



# Course Outline (Higher Education)

<b>School:</b>	School of Health
<b>Course Title:</b>	NURSING PRACTICE 2: APPLICATIONS FOR PRACTICE
<b>Course ID:</b>	SHMCN6005
<b>Credit Points:</b>	30.00
<b>Prerequisite(s):</b>	(SHMCN6002)
<b>Co-requisite(s):</b>	(SHMCN6004)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Course:

In this course, students will develop the skills, knowledge and attitudes required by nurses in the provision of consumer-led, person-centred care. Students will explore the aetiology, pathophysiology, assessment and diagnostic testing, and person-centred care for people experiencing an acute or subacute illness that requires hospitalisation for conditions involving the National Health Priority areas of cardiovascular, respiratory, nervous, digestive, musculoskeletal, endocrine, hepatic/immune, renal and reproductive systems, as well as the special senses, across the lifespan. Students will consolidate their understanding of the clinical reasoning cycle and apply the cycle and nursing clinical judgement and decision making to people with medical or surgical admissions. Students will refine comprehensive assessment skills to conduct focused, person-centred physical and mental wellness assessments, interpret and analyse findings to form nursing judgement and clinical decision making, to inform person-centred plan of care, and implement and evaluate care. Students will be introduced to delirium care. Students will have the opportunity to apply theory to practice during a structured clinical practicum experience. This course contains 120 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	■	■	■	■	■	■

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

### Learning Outcomes:

#### Knowledge:

- K1.** Explain the pathologic effects of disease processes at the cellular and systemic levels, including in relation to the cardiovascular, respiratory, nervous, digestive, hepatic, immune, renal, reproductive and musculoskeletal systems, as well as the special senses across the lifespan.
- K2.** Identify nursing care needs for patients/clients/residents across the lifespan, related to acute and subacute alterations in health status, including acute exacerbations of chronic conditions
- K3.** Assess appropriate/inappropriate responses to therapeutics
- K4.** Analyse the needs of patients/clients/residents in relation to specific requirements to promote health wellbeing, such as discharge planning, advocacy, and health education
- K5.** Critically examine and explain the role of the nurse in acute health care settings, related to registered nurse responsibilities, accountability for nursing practice, and the development of safe and effective nursing practice across the lifespan

#### Skills:

- S1.** Critically evaluate for the presence and effects of compensatory mechanisms in response to major physiological alterations
- S2.** Assess the pathophysiological basis of delirium
- S3.** Use the clinical reasoning cycle and critical thinking to understand the connection between pathophysiological and pharmacological principles as a basis for nursing practice
- S4.** Demonstrate an understanding of the importance of establishing and maintaining a therapeutic relationship in meeting the needs of a person with altered health needs in acute and subacute care settings, across the lifespan
- S5.** Investigate and explain interprofessional communication techniques to facilitate the transfer of information between healthcare professionals

#### Application of knowledge and skills:

- A1.** Interpret diagnostic tests in relation to objective and subjective symptomatology
- A2.** Apply pathophysiological concepts of disease and pharmacological concepts of treatment to the management of commonly occurring conditions, across the lifespan
- A3.** Synthesise the knowledge and skills gained in relation to health and well-being assessment in acute and sub-acute care settings
- A4.** Apply the knowledge and skills associated with clinical reasoning to effectively plan, deliver, evaluate and document nursing care in acute and sub-acute care settings
- 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), National Safety and Quality Health Service (NSQHS) Standards (2017-2019), Registered Nurse Cultural Standards (2018) and other relevant ethical, legal and professional standards requirements

#### Course Content:

## 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.

- Aetiology, pathophysiology, assessment and diagnostic testing (including haematology, biochemistry, microbiology and medical imaging) of the National Health Priority areas of cardiovascular, respiratory, nervous, digestive, musculoskeletal, endocrine, hepatic/immune, renal and reproductive systems, as well as the special senses across the lifespan.
- Clinical decision support models
- Models of health and nursing care delivery across the lifespan
- Patient safety across the lifespan
- Delirium care across the lifespan
- Barriers to care using contexts of nursing and conceptual frameworks
- Developing critical, reflective and higher order thinking skills
- Clinical decision framework - NMBA Decision Making Framework
- Therapeutic communication in complex interactions including communicating with people with particular needs and in complex situations
- Partnership - Person-centred Care
- Provision of person-centred care while under supervision in clinical settings
- The role of the Registered Nurse in inter-professional practice
- Systems approach, including aetiological factors, epidemiology, and clinical manifestations and nursing management of a range of medical/surgical disorders affecting body systems.
- Simulated clinical skills development appropriate for the National Health Priority acute care disorders affecting body systems.

## Values:

- V1.** Understand the connection between evidence, nursing practice and outcomes of nursing care for specific disease processes, including in relation to the cardiovascular, respiratory, nervous, digestive, musculoskeletal, endocrine, hepatic/immune, renal and reproductive systems, as well as the special senses across the lifespan.
- V2.** Appreciate the role of the nurse in the interdisciplinary healthcare team when planning and implementing person-centred care for individuals with acute and sub-acute conditions requiring care interventions
- V3.** Understand the importance of nursing skills development in providing optimal levels of nursing care in acute and sub-acute clinical situations
- V4.** Appreciate the need for utilising therapeutic communication and reflective practice skills when providing holistic care in meeting the needs of persons requiring acute and sub-acute care

## 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, AT2, 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.	K1, 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	AT1, 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, AT3, AT4

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2, A3, A4	Assess and apply: <ul style="list-style-type: none"> <li>• pathophysiology for nursing practice</li> <li>• clinical reasoning and critical thinking skills for different clinical contexts</li> <li>• clinical safety and quality care standards</li> </ul>	Analysis of one or more case-based scenarios and/or nursing care plans	40-60%
K2, K4, K5, S1, S2, S3, S4, S5, A1, A2, A4	Formative and integrative assessment of intermediate clinical nursing practice skills	Observed Structured Clinical Examination (OSCE) / Clinical skills assessment (CSA)	S/U Hurdle

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K4, K5, S1, S2, S3, S4, S5, A1, A2, A3, A4, A5	Satisfactory achievement of clinical standards of practice during placement	Clinical practicum assessment: a) Preparation for practice b) ANSAT clinical assessment tool c) Clinical skills portfolio	S/U Hurdle
K1, K2, K3, K4, K5, S1, S2, S3, S4, A1, A2	Assess and apply: <ul style="list-style-type: none"> <li>• pathophysiology for nursing practice</li> <li>• clinical reasoning and critical thinking skills for different clinical contexts</li> <li>• clinical safety and quality care standards</li> </ul>	Test / examination	40-60%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)