



# Course Outline (Higher Education)

<b>School:</b>	School of Health
<b>Course Title:</b>	COMPREHENSIVE AND SAFE PATIENT CARE
<b>Course ID:</b>	HEANP7005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(HEANP7002 and HEANP7003)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060399

## Description of the Course:

Students will consolidate their breadth and depth of knowledge and skills enabling a comprehensive understanding of the role of the nurse practitioner in providing safe and quality health care, and the importance of a strong business case for change. Students will explore the delivery of health care in complex and varied situations including factors associated with socioeconomics, personal preferences, choices and self-determination, psychosocial impacts and access to services. Students will also further their knowledge about population health, health care gaps, and epidemiology, considering the impact nurse practitioners can have on informing health policy. Students will demonstrate their ability to plan and manage person centred, evidence-based healthcare in their context of advanced clinical practice. In particular, attention will be drawn to the collaborative and sometimes complex interdisciplinary relationships involved with health care delivery. Students are required to maintain a portfolio (log) of their reflections of professional knowledge, practice developments and collaborative practice throughout their 50 hours of interprofessional practice.

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

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**

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

**Knowledge:**

- K1.** Demonstrate how Nurse Practitioner practice supports individual preferences, choices and self-determination across the lifespan
- K2.** Examine the role of collaborative practice in the context of the Nurse Practitioner role
- K3.** Analyse Aboriginal and Torres Strait Islander peoples' histories considering how these may impact on planning health and wellness strategies in a culturally safe way

**Skills:**

- S1.** Examine the role of the Nurse Practitioner in clinical, political and professional contexts
- S2.** Articulate the role of the Nurse Practitioner in maintaining quality and safe patient care across the lifespan in socioeconomic and geographically diverse settings
- S3.** Establish the key components of a business case to support change

**Application of knowledge and skills:**

- A1.** Demonstrate the use of diagnostics based upon an ethically sound approach
- A2.** Engage in culturally safe health assessments and health care planning
- A3.** Apply epidemiological concepts to the planning and prioritisation of health care

**Course 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 course.*

**Topics may include:**

- History taking and comprehensive health assessment for complex, person-centred care across the lifespan
- Ethically sound diagnostic reasoning principles for complex clinical settings
- Cultural safety and health management principles
- Health promotion and education strategies
- Use of technologies to assist with health care
- Health care priorities in Australia
- Population health, health care gaps, epidemiology and the impact of environmental risk and societal processes on health care decisions

**Values:**

- V1.** Reflect upon the issues of access and equity in the delivery of health care
- V2.** Considers the important role of the nurse practitioner in reviewing models of health care delivery

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, S2, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K3, S2, A1, A2	AT1, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, A1, A2	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3, S1, S2, A1	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, S2, A1, A2	AT1, AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
S1, S2, S3, A3	Provide a convincing business case to promote NP role opportunities	Written essay	40-50%
K1, K2, K3, S1, S2, A1, A2	Viva voce clinical assessment with an examination panel (at least 2)	Oral viva voce clinical case study	50-60%
K1, K2, K3, S1, S2, A1, A2	Clinical interprofessional practice (50 hours)	Clinical interprofessional practice assessment	S/U

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)