

Course Outline

School / Portfolio:	Faculty of Health
Course Title:	NURSING PRACTICE 5: TRANSITION TO PROFESSIONAL NURSING PRACTICE
Course ID:	NURBN3019
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	1st & 2nd year students
ASCED Code:	060301

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

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

Knowledge:

- K1 Discuss the importance of maintaining effective professional relationships;
- K2 Critically evaluate the role and contributions of the beginning level Registered Nurse in diverse healthcare settings;
- K3 Recognise the role nurses play in developing, maintaining and reviewing organisational quality care standards;

Skills:

- S1 Use various forms of media to research and present information about continuing professional development opportunities and nursing career pathways;
- S1. S2 Apply strategies for managing change in a multitude of nursing settings and ensure care of self as a practising nurse;
- S3 Exhibit ability to identify professional and personal learning needs;

Application of knowledge and skills:

- A1 Formulate the components required to successfully participate in the employment process for graduate nurses;
- A1. A2 Employ the use of journaling as a tool for reflective practice; and
- A3 Demonstrate critical analysis of factors that influence student transition to beginning level professional nursing practice.

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Course Content:

The NMBA *National Competency Standards for Registered Nurses (2006)*; NMBA *National Competency Standards for Enrolled Nurses (2002)*; NMBA *Code of Professional Conduct for Nurses and Code of Ethics for Nurses* have substantially informed the syllabus/content of this course.

Topics may include:

- Topics of study will include:

Developing proficient research, written, verbal and electronic skills required to actively participate in the employment process

Understanding the role of an electronic portfolio in demonstrating competencies and clinical development, for both professional and personal growth, along with complementing applications in the employment process

Exploring the Computer Match process used in allocation of Graduate Nurse Program positions, along with options available to students in gaining employment, within and outside the Computer Match process

Introducing the concept of nursing as a professional career through life-long learning

Understanding the individual's responsibility for maintaining professional standards and continuing professional development

Exploring the various nursing and health career options available post-graduation and their pathways

Professional nursing practice, including expectations and contributions at beginning level of the registered nurse

Understanding workplace management including workload, teamwork, workplace expectations, technology and quality audits

Comprehending the role of the nurse, within healthcare organisations, in maintaining quality care standards such as risk management and accreditation audits

Maintaining professional relationships and understanding change management

Solution focused problem solving including collaboration, conflict resolution, negotiation and communication as a health care professional

Identifying transitional factors that influence newly registered nurses, such as horizontal bullying, psychological burn-out, independent decision making, impact of shift work, increased independent workloads and the role of preceptorships and mentorships

Developing strategies for minimising the impact of transitional issues in the move from student nurse to graduate nurse

Understanding the concept of nurse as 'self', including care of self as a professional nurse, and the role of reflective journaling

Continuing the personal skill development of self-paced, self-motivated and flexible on-line learning

Continuing the development of oral presentation skills to large audiences.

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Values and Graduate Attributes:

Values:

- Recognise the workplace roles, responsibilities and practice demands of professional nursing.
- V1.** Appreciate the independent, interdependent, interdisciplinary and multi-disciplinary nature of professional nursing practice.
- Understand the culture of workplace environments, current trends and learning opportunities.

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 lectures, 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 Task	Assessment Type	Weighting
A1, S3	Compile a proficient professional Portfolio, for a simulated graduate nurse program application and interview.	Simulated Job Application Process	20-40%
K2, S1	Research and present a nursing career option and pathway using an interactive digital presentation.	Oral Seminar or digital presentation	20-40%
K1, K2, K3, S2, S3	Demonstrate comprehension of contemporary health care trends and issues in providing quality care standards in diverse healthcare settings.	Online Activities	20-40%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Clinical Placement	Clinical Practicum Clinical Competency Assessment	Hurdle Satisfactory/Unsatisfactory

Adopted Reference Style:

APA