



NURS20170 Patient Deterioration in the Clinical Setting

Term 2 - 2022

Profile information current as at 14/12/2025 12:29 pm

All details in this unit profile for NURS20170 have been officially approved by CQU University 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 - 2022

- 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](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students and industry partner verbal feedback.

Feedback

Some students reported that the oral assessment was not clearly completed, however industry partners verbalised the oral assessment was conducted conversationally rather than a formal presentation.

Recommendation

Recommend changing oral presentation to a written reflection to support student preparation for term 2 unit written assessments, and to promote student engagement with term 1 content engagement through the unit Moodle 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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge					
2 - Communication					
3 - Cognitive, technical and creative skills					
4 - Research					
5 - Self-management					
6 - Ethical and Professional Responsibility					
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%								
2 - Presentation - 0%								

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)
- Access to MIMS through the university library
- CQ university Library resources for research
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)

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

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Leanne Jack Unit Coordinator

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Amy-Louise Byrne Unit Coordinator

a.byrne@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Self-directed learning		Zoom - Welcome and orientation

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 Considering the deteriorating patient		Zoom - The deteriorating patient

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 Monitoring and interpretation of physiological data		Zoom - Physiological data

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 Monitoring and interpretation of physiological data		Zoom - Discussion of Modules 1 and 2 from previous weeks

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Monitoring and interpretation of psychosocial data		Zoom - Psychosocial data

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
		No timetabled learning activities. Please use this week to progress your assessments.

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Monitoring and interpretation of psycho-social data		Zoom Discussion of Module 3

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 Communicating and the deteriorating patient		Zoom - Communication

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 Communicating and the deteriorating patient		Zoom - Discussion of Module 4

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Evaluating nursing actions		Zoom - Nursing actions

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Evaluating nursing actions		Zoom -Discussion of Module 5

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 Nursing practices and the deteriorating patient		Zoom - Nursing practices

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 Nursing practices and the deteriorating patient		Zoom - Wrap up of the unit Practical Assessment Due: Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST Presentation Due: Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Practical Assessment

Assessment Type

Practical Assessment

Task Description

Aim

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.

Task Description

You are required to demonstrate the safe care of a deteriorating patient in a clinical simulation setting. This assessment is undertaken at a skill station(s) (this structure may vary across different Health Services). You may be required to rotate between skill stations. You will have the opportunity to demonstrate, explain and safely perform these skills:

- 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 naso/oropharyngeal airway
- demonstrating chin lift, head tilt and manual ventilation techniques
- demonstrating and instructing on the use of nasal prongs, Hudson mask, non-rebreather masks, bag-valve mask (BVM) and high flow nasal oxygen therapy.

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).

Step 3. Stage 1- practice your skills in recognising and responding to deteriorating patients rotating through skill stations.

Step 4. Stage 2 - demonstrate your ability to recognise and respond safely to the deteriorating patient including:

- 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 ISOBAR
- 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 naso/oropharyngeal airway
- demonstrating chin lift, head tilt and manual ventilation techniques
- demonstrating and instructing on the use of nasal prongs, Hudson mask, non-rebreather masks, BVM and high flow nasal oxygen therapy.

Assessment Due Date

Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST

i. Students in a Partnered Graduate Program The Graduate Coordinator will advise you of the due date. ii. Students NOT in a Partnered Graduate Program The Signed Assessor Agreement Form must be submitted to the assessment portal by Friday 29th August 2022 (Week 3). This must be signed by one of your unit nursing leaders (NUM, CNC, Nurse Educator) indicating that they will assess you in this task on an agreed due date. The completed Marking Rubric must be emailed by your assessor to the Unit Coordinator by Friday 7th October 2022 5pm (Week 12). Students are requested to liaise

with their assessor to ensure their Rubric has been emailed to the Unit Coordinator by the due date.

Return Date to Students

Week 12 Friday (7 Oct 2022)

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

NURS20170 Patient deterioration in the clinical setting - Assessment One Rubric.

Students must pass each criterion in each skill/topic to be successful in this assessment. Students may have a second attempt if unsuccessful in the first attempt.

Skill / Topic	Criteria	PASS	FAIL
Patient deterioration	<ul style="list-style-type: none">• Demonstrate ability to use look, listen and feel ABCDEFG.• Demonstrates ability to monitor and escalate care of the deteriorating patient in a timely manner.• Appropriately records vital signs provided on the deterioration observation document used in your facility.• Verbalise initial management and outline concerns.• ISBAR is used and verbalised in escalation of treatment.• Effectively communicates with patient and/or family members to explain change in patient's condition.		
Oxygen Therapy	<ul style="list-style-type: none">• Demonstrate application, advantages and disadvantages of NP, HM, Non- rebreather.• Explains the oxygen flow rates and precautions required.• Demonstrate high flow nasal oxygen therapy set up, uses and how to record settings.		
Basic Airway Management	<ul style="list-style-type: none">• Demonstrate airway manoeuvres, insertion/removal of devices and ventilating with BVM.• Effectively demonstrate skills relevant to clinical skills and tasks.		
Knowledge of policies and guidelines	<ul style="list-style-type: none">• Identified points of deterioration are justified and aligned with the Registered Nurse Standards for Practice (2016) and the Australian National Quality Safety Standards (2017) and/or other relevant legislation and policies.		

