry and his requirements. 25.34-22.35	The education plan is detailed and covers the content requested within step 2 and is entirely relevant to Harry and his requirements. 22.34-19.35	The education plan is basic and covers the content requested within step 2 and is somewhat relevant to Harry and his requirements. 9.34-14.85	The education plan content is irrelevant and does not address all the requested tasks in step 2 and does not relate to Harry and his requirements. 14.84-0.00	Education plan not provided. No relation between Harry and his requirements. 0	/30
Referencing (5%)						
Accurate APA referencing in text with no errors 5.00-4.23	Referencing in the text may have 1-2 consistent formatting errors (may be made multiple times). 4.22-3.73	Referencing in the text may have 3-4 consistent formatting errors (may be made multiple times). 3.72-3.23	Referencing in the text may have 4-5 consistent formatting errors (may be made multiple times). 3.22-2.48	Referencing in the text may have no more than 5 consistent formatting errors (may be made multiple times). 2.47-0.00	No relevant references were noted. . 0	/5
Accurate APA referencing has no errors and a maximum of 10 references is required to support content. 5.00-4.23	The reference list may have 1-2 consistent formatting errors (which may be made multiple times). 8-10 references are used to support content. 4.22-3.73	The reference list may have 3-4 consistent formatting errors (which may be made multiple times). 6-8 references are used to support content. 3.72-3.23	The reference list may have 4-5 consistent formatting errors (which may be made multiple times). No less than 5 references are used to support content. 3.22-2.48	The reference list may have no more than 5 consistent formatting errors (which may be made multiple times). Less than 5 references are used to support content. 2.47-0.00	No relevant references were noted. 0	/5

Mark/100

Alpha Grade

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Learning Outcomes Assessed

- Evaluate interventions to influence socio-cultural and lifestyle choices of individuals
- Incorporate the lived experience of a person with a chronic health condition when collaboratively planning care
- Develop a collaborative discharge/education plan for a consumer who has a health challenge associated with the National Health Priority Areas (NHPA).

3 Written Lived Experience Case Study

Assessment Type
Written Assessment

Task Description
Aim
This case study assessment will assist you in applying to the practice the concepts you have learnt in NURS12163. Case

studies are regularly used in nursing education to educate staff (professional development) for introducing policy, and

procedures and sharing evaluative data. You may be expected to prepare a case study for a presentation as a

Registered Nurse. Preparing an engaging, interesting, and educational patient case study requires some thoughtful

planning and therefore is a useful skill for you to learn.

Instructions
To do well in this assessment you must carefully read both case study scenarios provided in the task description within the Assessment tile in Moodle of Carlos and Molly and choose one to complete your assessment.
This assessment is broken into two parts; however, it will create one document that you will submit for assessment. In this assessment you will:
Part 1: Discuss the lived experience of a person with a chronic health condition living in the community.
Part 2: Create a discharge plan
Please follow the steps below for both Part 1 and Part 2 and complete the provided template for your assessment task:
Part 1- Exploring the Lived Experience
Step 1: Two scenarios are provided. Choose ONE scenario to use to complete your assessment. **You will find the scenarios at the end of this document**.
Step 2: Discuss the lived experience of a person with a chronic health condition (CHC) Complete this section by using the below headings.
Introduction (guide 150-200 words)
Using the material provided introduce your chosen consumer and their situation. Define the presenting chronic health condition and explain why this condition is listed as an Australian National Health Priority Area (NHPA).
Discussion (guide 700 words)
Address ALL four dot points to explore and discuss the lived experience of your chosen consumer.
· Describe the impact of the chronic health condition on the consumer
· Citing evidence-based literature discuss what you think are the most important things this consumer might expect from Health Care Professionals (HCPs) working in the community.
· Citing evidence-based literature discuss the importance of shared decision making in the lives of consumers living with CHC's?
· List three ways in which you would work with this consumer to ensure they feel heard.
Ensure your discussion is supported by the literature, with intext citations.
TIP: You may cite the literature and learning materials presented in the modules in this unit. However, include your own as well.
Conclusion (guide 100 words)
· Provide a paragraph with a few concluding sentences conveying the most important points of the case study to the reader.
Part 2: Discharge Plan
Step 1: Take the information from Part 1 to create a discharge plan for your chosen consumer. You may need to be creative and empathise with your chosen consumer for this section. Consider the following points to discuss when

developing your discharge plan. Use the Template provided (guide 500 words).

