FACULTY OF HEALTH SCIENCES
School of Nursing, Midwifery and Paramedicine
North Sydney

SEMESTER 1, 2012
NRSG 366: Partnerships in Chronicity
UNIT OUTLINE

CREDIT POINTS: 10

PREREQUISITES / CO-REQUISITES / INCOMPATIBLES:

FOUNDATION YEAR UNITS (OR EQUIVALENT)
CO-REQUISITE: NIL

LECTURER-IN-CHARGE:
Lecturer Name: Paul McDonald
Office Location: Room 224
8-10 Berry St
North Sydney
Email: paul.mcdonald@acu.edu.au
Telephone: 02 9739 2341

DESCRIPTION:
This nursing theory unit will enable students to plan and implement safe and effective strategies for meeting the needs of individuals, families and communities affected by chronic illness and/or disability. The unit will further develop students’ knowledge relating to collaborative care and the concept of partnerships in the planning and implementation of care. Students will explore the pathophysiological, psychological and spiritual impact of chronic health problems, and/or disability. National Health Priority chronic conditions of diabetes mellitus and kidney disease will be the foci of inquiry-based learning.

TEACHING TEAM:

• Jenny Penny
• Susan Gilbert
• Paul McDonald
MODE AND DURATION:

Mode/Attendance Pattern:
10 week semester

Resource Session: One hour per week
Inquiry-Based Learning Tutorial: Two hours per week

Duration:
10 week-semester

You should anticipate undertaking 150 hours of study for this unit, including class attendance, readings and assignment preparation.

Unit Outline Resources:
The University provides a range of information and support for your studies. The Unit Outline Resources web page (http://www.acu.edu.au/241467) links to all relevant Policies, Resources and Support. See the end of this document for more information.

LEARNING OUTCOMES:

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

1. Analyse the impact of chronic illness and disability on the individual, family and community;

2. Integrate collaborative care into the planning, implementation and evaluation of evidence based, person-centred nursing care; (ACU Graduate Attribute: 7)

3. Plan care that takes account of religious and cultural responses to chronic illness; (ACU Graduate Attribute: 1)

4. Reflect critically on the ethical, psychological and legal issues related to respecting ‘patient’ choices in chronic illness; (ACU Graduate Attribute: 3,4)

5. Integrate strategies for fulfilling needs for support, coping skills, autonomy and control for individuals and families;

6. Apply knowledge of underlying pathophysiological processes in selected chronic illnesses to identify and address health problems;

7. Apply the principles of quality use of medicines in relation to chronic disease.
Each unit in your course contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses by following the link to Graduate Attributes (http://www.acu.edu.au/204356). All Australian universities have their expected Graduate Attributes – ACU’s Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will develop some attributes.

Your course, the Bachelor of Nursing is a professional program that requires development of particular attributes for accreditation purposes. These are also included in the Learning Outcomes.

On successful completion of this unit, students will have developed their ability to:

- **GA1** demonstrate respect for the dignity of each individual and for human diversity
- **GA2** recognise their responsibility to the common good, the environment and society
- **GA3** apply ethical perspectives in informed decision making
- **GA4** think critically and reflectively
- **GA5** demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- **GA6** solve problems in a variety of settings taking local and international perspectives into account
- **GA7** work both autonomously and collaboratively
- **GA8** locate, organise, analyse, synthesise and evaluate information
- **GA9** demonstrate effective communication in oral and written English language and visual media
- **GA10** utilise information and communication and other relevant technologies effectively
CONTENT:

Topics will include:

New Content

Chronic Illness in Australia
- Chronic illness, chronic disease and chronicity
- Impact of chronic illness across the lifespan
- Physical, psycho-social cultural and spiritual impact of chronic illness and disability;
- Diabetes mellitus (aetiology, pathophysiology, prevalence)
- Chronic kidney disease (aetiology, pathophysiology, prevalence)
- Chronic illness and Aboriginal and Torres Strait Islander peoples
- Common chronic neurological conditions (eg Parkinsons Disease, Epilepsy)

Content Extended

Living with Chronic Illness
- Illness trajectories
- Adjustment to / coping with chronic illness
- Constructs of powerlessness:
- Strategies for fulfilling needs of:
  - Learning
  - Autonomy
  - Coping
  - Support
  - Control (individuals and families)
- Quality of life

Content Integrated and Consolidated

Therapeutic Partnerships
- Redefining “care”
  - Models of care (acute versus chronic)
  - Collaborative care
  - ‘Whole-of-life’ approach to the delivery of care
  - Facilitating self-management of illness management
  - Facilitating behaviour change
  - Care in the community / Case management
  - Resource identification and access (HARP / Chronic community rehabilitation)
  - Resource planning and evaluation

