COURSE OUTLINE

NUR116 Preparation for Practice 1

School: School of Health - Nursing

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Caboolture
UniSC Fraser Coast
UniSC Gympie

BLENDED LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this introductory course you will develop foundational nursing knowledge and skills using a person-centred approach to care. Your practice is underpinned by the National Safety and Quality Health Service Standards (NSQHSS) and Aged Care Quality Standards (ACQS) that are essential for the provision of safe quality health care. You will develop your critical thinking and problem-solving skills using a case-based learning approach in tutorials and the nursing laboratory. You will review and reflect on your learning in preparation for NUR117 Clinical Practice 1 in order to meet the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice at a beginning level.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching recording.	1hr	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	9 times
Laboratory 1 – On campus nursing laboratory For some Moreton Bay students this Lab will be taught at UniSC Caboolture.	3hrs	Week 2	9 times

1.3. Course Topics

Course introduction, patient assessment and person centred care planning, data collection, and progress notes/ documentation.

Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice, NMBA Registration for students and Aboriginal and Torres Strait Islander cultural safety strategy 2020 –2025.

Assessment of the integumentary system, person centred care planning and pressure injury prevention.

Mobility and musculoskeletal assessment and person-centred care planning. Geriatric assessment.

Respiratory function, assessments and person-centred care planning.

Cardiovascular function, assessments and person-centred care planning.

Behavioural, cognitive/mental health, pain assessment and person-centred care planning.

Neurological assessment and person-centred care planning.

Gastro-intestinal and nutritional assessment and person-centred care planning.

Abdominal assessment and person-centred care planning.

Renal assessment and care planning.

Graded assertiveness, communication skills, clinical handover, caring for people from non-English speaking backgrounds.

Integrated electronic medical record (ieMR), digital documentation and technology in clinical practice.

Preparation for practice in community residential aged care or acute care settings. National Safety and Quality Health Service (NSQHS) and Aged Care Quality (ACQ) standards in practice.

Medication administration concepts and safety, and mathematical concepts to support medication administration.

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
1 Interpret and use evidence and critical thinking skills in person-centred assessment and care planning.	Creative and critical thinker	1.1, 1.2, 1.3, 1.5, 2.4, 2.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4
2 Demonstrate effective communication when applying nursing knowledge to assessment and care planning.	Creative and critical thinker	1.6, 2.1, 2.2, 2.3
3 Demonstrate knowledgeable, safe nursing practice in a simulated environment to ensure safe nursing practice.	Creative and critical thinker Ethical	1.4, 1.5, 1.6, 3.4, 4.2, 4.4, 6.2, 6.5
4 Apply principles and practices of academic writing and referencing	Knowledgeable Ethical	
5 Demonstrate ethical use of intellectual property	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision- making, actions and evaluations
2.1	The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3	The RN recognises that people are the experts in the experience of their life
2.4	The RN provides support and directs people to resources to optimise health related decisions
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
3.4	The RN accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities
4.1	The RN conducts assessments that are holistic as well as culturally appropriate
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
4.4	The RN assesses the resources available to inform planning
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
5.3	The RN documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes
5.4	The RN plans and negotiates how practice will be evaluated and the time frame of engagement
6.2	The RN practises within their scope of practice
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

NUR111, must be enrolled in SC391

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

As attained in pre-requisite courses.

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

NUR116 Preparation for Practice 1 will include early assessment (not Substantial Assessment Tasks) that provides formative feedback on academic progress, including identifying the need for additional support. In week 3 of this course you will demonstrate your knowledge of assessment and develop a plan of care that will be peer reviewed in the tutorial. In week 8 of the simulations (week 9 of the trimester) you will undertake a clinical based scenario that will be peer reviewed in the nursing laboratory. The feedback provided will support guidance and understanding for your development of understanding the importance of planning care for clients.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	3 hours	Week 10	Online Submission
All	2a	Written Piece	Individual	1000 words	Week 3	In Class
All	2b	Written Piece	Individual	1000 words	Week 5	Online Assignment Submission with plagiarism check
All	3a	Practical / Laboratory Skills	Group	0.5 hours	Week 8	In Class
All	3b	Practical / Laboratory Skills	Individual	20 minutes	Week 9	Online Submission

All - Assessment Task 1: Check In Check Out assessment

GOAL:	The goal of this task is for you to actively participate in the nursing laboratories to develop the knowledge and skills required for safe nursing practice
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	You are required to submit evidence of participation in the nursing laboratories linked to your learning needs for at least 7 of the 9 weeks. Information about the assessment is available in Canvas
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Active participation in nursing laboratories. — 1 3
GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 2a: Case study assessment and plan of care