· What socio-cultural and lifestyle choices may impact a person's ability to manage their chronic health condition

· Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition.

· Discuss the interdisciplinary team members who may be involved in the support and management of the chosen consumer.

Step 2: **References- Use APA 7th edition,** (no more than 10 and no less than 4)

You may use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Aim

This case study assessment will assist you in applying to the practice the concepts you have learnt in NURS12163. Case studies are regularly used in nursing education to educate staff (professional development) for introducing policy, and procedures and sharing evaluative data. You may be expected to prepare a case study for a presentation as a Registered Nurse. Preparing an engaging, interesting, and educational patient case study requires some thoughtful planning and therefore is a useful skill for you to learn.

Instructions

To do well in this assessment you must carefully read both case study scenarios provided in the task description within the Assessment tile in Moodle of Carlos and Molly and choose one to complete your assessment.

This assessment is broken into two parts; however, it will create one document that you will submit for assessment. In this assessment you will:

Part 1: Discuss the lived experience of a person with a chronic health condition living in the community.

Part 2: Create a discharge plan

Please follow the steps below for both Part 1 and Part 2 and complete the provided template for your assessment task:

Part 1- Exploring the Lived Experience

Step 1: Two scenarios are provided. Choose ONE scenario to use to complete your assessment. **You will find the scenarios at the end of this document**.

Step 2: Discuss the lived experience of a person with a chronic health condition (CHC) Complete this section by using the below headings.

Introduction (guide 150-200 words)

Using the material provided introduce your chosen consumer and their situation. Define the presenting chronic health condition and explain why this condition is listed as an Australian National Health Priority Area (NHPA).

Discussion (guide 700 words)

Address ALL four dot points to explore and discuss the lived experience of your chosen consumer.

· Describe the impact of the chronic health condition on the consumer

· Citing evidence-based literature discuss what you think are the most important things this consumer might expect from Health Care Professionals (HCPs) working in the community.

· Citing evidence-based literature discuss the importance of shared decision making in the lives of consumers living with CHC's?

· List three ways in which you would work with this consumer to ensure they feel heard.

Ensure your discussion is supported by the literature, with intext citations.

TIP: You may cite the literature and learning materials presented in the modules in this unit. However, include your own as well.

Conclusion (guide 100 words)

· Provide a paragraph with a few concluding sentences conveying the most important points of the case study to the reader.

Part 2: Discharge Plan

Step 1: Take the information from Part 1 to create a discharge plan for your chosen consumer. You may need to be creative and empathise with your chosen consumer for this section. Consider the following points to discuss when developing your discharge plan. Use the Template provided (guide 500 words).

· What socio-cultural and lifestyle choices may impact a person's ability to manage their chronic health condition

· Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition.

· Discuss the interdisciplinary team members who may be involved in the support and management of the chosen consumer.

Step 2: **References- Use APA 7th edition,** (no more than 10 and no less than 4)
You may use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Assessment Due Date
Week 11 Friday (30 Sept 2022) 5:00 pm AEST

Return Date to Students

Results will be two weeks from the submission date.

