UniSC

COURSE OUTLINE

NUR331 Contexts of Practice: Complex Care

School: School of Health - Nursing

2024 | Session 6

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

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 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

Complex health problems occur in people across the lifespan. They include acute and chronic complex health alterations that require evidence based and multi-disciplinary care in one or more settings with a focus on the National Health priority areas. For these you will examine pathophysiological processes, consider nursing assessment, person-centred care planning and management which restores and supports optimal health underpinned by the Social Justice framework. You will utilise the NSQHS standards to focus on clinical guidelines and procedures used in organisations

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials.	5hrs	Week 1	8 times
Tutorial/Workshop 1 – On Campus tutorial	3hrs	Week 1	8 times
Information session – Lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	2hrs	Week 1	8 times

1.3. Course Topics

Assessment, planning and management of complex patients across nursing contexts

Pathophysiology underpinning complex medical and surgical conditions

Priority management of patients experiencing clinical deterioration

Embedding culturally safe practice in the care of complex patients

Addressing Australian National Health Priority areas Interdisciplinary care of complex patients

Application of the National Safety and Heath Quality Standards in the provision of complex care

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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 Interpret and use evidence to inform decision making in the assessment, care planning and management of people with complex health alterations related to the National Health Priority areas.	Creative and critical thinker	1.1, 1.2, 2.3, 2.4, 2.5, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2, 7.3
2 Prioritise person-centred nursing care in decision making for people with complex health alterations in ways which will promote, support or restore health.	Knowledgeable Ethical	1.3, 2.3, 2.4, 2.5, 3.2, 3.7
3 Synthesise and apply pathophysiological processes to complex health issues.	Knowledgeable	1.1, 1.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4
4 Apply the NSQHS standards and practice guidelines, to plan safe and quality person-centred care for people with complex health care alterations.	Ethical Engaged	1.4, 1.7, 2.7, 2.8, 5.1, 5.2, 5.3, 5.4, 6.5
5 Apply principles Social Justice to the planning of effective, responsive person-centred care for people with complex health alterations.	Ethical	1.5, 2.3, 2.5, 3.7
6 Apply principles and practices of academic writing and referencing.	Ethical	
7 Apply 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

CODE	COMPETENCY
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
1.7	The RN contributes to quality improvement and relevant research
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
2.7	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
3.2	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
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
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
4.4	The RN assesses the resources available to inform planning
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
5.3	The RN documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes
5.4	The RN plans and negotiates how practice will be evaluated and the time frame of engagement
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
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
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

NUR241 and NUR231 and enrolled in Program SC391 or 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

Students will receive progressive feedback within the Canvas learning material

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	Oral and Written Piece	Individual	50%	1000 words in a poster format 10 minute annotation.	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2500 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Case Study Presentation

GOAL:	Using this poster presentation with narration, the goal of this assessment is to present the pathophysiology of a case study, in addition patient assessment and nursing care, social justice aspects of care, including applicable NMBA standards.
PRODUCT:	Oral and Written Piece
FORMAT:	Individual Poster with verbal annotation.

CRITERIA:	No.		Learning Outcome assessed
	1	Application of pathophysiology to the case to identify the complex care needs.	3
	2	Application of an advanced assessment to a complex patient and consider investigations for the case.	1
	3	Use of evidence to inform the complex management and RN responsibilities for the care of a complex patient.	2
	4	Application of principles of equity, self-determination, rights and access to support patients with disadvantage.	4
	5	Analysis of the safety and quality of care provided to a complex patient, and RN actions required to adhere to NMBA practice standards and NSQHS standards.	5
	6	Application of the principles and practices of academic writing and referencing	6
	7	Ethical use of Intellectual property	7

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2: Case study

GOAL:	The goal is to present a response to a complex patient scenario including: a system-based patient assessment, the pathophysiology of the dysfunctional organ systems, the priority management, the supports to address disadvantage, and a critique of the safety and quality of care provided.
PRODUCT:	Written Piece
FORMAT:	Individual written submission.

CRITERIA:	No.		Learning Outcome assessed
	1	Application of an advanced assessment to a complex patient and consider investigations for the case.	1
	2	Use of evidence to inform the complex management and RN responsibilities for the care of a complex patient.	2
	3	Application of pathophysiology to the case to identify the complex care needs	3
	4	Application of principles of equity, self-determination, rights and access to support patients with disadvantage.	5
	5	Analysis of the safety and quality of care provided to a complex patient, and RN actions required to adhere to NMBA practice standards and NSQHS standards.	4
	6	Application of the principles and practices of academic writing and referencing	6
	7	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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Judy Craft,Christopher Gordon,Sue E. Huether, RN, PhD,Kathryn L. McCance, RN, PhD,Valentina L. Brashers, MD	2020	Understanding Pathophysiology Anz	4e	Elsevier Health Sciences
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	5e	Pearson Education

8.2. Specific requirements

As some tutorials for this course will be conducted at the SCHI for Sippy Downs students it will be necessary for students to complete the SCHI requirements before commencing classes.

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

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 submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

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