



# NURS12163 Chronic Health and Community Care

## Term 2 - 2024

Profile information current as at 02/07/2025 11:21 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 - 2024

- 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

### 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 SUTE

##### **Feedback**

The weekly Moodle tiles are set out well, and they are really easy to navigate. Working through the content for the week and having Zoom on a Friday morning fit in well with the work situation. This subject is very helpful, and I have learned much about chronic health.

##### **Recommendation**

Moodle structure will remain the same with Zoom sessions at the end of the week to consolidate learning and give students the time to complete/review the content.

#### Feedback from SUTE

##### **Feedback**

Thank you for the knowledge and the support the team have given to students.

##### **Recommendation**

UCs and teaching staff will continue to support and encourage students to succeed.

#### Feedback from SUTE

##### **Feedback**

Assignments needed clearer instructions and alignment with associated documentation.

##### **Recommendation**

Assessments and relatable documentation will continue to be reviewed by DDLT as per school policy.

#### Feedback from Students

##### **Feedback**

"The teaching team challenged me to think and question. Provided valuable feedback, created an inclusive environment, connected content to real-world applications and encouraged students to interact. They showed passion and enthusiasm for the discipline."

##### **Recommendation**

UCs and teaching teams will continue to provide valuable feedback, create an inclusive environment and use real-world scenarios to apply knowledge and engage students.

#### Feedback from Coordinator

##### **Feedback**

Confusion regarding different documents related to the assessments.

##### **Recommendation**

Assessments and relatable documentation will continue to be reviewed by DDLT as per school policy.

## 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
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### 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: 2nd (2020)

Authors: Tracey-Levett Jones

Pearson

Melbourne , Victoria , Australia

ISBN: 13: 9781488623004

Binding: Other

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#### Supplementary

**Living with chronic illness and disability. Principles for nursing practice**

Edition: 4th (2021)

Authors: Esther Chang and Amanda Johnson

Elsevier

Chatswood , Victoria , Australia

ISBN: Paperback ISBN: 9780729543583 eBook ISBN: 9780729588270

Binding: Other

### IT Resources

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

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Students must have necessary equipment/accessories to attend online lectures via Zoom or Microsoft Teams

## 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

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## Schedule

### Week 1 | Chronic health conditions and Primary Health Care - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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 hours of learning.

View allocated resources and complete activities.

There is no prescribed textbook for this unit.

## **Week 2 | The biopsychosocial/cultural approach to care - 15 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• What are socio-cultural/economic factors?</li><li>• What are lifestyle choices?</li><li>• Person-centred care in the context of chronic health.</li><li>• Self-efficacy in the context of chronic health.</li></ul> This week contains 12 hours 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 - 22 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• Factors that influence health.</li><li>• The path to improved health.</li><li>• Social factors that influence health.</li><li>• Different types of intervention.</li></ul> This week contains 12 hours 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 - 29 Jul 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• Recognition of acute exacerbations.</li><li>• Factors associated with the early recognition of acute exacerbations.</li><li>• Nursing principles and interventions.</li><li>• Health promotion and health education in improving health outcomes.</li><li>• Rehabilitation on chronic health.</li><li>• Community resources.</li></ul> This week contains 12 hours 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 - 05 Aug 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• Communication refresher.</li><li>• Interviewing techniques-motivational interviewing.</li><li>• Shared decision-making.</li><li>• Decision aids</li></ul> This week contains 12 hours of learning.		

