Course Outline

Code: NUR552
Title: Co-ordinating Care in Community and Primary Care Contexts

Faculty: Science, Health, Education and Engineering
School: Nursing, Midwifery & Paramedicine
Teaching Session: Semester 2
Year: 2018
Course Coordinator: Eleanor Horton  Email: ehorton@usc.edu.au  Phone: 5456 5769
Course Moderator: Amanda Henderson

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 provides an opportunity to critically investigate evidence based practice (EBP) models for co-ordinating patient care across different health care contexts. You will investigate EBP for contemporary clinical practice for a chosen illustrative case. To improve the co-ordination of care for the illustrative case you will design a continuous quality improvement (CQI) plan to support the delivery of care across different health care contexts. The CQI plan will include a proposed evaluation to measure the quality of patient care and the effectiveness and efficiency of the service delivery.

1.2 Course topics
Contemporary approaches for co-ordinating care across different health care contexts
Evidence-based health care practice
Principles of continuous quality improvement
Developing continuous quality improvement plans
Benchmarking and health care performance indicators

2. What level is this course?
500 level Advanced - Engaging with new discipline knowledge and skills at an advanced level or deepening existing knowledge and skills within a discipline. Independent 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?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s.</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
<tr>
<td>Critically investigate evidence based practice models for co-ordinating care across different contemporary health care contexts.</td>
<td>1,2,3</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Effectively design and communicate a continuous quality improvement (CQI) plan to enhance co-ordination of care across different health care contexts for a chosen illustrative case.</td>
<td>2,3</td>
<td>Engaged.</td>
</tr>
<tr>
<td>Assess health information and communication technologies required to evaluate the effectiveness and efficiency of strategies included in the CQI plan.</td>
<td>2,3</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>Identify multidisciplinary team work strategies to support sustainable health care for individuals, families and communities.</td>
<td>2,3</td>
<td>Sustainability-focussed.</td>
</tr>
</tbody>
</table>

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 **Enrolment restrictions**

Students must be enrolled in SC505 or SC742

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**

N/A

6. **How am I going to be assessed?**

6.1 **Grading scale**

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 **Details of early feedback on progress**

Feedback will be provided by staff prior to Week 3 submission.
6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration/length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bulletin: An illustrative case</td>
<td>Individual</td>
<td>0</td>
<td>500 words</td>
<td>Friday of Week 3</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>2</td>
<td>Annotated bibliography</td>
<td>Individual</td>
<td>50%</td>
<td>2500 words</td>
<td>Friday of Week 7</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>3</td>
<td>A continuous quality improvement plan</td>
<td>Individual</td>
<td>50%</td>
<td>3000 words</td>
<td>Friday of Week 12</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Task 1 (Formative): Bulletin: An illustrative case

**Goal:** The goal is to identify an illustrative case for co-ordinating care across different health care contexts.

**Product:** You will produce a bulletin that articulates the need for co-ordinating care for the illustrative case.

**Format:** The bulletin will be 500 words and be submitted via SafeAssign in BlackBoard. The bulletin will:
- Identify and provide the rationale for choosing the illustrative case.
- Briefly outline the barriers and enablers of co-ordinating care across different health care contexts for the case.
- Use the APA (6th ed) referencing style.

**Criteria:** You will be assessed on the following criteria:
- Understanding of the illustrative case
- Communication including:
  - Structure of the bulletin information
  - Clarity of the discussion
- Information literacy skills including:
  - Citations and sources used to support the discussion
  - Adhere to the APA (6th ed) style

Assessment Task 2: Annotated bibliography

**Goal:** The goal of this assessment task is to critique peer reviewed research articles to develop your knowledge for the proposed illustrative case.

**Product:** Annotated Bibliography

**Format:** The annotated bibliography will be 2500 words and will:
- Follow the annotation structure on BlackBoard
- Include annotations for 15 peer reviewed journal articles
- Summarise the key findings from the review of the articles with respect to the illustrative case
- Identify the barriers and enablers that impact the co-ordination of care across different health care contexts
- Adhere to the APA (6th ed) style

**Criteria:**
- Effective literature search strategies to support evidence based practice
- Communication including: Structure of the bibliography and clarity of the annotations
- Information literacy skills including: Citations and sources used to support the annotations and referencing style
Assessment Task 3: A continuous quality improvement plan

<table>
<thead>
<tr>
<th>Goal:</th>
<th>You will design and communicate a continuous quality improvement (CQI) plan for enhancing the co-ordination of care across different health care contexts for a chosen illustrative case.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Continuous quality improvement plan</td>
</tr>
<tr>
<td>Format:</td>
<td>The plan will be 3000 words and use the template provided in the course assessment area in Blackboard. Your plan will adhere to the APA (6th ed) style.</td>
</tr>
</tbody>
</table>
| Criteria: | • Knowledge and understanding of the assumptions underpinning the illustrative case  
• Understanding of the leadership and interdisciplinary collaboration required to improve the co-ordination of health care  
• Knowledge of the CQI theory in the design of the plan  
• Understanding of national benchmarks and performance indicators used to evaluate the effectiveness and efficiency of strategies included in the CQI plan  
• Scholarly writing |

7. What are the course activities?

7.1 Directed study hours
The directed study hours listed here are a portion of the workload for this course. 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.

<table>
<thead>
<tr>
<th>Location: Specific Campus(es) or online:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sippy Downs</td>
<td>No formal contact hours. This course is to be run by external/flexible mode.</td>
</tr>
</tbody>
</table>

7.2 Course content

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Identifying an illustrative case</td>
</tr>
</tbody>
</table>
| Module 2          | Barriers and enablers of co-ordinating health care  
Evidence based practice  
Benchmarking |
| Module 3          | The continuous quality improvement plan |

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?
Please note that 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)
There is no prescribed text for this course.

8.2 Specific requirements
N/A
9. **Risk management**
Health and Safety risks for this course have been assessed as low. It is your responsibility to research and understand the 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 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**
**Limited Graded Course:**
This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC. In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3 **Assessment: Submission penalties**
You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

10.4 **Study help**
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 **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
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- Student Academic Misconduct
- Students with a Disability

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

10.6 General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - 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