

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



NURS12163 *Chronic Health and Community Care*

Term 2 - 2027

Profile information current as at 07/09/2026 09:36 pm

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 individuals across the lifespan. You will learn to recognise symptoms that commonly lead to exacerbation or worsening of a chronic health condition. Taking into consideration individual socio-cultural and lifestyle choices, you will explore the complexities for individuals living with chronic health conditions. You will develop person-centred care plans that incorporate perspectives from community, family, and healthcare services to minimise exacerbations. This unit will introduce you to discharge and education planning including self-management strategies, emphasising behavioural change, psychosocial support and health literacy. You will learn how nurses work collaboratively within an interdisciplinary care team to support an individual's self-management of chronic illness in the community.

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: BIOH12011 NURS12161 OR admission to CM77

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 - 2027

- Brisbane
- 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

Information for Class and Assessment Overview has not been released yet.
This information will be available on Monday 17 May 2027

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
- Academic Progression Policy and Procedure
- Student Refund and Credit Balance Policy and Procedure
- 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 SUTE feedback.

Feedback

Students expressed satisfaction with the quick responses from unit coordinators and the engagement provided by the discussion forums. These elements helped foster a supportive learning environment and encouraged active participation, which contributed positively to their understanding of managing chronic health conditions.

Recommendation

To build on this positive feedback, it is recommended to continue prioritising timely responses from unit coordinators and maintaining active discussion forums. Additionally, exploring ways to further enhance interactive elements such as case studies or peer-led discussions could deepen student engagement and practical understanding. Consider incorporating more real-life scenarios related to chronic illness management to complement the learning materials and workshops.

Feedback from SUTE feedback.

Feedback

Students reported that assessment expectations were unclear, with inconsistencies between rubrics, task sheets, and verbal/written instructions from teaching staff. This led to confusion and reduced confidence in how to approach assessments.

Recommendation

Undertake a comprehensive review and refinement of all assessment-related documentation to ensure clarity and consistency across rubrics, task instructions, and supplementary assessments. To further support student understanding, consider implementing structured pre-assessment support, such as live Q&A sessions and/or recorded video walkthroughs of the assessment. These resources should clearly explain expectations and how assessment criteria will be applied.

Feedback from SUTE feedback.

Feedback

Students expressed that cultural content was heavily weighted toward rural and Indigenous perspectives, which they valued, but felt that urban and suburban contexts were underrepresented and needed more integration.

Recommendation

While continuing to prioritise cultural safety and Indigenous health, expand the range of clinical scenarios to include urban, suburban, and culturally diverse settings. This broader representation will ensure the unit content reflects the full spectrum of nursing practice environments and better prepares students to deliver person-centred care across varied population groups.

Feedback from Student feedback

Feedback

Some students felt disengaged due to a perceived lack of new or challenging content, stating that much of the material repeated concepts covered in other units without adding significant depth.

Recommendation

Review and update unit learning materials to include real-world perspectives on chronic care. Embed current clinical evidence and patient scenarios to boost clinical relevance, foster critical thinking, and maintain strong student engagement.

Unit Learning Outcomes

Information for Unit Learning Outcomes has not been released yet.
This information will be available on Monday 17 May 2027

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Information for Alignment of Learning Outcomes, Assessment and Graduate Attributes has not been released yet.
This information will be available on Monday 17 May 2027

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 21 June 2027

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.
This unit profile has not yet been finalised.