## **Vacation Week - 12 Aug 2024**

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

#### Week 6 | Assessment preparation - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• Understanding the task.</li><li>• Researching for evidence.</li><li>• Outlining and planning the task.</li><li>• Writing the first draft.</li></ul> This week contains 12 hours of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

#### Week 7 | Self-management of chronic health conditions - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• The National Chronic Disease Strategy in Australia</li><li>• Models of care</li><li>• The development of self-management programs</li><li>• Self-management strategies and support in chronic health conditions</li><li>• Assessing readiness for change</li></ul> This week contains 12 hours 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 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• What is meant by Lived Experience?</li><li>• The lived experience of consumers suffering from chronic health conditions.</li><li>• What is essential to the consumer in their healthcare?</li><li>• Multimorbidity.</li><li>• Dementia-a lived experience.</li></ul> This week contains 12 hours of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	<b>Written Assessment</b> Due: Week 8 Friday (6 Sept 2024) 11:59 pm AEST

#### Week 9 | Seamless service or 'cracks' in care - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topics include: <ul style="list-style-type: none"><li>• Health fragmentation (the silo effect).</li><li>• Cracks in care.</li><li>• Non-Compliance.</li><li>• Rethinking Adherence.</li><li>• How to manage medication safety and polypharmacy in the community setting.</li></ul> This week contains 12 hours of learning.	View allocated resources and complete activities. There is no prescribed textbook for this unit.	

#### Week 10 | Transitional care planning - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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 hours 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 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topics include:</p> <ul style="list-style-type: none"><li>• What is palliative care?</li><li>• The health promotion approach to palliative care</li><li>• The nurse in palliative care</li><li>• The importance of social and cultural norms in palliative care</li><li>• Communicating end-of-life decisions.</li><li>• Advanced Health Directives (AHDs)</li></ul> <p>This week contains 12 hours of learning.</p>	<p>View allocated resources and complete activities.</p> <p><b>You will be referred to digitalised chapters (in the e-Reading list) from the following texts to complete your learning.</b></p> <p>Haley, C, &amp; Daley, J. (2018). Palliation in chronic illness. In J. Chang &amp; A. Johnson (Eds.), Living with Chronic Illness and Disability: Principles for nursing practice (4th ed., pp. 215-229). Elsevier Australia</p> <p>Palmer, L. &amp; 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</p>	

### Week 12 | Review - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p>Review and revision of the content within this unit to consolidate your learning.</p>	<p>Complete activities to review and reflect on the learning you have undertaken in this unit.</p>	

### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Online Quiz-Multiple Choice Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Instructions

You are completing an online quiz. This is an open-book quiz designed to assess your understanding of the learning content from weeks one to four.

Quiz opens at 9 am (AEST) Monday 5th August 2024 (Week 5) and closes at 5 pm (AEST) Sunday 11th August 2024 (Week 5).

Access the quiz via the Assessment tile on NURS12163 Moodle. This quiz can only be attempted once and must be completed in one sitting. Once you commence the online quiz, you will have 60 minutes to complete the assessment. After 60 minutes, the quiz will close, and all responses will be automatically submitted.

Please ensure you have a stable internet connection before attempting the quiz. There will be no opportunities to attempt this assessment once the quiz closes.

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 the problem or refer you to TaSAC for further assistance (TASAC's toll-free phone number is 1300 666 620).

The results of the quiz will be available at 6 pm on 11 August 2024.

This is an official assessment item, and the rules of academic integrity apply. You are expected to complete this assessment independently and adhere to the conditions associated with undertaking an assessment task. You must maintain academic integrity and comply with the Student Academic Integrity Policy and Procedure. Acting honestly and with integrity means avoiding behaviour that may breach academic honesty, such as plagiarism, collusion, cheating, and other forms of academic misconduct. If any academic misconduct is detected, it will be managed per the policy and may result in penalties.

**Number of Quizzes**

1

**Frequency of Quizzes****Assessment Due Date**

Quiz opens at 9 am (AEST) Monday 5th August 2024 (Week 5) and closes at 5 pm (AEST) Sunday 11th August 2024 (Week 5).

**Return Date to Students****Weighting**

20%

**Assessment Criteria**

40 multiple-choice questions.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Complete and submit in Unit Moodle site.

