The University of Southern Queensland

Course Specification

<table>
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<tr>
<th>Description: Advanced Collaborative Practice 1</th>
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<td>Subject</td>
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<td>ANP</td>
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**Academic Group:** FOSCI
**Academic Org:** FOS004
**HECS Band:** 1
**ASCED Code:** 060399

**STAFFING**
Examiner: Trudy Yuginovich
Moderator: Jackie Doolan

**PRE-REQUISITES**
Pre-requisite: MGT8038 and ANP8003

**RATIONALE**
Nurses who practice in rural and remote settings need to have advanced assessment and management skills due to the autonomous nature of their practice coupled with their professional isolation. This is necessary if they are to be adequately prepared for their role.

**SYNOPSIS**
This course builds on the framework established in the courses Rural and Remote Nursing Practice 1, 2, 3 and 4 and uses Evidenced Based Practice as the framework to present students with advanced skills in the areas of emergency care of the adult and child. Students who are not currently employed in rural or remote nursing practice are required to undertake two (2) weeks of clinical practicum in this course. This placement will be normally organised as one placement of two weeks duration during the academic year. Competence will be assessed using the Australian Nursing Federation's Competency Standards for the Advanced Nurse, and the Remote Area Nurse Competencies.

**OBJECTIVES**
On completion of this course students will be able to:

- demonstrate competence in assessment, diagnosis, decision making and collaborative management of the client with an emergency illness or injury;
- apply relevant Health Management Protocols to intervene appropriately and safely if confronted with emergency situations relating to Diabetes in adult/child;
• apply relevant Management Protocols to intervene appropriately and safely for people presenting with respiratory disorders;
• use Evidenced Based Practice to guide clinical decision making in emergency situations;
• demonstrate the following modified ANF competencies: (1) use multiple approaches to decision making in the rural and remote environment (all elements of competency standard 1), (2) manage the care of individuals and groups in the rural and remote environment (all elements of competency standard 2), (3) engage in collaborative practice to achieve client outcomes in the rural and remote environment (all elements of competency standard 3), (4) provide a supportive environment for colleagues (elements 4.1 and 4.2 of competency standard 4), (5) manage the use of staff and physical resources in the rural and remote environment (elements 5.1 and 5.2 of competency standard 5), (6) engage in ethically justifiable nursing practice (all elements), (7) Advocate and protect the rights of individuals or groups in the rural and remote environment element 7.2 of competency standard 7), (8) develop therapeutic and caring relationships in the rural and remote environment (all elements of competency standard 9), (9) fulfil the conduct requirement of the profession (all elements of competency standard 10), (10) act to enhance the professional development of self (all elements of competency standard 11), (11) function in accordance with legislation and common law affecting rural and remote area nursing practice (all elements of competency standard 12);
• demonstrate the following modified RAN competencies: (1) provide safe, high quality health care across the lifespan of individuals/communities in rural and remote areas (elements 1.1, 1.2, 1.3, 1.4, and 1.6 of competency standard 1), (2) advocate and protect the rights of individuals, families and communities in relation to health care (all elements of competency standard 4), (3) conduct rural and remote area nursing practice in a way that can be ethically justified (all elements of competency standard 5), (4) function in accordance with legislation, taking account of customary law and common law affecting rural and remote area nursing practice (all elements of competency standard 6), (5) facilitate teamwork (all elements of competency standard 11), (6) demonstrate advanced skills in communication (element 12.2 of competency standard 12), (7) Demonstrate effective negotiation and liaison skills (all elements of competency standard 14).

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. MODULE 1 - Common clinical emergency situations of adults and children including history, assessment, management, pathophysiology, pharmacology, pharmacokinetics and pharmacodynamics relating to diabetes.</td>
<td>65.00</td>
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<tr>
<td>2. MODUE 2 - Management of emergency situations relating to respiratory disorders.</td>
<td>35.00</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
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.


STUDENT WORKLOAD REQUIREMENTS

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Clinical Experience</td>
<td>70</td>
</tr>
<tr>
<td>Directed Study</td>
<td>20</td>
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<tr>
<td>Private Study</td>
<td>80</td>
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ASSESSMENT DETAILS

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<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>ESSAY ON DIABETES MANAGEMENT</td>
<td>100.00</td>
<td>60.00</td>
<td>Y</td>
<td>17 Apr 2003</td>
</tr>
<tr>
<td>CLINICAL CASE STUDY</td>
<td>100.00</td>
<td>40.00</td>
<td>Y</td>
<td>30 May 2003</td>
</tr>
<tr>
<td>RAN COMPETENCY &amp; SKILLS ASSESS</td>
<td>1.00</td>
<td>0.00</td>
<td>Y</td>
<td>13 Jun 2003</td>
</tr>
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IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   Students are required to complete 1 (one) two week block of supervised clinical practice. It is anticipated that normally students who are employed in rural or remote facility would organise to spend one of these weeks in a facility other than that in which they are employed. During these clinical placements, students will have to demonstrate mastery of the ANF competencies listed in this course specification.
and the following skills: history taking of one adult and one child; physical
assessment of one adult and one child; management of one clinical emergency
injury/illness of one adult and one child. This will include selection of the
appropriate Health Management Protocol and Drug Therapy protocol. Mastery
will be assessed by the student's preceptor who will use forms developed by USQ
for this specific purpose. These forms will contain a list of the ANF competencies
and the preceptor will be asked to sign off on each element of each competency as
the student demonstrates competency. Clinical assessment of mastery of the skills
will be assessed using a case study format developed by USQ.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at
least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
In accordance with the University's policy on assignments (Regulation 5.6.1) the
examiner may grant an extension of the due date of an assignment in extenuating
circumstances. This policy may be found in the USQ Handbook, the Distance
Education Student Guide and the Faculty of Sciences Orientation Handbook for
new on-campus students. All students are advised to study and follow the guidelines
associated with this policy.

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 available weighted marks for the summative assessment items and demonstrate
achievement of the ANF and RAN Competency Standards and clinical assessment
skills identified in this course specification.

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:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

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/SECARIAT/calendar/Part5/ or in the printed version of the
current USQ Handbook.

ASSESSMENT NOTES

9 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.

10 Students must retain a copy of each item submitted for assessment. This must be
produced within five days if required by the Examiner.
11 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.

12 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a 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 Deferred Make-up).

13 Students will require access to e-mail and internet access to USQConnect for this course.