

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



NURS12160 Acute Alterations in Health

Term 1 - 2025

Profile information current as at 13/02/2025 01:16 pm

All details in this unit profile for NURS12160 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

Australians are living longer. Traditionally health care has been focused on acute illness. The number of people living with chronic disease is growing. This is an important intersection as many chronic illnesses begin as an acute alteration or can cause an acute alteration in health. Australia's National Health Priority Areas (NHPAs) are diseases and conditions given focused attention by government because they significantly contribute to the burden of illness and injury in the Australian community. In this unit, you will identify the NHPAs and explore their link to lifestyle factors such as obesity, insufficient physical activity, tobacco smoking, and alcohol use and their impact on acute health conditions. You will consider the nursing process required to support people with acute conditions or deterioration of people. You will examine factors to assist you in the early recognition of sepsis and determine the nursing role in each phase of the perioperative period. This unit provides the theoretical underpinning for NURS12161 Professional Experience Practice 2 and should be completed with or before NURS12161.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: NURS11170 Professional Experience Placement 1 or NURS11161 Clinical Nursing Practice 1 or admission to CM77

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 1 - 2025

- Brisbane
- Online
- Rockhampton

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 Undergraduate 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. **Written Assessment**

Weighting: 40%

2. **Case Study**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 20%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

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 SUTE Data

Feedback

The outline of the assessments is not at all clear. There should not be three different sources of information for assessments all stating conflicting info (task sheet, rubric & ALC videos).

Recommendation

Extra time will be spent explicitly explaining to students the assessment requirements and how the assessment details/instruction/task work together with the rubric and instructional videos to complete the assessment piece. The link between assessment task and unit content will be directly covered and explained to assist students to complete the required learning prior to undertaking the assessment piece.

Feedback from SUTE Data

Feedback

I found the weekly material a little difficult to keep track of. Each time I went out of the weekly content, I would have to start from the beginning, it did not go to where I left off. I was also confused as I had watched the videos in the weekly modules. But I didn't realise there were also weekly zoom sessions that were recorded and uploaded on the Virtual Classes tile that complemented the weekly module content.

Recommendation

Learning and Teaching Design Team will be consulted to adjust Moodle formatting to ensure that the screen does not 'reset' to the beginning when accessing a link on the page, and that the screen will return to 'last page accessed'. Links are set to open in a new screen in an attempt to stop any loss of page or place. It will be made clearer to students that weekly guest speaker sessions are designed to build upon the weekly module content. Location of these uploaded recordings will be reassessed as to where to locate on the Moodle page.

Feedback from SUTE Data

Feedback

This was probably one of my most enjoyable units ever. The context was intense but very interesting. Rachel, Tric and Megan are absolutely amazing nurses and coordinators! I can't thank them enough. They work super well together and we all looked forward to the weekly tutorials. I really enjoyed the guest speakers also as it gave such insight to the real world.

Recommendation

Continue to provide engaging tutorial sessions and guest speakers to provide real world context and application of knowledge and skills.

Feedback from SUTE Data

Feedback

Trish, Rachel, Belinda & Megan possess a remarkable talent for breaking down difficult concepts into manageable pieces, ensuring that every student grasps the material and feels supported in their learning journey. All the instructors are very knowledgeable and passionate. Lecturers were approachable and their open-mindedness have made it easy for me to seek clarification or ask questions without hesitation.

Recommendation

Unit Coordinators will continue to promote an engaging and inclusive environment that encourages students to participate and ask questions. We aim to continue to support and encourage student learning, engagement and development.

Feedback from SUTE Data

Feedback

This unit's content was exceptionally well done and easy to navigate the information provided was very helpful and educational. I enjoyed the learning material and watching the lectures. I wish I didn't have to work and could attend them live. The support for the assessments was incredible. Well done to all involved.

Recommendation

Unit layout will remain as is to support and facilitate ease of navigation. Online sessions will continue to be recorded to allow students to revisit and support student learning around life commitments.

Feedback from SUTE Data

Feedback

I just want to say how amazing the teachers were for this subject; I cannot thank them enough. They were so open with topics and really got me motivated to be the best nurse I can be. 100/10 for all three of those lovely ladies (Rachel, Megan and Tric)!!

Recommendation

The Unit Coordination team will continue to provide time and build engagement with students through operating an

'open office' approach in face-to-face or virtual via Teams, Zoom or phone. This is to ensure that all students can be and do feel supported with encouragement to contact the Unit Coordination team to ask any questions or seek any support needed.

Unit Learning Outcomes

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

1. Identify the National Health Priority Areas (NHPA) and discuss their impact on a person's acute health status
2. Discuss socio-cultural and lifestyle issues that may predispose a person to an acute alteration in health
3. Identify factors associated with the early recognition of deteriorating patients in the acute care environment
4. Identify factors associated with the early recognition of sepsis in the acute care environment
5. Determine the nursing role in each phase of the perioperative period.

Content in this unit incorporates a number of professional nursing requirements

Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice

Thinks critically and analyses nursing practice

Maintains the capability for practice

Develops a plan for nursing practice

Evaluates outcomes to inform nursing practice

Nursing and Midwifery Board of Australia Nursing Code of Conduct

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Research in health

Health and wellbeing

International Council of Nursing Code of Ethics for Nursing

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

National Safety and Quality Health Service Standards

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Recognising and responding to acute deterioration

Patient Safety Competency Framework

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

Aged Care Quality Standards

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 40%	•				•
2 - Case Study - 40%	•	•	•	•	
3 - Online Quiz(zes) - 20%	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication					
2 - Problem Solving					
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy					
5 - Team Work					•
6 - Information Technology Competence			•	•	•
7 - Cross Cultural Competence					
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 February 2025

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.