**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 Assessment

**Assessment Type**

Written Assessment

**Task Description****Instructions**

You are required to read the article about text-message interventions for Indigenous Australians with chronic diseases. Then, answer the four questions provided based on what you've learned from the article. Keep your responses clear, concise, and well-supported by information from the article. You will be required to use critical thinking to analyse the content effectively. This will allow you to demonstrate your understanding of the material and your ability to apply it to real-world nursing scenarios.

**Article**

Waller, K., Furber, S., & Bauman, A. (2023). Acceptability, feasibility and preliminary impact evaluation of a pilot text-message study on improving the health of Aboriginal people with, or at risk of, chronic disease in Australia. *Health*

**Question 1:** (200 words)

Considering the article's findings, how might socio-cultural factors influence the effectiveness of text-message interventions for Indigenous Australians with chronic diseases? Suggest one strategy to enhance the cultural relevance of such interventions.

**Question 2:** (200 words)

Based on the experiences shared in the article by Waller et al. (2023), what challenges do Indigenous Australians with chronic diseases face in managing their health? How can nurses incorporate these insights into their care approaches?

**Question 3:** (200 words)

Drawing from the article by Waller et al. (2023), discuss potential barriers to engagement with text-message interventions for Indigenous Australians with chronic diseases. How can nurses adapt their communication strategies to overcome these barriers and promote active participation in the intervention?

**Question 4:** (200 words)

Using the article by Waller et al. (2023), create a collaborative education plan for Indigenous Australians with chronic conditions like diabetes. The plan should include patient education, lifestyle changes, medication adherence, and follow-up care. How will you ensure the plan is culturally sensitive and meets the consumer's needs?

**Assessment Due Date**

Week 8 Friday (6 Sept 2024) 11:59 pm AEST

Due: Friday, 6 September 2023, 11:59 PM

**Return Date to Students**

Week 10 Friday (20 Sept 2024)

Results will be two weeks from the submission date.

**Weighting**

30%

**Assessment Criteria**

Criteria	HD (85-100%)	D (75-84%)	C (65-74%)	P (50-64%)	F (0-49%)
Question 1: Socio-cultural factors and text-message interventions for Indigenous Australian health. Weight 20%	Presents a comprehensive, clear and detailed analysis of socio-cultural factors affecting text-message interventions. The suggested strategy is highly innovative and culturally relevant. (20 - 16.9)	Presents a clear and detailed analysis of socio-cultural factors affecting text-message interventions. The suggested strategy is innovative and culturally relevant. (16.8 - 14.9)	Presents a clear analysis of socio-cultural factors affecting text-message interventions. The suggested strategy is practical and culturally relevant. (14.8 - 12.9)	Presents a satisfactory analysis of socio-cultural factors affecting text-message interventions. The suggested strategy is adequate and culturally relevant. (12.8 - 9.9)	Unsatisfactory analysis of socio-cultural factors affecting text-message interventions. The suggested strategy is inadequate or culturally relevant. (9.8 - 0)