- Communication
  - Learning theories
  - Learning and control

- Interdisciplinary team
  - Working in partnership (relating to case management)
Assessment
• Pain (chronic versus acute)
• Chronic pain management (see pharmacology)

Pharmacology
• Quality use of medicines in relation to chronic disease
• Diabetes
• Renal
• Neurological

Content Extended

Chronic Illness in Australia
• National Chronic Disease Strategy (Department of Health and Ageing 2008)
• National Health Priorities

Living with Chronic Illness
• Stigma and stereotyping
• Coping resources
• Impact on family
• Infinite grief / chronic sorrow
• Community support services

Therapeutic Partnerships
• Developing therapeutic partnerships
  o Individual, family, society
  o Support groups / not-for-profits
  o Professional boundaries
• Communication
  o Communication and trust
  o Active listening
• Interdisciplinary team
  o Members
  o Roles
  o Referrals

Assessment
• Individual (resilience)
• Family (resilience)

Pharmacology
• Strategies for pain management and symptom control
• Pain

Pathophysiology
• Endocrine (pancreatic) function
• Glucose metabolism / action
• Aetiology of diabetes mellitus
• Pathophysiology of chronic diabetes
• Clinical manifestations (incl. complications)
• Investigations
• Management options (pharmacological / non-pharmacological)
• Acute management of hypo/hyperglycaemia, HONK, DKA
• Selected neurological conditions
Spirituality
• Spirituality and connection
• Spirituality, religion and ritual
• Spirituality, belief and self-concept
• Finding meaning in suffering
• Hope
• The nurse’s role in caring for the whole being

Ethical and Legal Aspects of Practice
• Resource allocation for individuals:
  o Who may be non-compliance with treatment?
  o Who may be involved in risk-taking behaviours?
  o For whom the outcome may be poor
• With-holding treatment
• Refusal of treatment
• Advanced care directives
• Not for resuscitation orders

Content Integrated and Consolidated:
• Documentation
• Medication administration
# SCHEDULE:

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Resource Session (1 x 1 hr)</th>
<th>Tutorial (1 x 2 hr)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Contents</strong></td>
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</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Overview of unit</td>
<td>Overview of unit</td>
</tr>
<tr>
<td>W/C 20th February</td>
<td>Review of assessments</td>
<td>Structure and function of groups</td>
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<tr>
<td></td>
<td>Structure and focus of unit</td>
<td>Case Scenario Overview and group work</td>
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<tr>
<td></td>
<td>Concepts of IBL and concepts of chronic disease management and approaches to care</td>
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<td></td>
<td>Review of older person pathophysiology</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Normal renal pathophysiology</td>
<td>Group work on case scenario with facilitator</td>
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<tr>
<td>W/C 27th February</td>
<td>Pathophysiology of renal disease/failure</td>
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<tr>
<td></td>
<td>Pharmacological implications of renal failure</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Issues related to cultural traditions and health care</td>
<td>Group work on case scenario with facilitator</td>
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<tr>
<td>W/C 5th March</td>
<td>Consolidation of impact of disease issues</td>
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<tr>
<td></td>
<td>Summary of issues identified in tutorials</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Complexity of common disease and interrelationships between disease. Lifestyle choices and impact on functional capacity.</td>
<td>Group work on case scenario with facilitator and summary of scenario issues</td>
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<tr>
<td>W/C 12th March</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Focus on disease process, impact on person and implications for function and levels of independence</td>
<td>Group work on case scenario with facilitator and summary of scenario issues</td>
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<tr>
<td>W/C 19th March</td>
<td></td>
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<tr>
<td><strong>Week 6</strong></td>
<td>Pathophysiology of neurological diseases - epilepsy</td>
<td>Group work on case scenario with facilitator</td>
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<tr>
<td>W/C 26th March</td>
<td>Treatment Options</td>
<td></td>
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<tr>
<td></td>
<td>Pharmacological implications of treatment options</td>
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<tr>
<td><strong>Week 7</strong></td>
<td>Exploration of issues related to diagnosis and perspectives on disease.</td>
<td>Group work on case scenario with facilitator and summary of scenario issues</td>
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<tr>
<td>W/C 2nd April</td>
<td>Meanings of disease, impact on person, family, role and function</td>
<td></td>
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<tr>
<td></td>
<td>Summary of issues identified in tutorials</td>
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<tr>
<td><strong>UAVC Week</strong></td>
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<tr>
<td><strong>Week 8</strong></td>
<td>Scenario Overview</td>
<td>Group work on case scenario with facilitator</td>
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<tr>
<td>W/C 16th April</td>
<td>Focus on disease process, impact on person and implications for function and levels of independence</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Pathophysiology of neurological diseases – multiple sclerosis</td>
<td>Group work on case scenario with facilitator</td>
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<tr>
<td>W/C 23rd April</td>
<td>Treatment Options</td>
<td></td>
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<tr>
<td></td>
<td>Pharmacological implications of treatment options</td>
<td></td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Summary of issues raised in tutorials</td>
<td>Group work on case scenario with facilitator and summary of scenario issues</td>
</tr>
<tr>
<td>W/C 30th April</td>
<td>Meanings of disease, impact on person, family, role and function</td>
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<td></td>
<td>General discussion and preparation for examination</td>
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<td><strong>W/C 4th June 2012</strong></td>
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</tbody>
</table>

