

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	ADVANCED PRACTICE IN HEALTHCARE
<b>Unit ID:</b>	HEANP6001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060399

## Description of the Unit:

The aim of this unit is to support the student in their understanding of the professional role of the Nurse Practitioner and how the role meets the national Nurse Practitioner Standards for Practice (2021) in the context of advanced practice generally. In particular, students will gain an understanding of how government health priorities, inequities in access and service delivery models of care impact on national healthcare. General contexts of practice will also be examined, including the impacts of socio-political diversity, cultural awareness and safety and the importance of reflective practice in extending the nurse practitioner role to improve healthcare.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

### Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

#### Knowledge:

- K1.** Demonstrate how the Nurse Practitioner (NP) Standards for Practice inform the role of the Nurse Practitioner in clinical practice across the lifespan
- K2.** Examine the role of the Nurse Practitioner in maintaining quality and safe patient care across the lifespan in accordance with National Quality and Safety Health Service Standards (2017-2019) and Aged Care Quality Standards (2021)
- K3.** Critique the influence of Aboriginal and Torres Strait Islander peoples' histories on their perspectives of health and wellness

#### Skills:

- S1.** Articulate the value of the Nurse Practitioner role in a variety of healthcare settings and contexts including local, national and global perspectives
- S2.** Promote the role of the Nurse Practitioner in clinical, political and professional contexts

#### Application of knowledge and skills:

- A1.** Apply knowledge of scope of practice to collaborate and consult with health care team members to ensure best health outcomes for individuals
- A2.** Analyse the responsibilities of Nurse Practitioners to inform and drive change in health policy and improved health outcomes
- A3.** Critique health policy to understand their impact on Nurse Practitioner roles, individuals and communities

#### Unit Content:

*The ANMAC Nurse Practitioner Accreditation Standards (2015); The NMBA Nurse Practitioner Standards for Practice (2021); NMBA Code of Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), Safety and Quality Guidelines for Nurse Practitioner (2021); National Safety and Quality Health Service (NSQHS) Standards (2017-19); Aged Care Quality Standards (2021), National Digital Health Framework (2021); Aboriginal and Torres Strait Islander Health Curriculum Framework (2020) and National Prescribing Competencies Framework (2021) have substantially informed the syllabus/content of this unit.*

#### Topics may include:

- Socio-politico-legal and ethical issues relevant to Nurse Practitioner practice including Nurse Practitioner Standards for Practice (2021), Nurse's code of conduct (2018) and Nurse's code of ethics (2018)
- Government health priorities and the consequences of inequities in relation to access and service delivery models of care
- Differences in social and cultural responses to health and illness and how these may impact on the advanced practice nursing role in care planning

- The role of advanced practice nursing in responding to Aboriginal and Torres Strait Islander Peoples Health priorities
- Mentoring and support of colleagues and other health professionals
- The role of advanced practice in supporting collaboration and teamwork in interprofessional practice

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, A1	Understanding of how the theoretical concepts of the NP Standards for Practice inform the role of the NP in responding to health priorities.	Audio visual presentation	40-60%
K2, K3, S2, A2, A3	Application of national and global health policies and perspectives in the context of advanced practice.	Essay	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](#)