NURS20170 *Patient Deterioration in the Clinical Setting*

Term 2 - 2020

Profile information current as at 28/04/2024 05:12 pm

All details in this unit profile for NURS20170 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit examines clinical assessment and diagnostic reasoning to recognise and respond to a patient's deteriorating condition with appropriate and timely actions. This unit will enhance your knowledge of serious adverse events such as unexpected death and cardiac arrest which often follow observable deterioration in the patient's condition. You will develop knowledge and skills in the early identification of deterioration, the initiation of prompt and effective action to minimise serious consequences, improve outcomes and lessen the level of intervention required to stabilise patients. The unit will focus on the underlying pathology of the patient's deteriorating condition and the interpretation of clinical manifestations to implement safe and effective nursing care.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing or CL16 Graduate Certificate in Clinical Nursing to undertake this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2020

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical Assessment**
Weighting: Pass/Fail
2. **Presentation**
Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain clinical parameters that indicate a patient is deteriorating
2. Monitor and interpret physiological and psychosocial data to assess a patient's clinical deterioration
3. Communicate effectively with health team and family members to ensure the accurate transfer and escalation of critical information
4. Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions
5. Critically examine everyday nursing practices and the ready use of tools related to the deteriorating patient.

NA

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1		2			3	4	5
1 - Knowledge	Professional Level	Professional Level	Professional Level	Professional Level	Professional Level			
2 - Communication		Professional Level			Professional Level			
3 - Cognitive, technical and creative skills	Advanced Level	Professional Level		Professional Level				
4 - Research	Professional Level		Professional Level	Professional Level	Professional Level			
5 - Self-management								
6 - Ethical and Professional Responsibility	Professional Level	Professional Level	Professional Level	Professional Level	Professional Level			
7 - Leadership								
8 - Aboriginal and Torres Strait Islander Cultures								

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical Assessment - 0%	Professional Level	Professional Level	Professional Level	Professional Level		Professional Level		
2 - Presentation - 0%	Professional Level	Professional Level	Professional Level	Professional Level		Professional Level		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- CQUniversity library literature search tools
- CQUniversity Library website
- CQUniversity Library Nursing Resources

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Julie Shaw Unit Coordinator
j.m.shaw@cqu.edu.au

Schedule

Week 1 - Module 1 - Introduction to the unit and the deteriorating patient - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit. Concepts related to clinical judgement and the deteriorating patient.	Exploration of the concept of clinical judgement Clinical reasoning cycle Failure to rescue Early signs of patient deterioration	Readings Activities Zoom: Introduction to Unit and Moodle site

Week 2 - Module 1 - Considering the deteriorating patient - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Research related to the deteriorating patient. Observations as data.	Sourcing and exploration of literature related to deteriorating patient. Relationship of literature to day-to-day nursing practices. Local data collection related to physiological observations.	Readings Activities

Week 3 - Module 2 - Monitoring and interpretation of physiological data - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Physiological observations pertinent to the deteriorating patient. Detailed examination of various observations.	Physiological observations that could identify a patient as deteriorating or at risk of deterioration. Investigation and research relating to respiration rate and pulse. measurements.	Readings Activities Zoom: Modules 1 & 2.

Week 4 - Module 2 - Monitoring and interpretation of physiological data - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Physiological observations pertinent to the deteriorating patient. Detailed examination of various observations.	Physiological observations that could identify a patient as deteriorating or at risk of deterioration. Investigation and research relating to temperature and blood pressure measurements.	Readings Activities

Week 5 - Module 3 - Monitoring and interpretation of psycho-social data - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Family centred care (FCC) and the deteriorating patient. Application of principles of FCC in critical situations.	Exploration of the principles of Family Centred Care. Families as legitimate partners and recipients in the delivery of nursing care.	Readings Activities Zoom: Module 3.

