

Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING PRACTICE 4: CONSOLIDATION OF PRACTICE 1
Course ID:	SHMCN6011
Credit Points:	15.00
Prerequisite(s):	(SHMCN6008)
Co-requisite(s):	(SHMCN6012)
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

This course, along with SHMCN6012, will enable students to consolidate their learning from across the Master of Clinical Nursing (Graduate Entry) program by way of more specialised knowledge and skills development, and extended periods of clinical practice in diverse clinical settings. This may include a consolidated placement in one health care organisation for both courses. SHMCN6011 will enable students to build on learnings from previous courses in relation to nursing for mental health and well-being across the lifespan and in diverse clinical settings. The focus of the course is on contemporary mental health nursing concepts involving a recovery-focused and a lifespan-based approach to mental health care. Students will engage in more specialised skills development in culturally safe communication and mental health assessment, and the principles and components of recovery and collaborative relationships with people of diverse backgrounds experiencing mental ill health. The course will enable students to understand and evaluate their nursing practice in relation to key provisions of Mental Health Acts, particularly with regard to empowerment, collaboration, least restrictive environment, and attaining, preserving and establishing positive mental health outcomes. The course will also enable students to evaluate their nursing practice in relation to State and Commonwealth legislation and policies of relevance to promoting and supporting the mental health and well-being of the diverse Australian population, with particular consideration being given to priority populations.

This course contains 240 hours of clinical placement in diverse health care settings.

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.** Evaluate the concepts of mental health and contemporary mental health nursing practice with an inclusive and recovery-focussed approach to mental health care across the lifespan
- K2.** Examine a range of mental disorders across the lifespan, including mood disorders, psychotic disorders, personality disorders, and associated evidence-informed behavioural and pharmacological interventions
- K3.** Critically examine the principles of recovery-focussed care in contemporary mental health services, within the context of Mental Health Acts and other key legislation and policies relevant to promoting and supporting mental health in diverse populations
- K4.** Appraise the importance of consumer and family/carer participation and self-determination as a perspective of the recovery paradigm

Skills:

- S1.** Employ ethical and inclusive practice by promoting positive images and challenging discriminatory stereotypes of people with mental disorders, and respecting the dignity, culture, values, beliefs and rights of individuals and groups
- S2.** Communicate effectively and therapeutically with people who are experiencing disturbances of thoughts, feelings and behaviour, and demonstrate cultural sensitivity and safety in mental health nursing practice
- S3.** Integrate mental health concepts into the nursing assessment, including conducting a mental health status examination through a comprehensive and systematic assessment
- S4.** Demonstrate consolidation of cultural and patient safety principles in evidence-based nursing practice in interprofessional health care teams

Application of knowledge and skills:

- A1.** Use a recovery-based approach to assess, plan, implement, evaluate, accurately document and communicate evidence-based nursing care for people with mental ill health
- A2.** Demonstrate a fundamental knowledge of the key provisions of Mental Health Acts and the roles and functions of the mental health workforce, encompassing cultural, spiritual, social, biological and psychological features of illness and health.
- A3.** Apply advanced assessment, nursing care management and evaluation of person-centred care in diverse settings, and enhance interprofessional learning and 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 (NSQHS) Standards (2017-2019), 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.

- Rights and responsibilities
- Safety and privacy
- Strengths-based, recovery-led consumer and carer participation and partnership
- Awareness of diversity – inclusion and cultural safety
- Epidemiology of mental health and mental illness
- Mental health problems and mental disorders in children, adolescents, adults and older people, including in relation to pathophysiology and pharmacology
- Further exploration of delirium, dementia and mental disorders in older people
- Treatment options for common mental disorders
- Medication safety and quality use of medication in mental health promotion and prevention
- Early detection and intervention
- Mental health assessment, including in relation to high risk presentations
- Therapeutic communication with people experiencing depression, suicidal ideation and/or self-harm / high risk behaviours
- Relapse prevention and support
- Recognising and responding to deterioration in a person’s mental health
- The role of physical health in mental health care
- Integration and partnership
- Documentation and digital health information systems
- Primary Commonwealth and State legislation and policies pertinent to promoting and supporting mental health and well-being
- Implementing Mental Health Act/s in the Australian health care system
- Ethical practice and professional responsibilities
- The role of clinical placement in linking theory to practice

Values:

- V1.** Understand the importance of person-centred care in the promotion of mental health for individuals, families and communities
- V2.** Appreciate the significance of mental health and well-being to whole-of-person health

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, S1, S2, S3, S4, A1, A2, A3	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, S1, S2, S3, S4, A1, A2, A3	AT2, 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, S1, S2, S3, S4, A1, A2, A3	AT2, 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, S1, S2, S3, S4, A1, A2, A3	AT2, 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, S1, S2, S3, S4, A1, A2, A3	AT2, AT3, AT4

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S2, A1, A2	Application of mental health communication, assessment and management knowledge and skills	Online quizzes	15-25%
K1, K2, K3, K4, S2, S3, A1, A2, A3	Case scenario - physical and mental health assessment and management	Audiovisual presentation	25-35%
K1, K3, S1, S4, A2	Critically examine a Commonwealth or State mental health related policy, and its practice integration and impact	Written Assessment	40-60%
K1, K2, K3, K4, S1, S2, S3, S4, A1, A2, A3	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

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)