

Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING CONTEXT 6: WORK-READY TRANSITION TO PRACTICE
Course ID:	SHMCN6007
Credit Points:	15.00
Prerequisite(s):	(HEAPH6007 and SHMCN6001 and SHMCN6002 and SHMCN6003 and SHMCN6004 and SHMCN6005)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

The aim of this course is to enable students to effectively prepare for making the transition from student nurse to graduate nurse, and for establishing themselves in a satisfying and sustainable nursing career. A key component of this course is participation in a structured inter-professional experience. Students will develop an understanding of the importance and complexity of negotiating interprofessional relationships within nursing and health care contexts through solution-focused problem-solving strategies and change management principles. These have direct applicability to resilience and the care of 'self'. As future nursing and health care leaders, students will explore the role of the Registered Nurse as a situational leader and develop practical strategies for graduate practice. The role of the Registered Nurse in the provision and maintenance of safe, high quality nursing care - as encompassed within the National Safety and Quality Health Service Standards and National Safety and Quality Primary and Community Healthcare Standards - will be explored, along with a consideration of the role that the auditing of risk provides. Students will also develop skills and attitudes required to be work ready, actively participate in the employment-seeking process, and apply for roles within Graduate Nurse Programs and beyond. Using the principles of life-long learning as the framework for a fulfilling career as a professional nurse, students will explore the various career, study and research pathways, continuing professional development opportunities and requirements and engagement for career advancement.

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

Placement Component: No

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.** Critically evaluate the role of the beginning level Registered Nurse in all areas of nursing to ensure the provision of safe, high quality health care
- K2.** Investigate the role of the Registered Nurse in developing, leading, maintaining and reviewing organisational safety and care quality standards
- K3.** Analyse the importance of establishing and maintaining effective professional relationships in multidisciplinary health care teams
- K4.** Explore aspects of practice and nursing attributes to ensure successful transition to practice

Skills:

- S1.** Use a variety of formats to research and professionally represent information that relates to critical, analytical and reflective thinking to provide professional, person-centred nursing care
- S2.** Explore contexts for engaging in interprofessional communication and collaboration to ensure the provision of safe, high quality health care
- S3.** Formulate strategies and techniques for managing care of self in changing professional and clinical contexts
- S4.** Develop strategies and techniques for engaging in graduate nurse application processes

Application of knowledge and skills:

- A1.** Engage in interprofessional collaboration to ensure the provision of safe, high quality person-centred health care across the lifespan
- A2.** Employ principles of self-reflection to understand personal growth in the area of situational leadership and management as well as strategies for self-care
- A3.** Formulate the components required to successfully participate in the employment process for graduate nurses
- A4.** Demonstrate critical analysis of factors that influence student transition to beginning level professional nursing practice

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.

- Exploring the concept of nursing as a professional career through life-long learning
- Understand 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 within health care organisations in maintaining safe, high quality care, including in relation to standards such as risk management, continuous improvement and accreditation
- Working collaboratively in multidisciplinary health care teams to support safe, high quality patient care
- Maintaining interprofessional relationships and understanding change management
- Engaging in solution-focused problem-solving, including consultation, collaboration, conflict resolution, negotiation and effective communication as a health care professional
- Developing the written, verbal and research 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 Program positions, gaining employment within and outside the healthcare environment, including AHPRA registrations
- Identifying contemporary transitional factors that influence newly registered nurses, for example workplace incivility and aggression, burnout, self-care, independent decision-making, impact of shift work, increased independent workloads, and preceptorships and mentorships
- Developing strategies for minimising the impact of transitional issues in transitioning from student nurse to graduate nurse
- Understanding the concept of nurse as 'self', including care of self as a professional nurse, and the role of reflective journaling

Values:

- V1.** Recognise the workplace roles, responsibilities and practice demands of professional nursing
- V2.** Appreciate the independent, interdependent, interdisciplinary and multidisciplinary nature of professional nursing practice
- V3.** Understand the culture of health workplace environments, current trends and learning opportunities

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
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		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, S1, S2, S3, A1, A2, A3, A4	AT2, AT3
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, S1, S2, S3, A1, A2, A3, A4	AT2, AT3
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, S1, S2, S3, A1, A2, A3, A4	AT2, AT3
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, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3
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, S1, S2, S3, S4, A1, A2, A3, A4	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S3, S4, A3, A4	Compile a professional portfolio for a simulated graduate nurse program application	Engage and actively participate in a simulated graduate nurse application process	30-40%
K2, K3, S2, S3, A1, A2	Engage and actively participate in a health-related interdisciplinary practice activity	Oral, multimedia and/or written report on interdisciplinary engagement and participation	30-40%
K1, K2, K3, K4, S1, S2, S3, A1, A2, A3, A4	Analyse and critique contemporary nursing practice issues/concerns for the new graduate	Oral, multimedia and/or written presentation	20-30%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)