# = Additional information and readings linked to the week’s content will be provided each week on Blackboard.
ASSESSMENT PROCEDURES:

ASSESSMENT:
Achievement of learning outcomes will be determined by a variety of assessment methods, which will primarily measure the student’s understanding of the discipline specific knowledge inherent in this unit and its application within a professional context. These assessment methods will also focus on the following graduate attributes:

1. demonstrate respect for the dignity of each individual and for human diversity.
2. apply ethical perspectives in informed decision making.
4. think critically and reflectively.
7. work both autonomously and collaboratively.

OVERVIEW OF ASSESSMENTS:

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Due Date</th>
<th>Weighting</th>
<th>Learning Outcome/s</th>
<th>Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Case Study</td>
<td>23rd March 12.00 MD</td>
<td>40%</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>1, 3, 4, 7</td>
</tr>
<tr>
<td>Group work</td>
<td>20th April 12.00 MD</td>
<td>20%</td>
<td>1, 2, 5</td>
<td>1, 3, 4, 7</td>
</tr>
<tr>
<td>Written Exam (2000 words equivalence)</td>
<td>University Examination Period</td>
<td>40%</td>
<td>2, 3, 6, 7</td>
<td>1, 3, 4, 7</td>
</tr>
</tbody>
</table>

In order to pass this unit, you are required to complete and submit each of the pieces of assessment and attain a minimum of 50% or more across all the pieces of assessment.
OTHER UNIT INFORMATION:
It is your responsibility as a student to ensure that you have the prerequisites or co-requisites for a particular unit. You may not enrol in this unit if you have previously passed, or are currently enrolled in, any unit identified as incompatible with this unit. If you do not meet these requirements, then you must see your Course Coordinator.

You should also become very familiar with the Student Tutorials in the Learning Management System, since almost all ACU units now utilise eLearning (http://www.acu.edu.au/150935)

STUDENT FEEDBACK AND CHANGES TO UNIT:
Adjustments to the student assessment have been made as a result of past Student Evaluations. These include a review of Assessment One and a re-focus of Assessment Two to allow a broader assessment of the unit content.
### ALLOCATING FINAL RESULT GRADES:

<table>
<thead>
<tr>
<th>Final Result Grade</th>
<th>Grading Code</th>
<th>Range Guide (%)</th>
<th>Numerical Equivalent</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>HD</td>
<td>85-100</td>
<td>7</td>
<td>Clear attainment of all learning outcomes, with complete and comprehensive understanding of the unit content, development of relevant skills and intellectual initiative to an extremely high level.</td>
</tr>
<tr>
<td>Distinction</td>
<td>DI</td>
<td>75-84</td>
<td>6</td>
<td>Substantial attainment of most learning outcomes, with a high level of understanding of the unit content and development of relevant analytical and interpretative skills to a high level.</td>
</tr>
<tr>
<td>Credit</td>
<td>CR</td>
<td>65-74</td>
<td>5</td>
<td>Sound attainment of some major learning outcomes, with good understanding of unit content and development of relevant skills.</td>
</tr>
<tr>
<td>Pass</td>
<td>PA</td>
<td>50-64</td>
<td>4</td>
<td>Satisfactory attainment of a range of learning outcomes, with basic understanding of unit content and development of relevant skills.</td>
</tr>
<tr>
<td>Pass Conceded</td>
<td>PC</td>
<td>-</td>
<td>3</td>
<td>Some attainment of learning outcomes with basic understanding of some unit content and some skill development. Only the HOS can allocate this grade.</td>
</tr>
<tr>
<td>Interim Fail</td>
<td>NF</td>
<td>40-49</td>
<td></td>
<td>Some attainment of learning outcomes with basic understanding of some unit content and some skill development. Student may be eligible to apply for supplementary assessment, subject to meeting other eligibility criteria set out in the Academic Regulations.</td>
</tr>
<tr>
<td>Fail</td>
<td>NN</td>
<td>0-49</td>
<td>1</td>
<td>Little or no attainment of learning outcomes, with limited understanding of course content or skill development.</td>
</tr>
</tbody>
</table>

