

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	NURSING PRACTICE 5: PERSON-CENTERED NURSING PRACTICE B
<b>Unit ID:</b>	NURBN2026
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(NURBN2011 or NURBN2022)
<b>Co-requisite(s):</b>	(NURBN2027)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

This unit will provide students with the skills and knowledge required to provide person-centred care in accordance with the NMBA practice standards. Students explore person-centred care for people experiencing an acute and subacute 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, interpret, and analyse findings to form nursing judgement and clinical decision making and 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 placement experience. This unit contains 120 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.

**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, 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:

#### Knowledge:

- K1.** Analyse and identify nursing care needs for patients/clients/residents across the lifespan, related to acute and subacute 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.** Document nursing care, applying knowledge and skills gained in clinical settings.

#### 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
- 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 endocrine, hepatic, immune, renal, reproductive, integumentary and special sense systems.
- Simulated clinical skills development appropriate for the major health priority medical/surgical disorders affecting the endocrine, hepatic, immune, renal, reproductive, integumentary and special sense systems.

### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K1, K2, K3, K4, A1, A2, A3, S1, S2, S3, S4,	AT2, AT3, AT4,

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K1, K2, K3, K4, A1, A2, A3, S1, S2, S3, S4,	AT2, AT3, AT4
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K1, K2, K3, K4, A1, A2, A3, S1, S2, S3, S4,	AT1, AT2
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	K1, K2, K3, K4, A1, A2, A3, S1, S2, S3, S4,	AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K3, K4, A1, A2, A3, S1, S2, S3, S4,	AT2, AT3, AT4

### 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.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3,	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,	Attendance at Clinical Laboratories	100% Attendance at Clinical Laboratories	S/U Hurdle
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3,	Clinical Placement	Clinical Placement	S/U Hurdle
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3,	Assessment of clinical nursing skills.	Clinical Skills Assessment	S/U Hurdle
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3,	Clinical Placement	Clinical Placement	30%
K1, K2, K3, K4,	Written Case Study	Case Study	50%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3,	Assessment of clinical nursing skills.	Clinical Skills Assessment	20%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)