

Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING PRACTICE 1: FOUNDATIONS FOR PRACTICE
Course ID:	SHMCN6002
Credit Points:	30.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

This course encompasses nursing concepts and inquiry to prepare students to undertake nursing practice in areas such as assessment, nutrition management, skin care and elimination management, within simulated and authentic clinical environments. The course explores the essential elements of effective person-centred assessment. This includes evidence-based assessment frameworks, nursing clinical judgement, communication, digital documentation, and strategies for decision making, problem solving, critical thinking and basic psychomotor skills for assessment practice. Students will be introduced to the principles of culturally appropriate, and comprehensive physical and mental health assessment across the lifespan. Skills and knowledge required to assess hazards within the workplace will develop the student's capacity to contribute to workplace health and safety (WHS). Students will be provided with experience in a health and illness context, including providing palliative care, for future situationally aware practice with increasing complexity. Clinical placement will enable students to experience workplace culture and be provided with opportunities to practice skills in communication, assist with activities of daily living, undertake nursing assessments of physical and psychosocial needs, and reflect on their own practice and self-care strategies.

The course contains 80 hours of clinical placement.

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

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:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	✓	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe the frameworks that inform culturally appropriate nursing assessment of health and mental wellbeing across the lifespan
- K2.** Identify normal and abnormal findings in a basic nursing assessment and articulate the theoretical foundation that underpins holistic assessment
- K3.** Develop strategies for decision-making, problem solving and critical thinking for assessment practice and person-centred care, and demonstrate the role of critical reflective practice in nursing
- K4.** Explore delirium, dementia and mental disorders in the aged population, and the concepts of end of life and bereavement care
- K5.** Develop a beginning level understanding of the purpose and application of nursing care plans

Skills:

- S1.** Demonstrate a systematic approach to person-centered assessment across the life span, utilising primary and secondary surveys
- S2.** Demonstrate application, at a beginning level, of the theoretical principles and psychomotor techniques for culturally appropriate, clinically reasoned, systematic and person-centred assessment, documentation and communication skills
- S3.** Assess hazards within the workplace and contribute to Workplace Health and Safety (WHS)
- S4.** Identify major medication groupings and primary modes of administration and mechanisms of action
- S5.** Employ critical and clinical decision-making skills in planning, implementing and evaluating evidence-based nursing interventions, to promote the health and well-being of patients/clients

Application of knowledge and skills:

- A1.** Perform situationally aware, person-centred and systematic health assessment, utilising the principles of clinical reasoning in a health and illness context
- A2.** Utilise therapeutic communication and interaction principles in the assessment and care of patients/clients
- A3.** Safely administer medications by enteral and parenteral (subcutaneous and intramuscular only) routes under supervision
- A4.** Integrate theory to practice by applying knowledge from biomedical and psychosocial sciences in the provision of quality care across a range of clinical settings and patients/clients
- A5.** Practice in accordance with the NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), Aged Care Quality Standards (2021) and other relevant ethical, legal and professional standards requirements

Course Content:

The NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service Standards (2017-2019), National Safety and Quality Primary and Community Healthcare Standards (2021), Aged Care Quality Standards (2021),

National Standards in Mental Health Services (2017), Prescribing Competencies Framework (2021), National Digital Health Framework (2021), National Health Priority areas and the Registered Nurse Cultural Standards (2018) have informed the syllabus/content of this course.

- Frameworks, principles and practice of culturally and contextually appropriate approaches to comprehensive, systematic physical and mental health assessment and clinically reasoned decision-making
- Foundational psychomotor skills that inform a beginning level, systematic physical and mental health assessment
- Person-centred care across the lifespan
- Communication skills for assessment
- Hygiene, nutrition and feeding, and elimination, including enteral feeding and stoma care
- Foundational pharmacodynamics and pharmacokinetics for nursing practice applications
- Medication terminology and administration knowledge and skills, including by enteral and parenteral (subcutaneous and intramuscular only) routes
- Polypharmacy and socio-cultural aspects
- Knowledge and skills related to analysing and documenting health information, including but not limited to:
 - Analysing the health information of persons requiring health care
 - Nursing clinical judgement and decision making
 - Planning care plans and actions to address issues identified
 - Implementing actions to address issues identified
 - Evaluating actions and care plans
 - Electronic medical records in the context of nursing care
- Knowledge and skills related to health and safety, including infection control:
 - Aseptic techniques, handwashing, wound care
 - Bed-making and lifting
 - Mobility - patient safety
- Delirium, dementia and mental disorders, including in relation to older persons
- Knowledge and skills related to caring for the person-requiring end of life and bereavement care, including but not limited to:
 - Recognising the special needs of persons requiring end of life and bereavement care across the lifespan
 - Contributing to the care plan for a person at end-of-life across the lifespan
 - Implementing nursing interventions for persons with life-limiting illness
 - Assisting in the evaluation of the effectiveness of planned interventions
 - Providing support and services to persons and their families at end-of-life and after death
- Professional expectations of students undertaking clinical placement
- Nursing care planning and documentation including e-documentation for diversity of clients/consumers across the lifespan (Aged care Quality Standards; Paediatric Quality standards)
- Nursing graduate attributes and skills development for practice

Values:

- V1.** Appreciate the use of evidence-based nursing practice to achieve holistic, person-centred care
- V2.** Understand the importance of work health and safety standards in controlling hazards and risks in the workplace
- V3.** Appreciate the need for holistic care in meeting the special needs of persons requiring palliative care
- V4.** Appreciate the role of therapeutic communication and reflection to effective nursing practice

V5. Understand the importance of nursing clinical skills development in diverse clinical settings

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	AT1, AT3, AT4
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	AT1, AT3, AT4
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	AT1, AT3, AT4
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	AT1, AT2, AT3, AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S2, S3, S4, S5, A1, A4, A5	Clinical safety and quality care development.	Critical analysis of one or more case-based scenarios	40-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S4, S5, A1, A2, A3, A4	Formative and integrative peer assessment of foundational clinical nursing practice skills.	Observed Structured Clinical Examination (OSCE) / Clinical skills assessment (CSA)	S/U
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	Satisfactory achievement of clinical standards during placement	Clinical Practicum Assessment: a) Preparation for practice b) ANSAT clinical assessment tool c) Clinical skills portfolio	S/U
K1, K2, K3, K4, K5, S2, S3, S4, S5, A5	Application of clinical reasoning skills for different clinical contexts and clinical safety and quality care standards.	Test / examination	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)