



COURSE OUTLINE

NUR331

Contexts of Practice: Complex Care

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2021 | Semester 2

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

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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

Complex health problems occur in individuals and groups of all ages. They include acute, single episode or ongoing issues that require evidence based and multi-disciplinary care in one or more setting. You will examine complex health problems drawing on the National Health priority areas. For these you will examine pathophysiological processes and consider nursing assessment, care planning and management which help to restore and support optimal health. You will explore principles of quality improvement with a focus on clinical guidelines and procedures used in organisations.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1	3hrs	Week 1	9 times
Lecture – Lecture	1hr	Week 1	9 times

1.3. Course Topics

Assessment, planning and management of complex patients including emergency 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 including cardiovascular issues, injury and trauma

Interdisciplinary care of complex patients

Application of the National Safety and Health 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	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Interpret and apply advanced assessment and investigations of complex patients to inform decision making and planning of care in complex conditions including the National Health Priority Areas.	Creative and critical thinker
2 Interpret and use evidence to inform the RN responsibilities in the priority management of patients with complex health issues to promote and restore health.	Knowledgeable
3 Synthesise and apply the pathophysiology concepts and mechanisms to complex health issues	Creative and critical thinker
4 Utilise quality evidence and practice standards, including the National Safety and Quality Health Standards and/or the NMBA standards to analyse the care of a patient with complex health care issues and make recommendations for safe practice	Engaged
5 Apply principles of equity, self-determination, rights and access to the planning of effective, responsive care for patients with complex health issues	Ethical
6 Communicates effectively in academic and clinical contexts with the appropriate use of sources to support writing	Sustainability-focussed

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

NUR241 and NUR231 and enrolled in Program SC391, SC392 or SC394

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 week 3 of this course a formative in-class assessment will be undertaken. In class groups you will engage in peer collaboration to identify factors involved in the provision of care which responds to a complex health assessment and management of a case. Feedback will be provided in tutorial class.

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	Activity Participation	Individual and Group	0%	In class activity	Week 3	In Class
All	1b	Case Study	Individual	40%	2500 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	30%	60 minutes	Week 8	In Class
All	3	Written Piece	Individual	30%	1000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1a: Formative assessment

GOAL:	The goal of this task is for you to identify factors involved in the provision of care which responds to complex health issues. This will assist you to prepare for the summative assessment 1B in this course.	
PRODUCT:	Activity Participation	
FORMAT:	Presentation and summary of key points	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of pathophysiological concepts to complex care of patients 3
	2	Application of assessment and investigations to patients with complex care to inform decisions of patient care. 1
	3	Planning and management of complex patients using evidence to inform the RN responsibilities of care 2

All - Assessment Task 1b: Case study

GOAL:	The goal of this task is to present a response to a clinical scenario in which you demonstrate the assessment, planning and priority management of a complex case and interpret evidence to inform the RN responsibilities and restore health.
PRODUCT:	Case Study
FORMAT:	Individual submission of 2500 words

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	Communication in academic and clinical contexts with the appropriate use of sources to support the writing 6

All - Assessment Task 2: Online exam

GOAL:	To apply knowledge of pathophysiology which underpins complex medical and surgical conditions, and to interpret the assessment and management of complex patients including the principles of the social justice framework	
PRODUCT:	Examination	
FORMAT:	Online examination	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of principles of safe and quality healthcare management including the social justice framework. 5
	2	Knowledge of patho-physiology concepts and mechanisms related to complex health issues 3

All - Assessment Task 3: Essay

GOAL:	The goal is to critically analyse an issue of practice which has impacted on the safety and quality of the complex health care management of a case and applying this to the National Safety and Quality Health Standards	
PRODUCT:	Written Piece	
FORMAT:	Individual submission of 1000 words	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of the National Safety and Quality Health Standards and practice guidelines in identifying the safe and quality care for the chosen case 4
	2	Articulation of the role of the registered nurse in the provision of the safe management of the case and the recommendations for nursing practice 2
	3	Communication in academic and clinical contexts with the appropriate use of sources to support the writing 6

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 Blackboard 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	PUBLISHER
Required	Brown, D Edwards, H Seaton,L & Buckley, T	2015	Lewis's medical-surgical nursing:assessment and Management of Clinical Problems.	Elsevier, Australia
Required	USC NUR 331 Workbook	2021	NUR 331 Workbook Optional to purchase. Contains tutorial notes and lecture slides Material supplied on BB	USC
Recommended	Braun, C & Anderson, C	2017	Applied Pathophysiology: A Conceptual Approach to the Mechanisms of Disease.	Wolters Kluwer, USA
Required	Judy Craft,Christopher Gordon,Sue E. Huether, RN, PhD,Kathryn L. McCance, RN, PhD,Valentina L. Brashers, MD	2018	Understanding Pathophysiology Anz	Elsevier Health Sciences

8.2. Specific requirements

As the 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

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. 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.

10.5. 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.

10.6. 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.

10.7. 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: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. 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