GOAL:	The goal of this task is for you to apply evidence-based assessment principles and use critical thinking skills to interpret, plan and document safe, quality, person centred nursing care, that is appropriate for the person's identity, culture and experiences
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You will prepare responses to a patient assessment and plan care relating to the provided case study. You will then consider which Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for practice, apply to the case. In-class activity (self-marked)

CRITERIA:

No.		Learning Outcome assessed
1	Application of evidence to patient assessment and care planning	1 2
2	Alignment of chosen assessment procedures with case	1
3	Person centred plan of care	2
4	Quality of documentation.	1 2 4
5	Selection of relevant NMBA Registered nurse standards for practice that apply to the case	4
6	Application of principles and practices of academic writing and referencing	4
7	Demonstrate ethical use of intellectual property	5

GENERIC SKILLS:	Communication, Problem solving, Information literacy

All - Assessment Task 2b: Case study assessment and plan of care

GOAL:	The goal of this task is for you to apply evidence-based assessment principles and use critical thinking skills to interpret, plan and document safe, quality, person centred nursing care, that is appropriate for the person's identity, culture and experiences
PRODUCT:	Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	You will prepare responses to a patient assessment and plan care relating to the provided case study. You will then consider which Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for practice, apply to the case. This task is completed and submitted in-class under exam conditions

CRITERIA:

No.		Learning Outcome assessed
1	Application of evidence to patient assessment and care planning	1 2
2	Alignment of chosen assessment procedures with case	1
3	Person centred plan of care	2
4	Quality of documentation	1 2 4
5	Selection of relevant NMBA Registered nurse standards for practice that apply to the case	4
6	Application of principles and practices of academic writing and referencing	4
7	Demonstrate ethical use of intellectual property	5

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3a: Scenario-based clinical assessment preparation and peer assessment

GOAL:	The goal of this task is to practice and receive feedback on your development of nursing practice knowledge and skills
PRODUCT:	Practical / Laboratory Skills
AUTHORSHIP STATEMENT:	
FORMAT:	In the nursing laboratory, you will complete a scenario-based clinical assessment in pairs. You will complete the assessment and receive feedback from your peer, and possibly tutor. The scenario will be based on prior learning

CRITERIA:

No.		Learning Outcome assessed
1	Interpret and use evidence and critical thinking skills in patient assessment and care planning.	1
2	Communicate effectively when applying nursing knowledge to assessment and care planning.	2
3	Demonstrate knowledgeable, safe nursing practice in a simulated environment.	3

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

All - Assessment Task 3b: Scenario-based clinical assessment

GOAL:	The goal of this task is to demonstrate requisite knowledgeable, safe nursing practice required for progression to your clinical placement in NUR117
PRODUCT:	Practical / Laboratory Skills
AUTHORSHIP STATEMENT:	
FORMAT:	In the nursing laboratory, you will complete a recorded scenario-based clinical assessment. You will be allocated a scenario that incorporates clinical skills
CRITERIA:	

No.		Learning Outcome assessed
1	Interpret and use evidence and critical thinking skills in patient assessment and care planning.	1
2	Communicate effectively when applying nursing knowledge to assessment and care planning.	2
3	Demonstrate knowledgeable, safe nursing practice in a simulated environment.	3

GENERIC SKILLS:	Communication, Problem solving, Organisation

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Berman, Snyder, Levett-Jones, Burton, Harvey	2020	Skills in Clinical Nursing	2nd	Pearson
Required	AUDREY & FRANDSEN BERMAN (GERALYN & SNYDER, SHIRLEE ET AL.),Geralyn Frandsen,Shirlee Snyder,Tracy Levett-Jones,Adam Burston,Trudy Dwyer,Majella Hales,Nichole Harvey,Lorna Moxham,Tanya Langtree,Kerry Reid-Searl,Flora Rolf,David Stanley	2020	Kozier and Erb's Fundamentals of Nursing, Volumes 1-3	5th Edition	n/a
Required	Julie Martyn,Mathew Carey,John D. Gatford,Nicole Phillips	2022	Gatford and Phillips' Drug Calculations	10th edition	Elsevier

8.2. Specific requirements

Completion of nursing laboratory orientation. You are required to wear fully enclosed shoes and approved UniSC uniform during all nursing laboratory classes.

9. How are risks managed in this course?

Risk assessments have been performed for all studio and laboratory classes and a low level of health and safety risk exists. Some risk concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central