<p>Question 2: Challenges and nursing approaches for Indigenous Australian health management.</p> <p>Weight 20%</p>	<p>Provides an insightful and comprehensive analysis of the challenges faced by Indigenous Australians in managing chronic diseases. The suggested nursing approach is highly innovative and culturally sensitive. (20 – 16.9)</p>	<p>A convincing and detailed analysis of the challenges faced by Indigenous Australians in managing chronic diseases. The suggested nursing approach is innovative and culturally sensitive. (16.8 – 14.9)</p>	<p>A sound critical analysis of the challenges faced by Indigenous Australians in managing chronic diseases. The suggested approach is practical and culturally sensitive. (14.8 – 12.9)</p>	<p>A satisfactory analysis of the challenges faced by Indigenous Australians in managing chronic diseases. The suggested approach is adequate and culturally sensitive. (12.8 – 9.9)</p>	<p>An unsatisfactory analysis of the challenges faced by Indigenous Australians in managing chronic diseases. The suggested approach is inadequate and culturally inappropriate. (9.8 – 0)</p>
<p>Question 3: Overcoming barriers to engagement and communication strategies</p> <p>Weight 20%</p>	<p>Provides an excellent discussion of potential barriers to engagement with text-message interventions. The proposed communication strategy is highly innovative and culturally relevant. (20 – 16.9)</p>	<p>Provides a very good discussion of potential barriers to engagement with text-message interventions. The communication strategy is innovative and culturally relevant. (16.8 – 14.9)</p>	<p>Provides a sound discussion of potential barriers to engagement with text-message interventions. The communication strategy is practical and culturally relevant. (14.8 – 12.9)</p>	<p>Provides a satisfactory discussion of potential barriers to engagement with text-message interventions. The communication strategy is adequate and culturally relevant. (12.8 – 9.9)</p>	<p>Vague or unsatisfactory discussion of potential barriers to engagement with text-message interventions. The communication strategy is inadequate or culturally relevant. (9.8 – 0)</p>
<p>Question 4: Education plan for Indigenous Australian consumers with chronic conditions.</p> <p>Weight 20%</p>	<p>Presents an exceptionally detailed and culturally sensitive education plan. The plan integrates patient education, lifestyle changes, medication adherence, and follow-up care with innovative strategies to ensure cultural relevance. (20 – 16.9)</p>	<p>Presents a very good culturally sensitive education plan. The plan integrates patient education, lifestyle changes, medication adherence, and follow-up care with effective strategies to ensure cultural relevance. (16.8 – 14.9)</p>	<p>Presents an adequate culturally sensitive education plan. The plan integrates patient education, lifestyle changes, medication adherence, and follow-up care with sound strategies to ensure cultural relevance. (14.8 – 12.9)</p>	<p>Presents a satisfactory education plan. The plan integrates some patient education, lifestyle changes, medication adherence, and follow-up care with adequate strategies to ensure cultural relevance. (12.8 – 9.9)</p>	<p>Presents an unsatisfactory education plan. The plan integrates minimal to no patient education, lifestyle changes, medication adherence, and follow-up care with no strategies to ensure cultural relevance. (9.8 – 0)</p>
<p>Use of evidence</p> <p>Weight 5%</p>	<p>An extensive range of relevant literature from scholarly sources have been used discerningly to support the assessment. (5 – 4.2)</p>	<p>An in-depth range of relevant literature from scholarly sources have been used to effectively support the assessment. (4.1 – 3.7)</p>	<p>A sound range of literature from scholarly sources has been used adequately to support the assessment. (3.6 – 3.2)</p>	<p>A satisfactory range of literature from scholarly sources, some of which are not credible or relevant, have been referred to in the assessment. (3.1 – 2.5)</p>	<p>The literature used is largely irrelevant or not credible OR no literature is used to support the assessment. (2.4 – 0)</p>

Format of references as per APA 7th edition Weight 5%	APA 7th edition referencing conventions in both in-text referencing and reference list have always been applied accurately and consistently. (5 – 4.2)	APA 7th edition referencing conventions in both in-text referencing and the reference list has been used almost always accurately and consistently. (4.1 – 3.7)	APA 7th edition referencing conventions in both in-text referencing and the reference list is used with few errors or minor inconsistencies. (3.6 – 3.2)	Attempts made to adhere to APA 7th edition referencing conventions in both in-text referencing and the reference list, but with some errors and inconsistencies. (3.1 – 2.5)	Adherence to APA 7th edition referencing conventions in both in-text referencing and the reference list is minimal or non-existent. (2.4 – 0)
Format and presentation Weight 10%	Sophisticated language, including use of accurate terminology. Highly effective sequencing and structure of paragraphs in body. Very well-constructed sentences and correct punctuation and spelling. (10 – 8.5)	Effective language, including use of accurate terminology. Effective sequencing and structure of paragraphs in body. Well-constructed sentences and very minor punctuation and spelling errors. (8.4 – 7.5)	Sound language, including use of accurate terminology. Logical sequencing and structure of paragraphs in body. Soundly constructed sentences and minor punctuation and spelling errors. (7.4 – 6.5)	Basic language, including use of largely accurate terminology. Largely logical sequencing and structure of paragraphs in body. Satisfactorily constructed sentences and minor punctuation and spelling errors. (6.4 – 5.0)	Poor language, including use of inaccurate terminology. Inconsistent sequencing and structure of paragraphs in body. Poorly constructed sentences and significant punctuation and spelling errors. (4.9 – 0)

