

# NUR203 Partnering in Care: Acute and Ongoing Health Conditions

School: School of Health - Nursing

2027 | Trimester 1

UniSC Sunshine Coast  
 UniSC Moreton Bay  
 UniSC Caboolture  
 UniSC Fraser Coast  
 UniSC Gympie

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

This course develops students' knowledge and skills in nursing care for individuals with acute and ongoing health conditions. Emphasis is placed on person-centred and culturally safe approaches to care, clinical reasoning, and evidence-based nursing interventions. Students will assess, plan, and implement nursing care across a range of physiological conditions, with a strong focus on managing deterioration, infection, and chronic disease. This course will enable students to develop their knowledge of global trends in acute and chronic conditions and how nurses can support people to live well in this context.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online asynchronous learning and teaching materials.	1hr	Week 1	6 times
<b>Tutorial/Workshop 1</b> – 4 hr workshop each week on campus	4hrs	Week 1	6 times

### 1.3. Course Topics

- Assessment and planning in acute and chronic nursing care
- Clinical reasoning and evidence-based interventions for managing deterioration and disease processes
- Infection prevention, management, and global perspectives on health conditions
- Nursing care for people living with chronic and complex conditions
- Person-centred and culturally safe care in diverse contexts
- Collaborative practice with patients, families, and healthcare teams

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Assess and plan safe nursing care for individuals with acute and chronic health conditions	Knowledgeable	1.1, 4.1, 4.2, 5.1
2 Apply evidence-based interventions to manage acute and chronic deterioration, and disease processes	Creative and critical thinker	1.5, 1.6, 6.1, 6.2
3 Demonstrate culturally and clinically safe person-centred care in diverse contexts	Empowered	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3
4 Integrate clinical reasoning to evaluate changes in patient conditions	Knowledgeable	1.1, 1.2, 1.4, 4.2, 4.3, 5.1
5 Appraise collaborative practice with patients, their families, and other healthcare professionals	Empowered	1.1, 2.6, 2.7, 2.8, 3.2, 6.4, 6.5
6 Integrate academic conventions, effective communication techniques, and proficient digital literacy skills to produce coherent, ethical, scholarly, and professionally relevant work, engaging collaboratively where required	Ethical	1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.3, 7.2, 7.3

### \* Competencies by Professional Body

CODE	COMPETENCY
<b>NURSING AND MIDWIFERY BOARD OF AUSTRALIA</b>	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations
2.1	The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships

CODE	COMPETENCY
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- |     |   |
|-----|---|
| 2.2 | The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights   |
| 2.3 | The RN recognises that people are the experts in the experience of their life   |
| 2.4 | The RN provides support and directs people to resources to optimise health related decisions  |
| 2.5 | The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity   |
| 2.6 | The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes   |
| 2.7 | The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care         |
| 2.8 | The RN participates in and/or leads collaborative practice  |
| 3.1 | The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice   |
| 3.2 | The RN provides the information and education required to enhance people's control over health  |
| 3.3 | The RN uses a lifelong learning approach for continuing professional development of self and others   |
| 4.1 | The RN conducts assessments that are holistic as well as culturally appropriate   |
| 4.2 | The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice  |
| 4.3 | The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral |
| 5.1 | The RN uses assessment data and best available evidence to develop a plan   |
| 6.1 | The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people  |
| 6.2 | The RN practises within their scope of practice   |
| 6.4 | The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct  |
| 6.5 | The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation  |
| 7.2 | The RN revises the plan based on the evaluation   |
| 7.3 | The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons  |

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

HLT108 or HLT100 and enrolled in UB013 or SC391

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

NUR241

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Completing the quiz will help you gauge your progress and prepare for applying these concepts to more complex case scenarios later in the course.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	30 minutes	Week 2	Online Test (Quiz)
All	2	Artefact - Creative, and Oral	Individual	40%	7-10 minutes in length	Week 8	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2000 words	Week 12	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Online quiz

<b>GOAL:</b>	The goal of this task is to check your early understanding of assessment, planning, and evidence-based interventions in acute and chronic nursing care.		
<b>PRODUCT:</b>	Quiz/zes		
<b>AUTHORSHIP STATEMENT:</b>			
<b>FORMAT:</b>	You will complete an online quiz covering key concepts introduced in the first weeks of the course. The quiz may include multiple-choice and/or short-answer questions. You are expected to demonstrate your knowledge of safe nursing care for acute and chronic health conditions, and your ability to apply clinical reasoning to simple patient scenarios.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge of acute and chronic nursing care principles	1
	2	Application of clinical reasoning	2
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Information literacy		

