

School / Faculty: Faculty of Health

Course Title: CONTEXT OF PRACTICE 5: PATIENT DETERIORATION AND MANAGEMENT

Course ID: NURBN3023

Credit Points: 30.00

Prerequisite(s): (NURBN2015)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 060301

Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Demonstrate in-depth knowledge of a range of complex health problems experienced by patients throughout the lifespan in stages of clinical deterioration;
- K2.** Explore and evaluate the clinical application of nursing research and theoretical literature to the care of patients with complex health issues;
- K3.** Critically analyse the nursing application of diagnostic, therapeutic and preventative techniques associated with caring for a patient with complex health needs;

Skills:

- S1.** Undertake a systematic approach to patient assessment and plan effective strategies in prioritising and managing patients' needs from the interpretation of the data;
- S2.** Demonstrate comprehensive, safe, clinical evidence-based practice with consideration of current theoretical knowledge and be able to recognise report and provide timely care to patients whose condition is deteriorating;

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- S3.** Demonstrate collaborative and therapeutic practice as part of the multidisciplinary team in the provision of quality patient care and employ clinical and critical decision making skills to identify, analyse and resolve problems in various environments;

Application of knowledge and skills:

- A1.** Develop and implement holistic person-centred health-care plans for patient deteriorating states and critical health situations that developed in partnership with peers and members of multi-disciplinary team;
- A2.** Utilise therapeutic communication and interaction principles in the assessment and care of acutely ill patients and their carers; and
- A3.** Practice in accordance with NMBA Registered Nurse Practice Standards (2016), NMBA code of ethics (2013), and NMBA code of professional conduct for Registered Nurses (2013).

Course Content:

The NMBA Registered Nurses Standards for Practice (2016); NMBA Code of Professional Conduct for Nurses (2013) and NMBA Code of Ethics for Nurses (2013) have been considered in the development of the content of this course. Utilising Inquiry Based Learning (IBL) this course will incorporate a Lifespan Approach to course materials and specific case based examples to address Australian Commission on Safety and Quality in Health Care, Clinical Care Standards (2015).

Topics may include:

- Systematic assessment techniques including primary, focused and secondary survey approaches to assist in the early detection of subtle indicators in deteriorating patients;
- Person-centred care of people experiencing an acute health conditions such as; cardiac and renal failure, cardiac and respiratory emergencies, neurological and burn injuries and shock states;
- Monitoring, management and evaluation of person-centred care for deteriorating patient states;
- End of life care in the acute setting;
- Introduction to advanced life support (ALS);
- The role of the Registered Nurse as a leader in the healthcare team for the provision of safe and, quality practice to achieve positive person-centred outcomes for patients in deteriorating and complex health states;
- Undertake clinical practicum in order to consolidate the NMBA Registered Nurse Practice Standards (2016) and in so doing develop confidence and competence in providing a comprehensive assessment that is able to identify and respond to episodes of patient deterioration;

Values and Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that

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enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens. These have been applied to nursing context below:

Nursing Graduate Attributes

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This course develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice (2016).

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Introductory (Introduced)	Intermediate (Repeated)	Advanced (Taught)	Assessed
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker			✓	✓
	2. Politically astute, situational leader and citizen		✓		
	3. Socially and culturally aware agent for change			✓	✓
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			✓	✓
	5. Creative problem solver			✓	✓
	6. Life-long researcher		✓		
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator			✓	✓
	8. Capable Inter-Disciplinary Healthcare Team Member		✓		
	9. Competent, caring, safe and professional practitioner			✓	✓

Values:

- V1.** Appreciate the role of the nurse in the healthcare team when planning and implementing person-centred care for individuals with a deteriorating, complex, life limiting, or palliative medical/surgical conditions, in a high acuity clinical setting.
- V2.** Understand the importance of nursing skills development in providing optimal levels of nursing care in clinical situations involving deteriorating, complex, life limiting, or palliative medical/surgical conditions.
- V3.** Appreciate the need for utilising therapeutic communication and reflective practice skills when providing holistic care in meeting the needs of persons requiring end of life care.

Learning Task and Assessment:

Planned Student Learning Experience

A 30 credit point course will involve a minimum of 300 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The *Teacher-directed* hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended

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and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions. Attendance at all clinical placement and laboratory sessions is compulsory.

Learner-directed hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Active learning sessions on health assessment, planning, implementation and evaluation of professional nursing care	Essay	30-50%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Assessment of Advanced Clinical Nursing Reasoning / Skills	OSCE / Clinical Skills Assessment	20-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Application of clinical reasoning skills for different clinical contexts	A Clinical Scenario Test	40-60%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Satisfactory achievement of identified NMBA Registered Nurse Practice Standards (2016) in clinical practicum	Clinical Practicum Assessment	Hurdle, Satisfactory/Unsatisfactory

Adopted Reference Style:

APA