

# Unit Outline (Higher Education)

**Institute / School:** Institute of Health and Wellbeing

**Unit Title:** CARDIAC NURSING PRACTICE 1

**Unit ID:** HEACN6001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 060399

## Description of the Unit:

The purpose of this unit is to prepare registered nurses for specialist nursing practice with an in-depth understanding of cardiac practice. This unit will extend specialist knowledge and skills for safe and effective cardiac nursing care in a strength-based framework. You will examine cardiac care in practice and develop advanced skills for evidence based cardiac assessments and the formulation of person-centred recovery-oriented nursing care. Students will be provided with opportunities to develop sound clinical reasoning in the holistic care of individual's experiencing poor health among cardiac patients and their families.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Explain the principles that underpin inter-professional practice in cardiac service provision and the contribution of each professional group to enable effective care of the cardiac patient
- K2.** Demonstrates the role of the cardiac nurse in a multi-disciplinary and multi-professional approach to treatment and recovery among patients
- K3.** Demonstrate a critical understanding of the key models and theories of cardiac nursing care as they are applied to cardiac practice

#### Skills:

- S1.** Identify the role of the cardiac nurse as a care provider and synthesise skills in assessment, and communication among patients and their families
- S2.** Utilise advanced critical knowledge and skills to develop critical thinking and independent judgement within a complex clinical area
- S3.** Initiate, plan and implement skilled, safe and competent nursing practice across the discipline of acute cardiac practice within the health services

#### Application of knowledge and skills:

- A1.** Critically evaluates models of care relevant to the care continuum, to inform co-constructed personalised care strategies which meet the consumer and their family's needs as well as health needs
- A2.** Exercises enhanced clinical judgement and decision-making and insight regarding nursing in pursuit of optimal outcomes for the cardiac patient and their family
- A3.** Engages in collaborative critical reflection on cardiac nursing practice through clinical supervision and achievement of lifelong learning outcomes

#### Unit Content:

Topics may include:

- Self-reflection, practice reflection, critical analysis and evaluation
- Theoretical assessment
- Demonstration of clinical skills and assessment
- Competency assessments
- Discussion with clinical resource persons
- Observation of clinical practice

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be*

evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups. Students will be required to display (in person and/or online) high-level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in:</p> <ul style="list-style-type: none"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, S1, S2, S3, A1, A2, A3	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2, A3	Evidence based cardiac practice assessment (B) Content covered in blended learning	Oral or pre-recorded presentation of a noncomplex clinical case-study with supporting written case outline	40-60%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Evidence based cardiac practice assessment (B) Content covered in blended learning	Oral or pre-recorded presentation of a complex clinical case-study with supporting written case outline and critical reflection	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)