



Course Outline (Higher Education)

School:	School of Nursing and Healthcare Professions
Course Title:	FOUNDATIONAL NURSING PRACTICE 1: INTRODUCTION TO NURSING ASSESSMENT & PRACTICE
Course ID:	NURBN1003
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course :

This Course begins from the premise that sound assessment skills are at the core of safe, person-centred care. Students will be introduced to the principles of culturally appropriate health assessment across the lifespan and the place of assessment within the clinical-reasoning cycle. Students will be provided with the skills and knowledge to assess hazards within the workplace and contribute to Workplace Health and Safety (WHS). The Course explores the essential elements of effective person-centered assessment including evidence-based assessment frameworks, communication in assessment, strategies for decision making, problem solving and critical thinking for assessment practice, as well as basic psychomotor skills essential for health assessment. Students will be provided with experience in a health and illness context, including providing palliative care, in order to begin to apply and develop their foundational assessment skills for future situationally-aware practice with increasing complexity.

Grade Scheme: Graded (HD, D, C, etc.)

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"/>
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"/>

Learning Outcomes:

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

Knowledge:

- K1.** Describe the frameworks that inform culturally appropriate nursing assessment across the lifespan;
- K2.** Identify normal and abnormal findings in a basic nursing assessment and articulate the theoretical foundation that underpins holistic assessment;

Skills:

- S1.** Demonstrate a systematic approach to person-centered assessment, utilising primary and secondary surveys;
- S2.** Incorporate foundational basic psychomotor skills into a culturally appropriate, clinically reasoned, and systematic health assessment;

Application of knowledge and skills:

- A1.** Perform person-centred and systematic health assessment, utilising the principles of clinical reasoning in a health and illness context; and
- A2.** Demonstrate a beginning level capacity for situationally-aware decision making in the health and illness context, through ongoing person-centred and systematic health assessment.

Course Content:

The NMBA Registered Nurse Standards for Practice (2016); NMBA Code of Professional Conduct for Nurses (2013) and NMBA Code of Ethics for Nurses (2013) have been considered in the development of the content of this course. Utilising Inquiry Based Learning (IBL) this course will incorporate a Lifespan Approach to course materials and specific case based examples to address Australian Commission on Safety and Quality in Health Care, Clinical Care Standards (2015).

Topics may include:

- Frameworks for comprehensive health assessment and clinically reasoned decision making
- Introduction to foundational psychomotor skills that inform a beginning level, systematic health assessment
- Communication skills for assessment
 - culturally and contextually appropriate approaches to systematic health assessment
- Knowledge and skills related to analysing health information, including but not limited to:
 - Analysing the health information of persons requiring health care
 - Planning actions to address issues identified
 - Implementing actions to address issues identified

- Knowledge and skills related to workplace health and safety,
- Knowledge and skills related to caring for the person requiring palliative care, including but not limited to:
 - Recognising the special needs of person requiring palliative care
 - Contributing to the care plan for a person at end-of-life
 - Implementing nursing interventions for persons with life-limiting illness
 - Assisting in the evaluation of the effectiveness of planned interventions
 - Providing support and services to persons and their families at end-of-life and after death

Values and Graduate Attributes:

Values:

- V1.** Appreciate the use of evidence-based nursing practice to achieve holistic, person-centred care.
- V2.** Understand the importance of work health and safety standards in controlling hazards and risks in the workplace.
- V3.** Appreciate the need for holistic care in meeting the special needs of persons requiring palliative care.

Graduate Attributes

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens. These have been applied to nursing context below:

Nursing Graduate Attributes:

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This course develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice (2016).

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Low Focus	Medium Focus	High Focus	Assessed
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		X		
	2. Politically astute, situational leader and citizen		X		
	3. Socially and culturally aware agent for change		X		
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			X	X
	5. Creative problem solver			X	X
	6. Life-long researcher	X			
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator		X		
	8. Capable Inter-Disciplinary Healthcare Team Member			X	X
	9. Competent, caring, safe and professional practitioner			X	X

Learning Task and Assessment:

Planned Student Learning Experience

A 15 credit point course will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The Teacher-directed hours of student learning in this course will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions. Attendance at all clinical placement and laboratory sessions is compulsory.

Learner- directed hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1, A2	Assessment of foundational clinical nursing practice skills	OSCE/Clinical Skills Assessment	40 - 60%
K1, K2, S1, S2, A1, A2	Application of clinical reasoning skills for different clinical contexts	A written case based scenario test	40 - 60%

Adopted Reference Style:

APA