NURS20170 *Patient Deterioration in the Clinical Setting*
Term 2 - 2023

Profile information current as at 21/04/2024 01:56 am

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. This unit will develop your theoretical knowledge of reflection in professional practice of nursing care coordination of the deteriorating patient.

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 - 2023

- 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. **Reflective Practice Assignment**
Weighting: Pass/Fail
2. **Practical Assessment**
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. Analyse person-centred care of the deteriorating patient through critical self-reflection of professional practice.

N/A.

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	○	○	○	○	○			
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								

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)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- CQ university Library resourses for research
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)
- Endnote bibliographic software. This is recommended for formatting references.

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

Amy-Louise Byrne Unit Coordinator
a.byrne@cqu.edu.au
Leanne Jack Unit Coordinator
l.jack@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to the unit. Self-directed learning module. **Considering the deteriorating patient.** **Clinical reasoning, patient deterioration and assessment frameworks.**	Review the Moodle site and click on all the links. Find out what is in Student Support? How do I find the Library? Click on the link and learn what is the Academic Learning Centre? Readings and activities as outlined in module.	**Recorded presentations:** • Welcome and Unit Introduction O Week. • Assessments 1 and 2. • Considering the deteriorating patient. **Assessments 1 and 2** - Review the assessment tasks and make a study plan. **Activity** – Access the General Discussion page and introduce yourself to your colleagues by providing your: 1. Name 2. Where you work 3. Why you are studying GCN.

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Considering the deteriorating patient. **Clinical reasoning, patient deterioration and assessment frameworks.**	Readings and activities as outlined in module.	**Zoom** - Drop-in question and answer - Unit content and assessments. **Assessment 1** - Discuss your patient deterioration simulation day/time with your Graduate Program Coordinator (partnered students) or nurse educator (non-partnered students). **Assessment 2** - Review reflection frameworks and select a framework that aligns with your thinking and reflection style. **Announcement and Discussion Boards** - Check for posts and updates.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and interpreting physiological data.	Readings and activities as outlined in module.	**Recorded presentation:** Listen to the presentation. **Assessment 1** - Start practicing your clinical skills to care for a simulated deteriorating patient. **Announcement and Discussion Boards** - Check for posts and updates.

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and interpreting physiological data.	Readings and activities as outlined in module.	**Zoom** - Drop-in question and answer - Unit content and assessments. **Assessment 1** - Continue preparing assessment. **Announcement and Discussion Boards** - Check for posts and updates.

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and interpreting psychosocial data.	Readings and activities as outlined in module.	**Recorded presentation** - Listen to the presentation. **Assessment 1** - Reflect on equipment and knowledge required to undertake this assessment. **Announcement and Discussion Boards** - Check for posts and updates.

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Please use this mid-term break as an opportunity to rest and recover.	No timetabled learning activities. Please use this week to progress your assessments.

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and interpreting psychosocial data.	Readings and activities as outlined in module.	Zoom - Drop-in question and answer - Unit content and assessments.

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Communicating and the deteriorating patient	Readings and activities as outlined in module.	**Recorded presentation:** Listen to the presentation. **Assessment 1** - Progress assessment 1. **Assessment 2** - Select a reflection framework to start your presentation. **Announcement and Discussion Boards** - Check for posts and updates. **Written Case Study** Due: Week 7 Wednesday (30 Aug 2023) 5:00 pm AEST

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Communicating and the deteriorating patient	Readings and activities as outlined in module.	**Zoom** - Drop-in question and answer - Unit content and assessments. **Assessment 2** - Start your reflection on your SIM. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity. **Announcement and Discussion Boards** - Check for posts and updates.

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic

Evaluating nursing actions	Readings and activities as outlined in module.	**Recorded presentation** - Listen to the presentation. **Assessment 1** - If needing to complete, discuss assessment date with your assessor. **Assessment 2** - Read broadly around the reflection framework to inform this assessment task. You might wish to seek assessment preparation help from the Academic Learning Centre and/or Studiosity. **Announcement and Discussion Boards** - Check for posts and updates.

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating nursing actions	Readings and activities as outlined in module.	**Zoom** - Drop-in question and answer - Unit content and assessments. **Assessment 2** - Continue writing your reflection on your SIM. **Announcement and Discussion Boards** - Check for posts and updates.

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing practices and the deteriorating patient	Readings and activities as outlined in module.	**Recorded presentation** - Listen to the presentation. **Assessment 2** - Continue writing your assessment. Submit to Turnitin to check originality score. **Announcement and Discussion Boards** - Check for posts and updates.

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nursing practices and the deteriorating patient	Readings and activities as outlined in module.	**Zoom** - Drop-in question and answer - Unit content and assessments. **Assessment 2** - Finalise Assessment 2, check originality score and make relevant changes. Submit by the due date/time. **Announcement and Discussion Boards** - Check for posts and updates. **Practical Assessment** Due: Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success.

Assessment Tasks

1 Written Case Study

Assessment Type
Reflective Practice Assignment

Task Description

NURS20170
Patient Deterioration in the Clinical Setting
Assessment One: Written case study

Type: Written case study
Due Date: 5pm (AEST) Wednesday 30th August 2023 (Week 7) for all students
Weighting: PASS/FAIL
Length: 1,000 words
Unit Coordinator: Dr Amy-Louise Byrne

Aim

The aim of this assessment is for you to demonstrate your knowledge, understanding and critical thinking using a deteriorating patient case study.

Instructions

Provide a written essay answering the prompts below about the provided case study. To complete this assessment, you are provided with a reflective framework (What, Why, How?). Please follow the steps below to complete this assessment task.

1. Provide a brief introduction outlining the aim of your assessment task (approximately 50 words).
2. **Identify the point of care, where escalation of deterioration should have occurred (50 – 100 words):** Using the case study, clinical notes and Early Warning Tool (QADDS) provided, write a brief statement identifying the time point(s) of Gordon's deterioration.
3. **Identify and explore process and new learning (800 words)**: Using the framework below, provide a critical, logical, objective and evidence-informed written piece on the case study including the following:

· What? Using evidence-based literature, identify what nursing actions that should have been taken based on the trend in Gordon's assessment data.

· Why? Analyse the initial response to Gordon's deterioration and discuss potential factors as to why the deterioration was initially missed, or not appropriately managed.

· How? Identify two strategies that could have been implemented by the nursing staff to ensure the appropriate recognition and response to deterioration, thereby ensuring patient safety. Use current evidence to justify your strategies.

4. Provide a concise conclusion summarising the main concepts in your assessment (approximately 50 words).

Literature and references

In this assessment use at least five contemporary references (5 years or less) sourced from the CQUniversity library to substantiate your discussion. You may use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, healthcare organisations, or peak national bodies, for example, the Australian College of Nursing. Note, websites such as Stat Pearls, Life in the Fastlane, and Wikipedia are not suitable for this assessment task.

Requirements

· Have a cover page to your assignment that includes your name, student number, unit code, workplace, and in-text word count.

· Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on the top right side of each page in a header.

· Use formal academic language, with third person prose.
· Use the headings Introduction, What, Why, How and Conclusion.
· Start your reference list on a separate page to the body of your assignment.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU APA Referencing Style Guide.
· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations. Avoid direct quotes as this reflects the knowledge of others and not your unique interpretation of the evidence.

Resources

· Decision-making framework (DMF) (NMBA, 2020).
· Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice (2016).
· National Safety and Quality Health Service (NSQHS) Standards (2017) or Aged Care Quality Standards (2022).
· Patient Safety Competency Framework (PSCF) (Levett-Jones et al., 2017).
· We recommend that you access your discipline specific Nursing Resource Guide.
· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
· You may wish to submit a draft to Studiosity.
· You can use unit provided materials and other credible sources, e.g., journal articles, books to reference your argument. The quality and credibility of your sources are important.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

To achieve a passing grade for this unit you are required to pass this assessment item. If you do not receive a passing grade, you may be eligible for one re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

· have shown a reasonable attempt to complete the initial assessment task
· be granted a re-attempt by your Unit Lead/Coordinator
· make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt for this assessment is allowed.

Learning Outcomes Assessed

4. Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions.
5. Analyse person-centred care of the deteriorating patient through critical self-reflection of professional practice.

Case Study

Gordon is an 84-year-old farmer, who lives at home independently with his wife. Gordon has a history of right and left knee reconstruction (10 and 5 years ago respectively), hypertension and Myelodysplastic Syndrome (MDS) for which he sees a private haematologist.

On Friday, Gordon presented to the local GP complaining of an earache. Amoxicillin 500mg oral antibiotics were prescribed three times per day. Two days later, on Monday morning, Gordon is woken from sleep with a severe pounding headache and earache. He is taken to the local hospital emergency department, where he is prescribed initial treatment of intravenous fluids (IV) and oral antibiotics, and undergoes a computed tomography (CT) scan of his head, a urine sample and blood cultures. He is transferred to the ward for ongoing treatment, under the medical team with a provisional diagnosis of ear infection.

On day two of his admission, at midnight, Gordon calls the nursing staff, stating he has

6/10 pain in his ear and head. He states he feels nauseated, weak and generally unwell. The nursing staff complete a set of observations, administer oral Paracetamol 1gram and encourage Gordon to rest.

Gordon wakes at 6am feeling increasingly nauseated and weak. He feels cold and states he has 10/10 pain in his ear. He is flushed in the face, and has a rash over his anterior abdomen and thorax, extending to his arms and legs. The nursing team complete a set of observations and provide Paracetamol 1gram for pain relief and for his fever. As it is time for handover, the nursing team inform Gordon they will be back. Handover is completed by 7:45am, and the morning nurses come to assess Gordon. He is now acutely unwell, moaning in pain and fidgeting with his blankets and IV line. After completing a set of observations at 8am, the nursing team trigger an emergency response call.

The emergency response team arrive, and complete a comprehensive assessment, recognising that Gordon is likely septic. They take bloods, commence IV fluids and prescribe IV antibiotics, Piperacillin/Tazobactum. The emergency team step down, and attempt to make contact with the ward medical team, however they are not able to get a hold of anyone. Later, the nursing staff are able to get in contact with a Junior Medical Officer (JMO), however they have six people to see in the emergency department, and as Gordon has just been seen by the emergency response team, the JMO decides to see her other patients first.

Gordon's family arrive at 9am and find him to be uncomfortable. The family explain to the staff that he has an allergy to Amoxicillin (rash) and that they had notified the ED team of this when he was admitted. This was not recorded in the medical documentation. The family are distressed about his sudden decline and enquire as to what his plan of care is. The nurse again pages the medical team; however, they are not able to attend the ward.

On day six, the family were notified that due to his MDS, Gordon is neutropenic, and the source of the infection is osteomyelitis at the back of the ear/skull. Gordon has an extended hospital stay of 4 weeks.

Assessment Due Date

Week 7 Wednesday (30 Aug 2023) 5:00 pm AEST

Return Date to Students

Week 10 Friday (22 Sept 2023)

An announcement will be posted to the Unit Moodle site advising when assessment marking is complete and results have been released. This may take up to 3 weeks.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

NURS20170 Patient deterioration in the clinical setting – Assessment Two Rubric. Student name: Student number:

To achieve a pass in this assessment **students must be successful in each of the 3 major criteria.**

To be successful in each of the major criteria students must be successful **in one half of the given minor criteria,** i.e., 3/5; 3/6; 2/4

