

Unit Outline (Higher Education)

Institute / School:	Institute of Health and Wellbeing
Unit Title:	Nursing Context 8: Teaching, Learning and Situational Leadership for Health Practice
Unit ID:	NURBN3031
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Unit:

This unit introduces the students to the techniques and strategies for successfully planning, implementing and assessing education in nursing and midwifery practice. The unit explores the role of the nurse and midwife as situational leader leading clinical teams and as an educator for clients, health professionals and as a clinical practice supervisor of others in a variety of Australian health care settings. Students will explore learning and teaching theories applicable to clinical education and in teaching others. Students will also be introduced to a variety of leadership styles and techniques in nursing and midwifery and will be encouraged to implement these techniques into their own clinical practice to provide safe, quality person/woman-centered care.

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

Work Experience:

No work experience

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:

Knowledge:

- K1.** Critically analyse the role of the nurse or midwife as leader and educator in Australian healthcare system including principles of situational leadership and delegating to others in line with the current NMBA Registered Nurse Standards for Practice, NMBA Code of Conduct for Nurses, Code of Ethics for Nurses, NMBA Midwife Standards for Practice, NMBA Code of Conduct for the Midwife, Code of Ethics for the Midwife, NMBA Decision Making Framework for nursing and midwifery and National Safety and Quality Health Service Standards.
- K2.** Analyse teaching and learning theories as applied to the health care context in Australia.
- K3.** Critically analyse factors that influence planning, delivering and assessing effective teaching and learning

Skills:

- S1.** Develop skills in peer teaching using evidence-based principles of teaching and learning
- S2.** Employ evidence-based principles of teaching & learning to evaluate and improve education for health consumers.
- S3.** Reflect on own learning and leadership experiences, learning preferences and future plans as a lifelong learner.
- S4.** Reflect on and develop own emerging leadership capabilities.

Application of knowledge and skills:

- A1.** Apply and evaluate evidence-based teaching practice.
- A2.** Evaluate own emerging leadership styles

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. This unit will introduce the student to the following topics; Situational leadership and case management including delegation, and supervision of person/woman-centered care Mentoring and peer teaching, Patient-Clinician/Midwife-Woman Communication, teaching consumers and family Facilitating clinical teaching and learning of self and others Health literacy, digital literacy and teaching to individuals and groups Cultural diversity of learners Ethical situational leadership and teaching principles Teaching and learning theories and models including resilience and emotional intelligence Understanding the context of emotional learning in clinical environments Student-centered and person/woman-centered learning. Understand the importance of continuing professional development for lifelong learning of self

Learning Task and 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
K1, K2, K3, S1, A1	Teaching and learning portfolio including development, delivery and evaluation of a teaching experience	Professional Portfolio	40-60%
K1, S3, S4, A2	Leadership portfolio including analysis of situational leading and learning in clinical practice	Professional portfolio	40-60%

Adopted Reference Style:

APA ()

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

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