

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	NURSING PRACTICE 6: CONSOLIDATION OF CONTEMPORARY NURSING PRACTICE IN DIVERSE SETTINGS FOR ENROLLED NURSES
<b>Unit ID:</b>	NURBN3025
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(NURBN2015)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(NURBN3021)
<b>ASCED:</b>	060301

## Description of the Unit:

This unit is the same as NURBN 3021 and is specifically designed for ANMAC accredited Diploma of Nursing students in the Bachelor of Nursing program. This unit consolidates the learning outcomes across the Bachelor of Nursing program by way of an extended period of clinical practice in a diverse clinical setting. It 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 Unit 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 unit 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 area of nursing.

**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						
Intermediate						
Advanced			✓			

### Learning Outcomes:

On successful completion of the unit, 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 a 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.

### 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:

- 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;
- 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.

### 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.

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This unit develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice (2016).

<b>Federation University Graduate Attributes</b>	<b>Registered Nurse Graduate Capabilities</b>	<i>Low focus</i>	<i>Medium focus</i>	<i>High focus</i>	<i>Assessed</i>
<b>Responsible, ethical, engaged</b> Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker			X	X
	2. Politically astute, situational leader and citizen			X	X
	3. Socially and culturally aware agent for change			X	
<b>Critical, creative and enquiring learners</b> Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning			X	X
	5. Creative problem solver			X	X
	6. Life-long researcher			X	

<b>Capable, flexible and work ready</b> Communication skills Independent & collaborative worker	7. Skilled therapeutic communicator			X	
	8. Capable Inter-Disciplinary Healthcare Team Members			X	X
<b>Knowledge, skills and competence</b> Competent, safe, quality care. Apply knowledge & skills into new contexts	9. Competent, caring, safe and professional practitioners			X	X

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment 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

**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](#)