

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	NURSING CONTEXT 10: TRANSITIONING INTO BACHELOR OF NURSING STUDIES
<b>Unit ID:</b>	NURBN2028
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(Continuing Fed Uni BN student cohort who have completed Year 1 and Graduates from non-health cognate disciplines)
<b>ASCED:</b>	060301

## Description of the Unit:

This unit provides students from varied tertiary educational backgrounds entry into second year of Bachelor of Nursing Course. 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 Course. Students will undertake learning needs or diagnostic assessment to help them focus on areas or topics they need to learn to bridge their knowledge gap 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 of the content to demonstrate achievement of unit intended learning outcomes.

**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 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.** Develop comprehensive 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.** Explore principles of research and evidence-based practice for professional nursing practice

#### Skills:

- S1.** Demonstrate academic integrity, academic study skills for transition to university studies
- S2.** Develop reflective critical thinking skills
- S3.** Develop effective therapeutic communication and group work skills
- S4.** Develop a comprehensive understanding of clinical practice for Registered Nurses in Australia

#### Application of knowledge and skills:

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

### 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.

These include:

Comprehensive nursing health assessment and management.

Academic integrity and study skills.

Professional, legal and ethical decision making in person centred care.

Introduction to evidence in practice.

### 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, S1, S2, S3, S4, A1, A2	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K2, K3, S1, S2, S4, A2	Transition from EN to RN, Decision making framework, legislation and standards of practice	Essay	40-60%
K1, K3, S3, S3, A1, A2	Asynchronous video presentation on the clinical reasoning cycle	Asynchronous Oral Presentation	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**

Yes

Date:

May 12, 2023

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)