Weighting
50%

Assessment Criteria

HD 85 – 100%	D 75 – 84%	C 65 – 74%	P 50 - 64%	F <50%	Fail (content absent) 0%	Marks
Presentation (5%)						
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and persuasive. The template provided is used. 5.00-4.23	A well-planned logical and clear submission. The assessment material is generally logical, concise, and persuasive The template provided is used. 4.22-3.73	The submission is clearly presented. At times not concise or persuasive but mostly comprehensive. The template provided is used. 3.72-3.23	The submission is somewhat clearly presented. It is somewhat logical and relatively persuasive. The template provided is used. 3.22-2.48	The submission is unclear. It is not logical OR unclear OR is perfunctory. The template provided is used. 2.47-0.00	No flow to presentation. The template provided is not used. 0	/5
Structure (5%)						
Clear and succinct introduction that outlines the information requested and the direction of the paper. Written material is free from spelling, grammar, and structural errors. A conclusion that clearly and succinctly brings the assessment to a close. 5.00-4.23	Clear and appropriate introduction that outlines the information requested and the direction of the paper. There are 1-2 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. A conclusion that clearly and appropriately brings the assessment to a close. 4.22-3.73	Appropriate introduction that outlines the information requested and the direction of the paper. There are 3-4 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission. The conclusion outlines most of the main points and brings some sense of closure. 3.72-3.23	An introduction is apparent although consists only of a list of the contents of the paper. There are 4-5 errors (in spelling, grammar, and paragraph structure) that do not affect the meaning and flow of the submission Conclusion apparent – outlines most of the main points and endeavours to bring the argument to a close –some incongruity. 3.22-2.48	No recognisable introduction there is no direction offered in respect of the paper. There are >5 errors (in spelling, grammar, and paragraph structure) that affect the meaning and flow of the submission. No recognisable conclusion – a little reference to the main points does not offer a clear conclusion to the paper. 2.47-0.00	No evidence of an introduction or conclusion. Grammatical errors prevent understanding large tracts of the submission. 0	5
Approach and Argument (80%)						
Comprehensive (thorough) discussion of the lived experience of the person in your chosen case study in the community, addressing all the points requested in the task description. All content relates to the case study. 50.00-42.25	A detailed discussion of the lived experience of a person with a chronic health condition in the community addresses 3 out of 4 points requested. All content relates to the chosen case study. 42.25-37.25	A detailed discussion of the lived experience of a person with a chronic health condition in the community addresses 3 out of 4 points requested. All content relates to the chosen case study. 37.25.35.25	A basic discussion of the lived experience of a person with a chronic health condition in the community addresses 2 out of 4 points requested. All content relates to the chosen case study. 32.25-24.75	Minimal/No discussion of the lived experience of a person with a chronic health condition in the community addresses only 1-2 out of 4 points requested. little content relates to the chosen consumer. 24.75-0.00	No discussion of the lived experience of the person with a chronic health condition was provided. 0	/50
The discharge plan comprehensively covers the content requested within the provided template and is entirely relevant to the requested tasks. 30.00-25.35	The discharge plan is detailed and covers the content requested within the provided template and is very relevant to the requested tasks. 25.34-22.35	The discharge plan is detailed and covers the content requested within the provided template and is entirely relevant to the requested tasks. 22.34-19.35	The discharge plan is basic and covers the content requested within the provided template and is somewhat relevant to the requested tasks. 19.34-14.85	The discharge plan content is irrelevant and does not address all the requested tasks. 14.84-0.00	Discharge plan not provided. No relation to Harry and his requirements. 0	/30
Referencing (10%)						
Accurate APA referencing in text with no errors 5.00-4.23	Referencing in the text may have 1-2 consistent formatting errors (may be made multiple times). 4.22-3.73	Referencing in the text may have 3-4 consistent formatting errors (may be made multiple times). 3.72-3.23	Referencing in the text may have 4-5 consistent formatting errors (may be made multiple times). 3.22-2.48	Referencing in the text may have no more than 5 consistent formatting errors (may be made multiple times). 2.47-0.00	No relevant references were noted. . 0	/5
Accurate APA referencing has no errors and a maximum of 10 references is required to support content. 5.00-4.23	The reference list may have 1-2 consistent formatting errors (which may be made multiple times). 8-10 references are used to support content. 4.22-3.73	The reference list may have 3-4 consistent formatting errors (which may be made multiple times). 6-8 references are used to support content. 3.72-3.23	The reference list may have 4-5 consistent formatting errors (which may be made multiple times). No less than 5 references are used to support content. 3.22-2.48	The reference list may have no more than 5 consistent formatting errors (which may be made multiple times). Less than 5 references are used to support content. 2.47-0.00	No relevant references were noted. 0	/5

Mark/100

Alpha Grade

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit via Turnitin online

Learning Outcomes Assessed

- Identify factors associated with the early recognition of an acute exacerbation of a chronic health condition and plan relevant nursing care
- Evaluate interventions to influence socio-cultural and lifestyle choices of individuals
- Incorporate the lived experience of a person with a chronic health condition when collaboratively planning care
- Develop a collaborative discharge/education plan for a consumer who has a health challenge associated with the National Health Priority Areas (NHPA).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem