

Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING PRACTICE 3: DETERIORATION OF HEALTH ACROSS THE LIFESPAN
Course ID:	SHMCN6008
Credit Points:	30.00
Prerequisite(s):	(SHMCN6005)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

This course 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 accord with the National Safety and Quality Health Service (NSQHS) Standards (2017-2019). 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 practicum with a focus on increased clinical acuity with an emphasis on managing acute conditions, acute exacerbations in chronic conditions, deteriorating patients, life limiting illnesses and palliation. This course contains 120 hours of clinical placement.

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

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	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"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

- K1.** Explain the range of complex health problems experienced by patients throughout the lifespan in stages of clinical deterioration
- K2.** 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, across the lifespan, in accord with the National Safety and Quality Health Service (NSQHS) Standards (2017-2019) and Aged Care Quality Standards (2021)

Skills:

- S1.** Undertake a systematic approach to person-centred 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.** Provide evidence of collaborative and therapeutic practice as part of the multidisciplinary team in the provision of quality patient care
- S4.** 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 in partnership with peers and members of the 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 NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018)

Course Content:

The NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service Standards (2017-2019), National Safety and Quality Primary and Community Healthcare Standards (2021), Aged Care Quality Standards (2021), National Standards in Mental Health Services (2017), Prescribing Competencies Framework (2021), National Digital Health Framework (2021), National Health Priority areas and the Registered Nurse Cultural Standards (2018) have informed the syllabus/content of this course.

- 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 well-being
- Escalation and reporting lines for patients in deteriorating and complex health states (NSQHS Standard

- 2).
- Person-centred care of people experiencing acute health conditions, such as cardiac and renal failure, cardiac and respiratory emergencies, neurological and burn injuries, shock states and delirium
 - Monitoring, management and evaluation of person-centred care for patients in deteriorating and complex health states
 - End of life care in the acute and sub-acute setting
 - Introduction to advanced life support (ALS)
 - The role of the Registered Nurse as a leader in the health care team for the provision of safe, high quality practice to achieve positive, person-centred outcomes for patients in deteriorating and complex health states
 - Undertake clinical practicum in order to consolidate practice alignment with the NMBA Registered Nurse Practice Standards (2016) and, in so doing, develop confidence and competence in providing a comprehensive assessment that can identify and respond to episodes of patient deterioration
 - Understanding the nursing role within this context and the roles of other health professionals to provide effective patient care

Values:

- V1.** Appreciate the role of the nurse in the health care team when planning and implementing person-centred care for individuals with deteriorating, complex, life-limiting or palliative 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 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

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	AT1, AT2, AT3, AT4

GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	AT1, AT3, AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT3, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	AT1, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	AT1, AT3, AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A3	Active learning sessions on health assessment, planning, implementation and evaluation of professional nursing care	Analysis of one or more case-based scenarios and/or nursing care plans	40-60%
K1, K2, K3, S1, S2, A2, A3	Formative and integrative assessment of advanced clinical nursing practice and nurse reasoning skills	Observed Structured Clinical Examination (OSCE) / Clinical skills assessment (CSA)	S/U Hurdle
K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	Satisfactory achievement of clinical standards of practice during placement	Clinical practicum assessment: a) Preparation for practice b) ANSAT clinical assessment tool c) Clinical skills portfolio	S/U Hurdle
K1, K2, K3, S1, S2, S3, A1, A2, A3	Assess and apply: <ul style="list-style-type: none"> • clinical reasoning and critical thinking skills for different clinical contexts • clinical safety and quality care standards 	Test / examination	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)