

# Course Outline (Higher Education)

<b>School:</b>	School of Nursing and Healthcare Professions
<b>Course Title:</b>	NURSING PRACTICE 6: CONSOLIDATION OF CONTEMPORARY NURSING PRACTICE IN DIVERSE CLINICAL SETTINGS
<b>Course ID:</b>	NURBN3021
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(NURBN2015)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(1st & 2nd Year Students)
<b>ASCED:</b>	060301

## Description of the Course :

This Course consolidates the learning outcomes across the Bachelor of Nursing program by way of an extended period of clinical practice in a diverse clinical setting that will provide an opportunity for further achieving the NMBA Registered Nurse Practice Standards (2016) and in so doing develop the confidence and competence of final semester students in making the shift from student to Registered Nurse. In consultation with the relevant Course Coordinator and/or Clinical Coordinator, students will be provided with an opportunity to identify their own learning needs in relation to the NMBA Registered Nurse Practice Standards (2016) and to seek opportunities to address learning needs within a clinical setting identified as a developing interest. Students in this course will explore the globalisation of nursing and emphasise the way that the NMBA Registered Nurse Practice Standards (2016) provide a cogent framework for the provision of safe, quality, person-centred care in any theatre of nursing.

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

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## Learning Outcomes:

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

### Knowledge:

- K1.** Recognise through self-reflection areas of personal and professional growth that are open to development in order to achieve the NMBA Registered Nurse Standards for Practice (2016);
- K2.** Summarise the concept of globalisation of healthcare and how it impacts upon nursing and to the provision of safe and quality nursing care to diverse vulnerable populations including but not limited to those: of younger or older age, physical or mentally impaired, from various cultural and minority groups;
- K3.** Evaluate the diverse roles of the professional nurse whilst practising within the NMBA professional boundary, code of ethics for nurses and code of professional conduct to achieve the Registered Nurse Standards for Practice (2016).

### Skills:

- S1.** Practice in accordance with the expectations of the NMBA Registered Nurse Standards for Practice (2016) at the level of beginning practitioner;
- S2.** Demonstrate the way in which the NMBA Registered Nurse Standards for Practice (2016) can be used as a framework for safe, quality person-centred nursing care in a range of diverse clinical settings with a diverse population;
- S3.** Relate contemporary professional nursing practice of vulnerable populations in diverse contexts;

### Application of knowledge and skills:

- A1.** Apply the NMBA Registered Nurse Standards for Practice (2016) to the provision of person-centred care in a diverse clinical setting;
- A2.** Apply the theoretical and clinical skills knowledge obtained across the program to undertake a comprehensive person-centred assessment in a diverse clinical setting at the level of an advanced beginner;
- A3.** Apply advanced assessment, nursing care management and evaluation of person-centred care in diverse settings.

## Course Content:

*The 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:

- Identify learning needs in relation to achievement of the NMBA Registered Nurse Practice Standards (2016);
- The World Health Organisation (WHO) and International Confederation of Nursing (ICN) perspectives on nursing practice;

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- Global and Australian health contexts of diverse vulnerable populations including but not limited to those: of younger age, of older age, physically impaired, mentally impaired, from various cultural groups, those from minority groups;
- Clinical practicum in order to consolidate the NMBA Registered Nurse Practice Standards (2016) and in so doing develop confidence and competence in an extended period of nursing practice in a diverse clinical setting for graduate year;
- The role of NMBA Registered Nurse Practice Standards (2016) and regulations in meeting the needs in the provision of person-centred care for people from and within diverse clinical settings; and
- Advanced assessment, nursing care management and evaluation of person-centred care in diverse settings.

### Values:

- V1.** Appreciate the value of being a Registered Nurse in making a difference to the lives of a diverse range of individuals, groups, communities and populations in an Australian and international context.
- V2.** Appreciate and value contemporary nursing and the diversity of practice settings and populations with which nursing takes place.

### 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 and the NMBA Registered Nurse Standards for Practice (2016).

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”	âœ”
	2. Politically astute, situational leader and citizen			âœ”	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 30 credit point course will involve a minimum of 300 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

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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	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S3, A1, A3	As a group, critically examine a contemporary global health issue from the context of Australian health policy.	Poster/e-poster Presentation	20-40%
K1, K2, K3 S2. S3 A2, A3	Conduct a self-assessment of own nursing practice against the NMBA Registered Nurse Practice Standards (2016) to identify areas open to improvement and mechanisms to address them.	Essay/Report	20-40%
K1, K2, K3 S1, S2, S3 A1, A2, A3	Assessment of Advanced Clinical Nursing Reasoning / Skills for practice in diverse settings	OSCE / Clinical Skills Assessment	40-60%
K1, K2, K3 S1, S2, S3 A1, A2, A3	Satisfactory achievement of identified NMBA Registered Nurse Practice Standards (2016) in clinical practicum.	Clinical Practicum Assessment	Hurdle Satisfactory/ Unsatisfactory

### Adopted Reference Style:

APA