

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	NURSING PRACTICE 3: PERSON-CENTERED NURSING PRACTICE A
Unit ID:	NURBN2022
Credit Points:	15.00
Prerequisite(s):	(NURBN1006 or NURBN1017)
Co-requisite(s):	(NURBN2023)
Exclusion(s):	Nil
ASCED:	060301

Description of the Unit:

This unit will provide students with the skills, knowledge and attitudes required by nurses in the provision of person-centred consumer-led care. Students will explore person-centered care for people experiencing an acute illness, requiring hospitalisation for medical conditions and/or surgery, for conditions involving the National Health Priority areas of the cardiovascular, respiratory, nervous, digestive and musculoskeletal systems. Students will consolidate their understanding of the clinical reasoning cycle and apply the cycle and nursing clinical judgement and decision making to people with medical or surgical admissions, across the lifespan. Students will refine comprehensive assessment skills to conduct focused, person-centred physical and mental wellness assessments, interpret, and analyse findings to inform a person-centred plan of care, implement and evaluate care. Students will be introduced to delirium care. Students will have the opportunity to apply theory to practice during a structured clinical practicum experience.

This unit contains 160 hours of clinical practice

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: Yes

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 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:

Knowledge:

- K1.** Analyse and identify nursing care needs for patients/clients/residents across the lifespan related to alterations in health priority areas via a person-centred care approach
- K2.** Explore the role of the nurse in health care settings related to the current Registered Nurse Standards for Practice and identify the elements of safe and effective nursing practice
- K3.** Identify needs of patients/clients/residents in relation to specific requirements to promote health wellbeing, such as discharge planning, advocacy, and health education
- K4.** Critically analyse and explain the significance of evidence-based practice in relation to areas of clinical skills development

Skills:

- S1.** Analyse a range of clinical skills essential for nursing practice and demonstrate competency in identified clinical skills
- S2.** Analyse and explain the legal requirements of nursing practice including administration of medication and documentation requirements
- S3.** Analyse and explain the importance of establishing and maintaining a therapeutic relationship
- S4.** Investigate and explain inter-professional communication techniques to assist with the transfer of necessary information between healthcare professionals

Application of knowledge and skills:

- A1.** Demonstrate knowledge and skills gained in relation to assessment skills in clinical settings
- A2.** Demonstrate knowledge and clinical reasoning to effectively plan, deliver and evaluate nursing care in a variety of clinical settings
- A3.** Apply nursing process to delirium care
- A4.** Document nursing care, applying knowledge and skills gained in clinical settings
- A5.** Apply and assess nursing graduate attributes and Standards of Practice allocated to this course

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.

- The role of the Registered Nurse in Inter-professional practice
- Current National Safety and Quality Health Service Standards

- Current clinical Care Standards related to National Health Priority areas
- NMBA Decision Making Framework
- Models of health and nursing care delivery across the lifespan
- Patient safety across lifespan
- Delirium care across the lifespan
- Develop critical reflective and higher order thinking skills
- Provision of person-centred care whilst under supervision in clinical settings
- Barriers to care using contexts of nursing and conceptual frameworks
- Therapeutic communication in complex interactions including communicating with people with particular needs and in complex situations
- Systematic approach to nursing care including aetiological factors, epidemiology, clinical manifestations and nursing management of the major health priority medical/surgical disorders affecting the cardiovascular, respiratory, nervous, digestive and musculoskeletal systems
- Simulated clinical skills development appropriate for the major health priority medical/surgical disorders affecting the cardiovascular, respiratory, nervous, digestive and musculoskeletal systems

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. Students 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, S4, A1, A2, A3, A4, A5	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions (tutorials)	S/U Hurdle
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4, A5	Attendance at Clinical Laboratories	100% attendance at clinical laboratories	S/U Hurdle
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4, A5	ANSAT and written reflection	Clinical Placement	S/U Hurdle
S1, S2	Assessment of clinical nursing skills	Clinical Skills Assessment	S/U Hurdle
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3, A4, A5	ANSAT and written reflection	Clinical Placement	30-50%
K1, K2, K3, K4	Written case study	Case Study	30-50%
S1, S2	Assessment of 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 informationFed Cite - [referencing tool](#)