

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	NURSING PRACTICE 5: TRANSITION TO PROFESSIONAL NURSING PRACTICE
Unit ID:	NURBN3024
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(1st and 2nd year students)
ASCED:	060301

Description of the Unit:

This unit aims to prepare students for a satisfying and sustainable nursing career and address contemporary issues associated with making the transition from students nurse to graduate nurse. Students will develop an understanding of the importance and complexity of negotiating professional relationships within the workplace through solution-focused problem solving strategies and change management principles which have direct applicability to the care of self. Students as future leaders of healthcare teams will explore the role of the Registered Nurse as a situational leader and will develop strategies for practice. The role of the Registered Nurse in the provision and maintenance of safe and quality healthcare encompassed within the National Safety and Quality Safety Standards for practice will be explored along with a consideration of the role that auditing risk provides. Students will also develop skills and attitudes required to actively participate in the employment seeking process and apply for roles within the Graduate Nurse Program and beyond. Using the principles of life-long learning as the framework for a fulfilling career as a professional nurse, students will explore the various career, study and research pathways, continuing professional development pathways and engagement for career advancement.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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, 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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

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

Knowledge:

- K1.** Discuss the importance of establishing and maintaining effective professional relationships;
- K2.** Critically evaluate the role of the beginning level Registered Nurse as a situational leader and manager to ensure the provision of safe and quality healthcare;
- K3.** Recognise the role of the Registered Nurse in developing, maintaining and reviewing organisational Safety and Quality Standards;

Skills:

- S1.** Use a variety of media formats to research and professional represent information that relates to critical and analytic and reflective thinking to provide therapeutic professional person-centred nursing care;
- S2.** Develop strategies for change management that will develop and maintain professional collegial relationships as well as ensuring the care of self;
- S3.** Develop techniques for engaging in the Graduate application procedure;

Application of knowledge and skills:

- A1.** Formulate the components required to successfully participate in the employment process for graduate nurses;
- A2.** Employ principles of self-reflection to understand personal growth in the area of situational leadership and management as well as strategies for self-care;
- A3.** Demonstrate critical analysis of factors that influence student transition to beginning level professional nursing practice.

Unit 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 unit. Utilising Inquiry Based Learning (IBL) this unit will incorporate a Lifespan Approach to unit materials and specific case based examples to address Australian Commission on Safety and Quality in Health Care, Clinical Care Standards (2015).

Topics may include:

- Introducing the concept of nursing as a professional career through life-long learning
- Understanding the individuals responsibility for maintaining professional standards and continuing professional development
- 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
- Developing proficient research, written, verbal and electronic skills required to actively participate 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
- Identifying contemporary transitional factors that influence newly registered nurses, for example: 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;

Graduate Attributes

Federation 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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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
Responsible, ethical, engaged Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker		âœ”		
	2. Politically astute, situational leader and citizen			âœ”	âœ”
	3. Socially and culturally aware agent for change		âœ”		
Critical, creative and enquiring Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			âœ”	âœ”
	5. Creative problem solver	âœ”			
	6. Life-long researcher	âœ”			
Capable, flexible and work ready Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator			âœ”	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 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 student/learner directed learning. The *Teacher-directed* hours of student learning in this will be unit experienced primarily through teaching innovations like interactive technology enhanced learning, 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 Tasks	Assessment Type	Weighting
A1, S3	Compile a proficient professional Portfolio, for a simulated graduate nurse program application and interview.	Simulated Job Application Process	40-60%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Demonstrate comprehension of a common and contemporary issue identified by new nursing graduates as having a negative impact upon the provision of safe and quality person-centred care and how best to address it.	Multimedia / Written / or 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 No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)