PASS	FAIL
STRUCTURE, PRESENTATION & PROFESSIONAL WRITING	
• The assessment demonstrates logical and coherent flow. • The assessment adheres to the presentation requirements with less than three errors. • There are no more than three different spelling errors. • There are no more than three different grammatical errors. • There are no more than three different punctuation errors.	• The assessment does not demonstrate logical and/or coherent flow. • The assessment does not adhere to the presentation requirements and has three or more errors. • There are more than three different spelling errors. • There are more than three different grammatical errors. • There are more than three different punctuation errors.
CONTENT – KNOWLEDGE & UNDERSTANDING OF CRITICAL ANALYSIS	

PASS	FAIL
• Provides a succinct introduction that presents the aims and objectives of the assessment. Accurately identifies the point of deterioration in the case study. • Explains and explores the 'what' deterioration trends are present in the case study . • Explains 'why' the case study deteriorated by analysing the initial response to deterioration and discusses reasons why the deterioration was initially missed or not appropriately managed. • Explains 'how' patient deterioration can be more effectively managed by identifying two strategies that could be used by the nursing staff to improve recognition and response to deterioration, with reference to patient safety. • Provides a succinct conclusion summarising the main points of the assessment.	• A succinct introduction presenting the aims and objectives of the assessment is not presented. • The identification of deterioration and trends is not clear or absent. • Inconsistently or does not explore the 'what' deterioration trends are present in the case study. • Inconsistently or does not explain 'why' the case study deteriorated. Does not, or inconsistently analyse the initial response to deterioration and discusses reasons why the deterioration was initially missed or not appropriately managed. • Inconsistently or does not explain the 'how' patient deterioration can be more effectively managed. Does not, or inconsistently identify two strategies that could be used by the nursing staff to improve recognition and response to deterioration, with reference to patient safety. • A succinct conclusion summarising the main points of the assessment is not presented.
REFERENCING	
• The assessment is substantiated with current, peer reviewed literature using the APA 7th edition referencing style (current CQUniversity abridged edition). • The literature cited is current, i.e., published within the last 7 years, reputable and may include seminal works. • There are less than three different errors with in-text APA 7 referencing. • There are less than three different errors in APA 7 referencing in the reference list.	• The assessment is not substantiated with current, peer reviewed literature using the APA 7th edition referencing style (current CQUniversity abridged edition). • The literature cited is not current, i.e., not published within the last 7 years, is not from reputable sources and does not contain seminal work. • There are three or more errors with in-text APA 7 referencing. • There are three or more errors with the APA 7 referencing in the reference list.
Feedback:	
ALLOCATED GRADE **PASS** **Fail** **MARKER:** **DATE:**	

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Initiate interventions based on diagnostic results of clinical assessment tools and evaluate your nursing actions
- Analyse person-centred care of the deteriorating patient through critical self-reflection of professional practice.

2 Practical Assessment

Assessment Type
Practical Assessment

Task Description

NURS20170
Patient Deterioration in the Clinical Setting
Assessment Two: Practical Assessment

Type: Practical assessment
Due date:

i. Students in a **Partnered Graduate Program**	The Graduate Coordinator will advise you of the due date (no later than 4th October 2023).
ii. Students **NOT in a Partnered Graduate Program**	**The Signed Assessor Agreement Form** must be submitted to the assessment portal by **5pm (AEST) Friday 19th July 2023 (Week 2).** 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 submitted to the assessment portal by **5pm (AEST) Wednesday 4th October 2023 (Week 12).**

Weighting: PASS/FAIL
Unit Coordinator: Amy-Louise Byrne

Aim

The aim of this clinical assessment is to evaluate 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 the patient. The assessment will also assess your knowledge of the pathology of a patient's deteriorating condition, your ability to interpret clinical manifestations and effectively communicate these changes in health to team members including the patient.

Instructions

You are required to demonstrate the safe care of a deteriorating patient in a simulated clinical 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 practice the skills you will be assessed on prior to the clinical simulation.

You will then be assessed on your ability to explain and safely demonstrate the following skills:

· Initial nursing management

· Verbalising a targeted systematic assessment approach (look, listen and feel ABCDEFG) [this worksheet is available on the Moodle site], or you may use an alternative patient assessment framework, such as the primary/secondary assessment/survey, body systems or head-to-toe assessment

· Recording and verbalising 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 a 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 the high flow nasal oxygen therapy.