**All - Assessment Task 2:** Recorded Conversational Presentation

<b>GOAL:</b>	The goal of this task is to develop your ability to communicate professional nursing knowledge in an authentic, conversational format while demonstrating critical thinking, teamwork, and application of evidence-based practice.	
<b>PRODUCT:</b>	Artefact - Creative, and Oral	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>Working in pairs or a group of three, you will create an audiovisual recording of a conversation responding to provided prompts about acute and ongoing health challenges (linked to National Health Priority Areas). In your discussion, you should:</p> <ul style="list-style-type: none"> <li>• Apply assessment and planning principles to the chosen health challenge.</li> <li>• Explore evidence-based interventions to manage acute deterioration or ongoing care.</li> <li>• Demonstrate clinical reasoning when evaluating changes in patient conditions.</li> <li>• Consider culturally safe and person-centred approaches to care.</li> </ul> <p>Work collaboratively, ensuring all group members contribute to the conversation.</p> <p>You will submit:</p> <ul style="list-style-type: none"> <li>• A video recording of your conversation (all participants visible),</li> <li>• A transcript or summary document, and</li> <li>• A reference list of sources used.</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of knowledge to acute and chronic care <span style="float: right;">1 2</span>
	2	Clinical reasoning in discussion <span style="float: right;">4</span>
	3	Cultural Safety and person-centred care <span style="float: right;">3</span>
	4	Collaborative communication <span style="float: right;">6</span>
	5	Applies principles and practices of academic writing and referencing <span style="float: right;">6</span>
	6	Demonstrates ethical use of intellectual property <span style="float: right;">6</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Applying technologies	

### All - Assessment Task 3: Case Study

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to apply clinical reasoning and evidence-based practice to the care of individuals with acute and chronic health conditions, with a particular focus on collaboration with patients, families, and healthcare professionals.																					
<b>PRODUCT:</b>	Written Piece																					
<b>AUTHORSHIP STATEMENT:</b>																						
<b>FORMAT:</b>	<p>You will be provided with a case scenario involving an individual experiencing an acute or ongoing health challenge. Drawing on the case details and relevant literature, you will write an analysis that:</p> <ul style="list-style-type: none"> <li>Assesses and plans safe nursing care for the individual,</li> <li>Explains and applies evidence-based interventions to manage acute deterioration or ongoing care,</li> <li>Considers culturally safe and person-centred approaches,</li> <li>Critically reflects on the role of collaboration with families, patients, and the healthcare team in achieving safe and effective outcomes.</li> </ul>																					
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application of nursing assessment and planning</td> <td>1</td> </tr> <tr> <td>2</td> <td>Integration of clinical reasoning and evidence-based interventions</td> <td>2</td> </tr> <tr> <td>3</td> <td>Cultural Safety and person-centred care</td> <td>3</td> </tr> <tr> <td>4</td> <td>Collaboration with patients, families, and teams</td> <td>5</td> </tr> <tr> <td>5</td> <td>Applies principles and practices of academic writing and referencing</td> <td>6</td> </tr> <tr> <td>6</td> <td>Demonstrates ethical use of intellectual property</td> <td>6</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Application of nursing assessment and planning	1	2	Integration of clinical reasoning and evidence-based interventions	2	3	Cultural Safety and person-centred care	3	4	Collaboration with patients, families, and teams	5	5	Applies principles and practices of academic writing and referencing	6	6	Demonstrates ethical use of intellectual property	6
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5	Applies principles and practices of academic writing and referencing	6																				
6	Demonstrates ethical use of intellectual property	6																				
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy																					

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016</b>				
All delivery modes	Artefact - Creative, and Oral	Recorded Conversational Presentation	1.1	Assessed
			1.2	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			1.6	Assessed
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			2.4	Assessed
			2.5	Assessed
			2.7	Assessed
			3.3	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.5	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			5.1	Assessed
			6.1	Assessed
			6.2	Assessed
	Quiz/zes	Online quiz	1.1	Assessed
			1.5	Assessed
			1.6	Assessed
			4.1	Assessed
			4.2	Assessed
			5.1	Assessed
			6.1	Assessed
			6.2	Assessed
	Written Piece	Case Study	1.1	Assessed
			1.3	Assessed
			1.5	Assessed
			1.6	Assessed
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			2.4	Assessed
			2.5	Assessed
			2.6	Assessed
			2.7	Assessed
			2.8	Assessed
			3.2	Assessed
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.2	Assessed
			5.1	Assessed
			6.1	Assessed
			6.2	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			6.4	Assessed
			6.5	Assessed

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	n/a	0	LEWISS MEDICAL-SURGICAL NURSING	n/a	n/a

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)