



COURSE OUTLINE

NUR241

Contexts of Practice: Health Alteration

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2021 | Semester 1

USC Sunshine Coast
USC Moreton Bay
USC Caboolture
USC Fraser Coast
USC Gympie

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course, you investigate health alteration. You learn about the pathophysiological processes that contribute to a range of disorders. You examine the principles of treatment and care which support adaptation and recovery. This knowledge will inform your preparation for practice and help you to assess, plan and select therapeutic interventions. You will work with your colleagues to examine principles of social justice, as well as professional and ethical standards, and critique factors which may impact on the access to care and the care a person experiencing health alteration may receive.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Lecture – Online	1hr	Week 1	9 times
Tutorial/Workshop	3hrs	Week 1	9 times

1.3. Course Topics

Module	Topics
1	Nursing frameworks, homeostasis & illness, and the social justice framework
2	Respiratory dysfunction, assessment and asthma management
3	Cardiovascular dysfunction, assessment and angina and hypertension management
4	Endocrine dysfunction, assessment and diabetes mellitus management
5	Renal dysfunction, assessment and CKD management
6	Gastrointestinal dysfunction, assessment and CRC management
7	Neurological dysfunction, assessment and CVA management
8	Musculoskeletal dysfunction and pain assessment, arthritis and pain management
9	Infections and wound assessment, chronic wound management

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply a cogent body of core knowledge that relates to the pathophysiological processes that contribute to a range of disorders and the principles of treatment and care which support adaptation and recovery.	Knowledgeable
2 Use evidence to inform the principles of treatment and care which support decision-making and responsive practice to adaptation and recovery in medical and surgical settings.	Creative and critical thinker
3 Encourage individual and group access to, and participation in, healthcare through the use of a social justice framework.	Empowered
4 Apply professional, frameworks ethical and legal codes and standards to decision making as you assess plan and select therapeutic interventions.	Ethical
5 Critically appraise how nursing practice can influence the delivery of healthcare for people experiencing and adapting to health alterations.	Creative and critical thinker

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

(NUR142 or NUR141 or HLT132 or NUR116 and (LFS112 or HLT100)) and enrolled in Program SC391, SC392, SC393 or SC394

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback will be in the form of in-class pathophysiology quizzes to prepare for Task 1, and in class guidance in weeks 2 & 3 to support the completion of Task 2A.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	20%	Five quizzes of 10 minutes duration.	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	2a	Case Study	Individual	15%	600 words	Week 4	Online Assignment Submission with plagiarism check
All	2b	Case Study	Individual	15%	600 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Case Study	Individual	50%	1,800 words	Week 11	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Pathophysiology Quizzes

GOAL:	This task requires you to attempt 5 online quizzes in order to determine if you are correctly understanding and interpreting the concepts of pathophysiology.	
PRODUCT:	Quiz/zes	
FORMAT:	Online quiz weeks 2 - 6	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate an understanding of core knowledge that relates to the pathophysiological processes that contribute to a range of disorders and the principles of treatment and care which support adaptation and recovery in healthcare.
	2	Assessment criteria are mapped to the course learning outcomes. 1

All - Assessment Task 2a: Mini-case study

GOAL:	The goal of this case study is for you to identify the role of the registered nurse / registered midwife in evidence-based assessment and care of individuals experiencing health alterations.
PRODUCT:	Case Study
FORMAT:	Written piece

CRITERIA:	No.	Learning Outcome assessed
	1	Utilisation of appropriate patient assessment frameworks to identify the pathophysiology of the condition in the case study. 1
	2	Application of evidence to explain the actions the registered nurse /registered midwife may take to implement and evaluate one (1) essential intervention to care for the patient in the case study. 2
	3	Critical appraisal of evidence supporting nursing / midwifery practice applicable to the patient in the case study. 5
	4	Academic writing evidences academic integrity in the application of the APA7 referencing style.

All - Assessment Task 2b: Mini case study

GOAL:	The goal of this case study is to identify ethical aspects of the role of the registered nurse when providing care to individuals with suboptimal or compromised participation in healthcare, and to plan patient discharge that adheres to the Social Justice Framework.	
PRODUCT:	Case Study	
FORMAT:	Written piece	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of a holistic patient assessment framework to identify social issues in the case study. 4
	2	Encouragement of access to, and participation in healthcare using the Social Justice Framework and professional codes and standards to underpin the actions of the registered nurse / registered midwife in patient discharge. 3
	3	Critical appraisal of evidence supporting nursing / midwifery practice applicable to the patient in the case study. 5
	4	Academic writing evidences academic integrity in the application of the APA7 referencing style.

All - Assessment Task 3: Case study

GOAL:	The goal of this case study is for you to identify the role of the registered nurse / registered midwife in evidence-based assessment and care of individuals experiencing health alterations when access to healthcare is suboptimal or compromised. You also articulate the role of the nurse / midwife in encouraging access to, and participation in healthcare.	
PRODUCT:	Case Study	
FORMAT:	Written piece	

CRITERIA:	No.	Learning Outcome assessed
	1	Utilisation of appropriate patient assessment frameworks to identify the pathophysiology of the condition in the case study 1
	2	Application of evidence to explain the actions the registered nurse / registered midwife take to implement and evaluate two (2) essential interventions to care for the patient in the case study. 2
	3	Critical appraisal of evidence supporting nursing / midwifery practice applicable to the patient in the case study. 5
	4	Application of the ICN or ICM codes of ethics to the actions of the registered nurse / registered midwife in patient discharge. 4
	5	Encouragement of access to, and participation in healthcare using the Social Justice Framework to underpin the actions of the registered nurse / registered midwife in patient discharge. 3
	6	Academic writing evidences academic integrity in the application of the APA7 referencing style.

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Diane Brown,Helen Edwards,Thomas Buckley,Robyn L. Aitken	2020	Lewis's Medical-Surgical Nursing	Elsevier Australia
Recommended	Judy Craft,Christopher Gordon,Sue Huether,Kathryn L. McCance,Valentina L. Brashers,Neal S. Rote	2019	Understanding Pathophysiology	Elsevier Australia

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au