



The University of Southern Queensland

Course specification

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: Managing Complex Care

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3200	91089	2, 2009	ONC	1.00	Toowoomba

Academic group:	FOSCI
Academic org:	FOS004
Student contribution band:	National Priority Nursing
ASCED code:	060301

STAFFING

Examiner: Victoria Parker
Moderator: Bridget Birrell

REQUISITES

Pre-requisite: (NUR2200 and NUR2400 and NUR2500 and NUR2300 and NSC2500 and any Two of the following Clinical Courses: NUR2499 or NUR2599 or NUR3099) or (NUR2100 and NUR2200 and NUR2300 and NSC2500 and Co-requisite: NUR2499 and NUR2400 and NUR2500)

RATIONALE

Concepts, skills and case studies from other courses throughout the program have been conglomerated and moulded to create this final course. It draws together the threads of theoretical and practical knowledge students have acquired and prepares them to manage complex care. The aim to merge the knowledge gained from other courses into more complex case studies is to encourage the students to reflect on what has already been taught, draw on their past experiences to guide them through critical thought processes to make sound clinical decisions. Students must recognise that responsibilities of the newly registered nurse includes having the confidence to plan a day of care for a number of patients, manage time efficiently, prioritise cares, recognise problems, decide how problems can be managed timely and effectively, delegate duties, acknowledge scope of practice and perform the necessary interventions to ensure the best possible outcomes.

SYNOPSIS

Managing a range of complex tasks simultaneously and independently is a shift of responsibility from student nurse to registered nurse and therefore sound decision making is one of the major functions of the nurses role and crucial to a patient's outcome. In order for the new registered nurse to be prepared and confident to manage and decide on patient care we must educate our students to engage in critical thinking when something is out of the ordinary, manage time and prioritise patients needs when faced with multiple tasks. As well as this registered nurses must recognise the need for and initiate interventions for patients whose condition changes unexpectedly. Through exploring theoretical case management of a variety of patient/client situations this course will assist the students transform knowledge and skills both into their clinical laboratory settings,

written assessments and on their final clinical placement before entering the health profession as registered nurse. Managing complex care will produce a professional and accountable registered nurse.

OBJECTIVES

On completion of this course students will be able to:

1. transfer skills and knowledge gained from other courses into the delivery of care for a number of patients; (All Assessment items).
2. make sound clinical decisions about nursing interventions required to improve a patient's condition; (All Assessment items)
3. appropriately delegate responsibilities to other members of the health care team; (Clinical Case Study Test and Laboratory Assessment).
4. recognise the different levels of competency and scope of practice of all members of the health care team; (Clinical Case Study Test and Laboratory Assessment)
5. demonstrate time management skills and prioritising cares when faced with multiple tasks simultaneously; (Laboratory Assessment)
6. perform an assessment on a number of complicated medical and surgical patients and identify and initiate appropriate interventions; (Laboratory Assessment)
7. plan the multidisciplinary care for a number of patients from admission to discharge; (Laboratory Assessment)
8. through critical analysis of some difficult medical, clinical or administrative situations adopt a problem solving approach to find appropriate solutions; (Clinical Case Study Exam & Laboratory Assessment).

TOPICS

Description	Weighting (%)
1. Professional decision making, problem solving, and delegation of duties. The role of the novice registered nurse commencing independent practice in the health care industry involves performing multiple routine tasks and some that will require purposeful thinking. In this course, examples of situations in nursing will be provided that require the ability to make rapid and sound decisions. In addition to this, appropriate delegation of responsibilities and recognising scope of practice will be taught as these are necessary concepts for the registered nurse to understand in order to provide quality and safe nursing care.	30.00
2. Time management, priority planning including the case management of medical and/or surgical patients requiring a range of complex tasks including preparation and administration of medications and systems assessment.	30.00
3. Accurate communication, documentation and timely reporting of the patient with complex medical or surgical health needs.	40.00

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).

NUR3200 Course Material will be available on USQ StudyDesk

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.

Brown, D & Edwards, H 2008, *Lewis's medical-surgical nursing: Assessment and Management of Clinical Problems*, 2nd edn, Elsevier, Marrickville.

Chang, E & Daly, J 2001, *Transitions in Nursing. Preparing for Professional Practice*, MacLennan & Petty, Sydney.

Crisp, J & Taylor, C (Eds) 2005, *Potter & Perry's Fundamentals of Nursing (Australian Adaptation)*, 2nd edn, Elsevier, Australia.

Ellis, JR & hartley, CL 2005, *Managing and coordinating nursing care*, 4th edn, Lipincott, Williams & Wilkins, Philadelphia.

Jarvis, C 2004, *The Pocket Companion for Physical Examination and Health Assessment*, 4th edn, Saunders, Sydney.

Kidd, PS & Wagner, KD 2006, *High Acuity Nursing: Preparing for Practice in Today's Health Care Setting*, 4th edn, Prentice Hall, Upper Saddle River NJ.

Morton, PG, Fontaine, D, Hudak, C & Gallo, BM 2005, *Critical care nursing: A holistic approach*, 8th edn, J B Lippincott, Philadelphia.

Tiziani, A 2006, *Harard's Nursing Guide to Drugs*, 7th edn, Harcourt, Sydney.

Tollefson, J 2004, *Psychomotor Skills: Assessment Tools for Nursing Students*, 2nd edn, Social Science Press, Tuggerah, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Examinations	2.00
Laboratory or Practical Classes	12.00
Private Study	120.00
Tutorials	18.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
MEDICATION CONCEPT TEST	60.00	30.00	07 Sep 2009 (see note 1)
2HR RESTRICTED TEST	40.00	20.00	19 Oct 2009
PRAC SYS ASSESS IN LABORATORY	50.00	50.00	23 Oct 2009 (see note 2)

NOTES

1. 10/08/2009 & 07/09/2009
2. 12 - 23/10/2009

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials and laboratories) 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. To ensure that students can satisfy the competencies of the course and of the program in relation to clinical decision making skills, students must attend and actively participate in all laboratories and tutorials.
- 2 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.)
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 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.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
Tests in this course are restricted: Candidates are allowed access only to specific materials during atest as for a Restricted Examination. The only materials that candidates may use in the restricted examination for this course are: writing materials (non-electronic and free from material which could give the student an unfair advantage in the examination); calculators which cannot hold textual information or be programmed (students must indicate on their examination paper the make and model of any calculator(s) they use during the examination). Students whose first language is not English, may, take an appropriate unmarked non-electronic translation dictionary (but not technical dictionary)

into the examination. Dictionaries with any handwritten notes will not be permitted. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage.

- 7 Examination period when Deferred/Supplementary examinations will be held:
As this course is necessary for graduation and registration, the time frame for any deferred work will be in week two of the following semester.
- 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 who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.
- 10 Students who, for medical, family/personal, or employment-related reasons, are unable to sit for a piece of assessment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grade may be awarded IDM (Incomplete Deferred Make-up)

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and internet access to UConnect for this course.
 - 2 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonable 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.
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