USC

NUR272 Palliative, Rehabilitation and Continuing Care

Course Coordinator: John Rosenberg (jrosenbe@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2022 | Session 4

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

Please go to the USC website 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 the influence that an illness has on a person and their family members. Nurses require knowledge and skills when caring for those affected with this experience. You will be introduced to several illness models for practice application and develop awareness of an individual's needs in each phase of illness progression. You will implement the use of a social/ecological application to support health status, and changes in illness responses, and develop knowledge on the attributes of professional practice as a palliative approach to care to meet the challenges of long-term and life limiting care coordination.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – Online asynchronous learning and teaching recording. Information session/drop-in via Zoom.	4hrs	Week 1	8 times

1.3. Course Topics

- Approaches to end-of-life clinical care in a range of settings for people living with life-limiting illnesses across the lifespan.
- Professional, ethical and contemporary standards relating to end-of-life care.
- Evidence-based knowledge in end-of-life care.
- Holistic, person-centred care for people living with life-limiting illnesses and their families.
- Assessment and planning nursing interventions for end-of-life care.
- Social justice approaches to care of those underserved by mainstream approaches.

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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Describe and apply models of care underpinning complex responses to an individual living with a life-limiting illness across the lifespan.	Knowledgeable Engaged
2 Recognise and analyse the major challenges of health and health delivery in the context of multiple service settings and connect those to health communities using a social/ecological approach to care coordination.	Creative and critical thinker Ethical
3 Explore the literature on the physical, psychological, social and spiritual well-being of those persons living with life-limiting illnesses and their families.	Creative and critical thinker Engaged
4 Learn of and apply core values as recognised by industry standards (eg: National Palliative Care Standards) and discuss the importance of these core value with relevance to caring for those at the end-of-life.	Knowledgeable Creative and critical thinker Empowered

5. Am I eligible to enrol in this course?

Refer to the USC 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	1	Literature Review (or component)	Individual	50%	2000 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Case Study	Individual	50%	2000 words	Week 8	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Literature Review

GOAL:	The goal of this assessment is to locate and critique current literature relevant to a selected topic in end-of-life care and report the findings, focusing on their influence on nursing practice.
PRODUCT:	Literature Review (or component)
FORMAT:	You will present a written literature review in the format that will be provided to you. You will use the current APA 7 referencing style.

CRITERIA:	No.		Learning Outcome assessed
	1	Recognition of a selected core value and its relevance to palliative care provision and discussion of the influence of the core value to end of life care.	4
	2	Critique of the key findings and concepts in the literature and inclusive of Table. Correct application of APA 7 referencing style and effective academic communication.	3

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 APA 7 referencing style.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrate critical thinking in the decision making, care planning, care delivery and management which align to the socioecological framework.	1
	2	Provide rationales for factors that may facilitate (contribute to) or hinder goals in the management of the case. Correct application of APA 7 referencing style and effective academic communication.	2

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. Directed study hours may vary by location. 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:

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. SafeUSC

USC 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 SafeUSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

USC 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:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au