

NUR706 Coordinating Complex Emergency Situations

School: School of Nursing, Midwifery and Paramedicine

2026 Semester 2

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

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

Building on the course responding in the Emergency Context, this course aims to increase your knowledge in the principles required for the coordination of care of multiple clients in the emergency context as well as the management of multiple casualty situations.

Communication and advocacy in relation to such coordination is emphasised. You will be required to demonstrate advanced procedural skills relevant to the care of critically ill patients and will be expected to have access to workplace based clinical experience. Essential to emergency care and included in this course are advanced communication skills and clinical problem solving skills.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online	2hrs	Not applicable	Not Yet Determined

1.3. Course Topics

Complex emergency situations - Global

Complex emergency situations - National

Complex emergency situations - Local

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Analyse the specialty nursing role within the emergency department.	Knowledgeable Empowered
2	Critique and analyse available evidence and apply it to the care of a patient with complex needs within an emergency department.	Knowledgeable Creative and critical thinker
3	Analyse available evidence and apply it to the coordination of nursing teams caring for multiple patients within an emergency department.	Creative and critical thinker Empowered
4	Analyse and evaluate evidence of external emergencies and prioritise actions for emergency department nursing teams to respond to patient surges.	Knowledgeable Creative and critical thinker

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 SC741 or SC742

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

It is recommended students have completed NUR705.

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

Three online teleconferences will be held in the first four weeks of semester so that students can discuss their progress with Assessment Task 1. Written and verbal feedback will be provided to assist students to understand the rubric and review student work.

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	Essay	Individual	25%	2000 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Literature Review (or component)	Individual	40%	2000 words	Week 9	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative	Individual	35%	10 minutes	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Essay

GOAL:	The goal is for you to demonstrate your knowledge of the scope of practice of specialist nursing in the context of emergency department care. This knowledge will assist you in the application to particular emergency care contexts and situations.																								
PRODUCT:	Essay																								
AUTHORSHIP STATEMENT:																									
FORMAT:	In an essay format you will analyse the role of specialist nursing in emergency departments. You will consider the key practices and skills required for safe capable practice in triage, appraise nurse initiated diagnostic testing and treatments and compare and contrast different tools and approaches that are applied to the care and management of complex patient presentations in emergency departments and general wards. You will examine these aspects of specialist emergency department nursing taking into consideration professional and ethical standards for practice.																								
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Identification and discussion of scope of practice</td><td>1</td></tr><tr><td>2</td><td>Identification and discussion of professional and ethical standards</td><td>1</td></tr><tr><td>3</td><td>Identification and discussion of relevant specialist nurse initiated practices.</td><td>1</td></tr><tr><td>4</td><td>Analysis and interpretation of different approaches to assessment and management of complex patients within emergency and across general inpatient wards</td><td>2</td></tr><tr><td>5</td><td>Information literacy: use of sources and citations</td><td>4</td></tr><tr><td>6</td><td>Written presentation including structure, grammar</td><td>4</td></tr><tr><td>7</td><td>Application of referencing protocol (Harvard or APA .)</td><td>4</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Identification and discussion of scope of practice	1	2	Identification and discussion of professional and ethical standards	1	3	Identification and discussion of relevant specialist nurse initiated practices.	1	4	Analysis and interpretation of different approaches to assessment and management of complex patients within emergency and across general inpatient wards	2	5	Information literacy: use of sources and citations	4	6	Written presentation including structure, grammar	4	7	Application of referencing protocol (Harvard or APA .)	4
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GENERIC SKILLS:																									

All - Assessment Task 2: Poster literature review

GOAL:	The goal is for you to review and evaluate recent evidence regarding the treatment and management of a complex care patient within an emergency department.	
PRODUCT:	Literature Review (or component)	
AUTHORSHIP STATEMENT:		
FORMAT:	This is an individual assignment. The electronic poster will be in a format to meet the submission requirements for a nursing conference or seminar. The electronic poster will be submitted as a powerpoint slide. Presenters may choose to add a pre-recorded narration of one minute duration. Narration should focus on aim, key findings, conclusion and application to practice .	
CRITERIA:	No.	Learning Outcome assessed
	1	Information literacy: search strategy, sources, citations Analysis of recent evidence (>5 years) concerning assessment, care, treatment of a complex care patient presentation to an emergency department 3
	2	Analysis of recent evidence (>5 years) concerning indicators of changing health status in this same patient. 2
	3	Rationale for the poster provided as a brief narration 4
	4	Written presentation including structure and grammar 4
	5	Visual presentation of material in poster format 4
	6	Application of referencing protocol (Harvard or APA .) 4
GENERIC SKILLS:		

All - Assessment Task 3: Audiovisual presentation

GOAL:	You will analyse the role and responsibilities of the emergency nurse team leader and determine what actions are necessary to respond to an external emergency.	
PRODUCT:	Artefact - Creative	
AUTHORSHIP STATEMENT:		
FORMAT:	This 10 minute audiovisual presentation is an individual assignment. The audiovisual presentation can be in the form of an MP4 file, a narrated Powerpoint presentation or another platform upon negotiation. The presentation will be aimed at educating junior registered nurses preparing for the emergency nurse team leader role.	
CRITERIA:	No.	Learning Outcome assessed
	1	Discuss the role of the emergency department nursing team leader 1 2
	2	Analysis of recent evidence (>10 years) of emergency department issues: patient flow, access block, crowding and ramping 3
	3	Analysis of recent evidence (>10 years) regarding external emergencies 3
	4	Analysis of recent evidence (>10 years) regarding emergency departments responding to external emergencies 3
	5	Presentation of an audiovisual educational product for emergency nurses 4
	6	Application of referencing protocol (Harvard or APAa.) 4
GENERIC SKILLS:		

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	Curtis, K & Ramsden, C,	2015	Emergency and Trauma Care for Nurses and Paramedics	2nd Edition	Elsevier, Sydney

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

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. 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

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

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