Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	EARLY CAREER NURSING PRACTICE
Unit ID:	HNRBC6001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060311

Description of the Unit:

This unit in transition to nursing career development prepares early career nurses to transition to autonomous and enhanced practice by developing their knowledge and skills, within areas such as effective clinical leadership, self-awareness, change management, and advancing skills in health assessment. This is achieved by examination of problem-solving skills and reflection on professional development. Those who have undertaken this unit will have developed confidence with the use of strategies and innovative tools to assist with the implementation of leadership, be able to work effectively with a variety of interdisciplinary team members, and contribute to the development of a positive and productive team environment.

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

Work Experience:

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

Does Recognition of Prior Learning apply to this Unit? No

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 and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	✔	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Explore current research and evidence-based practices in areas such as quality improvement, patient safety, leadership, and healthcare innovation.

K2. Critically analyse the impact of organisational culture and diversity on teamwork and leadership effectiveness.

K3. Understand the philosophy of self awareness and how that contributes to leadership and a team environment.

K4. Demonstrate knowledge regarding comprehensive health assessment and care of patients in the context of complexity.

Skills:

S1. Demonstrate enhanced communication and interpersonal skills necessary for collaborative leadership, interprofessional collaboration and conflict resolution.

S2. Perform in-depth systematic health assessments, utilise data analysis and evidence-based decision-making to drive high quality patient assessment and care.

S3. Employ the use of a self-reflective cycle in a personal context and develop an appraisal that highlights areas of strength, growth and development.

S4. Develop leadership skills to present solutions to complex workplace challenges.

Application of knowledge and skills:

A1. Utilise problem solving and critical thinking skills to nursing management of a patient load.

A2. Apply and evaluate safe clinical assessment, planning, implementation, and evaluation of care.

A3. Demonstrate leadership qualities, enhanced communication, and the ability to practice within an interdisciplinary team in an environment of complexity.

A4. Implement continuous self-reflection for professional development in health assessment and leadership that are adaptable to evolving healthcare landscapes.

Unit Content:

Topics may include:

- The significance of quality clinical leadership in healthcare
- Organisational structures that build capacity and strengthen teams in healthcare
- Investment in quality professional development activities for career advancement
- Self-awareness, time management, reflection, and emotional intelligence
- Communication skills for interdisciplinary practice
- Quality improvement and patient safety using evidence
- Clinical patient assessment

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	K1, K2, K3, K4, S1, S3, S4, A1, A2, A3, A4	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K1, K2, K3, S1, S2, S3, S4, A2, A3, A4	AT1
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, K3, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	K1, K4, S2, S3, S4, A1, A2, A3, A4	AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S3, S4, A3, A4	Using a reflective framework, students will write an essay on their emerging leadership.	Written task	40-60%
K1, K3, K4, S1, S2, S3, A1, A2, A4	Clinical based scenario on patient health assessment within their workplace.	Clinical assessment	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](#)

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