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

i) Students in a partnered graduate program. Your Graduate Coordinator will forward your grades to your Unit coordinator ii) Students not in a partnered graduate program. Please ask your assessor to forward your completed marking criteria to the Unit coordinator via email to l.jack@cqu.edu.au by Friday 7th October 2022 5pm

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
- Research
- Ethical and Professional Responsibility

2 Presentation

Assessment Type

Presentation

Task Description

Aim

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of using reflection to self-assess your clinical practice.

Instructions

You will provide an oral report on your participation in your simulation assessment.

Your target audience for your presentation may include your workplace colleagues, peers or unit nursing leaders.

Please follow the steps below to complete this assessment task:

Step 1. Access a validated reflection model (for example, the Gibbs' Reflective Model, 1988) to reflect on your simulated patient deterioration activity – Assessment One.

Step 2. Structure your presentation in a manner that is logical, and the patient experience and your experience is presented systematically.

Step 3. Apply a validated reflection model and present your reflection in an objective manner to your audience that may include peers, educators and other unit nursing leaders.

Assessment Due Date

Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST

i. Students in a Partnered Graduate Program The Graduate Coordinator will advise you of the due date ii. Students NOT in a Partnered Graduate Program Please ask your assessor to forward the Marking criteria via email to the Unit Coordinator l.jack@cqu.edu.au by Friday 7th October 2022 5pm

Return Date to Students

Week 12 Friday (7 Oct 2022)

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

NURS20170 Patient deterioration in the clinical setting - Assessment Two Rubric. Students must pass each criterion in each skill/topic to be successful in this assessment. Students may have a second attempt if unsuccessful in the first attempt.

SKILL / TOPIC	CONTENT COVERED	PASS	FAIL
Patient deterioration	Debrief after each scenario and provide constructive feedback that is both critical and self-reflective on: <ul style="list-style-type: none">Clinical decision making.Recognising deterioration using ABCDEFG.Teamwork and communication.ISBAR escalation.Role clarification.Communicates effectively to patient and/or family members the change in patient's condition.	<ul style="list-style-type: none">Demonstrates cognitive and technical skills in the oral presentation and reflective writing.Demonstrates critical thinking and technical competence.Signs and symptoms identified.Identifies ISBAR escalation.Critically examines everyday nursing practices related to the role of the registered nurse.Communicates effectively to patient and/or family members.	<ul style="list-style-type: none">Does not demonstrate cognitive and technical skills in the oral presentation and reflective writing.Does not demonstrate critical 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 the patient and/or family members.
Debrief	Following each scenario, students are asked to provide constructive feedback on their: <ul style="list-style-type: none">Clinical decision making.Teamwork, leadership, role.Escalation using ISBAR.Communication with patient/family member/s.	<p>Presents up to date and accurate knowledge:</p> <ul style="list-style-type: none">Demonstrates clinical decision making through critical use of available tools related to management of the deteriorating patient.Discusses teamwork, leadership adequately and critically.Escalates care using ISBAR.Communicates effectively with the patient and/or family member/s.	<p>Does not present up to date and accurate knowledge:</p> <ul style="list-style-type: none">Does not demonstrate clear clinical decision making.Does not adequately discuss teamwork, leadership.Does not discuss reasons to escalate care using ISBAR.Does not communicate effectively with the patient and/or family member/s.
Presentation	Oral style: <ul style="list-style-type: none">Uses vocabulary structures and forms to appropriately address the audience.Incorporates appropriate heading if PowerPoint is used (teamwork, leadership, reasons to escalate care).	<p>Communication:</p> <ul style="list-style-type: none">Communicates clearly and accurately.Incorporates appropriate heading if PowerPoint is used.	<p>Communication:</p> <ul style="list-style-type: none">Does not communicate clearly and accurately.Does not address appropriate heading if PowerPoint is used (teamwork, leadership, reasons to escalate care).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

i) Students in a partnered graduate program. Your Graduate Coordinator will forward your grades to your Unit coordinator ii) Students not in a partnered graduate program. Please ask your assessor to forward your completed marking criteria via email to the Unit coordinator l.jack@cqu.edu.au by Frida 7th October 2022 5pm

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

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