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit via Turnitin in Unit Moodle site.

### 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 Assessment

### Assessment Type

Written Assessment

### Task Description

#### Instructions

You are required to read the provided case study (John Smith). In this assessment, you will:

- Part 1: Discuss the lived experience of a person living in the community with a chronic health condition.
- Part 2: Create a discharge plan.

Follow the steps below for both Part 1 and Part 2.

#### Part 1- Exploring the Lived Experience

- Step 1: Read the scenario provided.
- Step 2: Discuss a person's lived experience with a chronic health condition (CHC). Complete this section using the headings below.

### Introduction (guide 70 words)

Using the material provided, introduce John Smith and his situation. Define the presenting chronic health condition and explain why it is listed as an Australian National Health Priority Area (NHPA).

### Discussion (guide 500 words)

Address ALL four dot points to explore and discuss the lived experience of John Smith.

- Describe the impact of the chronic health condition on John Smith.
- Citing evidence-based literature, discuss what John Smith 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 CHCs.
- List three ways registered nurses would work with John Smith to ensure he feels heard.

### Conclusion (guide 60 words)

Provide a brief summary conveying the most important points of your responses.

## Part 2: Discharge Plan

- Using the information from Part 1, create a discharge plan. Consider the following points and discuss them when developing your discharge plan.
- What socio-cultural and lifestyle choices may impact John Smith's ability to manage his chronic health condition.
- Identify factors associated with the early recognition of an acute exacerbation of COPD.
- Discuss the interdisciplinary team members who may be involved in supporting and managing John Smith.

### Assessment Due Date

Due Friday, 27 September 2024, 11:59 PM

### 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
<b>Presentation (5%)</b>						
An engaging and well-planned assessment. The assessment material is logical, clear, concise, and convincing. The template provided is used. 5.00-4.23	A well-planned, logical, and clear submission. The assessment material is generally logical, concise, and convincing. The template provided is used. 4.22-3.73	The submission needs to be more concise and convincing but is primarily comprehensive. The template provided is used. 3.72-3.23	The submission is presented, needs more flow and is more concise and comprehensive. The template provided is used. 3.22-2.48	The submission could be clearer. It is not logical OR unclear OR is perfunctory. The template provided is used. 2.47-0.00	No flow to the presentation. The template provided is not used. 0	/5
<b>Structure (5%)</b>						



Accurate APA referencing in text and reference list with no errors. A maximum of 10 references is required to support statements. 10-8.45	APA referencing is used in the text, and the reference list may have 1-2 consistent formatting errors (may be made multiple times). 8-10 references are used to support statements. 8.44-7.45	APA referencing is used in the text, and the reference list may have 3-4 consistent formatting errors (may be made multiple times). 6-8 references are used to support statements. 7.44-6.45	APA referencing is used in the text, and the reference list may have 4-5 consistent formatting errors (may be made multiple times). At least 5 references are used to support statements. 6.44-4.95	APA referencing is used in the text and in the reference list and may have at most 5 consistent formatting errors (may be made multiple times). Less than 5 references are used to support statements. 4.94-0.00	No relevant references were noted. 0	/10
Mark/100						
Alpha Grade						
Marker Name Marker Comments						

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit via Turnitin in Unit Moodle site.

### 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