

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	Pathophysiology and Health Assessment for Advanced Practice
Unit ID:	HEALT6003
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Unit:

The purpose of this unit is to prepare the post-registration nurse for advanced nursing practice with an in-depth understanding of human pathophysiology of the major body systems, their alterations and health assessment.

Building upon an existing knowledge of physiology this unit will provide clinicians with an opportunity to develop advanced level knowledge of pathophysiology and health assessment for application in the clinical setting.

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.** Critically examine and explain the pathological effects of selected disease processes at the cellular and systemic levels and their relationship to associated clinical manifestations
- K2.** Identify appropriate and inappropriate responses to therapy with regard to associated alterations in physiology
- K3.** Analyse and describe the characteristics of physiological alterations or disease within each physiological system and identify the aetiological factors and associated clinical manifestations.

Skills:

- S1.** Apply the clinical reasoning cycle to the use of pathophysiological principles as the basis for synthesising clinical data for undertaking a comprehensive and advanced level physical assessment
- S2.** Critically evaluate the effect of physiological compensatory mechanisms in response to major physiological alterations and the way in which they present in an advanced physical assessment.

Application of knowledge and skills:

- A1.** Appraise and articulate the connections between evidence, clinical practice and outcomes for priority health areas for each of the physiological systems and their associated clinical manifestations.
- A2.** Apply advanced clinical reasoning to the alterations in physiological systems and their associated clinical manifestations to inform clinical judgements.
- A3.** Appraise and justify appropriate and inappropriate physiological responses to therapy.

Unit Content:

- Altered cellular environments and concepts of health and disease across the lifespan
- Major systems approach to understanding advanced pathophysiology from a lifespan perspective
- Common clinical presentation through advanced assessment of alterations in pathophysiology
- Appropriate diagnostic studies for the identification of alterations in pathophysiology

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 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations. 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2, A3	Application of advanced pathophysiological and health assessment principles	Case Scenario	40-60%
K1, K2, K3, S2, A3	Assessment of principles of advanced pathophysiological and health assessment knowledge for practice	Written Task	20-40%
K1, K2, K3, S2, A2, A3	Assessment of principles of advanced pathophysiological and health assessment knowledge for practice	Written Test	20-40%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)