



The University of Southern Queensland

## Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

### Description: Nursing Models of Care

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	2400	67270	2, 2007	ONC	1.00	Fraser Coast

<b>Academic group:</b>	FOSCI
<b>Academic org:</b>	FOS004
<b>Student contribution band:</b>	National Priority Nursing
<b>ASCED code:</b>	060301

### STAFFING

Examiner: Julie Harris

Moderator: Helen Nutter

### REQUISITES

Pre-requisite: NUR2100 or (NUR2020 and NUR2030)

### OTHER REQUISITES

Recommended prior study: NUR1120 or NUR1020

### RATIONALE

Contemporary health care delivery models demand nursing care at any point of the health care continuum, in a range of care settings. Nurses must develop their knowledge, attitudes and skills to meet the holistic health needs of individuals, families and communities in whichever part of the health care continuum they present. Nurses work in partnership with individuals, families and communities, as well as other disciplines to manage their health and health care through a variety of models of service delivery.

### SYNOPSIS

The student will adapt their existing nursing skills to a variety of settings to extend them beyond acute episodes of care to accommodate the shifting of health care from a predominant secondary intervention focus to primary and tertiary care. Students will be exposed to examples of Models of Care that operate in a variety of settings. These settings include, but are not confined to 'Hospital in the Home'; Community Care; Transitions from high acuity to community care; Family centred care; Paediatric care settings; Palliative care; High Dependency Units.

### OBJECTIVES

On completion of this course students will be able to:

1. Describe respectful and committed person and/or family centred care and optimal self care in a changing health care system (Assessment item 1 & 2);
2. Identify levels of prevention and their place in the continuum of care (Assessment item 2);
3. Compare and contrast evidence for practice to identify the most effective interventions for health maintenance and enhancement (Assessment item 1 & 2);
4. Recognise and address the needs of disadvantaged groups, including Aboriginal and Torres Straight Islander people (Assessment item 1) ;
5. Justify integrated multidisciplinary care (Assessment item 1 & 2);
6. Apply principles of partnership and collaboration to health care (Assessment item 1);
7. Recognise current best practice models of care (Assessment item 1 & 2);
8. Develop their personal and professional identity as nurses in a changing health care system (Assessment item 1 & 2).

## TOPICS

Description	Weighting (%)
1. Health Care system and contemporary nursing practice.	10.00
2. Principles for effective models of care, for example: partnership, co-ordination; communication; liaison; co-operation; collaboration; critical thinking; competency; cultural safety; continuity; caring.	40.00
3. Contemporary nursing and models of care eg hospital in the home; transitional care; palliative care; paediatric care; family-centred care; community care.	50.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Brown, D & Edwards H 2005, *Lewis's Medical Surgical Nursing*, Elsevier, Marrickville.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Freegard, H 2007, *Ethical practice for health professionals*, Thomson Learning, South Melbourne.

McMurray, A 2007, *Community health and wellness: sociological approach*, 3rd edn, Mosby Elsevier, Sydney.

White, L 2005, *Foundations of maternal and pediatric nursing*, 2nd edn, Thomson, Clifton Park.

Wright, L & Leahy, M 2005, *Nurses and families: a guide to family assessment and intervention*, 4th edn, FA Davis, Philadelphia.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Lectures	13.00
On-line Topic Exploration	13.00
Private Study	53.00
Self Directed	50.00
Tutorials	26.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSESSMENT 1 MODULE ASSIGNMENT	40.00	40.00	27 Aug 2007
ASSESSMENT 2 MODELS CARE PROJ	100.00	60.00	29 Oct 2007

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**

It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. This course contains a discussion forum where students' participation is formally assessed and successful participation in that discussion group is required to complete the requirements of Evaluation of a Model of Care & Portfolio of Models of Care to be awarded a passing grade in the course.
- Requirements for students to complete each assessment item satisfactorily:**

To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- Penalties for late submission of required work:**

If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks gained by the student for the assignment will apply for each working day late.
- Requirements for student to be awarded a passing grade in the course:**

To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- Method used to combine assessment results to attain final grade:**

The final grades for students will be assigned on the basis of the aggregate of the weighted marks/grades obtained for each of the summative assessment items in the course.
- Examination information:**

There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:**

As there are no examinations in this course, there will be no deferred or supplementary examinations.

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 9 Students must retain a copy of each item submitted for assessment. If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 10 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date if requested by the Examiner.
- 11 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 12 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 13 The Faculty will NOT accept submission of assignments by facsimile.
- 14 Students who do not have regular mail services or who are otherwise disadvantaged by these regulations will be given special consideration. They should contact the examiner of the course as soon as possible to make arrangements for this.
- 15 In the event that an assignment is due on a public holiday in their local area such as a show day, the due date will be the next day. Students must note on the assignment cover the date of the show day for the examiner's convenience.
- 16 Students who for medical, family, personal or employer related reasons are unable to complete an assignment or sit for an examination at the scheduled time may apply to the examiner to defer an assessment in the course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded; IDS (incomplete deferred examination), IDM (incomplete deferred make-up), IDB (incomplete both deferred examination and make-up work).

## **OTHER REQUIREMENTS**

- 1 Students need to be conversant with and will require access to e-mail and internet access to USQConnect for this course.
- 2 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.
- 3 Students of clinical courses need to be certain they have submitted the following documents to the Faculty Office to ensure they will be allowed to proceed to a clinical placement - Current CPR Certification Completion of the Queensland Health Orientation and

submission of the checklist, Hepatitis B titre declaration, Confidentiality form, Suitability for Working with Children (Blue Card).

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