

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Advanced Health Assessment for Acute Care Nursing
<b>Unit ID:</b>	HEAAN6603
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

The purpose of this post-graduate unit is to enable Registered Nurses to acquire advanced clinical assessment skills based on a comprehensive understanding of the pathophysiology of illness and injury common to the acutely unwell patient. This unit will adopt a systems approach to enable the student to provide safe and high-quality nursing care based upon a focused approach to health assessment. Students will further develop knowledge and skills required to accurately interpret subjective and objective health assessment findings and related diagnostics. Students will practice health assessment skills with support from a suitably qualified health professional.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	✓	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Demonstrates an in depth understanding of advanced nursing assessment theory using a systematic approach.
- K2.** Recognises differences required for advanced assessment of diverse patient populations.
- K3.** Evaluates the theoretical basis for the diagnostics used for assessment of the acute patient and understands how they add value to the diagnostic strategy.

#### Skills:

- S1.** Performs safe and thorough clinical assessment to assist in the planning, implementation, and evaluation of time critical and complex patients.
- S2.** Demonstrates knowledge of advanced pathophysiology to analyse patient assessment data to guide priorities of care.
- S3.** Utilise health assessment and diagnostics to provide an accurate evaluation of a patient with complex health issues.

#### Application of knowledge and skills:

- A1.** Using a clinical reasoning approach, incorporate patient priorities of care with advanced assessment to plan, implement, and evaluate care.
- A2.** Engage in lifelong learning through reflective practice and seek educational opportunities to strengthen contemporary nursing practices.
- A3.** Applies emerging leadership qualities in professional communication to patients, significant others, and the multidisciplinary team to ensure continuity of care.

#### Unit Content:

Topics in this unit may include:

- Advanced history taking and physical examination techniques using a systematic approach.
- Exploration of monitoring and diagnostic techniques used to provide objective data in analysing the patients' priorities of care.
- Analysis of diagnostic data to inform the diagnostic strategy as part of the multidisciplinary team.
- Therapeutic communication to include patients, carers, and members of the multidisciplinary team.
- Exploring emerging leadership attributes and professional practice in specialty nursing practice

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be*

evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S3, A1	Application of advanced health assessment, planning, implementation, and evaluation of a deteriorating patient in the acute care setting.	Case Study	40-60%
K1, K2, K3, S2, S3, A1, A2, A3	Application of advanced health assessment concepts by engaging in reflective practice and evaluation of the outcomes of nursing practice.	Online Activities	40-60%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Ability to apply advanced level evidence-based theoretical knowledge, and skills and clinical reasoning in health assessments.	Clinical Practical Portfolio (Hurdle)	S/N

### Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)