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Module 3 - Monitoring and interpretation of psycho-social data - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Interruption and distraction in the clinical setting. Situational awareness. Contribution of these concerns to the deteriorating patient.	Investigation of the concepts relating to interruption, distraction and situational awareness. Application of principles to prevention of deterioration in clinical settings.	Readings Activities **Assessment Task 1** - Practical Assessment - Patient Deterioration in the Clinical Setting. The due date for this assessment will be coordinated by the partnered Graduate Program Coordinator and is commonly held in conjunction with the student's local "study day". The due date for final completion is TBA.

Week 7 - Module 4 - Communicating effectively in situations related to the deteriorating patient - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective clinical communication for prevention of deterioration. Practice principles and their application in the clinical setting.	Clinical communication strategies, issues and concerns. Clinical communication as a strategy to detect or prevent patient deterioration.	Readings Activities Zoom: Module 4.

Week 8 - Module 4 - Communicating effectively in situations related to the deteriorating patient - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Clinical communication in critical situations Application of principles in practice.	Communication principles during a clinical deterioration situation. Examples from the field.	Readings Activities

Week 9 - Module 5 - Initiating and evaluating nursing actions based on clinical assessment findings - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Advanced clinical decision making. The initiation of nursing actions based on advanced clinical decisions.	Information support in advanced clinical decision making. Nursing care analysis.	Readings Activities Zoom: Module 5.

Week 10 - Module 5 - Initiating and evaluating nursing actions based on clinical assessment findings - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Advanced clinical decisions in review. The evaluation of nursing actions based on advanced clinical decisions.	Complexity, time-pressures and evaluation. Evaluation and new learning.	Readings Activities

Week 11 - Module 6 - Critical examination of everyday nursing practices relating to the deteriorating patient - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Critical analysis on the run. Systems and strategies for critical analysis.	Critiquing complexity. Speed and safety in the clinical environment.	Readings Activities Zoom: Module 6.

Week 12 - Module - 6 - Critical examination of everyday nursing practices relating to the deteriorating patient - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
The invisibility of everyday nursing practices. Unmasking and legitimating the invisible.	Say little, do much. An examination of cultural influences on nursing practice.	Readings Activities

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment 1 & 2 are coordinated by the Graduate Coordinator at the health setting and are to be completed by Friday 30th October, 2020.

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

All assessments are attended at your employing institution and are coordinated by your Graduate Program Coordinator.

Assessment Tasks

1 Practical assessment of the simulated deteriorating patient

Assessment Type
Practical Assessment

Task Description
Due Date: Negotiated in your local clinical area. **Weighting:** Pass/Fail unit.
This assessment addresses the following Unit Learning Outcomes:
1. Explain clinical parameters that indicate a patient is deteriorating
2. Monitor and interpret physiological and psycho-social data to assess a patient's clinical deterioration
3. Communicate effectively with health team and family members to ensure the accurate transfer and escalation of critical information

Practical Assessment Explained

Serious adverse advents such as unexpected death and cardiac arrest may follow observable deterioration in a patient's condition.
This clinical assessment evaluates your knowledge and skills in the early identification of a patient's deteriorating condition and the initiation of prompt and effective action to minimise serious consequences, improve outcomes and lessen the level of intervention required to stabilise patients. The assessment will also assess your knowledge of the pathology of the patient's deteriorating condition, your ability to interpret clinical manifestations and effectively communicate these changes in health to team members including the patient, plus family members.

Task Description

You are required to demonstrate the safe care of a deteriorating patient in a clinical simulation setting. This assessment is undertaken at three skill stations (this structure may vary across different Hospital & Health Services).
You will be required to rotate between three skill stations. At each station a scenario relating to a deteriorating patient will be presented. During the first stage you will have the opportunity to practice skills to recognise and respond to a deteriorating patient. During the second stage, you will be assessed on your ability to safely perform these skills: These skills include:

- initial nursing management
- verbalising a targeted systematic assessment approach (look, listen and feel ABCDEFG) [this worksheet is available on the Moodle site]
- recording vital signs
- verbalising escalation concerns using ISBAR
- managing basic airway manoeuvres, adjuncts and oxygen therapy delivery devices
- identifying further clinical risk factors and additional investigations that may be required
- selecting and inserting the correct naso/oropharyngeal airway
- demonstrating chin lift, head tilt and manual ventilation techniques
- demonstrating and instructing on the use of nasal prongs, Hudson and non-rebreather masks, and the HFNP Air Viva

Task Instructions
Step 1. Familiarise yourself with the relevant policies, procedures and legislation available on the unit Moodle site.
Step 2. Familiarise yourself with Standard 8, Recognising and responding to acute deterioration standard (The Australian Commission on Safety and Quality in Health Care, [ACSQH] 2017). Some health care providers are using the first edition of standards so you may also need to review Standard 9, Recognising and responding to clinical

deterioration in healthcare (ACSQH, 2012).
Step 3. In Stage 1 of the simulation, practice your skills in recognising and responding to deteriorating patients as you rotate through the three skill stations.
Step 4. In Stage 2 of the simulation, demonstrate your ability to recognise and respond to the deteriorating patient. You will need to demonstrate:

- initial nursing management
- verbalising a targeted systematic assessment approach (look, listen and feel ABCDEFG) [this worksheet is available on the Moodle site]
- recording vital signs
- verbalising escalation concerns using ISBAR
- managing basic airway manoeuvres, adjuncts and oxygen therapy delivery devices
- identifying further clinical risk factors and additional investigations that may be required
- selecting and inserting the correct naso/oropharyngeal airway
- demonstrating chin lift, head tilt and manual ventilation techniques
- demonstrating and instructing on the use of nasal prongs, Hudson and non-rebreather masks, and the HFNP Air Viva

Return Date to Students: Return information will be given at your local health service.

Assessment Due Date

You will negotiate your due date at your local clinical setting

Return Date to Students

You will negotiate the return date at your local clinical setting

Weighting
Pass/Fail

Assessment Criteria
Student name: _____
Students must pass each criterion in each skill/topic to be successful in this assessment
Students may have a second attempt if unsuccessful at the first attempt.

Skill / Topic		Pass	FAIL
• Skill station: Patient deterioration	• Demonstrate ability to use: look, listen and feel ABCDEFG 1. Otto Breath - respiratory distress and a modified chart 2. Ida Noe - acute confusion plus an irregular HR • Demonstrates an ability to escalate care of the deteriorating patient in a timely manner • Appropriately records vital signs provided on the QADDS chart including, graphs and correct scoring • Effectively and accurately describe the initial management they instigated and outlines any concerns • ISBAR escalation is conducted by the participants • Clearly explains to family members changes in the patient's condition		
• Oxygen Therapy	• Demonstrate application, advantages and disadvantages of nasal prongs, Hudson and non-rebreather masks • Explains flow rates and the precautions required in the administration of oxygen • Demonstrate the use of high flow nasal prongs (HFNP)		
• Basic Airway Management	• Demonstrate airway manoeuvres, insertion/removal of devices and ventilation with bag-valve-mask (BVM) • Effectively demonstrate relevant basic airway management clinical skills		
• Knowledge of polices and guidelines	• Identified deterioration points are justified, logical and aligned with the Registered Nurse Standards for Practice (2016), the Australian National Quality Safety Standards (2014), and/or other relevant legislation and policies.		

