

# Course Outline (Higher Education)

<b>School:</b>	School of Nursing and Healthcare Professions
<b>Course Title:</b>	FOUNDATIONAL NURSING PRACTICE 2: ASSESSMENT & NURSING MANAGEMENT
<b>Course ID:</b>	NURBN1006
<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>	060301

## Description of the Course :

This Course provides students with an understanding of fundamental nursing assessments for person-centred, holistic care using a lifespan approach. This course utilises the concepts of health, wellness and evidence-based nursing and midwifery practice introduced in previous courses, providing students with enhanced knowledge and skills for the provision of safe and effective nursing care of individuals in simulated and real clinical situations to enable students to extend their range of activities in caring for people across the lifespan with physical and mental health care and nursing needs in contemporary clinical settings. As communication is the cornerstone of effective assessment and therapeutic interventions, interpersonal skills are emphasised in this Course. The course encompasses nursing concepts and inquiry to help students move from the development of simple to more complex skills in areas such as assessment, nutrition management, and skin care and elimination management. In line with the NMBA National Competency Standards for Registered Nurses (2006); Australian Commission on Safety and Quality in Health Care, Clinical Care Standards (2015), encompassing nursing activities, self-management and reflective practice will be encouraged. Clinical placement will enable students to experience the workplace culture and be provided with opportunities to practice skills in communication, assist with activities of daily living, as well as undertaking nursing assessments of physical and psychosocial needs.

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

## Work Experience:

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

**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:

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AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory			✓			
Intermediate						
Advanced		✓				

## Learning Outcomes:

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

### Knowledge:

- K1.** Demonstrate the relationship between a comprehensive systematic nursing assessment and effective, safe, person-centred nursing management;
- K2.** Develop at beginning level understanding of the purpose and application of nursing care plans;
- K3.** Demonstrate the role of critical reflective practice in nursing;

### Skills:

- S1.** Demonstrate a capacity for beginning level clinical-reasoning skills in the provision of a lifespan appropriate, holistic, person-centred comprehensive assessment;
- S2.** Employ critical and clinical decision making skills in planning, implementing and evaluating evidence-based nursing interventions, to promote the health of patients/clients;
- S3.** Demonstrate application, at a beginning level, of the theoretical principles and psychomotor techniques for physical assessment;

### Application of knowledge and skills:

- A1.** Integrate theory to practice by applying knowledge from biomedical and psychosocial sciences in the provision of quality care across a range of clinical settings;
- A2.** Utilise therapeutic communication and interaction principles in the assessment and care of patients/clients; and
- A3.** Practice in accordance with the NMBA National Competency Standards for Registered Nurses (2016); and other relevant professional requirements.

## 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 substantially informed the syllabus/content of this course.

Topics may include:

- Clinical practice - nursing across the lifespan in diverse clinical settings
- Professional expectations of students undertaking clinical placement
- Skills development for practice
- Principles and practice of an identified range of foundational nursing practice skills, including further development of comprehensive health assessment skills
- Nursing care planning and documentation including e-documentation
- Critical thinking skills and clinical reasoning

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- Reflective practice in clinical nursing.

### Values:

- V1. Understand the importance of a holistic assessment of individuals requiring nursing care.
- V2. Appreciate the role of therapeutic communication and reflection to effective nursing practice.
- V3. Understand the importance of nursing clinical skills development in diverse clinical settings.

### Graduate Attributes:

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

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

### 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

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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, K3, S1, S2, S3, A1, A2, A3,	Satisfactory achievement of clinical standards during placement	Clinical Practicum Assessment	HURDLE Satisfactory/Unsatisfactory
S1, S2, S3 A1, A2	Assessment of Introductory Clinical Reasoning / nursing skills	OSCE / Clinical Skills Assessment	40 - 60%
K1, K2, S1, S2, A1, A2	Satisfactory achievement of identified NMBA Registered Nurse Practice Standards (2016) in clinical practicum.	A Case Based Clinical Scenario Test	40 - 60%

### Adopted Reference Style:

APA