

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	NURSING PRACTICE 1: INTRODUCTION TO PERSON-CENTERED NURSING PRACTICE
Unit ID:	NURBN1013
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Unit:

This unit 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 comprehensive physical and mental health and wellness assessment across the lifespan. It will explore 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 unit explores the essential elements of effective person centered assessment including evidence-based assessment frameworks and nursing clinical judgement, communication and e-documentation in assessment, strategies for decision making, problem solving and critical thinking for assessment practice, as well as basic psychomotor skills essential for comprehensive, systematic 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, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>

Learning Outcomes:
Knowledge:

- K1.** Describe the frameworks that inform culturally appropriate nursing health and mental wellbeing assessment across the lifespan
- K2.** Identify normal and abnormal findings in a basic nursing assessment and articulate the theoretical foundation that underpins holistic assessment
- K3.** Develop strategies for decision-making, problem solving and critical thinking for assessment practice
- K4.** Explore the concepts of person-centered care

Skills:

- S1.** Demonstrate a systematic approach to person-centered assessment across the life span, utilising primary and secondary surveys
- S2.** Incorporate foundational basic psychomotor skills into a culturally appropriate, clinically reasoned, and systematic health assessment
- S3.** Assess hazards within the workplace and contribute to Workplace Health and Safety.

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
- 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
- A3.** Apply evidence-based assessment frameworks and nursing clinical judgement and decision making, communication and documentation in assessment

Unit Content:

The current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, National Safety and Quality Health Service Standards, Aged Care Quality Standards, National Health Priority Areas and where applicable the NMBA National Competency Standards for the Midwives, NMBA Code of Conduct for Midwives, ICM/NMBA Code of Ethics for Midwives have informed the content development of this unit.

Topics include:

National Safety and Quality Health Service Standards for safe person- centered care across the life span.
 Frameworks for comprehensive health assessment and clinically reasoned decision-making
 Develop and assess problem solving, critical thinking skills and nursing attributes for practice
 Explore concepts of person-centered care across the lifespan
 Introduction to foundational psychomotor skills that inform a beginning level, systematic physical and mental wellness health assessment
 Communication skills for assessment
 Culturally and contextually appropriate approaches to systematic physical and mental wellness health assessment
 Knowledge and skills related to analysing and documenting health information.

Principles and practice of a range of foundational nursing skills.

Learning Task and Assessment:

A 15-credit point unit 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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. You are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

The hurdle assessment task is excluded from supplementary assessment.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3 K4, S1, S2, S3, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, K3 K4, S1, S2, S3, A1, A2, A3	Attendance and engagement through clinical laboratory sessions.	100% attendance at clinical laboratories	S/U Hurdle
K2, K3, S2, S3, A1, A2, A3	Assessment of foundational clinical nursing skills.	Clinical Skills Assessment	S/U Hurdle
K2, K3, S3, A1, A2, A3	Students will respond to a written case study based on person centred nursing practice.	Case Study	30-50%
K1, K2, K3, K4, S3.	Students will undertake an online exam focussing on knowlegde and skills associated with person centered care.	Examination	30-50%
K2, K3, S2, S3, A1, A2, A3	Assessment of foundational clinical nursing skills.	Clinical Skills Assessment	10-30%

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

Yes

Date:

May 12, 2023

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)