*Grading Descriptor extract from the ACU Assessment Policy ([http://www.acu.edu.au/250330](http://www.acu.edu.au/250330)). An expanded version of grades can be accessed from the ACU Handbook*

- a. This grade is awarded by Heads of School only in exceptional circumstances. See Academic Regulations.
- b. All Interim Fail (NF) grades which have not been converted to a Pass Supplementary (PP) or Fail Supplementary (NX) grade by the census date of the next standard study period will be converted to a Fail (NN) grade.

Adapted from Sadler, D. R. (2005). Interpretations of criteria based assessment and grading in higher education. Assessment and Evaluation in Higher Education, 30:2, 175-194. The percentage range should be used in conjunction with the descriptors.
Assessment Summary

Assessment Task 1: Individual Assignment
This assessment consists of the review of the first IBL case study used in the tutorials - Case Scenario 1. This assessment requires each student to develop and submit a concept map or mind-map of the issues identified for the client and a discussion paper that summarises the issues from a holistic perspective. This discussion is to demonstrate the connections existing within the components of the client’s situation and experience.

A particular focus of this assessment is also on demonstrating how the dignity of the client/patient can be integrated through the assessment and care provision process as well as ensuring that the ethical considerations in the situation have been addressed.

The mindmap component can be submitted using one of the following formats:

- PowerPoint presentation
- Poster
- Image

Due date: 23rd March 12.00 MD
Length: Equivalent to 1400 words (Mindmap and essay)
Weighting: 40%

Assessment Task 2: Group Assessment
This assessment task is a group assessment and will focus on a provided scenario. This will be provided to students by Week 4 of semester. The assessment is to examine the major issues existing within the provided scenario from a holistic perspective (physiological, psychological, spiritual and social). Students will work in assigned groups to develop their understanding of the issues in the scenario, providing documentation of the meetings highlighting attendance and discussion points within the meeting. Each student is to then choose a different aspect of the scenario that they perceive is crucial to the client’s level of health, providing an individual discussion paper on that issue. It is essential that it is identified why the issue is fundamental to the client’s level of health and function. Copies of meeting minutes are also to be recorded and attached to the discussion paper.

Due date: 20th April 12.00 MD
Length: Equivalent to 600 words
Weighting: 20%

Assessment Task 3: Written Examination
Due date: During Semester One examination period
Duration: 2 hours
Weighting: 40%

The two (2) hour examination in this unit of study is designed to explore the student’s knowledge, skills, and attitudes related to the nursing care and support of patients with chronic and complex conditions as well as the concepts of care partnerships. The exam may comprise multiple choice questions, short answer questions and long answer questions.
TEXTS AND REFERENCES:

Required text(s)
There are no required texts for this unit.

Recommended references


Further references
Links to additional journal articles and texts related to content in this unit are available via the unit LEO/Moodle site.


POLICIES, RESOURCES AND SUPPORT:

Unit Outline Resources (http://www.acu.edu.au/241467)

It is the responsibility of all students to access, read and familiarise themselves with the following ACU Policies and Regulations. These are to be found in the ACU Handbook, which is readily available in the Library or on the Internet. The Academic Honesty Policy is very important and you must understand that plagiarism, collusion and recycling of assignments are not acceptable. You must read the Assessment Policy and Procedures. If you have any queries please see your Lecturer in Charge.

Policies

This area includes the Academic Honesty Policy (including information on plagiarism); Academic Regulations and Policies - see especially Assessment (attendance, extension for an assignment, factors affecting performance completion of assessment tasks, group work and collaborative assessment, personal circumstances affecting assessment, submission, collection and retention of assessment tasks, resubmission of assessment tasks); Examinations (including deferred exams); Review and appeals; Acceptable use of IT facilities; Conduct and responsibilities; Graduate Attributes.

Resources

This area includes the ACU Handbook, the eLearning Login (Learning Management System); eLearning Assistance and eLearning Tutorials and guidance.

Support

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer-In-Charge, Course Coordinator and/or one of the services listed below as soon as possible. The support areas include:

**Academic Skills** which offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.

**Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects. The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews. The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists. **Equity and Disability** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible. **Indigenous Units** on each campus provide information and support for students. For all aspects of support please contact the **Office of Student Success**.