Please follow the steps below to complete your assessment task:

Step 1. Familiarise yourself with the relevant policies, procedures and legislation available on the unit Moodle site and in your health service.

Step 2. Familiarise yourself with *Standard 8, Recognising and responding to acute deterioration standard* (Australian Commission on Safety and Quality in Health Care, [ACSQH] 2017). Standard 3, Personal Care and Clinical Care (The Aged Care Quality and Safety Standards) will assist students undertaking this assessment from an aged care perspective.

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

Step 4. Stage 2 – demonstrate and explain your ability to recognise and safely respond 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] or you may use an alternative patient assessment framework, such as the primary/secondary assessment/survey, body systems or head-to-toe assessment

· Recording and verbalising 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 a 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.

Submission

Upload your completed rubric, signed by your Graduate Program Coordinator (for students enrolled in a partnered Graduate Program) or Assessor (for students not enrolled in a partnered Graduate Program) and yourself to the Assessment One portal in the Unit Moodle site. ***Please note that submission of fraudulent assessment results by a student may result in the notification to AHPRA of such occurrence.***

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

To achieve a passing grade for this unit you are required to pass this assessment item.

If you do not receive a passing grade, you may be eligible for a re-attempt. A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment. You must:

· have shown a reasonable attempt to complete the initial assessment task

· be granted a re-attempt by your Unit Lead/Coordinator

· make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

All students (partnered and non-partnered students) who are offered an assessment re-attempt are required to discuss assessment re-attempt preparation and due date with their Graduate Program Coordinator (for students enrolled in a partnered Graduate Program) or Assessor (for students not enrolled in a partnered Graduate Program).

Learning Outcomes Assessed

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.

Assessment Due Date

Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2023)

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

NURS20170 Patient deterioration in the clinical setting – Assessment Two Rubric.

Student name: Student number:

Skill / Topic	Criteria	PASS	FAIL
Patient deterioration	• Demonstrates ability to use look, listen and feel ABCDEFG or safely uses an alternative assessment framework to identify signs and symptoms of clinical deterioration. • Demonstrates ability to monitor and escalate care of the deteriorating patient in a timely manner through effective use of clinical decision-making and critical use of available clinical tools. • Appropriately records vital signs provided on the deterioration observation document used in your facility. Verbalises initial management and outline concerns. • ISBAR is used and verbalised in escalation of treatment. • Adequately and critically demonstrates or discusses effective teamwork and leadership in the care coordination of the deteriorating patient. • Communicates effectively with patient and/or family members to explain change in patient's condition.		
Oxygen Therapy	• Demonstrates application, advantages and disadvantages of nasal prongs, Hudson mask, non-rebreather face mask • Explains oxygen flow rates and precautions required for nasal prongs, Hudson mask, non-rebreather face mask. • Demonstrates high flow nasal oxygen therapy set up, use and how to record settings.		
Basic Airway Management	• Demonstrates airway manoeuvres, insertion/removal of devices and ventilating with Bag-Valve-Mask. • Effectively demonstrates relevant clinical skills commensurate with nursing tasks when coordinating care of the deteriorating patient.		
Knowledge of policies and guidelines	• Identified points of deterioration are justified (explained) 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. • Discusses the role of the registered nurse in relation to organisational policies and guidelines in the care coordination of the deteriorating patient.		

Feedback: **Students must pass all skills/topic areas to pass the assessment.**

ALLOCATED GRADE **PASS** **FAIL** **DATE:**

MARKER SIGNATURE: **STUDENT SIGNATURE:**

Please note that submission of fraudulent assessment results by a student will result in the notification to AHPRA of such occurrence.

Referencing Style

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

Submission
Online

Submission Instructions
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 5pm (AEST) Friday 19th July 2023 (Week 2). 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 submitted to the assessment portal by 5pm (AEST) Wednesday 4th October 2023 (Week 12).

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

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