Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING CONTEXT 8: CLINICAL TEACHING AND LEADERSHIP
Course ID:	SHMCN6010
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:

Students are introduced to the techniques and strategies for successfully planning, implementing and assessing education and training in nursing practice. Students explore the role of the nurse, as a situational leader in clinical teams, and as an educator for consumers, 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 will be encouraged to integrate these techniques into their own clinical practice to provide safe, high quality, person-centred care. Students will consider the NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018) as a framework for consolidating their practice and ensure that they are working within the regulated role of the Registered Nurse as an educator and leader.

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. Analyse the role of the nurse as leader and educator in Australian healthcare system, including principles of situational leadership and delegating to others

K2. Evaluate teaching and learning theories in relationship to teaching and learning practices in Australian health care contexts

K3. Critically analyse factors that influence planning, delivering and assessing effective teaching and learning for consumers and members of the multidisciplinary team

K4. Critique the role of the nurse as facilitator and mentor in nursing and interdisciplinary practice

K5. Explain the role of continuous professional development in maintaining professional capabilities and the delivery of evidence-informed, safe and high quality, person-centre care

Skills:

S1. Develop, implement and evaluate peer and patient/consumer education using evidence-based principles of teaching and learning

S2. Critically examine personal leadership approaches, and the teaching and learning styles of self and others

S3. Critically reflect on own role as facilitator and mentor in nursing and interdisciplinary practice

S4. Critique the delivery of education and training sessions and implement improvement strategies

Application of knowledge and skills:

A1. Design, conduct and evaluate effective, evidence-based, peer and patient/consumer education

A2. Critically evaluate own leadership and facilitation of teaching and learning

A3. Critically appraise own capabilities as a facilitator and mentor in nursing and interdisciplinary practice

A4. Devise and act on continuous quality improvement strategies for teaching sessions with peers and/or patients/consumers

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.

- Teaching and learning theories and models, including resilience, emotional intelligence and cultural intelligence
- Student-centred and person-centred learning
- Situational leadership and case management
- Delegation and supervision of person-centred care

- Mentoring and peer teaching, patient-clinician communication, teaching consumers and their families/advocates
- Facilitating clinical teaching and learning of self and others
- Ethical situational leadership and teaching principles
- Diversity of learners
- Health literacy
- Digital literacy
- Teaching to individuals and groups
- Understanding the context of emotional learning in clinical environments
- The importance of continuous professional development (CPD) for maintaining professional nursing capabilities and lifelong learning

Values:

V1. Recognise the importance of the role of the nurse as a clinical leader, educator and mentor in providing safe, high quality care in diverse health care contexts

V2. Appreciate the importance of teaching and learning, in managing self and others to facilitate continuous quality improvement in clinical 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, A1, A2, A3, A4	AT1, 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, K5, S1, S2, S3, S4, A1, A2, A3, A4	AT1, 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, K5, S1, S2, S3, S4, 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, K5, S1, S2, S3, S4, A1, A2, A3, A4	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, K5, S1, S2, S3, S4, A1, A2, A3, A4	AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, S1, S2, S3, A1	Peer teaching to a simulated nursing audience – A	Lesson plan for peer teaching	20-30%
K2, K3, S1, S2, S3, A1, A2	Peer teaching to a simulated nursing audience – B	Conduct peer teaching	20-30%
K1, K2, K4, K5, S2, S3, S4, A2, A3, A4	Critical analysis of situational leadership approaches in nursing and/or the importance of continuous improvement of teaching, learning and mentoring in clinical practice	Written Assessment	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)