UniSC

COURSE OUTLINE

NUR272 End of Life Care

School: School of Health - Nursing

2025 | Session 4

| Online | ONLINE | You can do this course without coming onto campus. |

Please go to usc.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 explores end of life care across the life span. You will develop knowledge and skills for caring for people with life limiting illnesses and their families. Using a case-based approach you will apply models of care to nursing practice in a range of clinical settings. You will examine the principles of Social Justice and person-centred care, and the NSQHS standards, Aged Care and National Palliative Care standards as they apply to care at the end of life. You will apply professional and ethical nursing practice within a palliative approach to meet the challenges for people and their families with life limiting illnesses.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	5hrs	Week 1	8 times

1.3. Course Topics

- Principles of palliative and end-of-life care.
- Communicating with people affected by life-limiting illness.
- Communicating with people affected by life-limiting illness/healthcare professionals.
- Principles of symptom assessment and management in palliative and end-of-life care.
- Practice of symptom assessment and management in palliative and end-of-life care.
- Diversity and culute in palliative and end-of-life care provision.
- Optimising physical and psychological function in palliative and end-of-life care
- Optimising social function in palliative and end-of-life care.

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 Describe and apply approaches to end-of-life clinical care in a range of settings for people living with life limiting illnesses across the lifespan.	Knowledgeable Engaged	1, 2.1, 2.2, 3.7, 4.1, 4.2, 5, 5.2, 6, 6.1, 6.2, 6.3, 6.5, 7
2 Apply professional, ethical and contemporary standards as you assess and plan nursing interventions to support decision making about end-of-life care.	Creative and critical thinker Ethical	1, 3.7, 5, 5.2, 6, 6.1, 6.2, 6.3, 6.5, 7
3 Apply evidenced-based nursing knowledge to describe holistic person-centred care to people living with life limiting illnesses and their families.	Creative and critical thinker Ethical Engaged	1, 2, 3.7, 5, 5.2, 6, 6.1, 6.5, 7
4 Use the principles of Social Justice to address the identified needs of those who are underserved by mainstream approaches to end-of-life care.	Knowledgeable Creative and critical thinker Empowered	1, 2, 3.7, 4, 5, 5.2, 6, 6.1, 6.5, 7
5 Apply principles and practices of academic writing and referencing.	Ethical	1, 3.7, 7
6 Demonstrate ethical use of intellectual property.	Ethical	1, 3.7, 7

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
2	Standard 2: Engages in therapeutic and professional relationships
2.1	The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
4	Standard 4: Comprehensively conducts assessments
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
5	Standard 5: Develops a plan for nursing practice
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
6	Standard 6: Provides safe, appropriate and responsive quality nursing practice

CODE	COMPETENCY
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
6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non- clinical roles
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
7	Standard 7: Evaluates outcomes to inform nursing practice

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

Enrolled in Program SC391, 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

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

In the learning materials there are quizzes that are embedded in the content that allow you to understand your comprehension of key concepts. As you engage with them you will receive feedback that will prepare you for each assessment.

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	1a	Quiz/zes	Individual	25%	60 minutes	Week 3	Online Test (Quiz)
All	1b	Quiz/zes	Individual	25%	90 mins	Week 5	Online Test (Quiz)
All	2	Case Study	Individual	50%	2000 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Assessment Task 1a: Quiz 1

GOAL:	The goal of this assessment is to apply your knowledge of the principles and communication practices in palliative and end-of-life care introduced in Weeks 1 and 2 of the Course.
PRODUCT:	Quiz/zes
FORMAT:	Multiple-choice questions

CRITERIA:	No.		Learning Outcome assessed
	1	Identify the relevance of core principles and regulatory documents in end-of-life care.	1
	2	Demonstrate understanding of the key concepts of end-of-life care.	2
	3	Identify the influences on nursing practice in end-of-life care communication.	3

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies

All - Assessment Task 1b: Assessment Task 1b: Quiz 2

GOAL:	The goal of this assessment is to apply your knowledge of the principles of clinical assessment and communication practices in palliative and end-of-life care introduced in Weeks 3 and 4 of the Course.
PRODUCT:	Quiz/zes
FORMAT:	Multiple-choice and short answer questions

CRITERIA:	No.		Learning Outcome assessed
	1	Identify the relevance of core principles and regulatory documents in end-of-life care.	1
	2	Demonstrate understanding of the key concepts of end-of-life care.	2
	3	Identify the influences on nursing practice in end-of-life communication.	3

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

All - Assessment Task 2: Case Study

GOAL:	The goal of this assessment is for you to apply knowledge to practice in a selected case study to demonstrate skills in assessment and person-centred care planning.
PRODUCT:	Case Study
FORMAT:	You will present a written case study report in a format that will be provided to you. You will use the current APA7 referencing style.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate accurate assessment of the holistic needs of a person living with a life-limiting illness and their family.	① ④
	2	Demonstrate critical thinking in the decision making and care planning informed by this assessment.	① ③
	3	Explore aspects of the case study that might present challenges to care provision.	②
	4	Identify potential stressors on nurses in the context of the case study and explain possible self-care strategies.	②
	5	Application of the principles and practices of academic writing and referencing.	⑤
	6	Demonstration of ethical use of intellectual property.	⑥

GENERIC SKILLS:	Communication, Problem solving, Information literacy

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
	Case Study	Case Study	1.1	Taught, Assessed
			1.2	Taught, Assessed
			1.3	Taught, Assessed
			1.4	Taught, Assessed
			1.5	Taught, Assessed
			1.6	Taught, Assessed
			1.7	Taught, Assessed
			3.7	Taught, Assessed
			5.1	Taught, Assessed
			5.2	Taught, Assessed
			5.3	Taught, Assessed
			5.4	Taught, Assessed
			5.5	Taught, Assessed
			6.1	Taught, Assessed
			6.2	Taught, Assessed
			6.3	Taught, Assessed
			6.5	Taught, Assessed
			7.1	Taught, Assessed
			7.2	Taught, Assessed
			7.3	Taught, Assessed
			1.1	Taught, Assessed
			1.2	Taught, Assessed
			1.3	Taught, Assessed
			1.4	Taught, Assessed
			1.5	Taught, Assessed
			1.6	Taught, Assessed
			1.7	Taught, Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
All delivery modes	Quiz/zes	Assessment Task 1a: Quiz 1	2.1	Taught, Assessed
			2.2	Taught, Assessed
			3.7	Taught, Assessed
			5.1	Taught, Assessed
			6.1	Taught, Assessed
			6.2	Taught, Assessed
			6.5	Taught, Assessed
			6.6	Taught, Assessed
			7.1	Taught, Assessed
			7.2	Taught, Assessed
			7.3	Taught, Assessed
		Assessment Task 1b: Quiz 2	1.1	Taught, Assessed
			1.2	Taught, Assessed
			1.3	Taught, Assessed
			1.4	Taught, Assessed
			1.5	Taught, Assessed
			1.6	Taught, Assessed
			1.7	Taught, Assessed
			2.1	Taught, Assessed
			2.2	Taught, Assessed
			3.7	Taught, Assessed
			4.1	Taught, Assessed
			4.2	Taught, Assessed
			5.1	Taught, Assessed
			6.1	Taught, Assessed
			6.2	Taught, Assessed
			6.5	Taught, Assessed
			6.6	Taught, Assessed
			7.1	Taught, Assessed
			7.2	Taught, Assessed
			7.3	Taught, 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

There are no required/recommended resources for this course.

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. 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

10.9. 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.

10.10. General Enquiries

In person:
- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au