COURSE OUTLINE

NUR241 Contexts of Practice: Health Alteration

School: School of Health - Nursing

2026 | 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 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

You will learn about the pathophysiological processes that contribute to health alterations across the lifespan. Assessing and planning person-centred nursing care and selecting therapeutic interventions to support adaptation and/or recovery for both acute and chronic health alterations will inform your preparation for practice. You will examine the principles of Social Justice, as well as professional, ethical and NSQHS standards in order to plan person-centred nursing care with a person experiencing an alteration in their health. Within this framework, the National Health Priorities will be considered.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials.	1.5hrs	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial	3hrs	Week 1	9 times

1.3. Course Topics

Nursing frameworks. Admission and discharge principles and practice.

Assessment and care of the person with respiratory dysfunction and care.

Assessment and care of the person with cardiovascular dysfunction. Aboriginal and Torres Strait Islander perspective.

Assessment and care of the person with endocrine dysfunction.

Assessment and care of the person with chronic kidney disease. Aboriginal and Torres Strait Islander perspective.

Assessment and care of the person with gastrointestinal dysfunction.

Assessment and care of the person with neurological dysfunction.

Assessment and care of the person with musculoskeletal dysfunction.

Assessment and care of the person with an infection.

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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
1 Apply knowledge of pathophysiological processes that contribute to a range of health alterations and the principles of nursing care which support adaptation and/or recovery.	Knowledgeable	4.2, 5.1, 5.3, 6.1
2 Use evidence to inform the nursing care which supports decision-making and responsive practice to adaptation and/or recovery in acute and chronic settings.	Creative and critical thinker	1.1, 4.2, 5.1
3 Encourage individual and group access to, and participation in, healthcare through the use of a social justice framework.	Empowered	1.3, 2.2, 3.7, 4.3, 6.6
4 Apply the NMBA standards and codes and NSQHS standards to decision making as you assess and plan nursing interventions.	Ethical	1.4, 1.5, 6.2, 6.5
5 Critically appraise how nursing practice can influence the delivery of healthcare for people experiencing and adapting to alterations in their health.	Creative and critical thinker	1.1, 2.6, 2.7, 2.9, 6, 6.4, 6.5
6 Apply principles and practices of academic writing and referencing.	Ethical	
7 Demonstrate ethical use of intellectual property.	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality 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
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
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
2.9	The RN reports notifiable conduct of health professionals, health workers and others.
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people

CODE	COMPETENCY
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
5.3	The RN documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes
6	Standard 6: Provides safe, appropriate and responsive quality nursing practice
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
6.6	The RN uses the appropriate processes to identify and report potential and actual risk related system issues and where practice may be below the expected standards

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

(NUR111 and NUR116 and LFS103 or HLT100 and enrolled in SC391) or (NUR141 and HLT100 and enrolled in SC392)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Formative feedback will be in the form of interactive quizzes embedded within pre-learning and in-class materials in order to test your grasp of key concepts.
Non-graded In-class and on-line activity in week 3 to provide practice and feedback for Task 2.
Case-study structure in-class for formative feedback on concepts relevant for Task 3 (written case study).

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	Activity Participation	Individual or Group	0%	500 words	Week 3	Online Submission
All	2	Written Piece	Individual	50%	2000 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2,000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Patient Education Leaflet (Formative)

GOAL:	You will develop a patient education leaflet as an in-class and on-line activity. The goal of the education leaflet is to apply knowledge of pathophysiological processes of disease and evidence-based literature to the provision of health promotion which is based on a case study. You will also demonstrate the application of professional standards and social justice principles relevant to the provision of health promotion information to a patient. Discussion with peers and informal teaching staff feedback will help inform Task 2.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	Written piece
CRITERIA:	

No.		Learning Outcome assessed
1	Application of pathophysiology processes to the patient's condition.	1
2	2. Apply evidence-based literature in support of decision-making.	2
3	3. Application of the professional standards relating to patient education and health literacy.	3 4

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy

All - Assessment Task 2: Patient Education and Health Literacy (Summative)

GOAL:	The goal of assessment is the development of patient education information in order to apply knowledge of pathophysiological processes of disease and evidence-based literature to the provision of health promotion information using a case study. You will demonstrate the ability to provide information in a way that enhances the health literacy of the case study patient. You will use evidence-based literature to support health promotion information you have provided in the patient education. You will also demonstrate the application of professional standards and social justice principles relevant to the provision of health promotion information to a patient. You will demonstrate academic writing principles and apply the appropriate APA referencing style.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Written Piece

CRITERIA:

No.		Learning Outcome assessed
1	Application of pathophysiology processes and evidence based health promotion information to the patients condition.	1 2
2	Promoting patient access and participation with demonstrated ability to communicate key knowledge required by a lay person to understand their clinical condition.	1 2 3 4
3	Ability to use literature to support the patient education provided.	2
4	Application of the professional standards relating to patient education and health literacy.	3 4
5	Integration of relevant social justice principles to enhance access and participation in health care.	3
6	Apply the principles and practices of academic communication and presentation and using APA7 referencing style.	6
7	Ethical use intellectual properly.	7

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy

All - Assessment Task 3: Case study

GOAL:	The goal of this case study is for you to apply knowledge of pathophysiology processes of disease and the use of evidence-based literature to the provision of patient-centred care for a patient with a selected health condition. You will also critically appraise the professional standards that influence health care delivery. You will demonstrate academic writing principles and apply the appropriate APA referencing style.
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	Written piece

CRITERIA:

No.		Learning Outcome assessed
1	Application of pathophysiology processes to the patient's condition.	1 2
2	Ability to use literature in support of decision-making	2 5
3	Demonstration of application of nursing management relevant to the health condition.	2 4
4	Appraisal of professional standards for practice that influence health care delivery.	4 5
5	Application of academic writing principles and referencing using the relevant APA referencing style.	6
6	Demonstrate ethical use of intellectual property	7

GENERIC SKILLS:	Communication, Problem solving, Information literacy

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	Audrey Berman,Geralyn Frandsen,Shirlee Snyder,Tracy Levett-Jones,Adam Burston,Trudy Dwyer,Majella Hales,Nichole Harvey,Lorna Moxham,Tanya Langtree,Kerry Reid-Searl,Flora Rolf,David Stanley,Barbara Kozier,Glenora Lea Erb	2020	Kozier and Erb's Fundamentals of Nursing, Volumes 1-3	5th Ed	Pearson
Recommended	Craft, Judy; Gordon, Christopher; Huether, Sue; McCance, Kathryn & Brashers, Valentina	2022	UNDERSTANDING PATHOPHYSIOLOGY AUSTRALIA AND NEW ZEALAND EDITION.	4th Ed	Elsevier

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

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