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline

Submission Instructions
Assessment will be under taken in the clinical setting at a date and time set by the Graduate Program Coordinator where you work

Learning Outcomes Assessed

- Explain clinical parameters that indicate a patient is deteriorating
- Monitor and interpret physiological and psychosocial data to assess a patient's clinical deterioration

- Communicate effectively with health team and family members to ensure the accurate transfer and escalation of critical information

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

2 Presentation

Assessment Type
Presentation

Task Description
Due Date: Set by your Graduate Program Coordinator at your place of employment
Weighting: Pass/Fail unit.
This assessment addresses the following learning outcomes:

4. Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions
5. Critically examine everyday nursing practices and the ready use of tools related to the deteriorating patient

Task description
You are required to undertake an oral presentation that discusses your participation, observations and interactions in a clinical simulated scenario of a deteriorating patient, in the simulation laboratory at your workplace. Your target audience for your presentation are your workplace colleagues, peers and nurse educators.
Task Instructions
Step 1. Observe clinical simulated scenarios in the simulation laboratory at your workplace. These scenarios focus on the care of the deteriorating patient. The escalation of care required to meet the needs of the patient; the type of interventions required to ensure the best clinical outcomes for the patient; and the effective communication of the patient's changing health status.
Step 2. During the simulations you will be provided with clinical information related to the patient. You are expected to assess the patient, record the vital signs, determine and initiate nursing management and decide when to escalate interventions using ISBAR. This information will be recorded on an assessment worksheet [found on the Moodle site].
Step 3. Present your findings to the group following each clinical simulation. Some important points to consider for presentation while you are participating in, and observing the simulation include:

- Critical thinking and problem solving skills required in addressing the patient deterioration
- Accurate recording of vital signs on the QADDS chart
- How effective escalation using ISBAR was demonstrated
- Effective team work and communication including the use of clinically appropriate language in the communication of key signs/symptoms and the decision to escalate
- Effective communication including the use of appropriate language when communicating with the patient and/or family members
- The role of the registered nurse in the deteriorating patient simulation

Return Date to Students: Return information will be given at your local health service.

Assessment Due Date

Presentation due dates will be negotiated at the local clinical setting

Return Date to Students

Provided by your Graduate Coordinator at your employing health service.

Weighting
Pass/Fail

Assessment Criteria
Student name: _____
Students must pass each criterion in each skill/topic to be successful in this assessment
Students may have a second attempt if unsuccessful at the first attempt.

Skill / Topic	Content covered	PASS	FAIL

Patient Deterioration	Debrief after each scenario and provides constructive feedback on: • Clinical decision making • Recognising deterioration using ABCDEFG • Team work and communication • ISBAR escalation • Role clarification • Communicates effectively, to patient and/or family members, the change in patient's condition	Demonstrates cognitive and technical skills: • Demonstrates clear thinking and technical competence • Signs and symptoms identified • Identifies ISBAR escalation • Identifies the role of the registered nurse • Communicates effectively to patient and/or family members	Does not demonstrate cognitive and technical skills: • Does not demonstrate clear thinking and technical competence • Signs and symptoms are not clearly identified • Does not accurately identify ISBAR escalation • Is unclear in identifying the role of the registered nurse • Does not communicate effectively with patient and/or family members
Debrief	Following each scenario, the teams are asked to provide constructive feedback on: • Clinical decision making • Team work, leadership, role • Escalation using ISBAR • Communication with patient/family member/s	• Presents up to date and accurate knowledge • Demonstrates clinical decision making • Discusses teamwork and leadership adequately • Escalates care using ISBAR • Communicates effectively with patient and/or family member	• Does not present up to date and accurate knowledge • Does not demonstrate clear clinical decision making • Does not adequately discusses teamwork and leadership • Does not discuss reasons to escalate care using ISBAR • Does not communicate effectively with patient and/or family member/s
Presentation	• Oral style: Uses vocabulary structures and forms to appropriately address audience • Incorporates appropriate headings (teamwork, leadership, reasons to escalate care).	Communication • Communicates clearly and accurately • Incorporates appropriate heading	Communication • Does not communicate clearly and accurately. • Does not address appropriate heading (teamwork, leadership, reasons to escalate care)

PASS/FAIL Assessor Name_____ Signature _____
Date_____

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline

Submission Instructions
Presentations will be undertaken at the local clinical setting

Learning Outcomes Assessed

- Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions
- Critically examine everyday nursing practices and the ready use of tools related to the deteriorating patient.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem