

# Course Outline (Higher Education)

<b>School:</b>	School of Nursing and Healthcare Professions
<b>Course Title:</b>	CONTEXT OF PRACTICE 4: ACUTE NURSING
<b>Course ID:</b>	NURBN2015
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NURBN1006)
<b>Co-requisite(s):</b>	(NURBN2016)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Course :

This course will provide students with the skills, knowledge and attitudes required by nurses in the provision of person-centred care for people experiencing an acute illness, requiring hospitalisation and/or surgery, for conditions involving the National Health Priority areas of the endocrine, hepatic, immune, renal, reproductive, integumentary and special sense systems. Students will consolidate their understanding of the clinical reasoning cycle and apply the cycle to people with medical or surgical admissions, across the lifespan. Students will refine assessment skills to conduct focused, person-centred assessments and interpret and analyse findings to inform a person-centred plan of care, implementation and evaluation of care. Students will have the opportunity to apply theory to practice during a structured clinical practicum experience.

**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:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	<input type="checkbox"/>					
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>					

## Learning Outcomes:

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

### Knowledge:

- K1.** Analyse and identify nursing care needs for patients/clients/residents across the lifespan, related to acute alterations in health status, including acute exacerbations of chronic conditions;
- K2.** Critically examine and explain the role of the nurse in acute health care settings, related to registered nurse responsibilities, accountability for nursing practice, and the development of safe and effective nursing practice;
- K3.** Analyse and explain needs of patients/clients/residents in relation to specific requirements to promote health wellbeing, such as discharge planning, advocacy, and health education;
- K4.** Critically examine the use of evidence-based practice in relation to patient management in acute care settings;

### Skills:

- S1.** Further develop a range of clinical skills, essential for contemporary nursing practice, and demonstrate competency of identified clinical skills;
- S2.** Demonstrate an understanding of the legal requirements of nursing practice, including administration of medications and documentation requirements relating to acute care settings;
- S3.** Demonstrate an understanding of the importance of establishing and maintaining therapeutic communication in meeting the needs of a person with altered health needs in acute care settings;
- S4.** Examine communication techniques to assist with the transfer of necessary information between healthcare professionals in acute care settings;

### Application of knowledge and skills:

- A1.** Apply the knowledge and skills gained in relation to assessment in acute care settings;
- A2.** Apply the knowledge and skills associated with clinical reasoning to effectively plan, deliver and evaluate nursing care in acute care settings;
- A3.** Apply the knowledge and skills associated with clinical reasoning required to develop clinical skill in acute care settings; and

### Course Content:

*NMBA Registered Nurses 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:

- The role of the Registered Nurse in Inter-professional practice
- Safety and Quality in Health Care, Clinical Care Standards (2015)
- Clinical Decision support models

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- Models of health and nursing care delivery
- Patient Safety
- Provision of person-centred care whilst under supervision in clinical settings
- Barriers to care using contexts of nursing and conceptual frameworks
- Systems approach; including aetiological factors, epidemiology, clinical manifestations and nursing management of range of medical/surgical disorders affecting the endocrine, hepatic, immune, renal, reproductive, integumentary and special senses systems.
- Simulated clinical skills development appropriate for the National Health Priority acute care disorders affecting the endocrine, hepatic, immune, renal, reproductive, integumentary and special sense systems.

### Values:

- V1.** Appreciate the role of the nurse in the healthcare team when planning and implementing person-centred care for individuals with an acute condition requiring care interventions.
- V2.** Understand the importance of nursing skills development in providing optimal levels of nursing care in acute clinical situations.
- V3.** Appreciate the need for utilising therapeutic communication and reflective practice skills when providing holistic care in meeting the needs of persons requiring acute care.

### 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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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. 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/Attributes.

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		âœ”		
	2. Politically astute, situational leader and citizen		âœ”		
	3. Socially and culturally aware agent for change		âœ”		
<b>Critical, creative and enquiring</b> Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			âœ”	âœ”
	5. Creative problem solver			âœ”	âœ”
	6. Life-long researcher	âœ”			
<b>Capable, flexible and work ready</b> Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator		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 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 placement and laboratory sessions in 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.

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3	Satisfactory achievement of identified NMBA Registered Nurse Practice Standards (2016) in clinical practicum.	Clinical Competency Assessment	HURDLE Satisfactory/Unsatisfactory
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3	Assessment of Intermediate Clinical Reasoning / Skills	OSCE / Clinical Skills Assessment	40 - 60%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3	Application of clinical reasoning skills for different clinical contexts	A Case Based Clinical Scenario Test	40 - 60%

## Adopted Reference Style:

APA