

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	ELECTIVE 2: TRANSITION INTO NURSING STUDIES
Unit ID:	NURBN2000
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(FedUni BN student cohort who have completed Year 1 Graduates from non-health cognate disciplines)
ASCED:	060301

Description of the Unit:

This unit provides students from varied tertiary educational backgrounds entry into second year of Bachelor of Nursing program. It aims to provide nursing foundational knowledge to enable students to engage in nursing studies, achieve academic success and successfully transition into the Bachelor of Nursing program. Students will undertake learning needs or diagnostic assessment to help them focus on areas or topics they need to learn to bridge their knowledge deficits in nursing specific topics and aid in the transition into nursing studies. Utilising learning contracts and technology as tool for active learning, students will undertake a minimum of three modules to demonstrate achievement of unit intended learning outcomes. The unit caters for: • students who hold Australian Enrolled Nurse (previously Division 2 Nurse) qualifications; • graduate entry students with relevant Bachelor degrees (e.g. Bachelor of Midwifery, Bachelor of Allied Health or Bachelor of Health Science qualifications); • students who have successfully completed Level 5 tertiary studies in Allied Health; • International nurses with an approved international nursing qualification seeking registration to practice in Australia; and • Australian Registered Nurses who require preparation for re-entry to practice, the opportunity to for entry into third year of the Bachelor of Nursing and apply for Australian nursing registration for practice.

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

Work Experience:

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

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, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of selected modules of this unit the students are expected to be able to achieve selected outcomes:

Knowledge:

- K1.** Develop comprehensive nursing health assessment and management skills including clinical reasoning process and its use in planning nursing care across the lifespan and in different contexts;
- K2.** Analyse professional nursing practice, including professional, legal and ethical frameworks, and the implications for health care professionals relationships with consumers and other healthcare providers;
- K3.** Describe the individual and social determinants of physical and mental health and illness to provide culturally safe nursing care;
- K4.** Demonstrate understanding of human anatomy and physiology applied to health;
- K5.** Explore principles of research and evidence-based practice for professional nursing practice;

Skills:

- S1.** Demonstrate achievement of basic nursing care skills;
- S2.** Demonstrate academic study skills for transition to university studies;
- S3.** Develop reflective critical thinking skills;
- S4.** Develop effective therapeutic communication and group work skills;

Application of knowledge and skills:

- A1.** Use a health assessment framework and techniques to assess a persons essential care needs and develop individual nursing care plans; and
- A2.** Critically examine topics and use academic resources to develop plans for enquiry for team and independent learning.

Unit 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 unit.

(*Based on Students' prior learning and in consultation with the Program Coordinator, a student will have a personalised program of preparation and supporting study outlined that includes a minimum of three (3) of the

following modules.

Topics may include:

- Module 1 Comprehensive Nursing Health Assessment and Management - comprehensive nursing health assessment, foundational nursing care skills including clinical reasoning, individual care plans and nursing care management including basic nursing skills.
- Module 2 Determinants of Health - individual, social and emotional determinants of physical and mental health; including, age, gender, culture, and cultural safety.
- Module 3 Introduction to Evidence in Practice - developing a more sophisticated understanding of what nursing knowledge consists of by confronting students with knowledge and skills including: how to assess trustworthiness of information and databases; how to search, read and critique scholarly papers and books; differentiating levels of evidence; questioning current practice and formulating research questions.
- Module 4 Communication and Interdisciplinary Practice - learning how to be a productive member of nursing and multi-disciplinary healthcare team and be able to use nursing discourse in learning endeavours including application of clinical reasoning, therapeutic communications and group dynamics and processes.
- Module 5 Anatomy and Physiology for Nurses - key concepts, gross anatomy, cell structure and function, respiratory and circulatory systems, acid-base, osmosis, blood grouping, haemostasis, digestive system and metabolism.
- Module 6 Legal and Ethical Decision Making in Person-Centred Care Apply legal and ethical principles, concepts and frameworks for nursing practice. The module provides students with advance knowledge and skills related to professional nursing practice in Australia. It emphasises the key structural aspects of Australian Health Care Systems and their interrelationships, regulatory bodies, national professional standards, contemporary healthcare models of practice, including decision making frameworks and health informatics.
- Module 7 Academic Study Skills - developing a more sophisticated understanding of what learning consists of and adopting deep approaches to learning; learning to negotiate assessment systems and techniques; writing skills, information and library skills; intellectual property, referencing, plagiarism in higher education. [Three modules equivalent to 5 credit points makes it 15CP unit]

Graduate Attributes

Federation 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.

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 unit 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	<i>Low Focus</i>	<i>Medium Focus</i>	<i>High Focus</i>	<i>Assessed</i>
--	---	------------------	-------------------------	-------------------	-----------------

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

Learning Task and Assessment:

Planned Student Learning Experience

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 student/learner directed learning. The Teacher-directed hours of student learning in this unit 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	Assessment Tasks	Assessment Type	Weighting
Module Dependant Learning Outcomes	Attainment of clinical competency in a simulated laboratory environment.	Observed Structured Clinical Examination (OSCE)	40-60%
Module Dependant Learning Outcomes	A portfolio of evidence to demonstrate achievement of module learning outcomes and graduate capabilities.	Learning Portfolio	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](#)