

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	NURSING PRACTICE 6: MANAGEMENT OF DETERIORATING PATIENT
<b>Unit ID:</b>	NURBN3030
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(NURBN2015 or NURBN2026) (NURBN2011 or NURBN2022)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(1st and 2nd year commencing students)
<b>ASCED:</b>	060301

## Description of the Unit:

This unit continues to develop the ability of the student to conduct a comprehensive and systematic person-centred assessment with a particular focus on recognising and responding to clinical deterioration in line with the current Australian Commission on Safety and Quality in Health Care Standards. Recognising that patient deterioration occurs in a variety of clinical environments students will develop skills and confidence in working collaboratively with their peers and other members of the multi-disciplinary team to develop plans of care as well as mechanisms of comprehensive assessment, prioritisation, coordination, evaluation and monitoring of patient progress towards the expected goals and outcomes for various contexts. Using a systematic and therapeutic approach to advanced patient assessment students will apply their skills and knowledge in an extended period of clinical placement with a focus on increased clinical acuity with an emphasis on managing acute conditions, acute exacerbations in chronic conditions, deteriorating patients and life-limiting illnesses, and palliation

This unit contains 160 hours of clinical placement

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this Unit?** No

**Placement Component:** Yes

**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 and submitted all major assessment tasks.

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**
**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 person-centered 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
- 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
- A3.** Practice in accordance with the current NMBA Registered Nurse Practice Standards, NMBA code of ethics, and NMBA code of conduct for Registered Nurses

**Unit Content:**

The current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit.

- Recognising and Responding to Patient Deterioration
- Systematic assessment techniques including primary, focused and secondary survey approaches to assist in the early detection of subtle indicators in deteriorating patients
- Recognising deterioration of mental wellness
- Escalation and reporting lines for patients in deteriorating states
- Person-centred care of people experiencing an acute health conditions and delirium 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 and sub-acute setting
- Introduction to advanced life support
- 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 placement in order to consolidate the current NMBA Registered Nurse Practice Standards 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
- Understanding the nursing role within this context and the roles of other health professionals to care for patient effectively

### Learning Task and Assessment:

A 30-credit point unit 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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

The hurdle assessment task is excluded from supplementary assessment.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, K3, S1, S2, S3, A1, A2, A3	Attendance at clinical laboratories	100% attendance at clinical laboratories	S/U Hurdle
K1, K2, K3, S1, S2, S3, A1, A2, A3	ANSAT and written reflection	Clinical Placement	S/U Hurdle
K1, K2, K3, S1, S2, A1	Clinical reasoning of a clinically deteriorating patient scenario.	Synchronous Oral Presentation	20-40%
K1, K2, K3, S1, S2, A1	Explore a critical health situation in regards to pathophysiology and nursing care in the form of a mind map.	Mind map	20-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	ANSAT and written reflection	Clinical Placement	30-50%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven

criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**

Yes

Date:

May 12, 2023

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)