

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	NURSING CONTEXT 9: TRANSITIONING TO NURSING PRACTICE
<b>Unit ID:</b>	NURBN3032
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(1st and 2nd year commencing students)
<b>ASCED:</b>	060301

## Description of the Unit:

This unit aims to prepare students for a satisfying and sustainable nursing and/or midwifery career and address contemporary issues associated with making the transition from student nurse and midwife to graduate nurse and/or midwife. 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 will explore the role of the Registered Nurse and/or Registered Midwife as a leader and will develop strategies for practice. The role of the Registered Nurse or Registered Midwife 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 and/or Midwife Program and beyond. Using the principles of life-long learning as the framework for a fulfilling career as a professional nurse or midwife, 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:

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.

**Does Recognition of Prior Learning apply to this Unit?** No

**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 and submitted all major assessment tasks.

**CourseLevel:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**
**Knowledge:**

- K1.** Discuss the importance of establishing and maintaining effective professional relationships within the healthcare team
- K2.** Identify attributes and behaviours that facilitate successful transition to nursing and midwifery practice
- K3.** Comprehend the requirements to obtain employment in a graduate nurse or midwife program

**Skills:**

- S1.** Research and evaluate information on transitional issues in nursing and/or midwifery
- S2.** Develop strategies for change that will maintain personal and professional wellbeing
- S3.** Develop a professional portfolio supporting graduate application
- S4.** Review and consolidate knowledge of the current nursing and midwifery practice standards

**Application of knowledge and skills:**

- A1.** Practice preparation for the employment process for graduate nurses and midwives
- A2.** Employ principles of self-reflection to understand personal and professional growth
- A3.** Critically analyse factors that influence student transition to beginning level professional nursing and/or midwifery practice

**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;

- Introducing the concept of nursing and midwifery as a professional career through life-long learning
- Understanding the individual's responsibility for maintaining professional standards and continuing professional development
- Understanding workplace management including patient care workload, teamwork, workplace expectations, resilience, time management, technology and quality audits
- Comprehending the role of the nurse and midwife, 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 processes
  - Exploring ongoing professional development of self and others, lifelong learning and decision framework in preparation for Graduate Nurse and Graduate Midwife Program positions, gaining employment within and outside the healthcare environment, AHPRA Registrations
  - Identifying contemporary transitional factors that influence newly registered nurses and midwives
  - Developing strategies for minimising the impact of transitional issues in the move from student nurse or midwife to graduate nurse or midwife
  - Understanding the concept of nurse and midwife as 'self', including care of self as a professional nurse and midwife, and the role of reflective journaling.

### Learning Task and Assessment:

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 learner directed learning. Additional hours will be required to complete the associated assessment tasks. Learner-directed hours will include self-directed learning, directed activities and formative assessment opportunities via the learning management system. The teacher-directed hours of learning in this unit will be through a variety of in-person or online small group learning sessions. Students are expected to attend and engage with all scheduled classes as per the assessment hurdle requirements for this unit.

The hurdle assessment task is excluded from supplementary assessment.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, A1, A2, A3	Attendance at Active Learning Sessions	80% Attendance at Active Learning Sessions	S/U Hurdle
K1, K2, S1, S2, A2, A3	Develop an information pamphlet to support transitional issues for nurses or midwives.	Pamphlet	30-50%
K3, S3, S4, A1, A2	Compile a professional portfolio for graduate nurse and/or midwife program application	Professional Portfolio	50-70%

### 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**

Yes

Date:

May 12, 2023

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)