

# NUR226 Preparation for Practice 2

School: School of Health - Nursing

2024 | Session 2

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

**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 [usc.edu.au](http://usc.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 developing course, you will use prior knowledge to plan and implement therapeutic, evidence-based interventions and care. The emphasis is on safe medication practice, underpinned by the National Safety and Quality Health Service Standards (NSQHSS), essential for the provision of safe quality health care. You will further develop your critical thinking and problem solving using clinical case scenarios in the nursing laboratory. You will review and reflect on your learning in order to develop your practice in preparation for NUR227 Clinical Practice 2 in order to meet the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice at a developing level.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins	2hrs	Week 1	8 times
<b>Tutorial/Workshop 1</b> – On campus tutorial	2hrs	Week 1	8 times
<b>Laboratory 1</b> – On campus nursing laboratory	3hrs	Week 1	8 times

### 1.3. Course Topics

Introduction to course. Consolidation of medication calculation concepts. Principles of safe medication administration. Clinical documentation and early warning tools. Pre-operative care.

Intravenous therapy. Anti-microbial stewardship.

Post-operative care. Oxygenation. Pain assessment and management.

National health priorities.

Lifespan considerations; contexts of nursing practice.

Health literacy, diversity, comprehensive care and cultural considerations. Culturally safe person-centred care when meeting the health care needs of Aboriginal & Torres Strait Islander peoples.

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Interpret and use evidence and critical thinking skills in person-centred assessment and care planning, that are appropriate for the person's identity, culture and experiences.	Creative and critical thinker	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 5.1, 5.2, 5.3, 5.4
2 Demonstrate knowledge of safe medication practice and evidence-based nursing practice in a range of pharmacotherapeutic interventions.	Knowledgeable	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 4.2, 5.1, 6.1, 6.2, 6.5
3 Self-appraise your skill development in care planning and safe, evidence-based care.	Creative and critical thinker	3.1, 3.2, 3.3, 3.5
4 Demonstrate knowledgeable, safe nursing practice and effective communication within the nursing team and the multidisciplinary team to ensure safe nursing practice in a simulated environment.	Creative and critical thinker Ethical	1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.5, 7.1

### \* 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

CODE	COMPETENCY
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
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.2	The RN provides the information and education required to enhance people's control over health
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others
3.5	The RN seeks and responds to practice review and feedback
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
4.4	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
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
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
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes

## 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

NUR116 and NUR117 or NUR141 and enrolled in Program SC391, SC392.

### 5.2. Co-requisites

NUR231 and NUR241

### 5.3. Anti-requisites

Not applicable

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

As attained in pre-requisite courses.

## 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

Early feedback will be provided commencing week 3. This will assist you with reinforcing concepts relating to the following coursework and assessments.

### 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	Refer to Format	In Class
All	2	Quiz/zes	Individual	40 minutes	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	3a	Practical / Laboratory Skills	Individual	15 minutes	Week 4	In Class
All	3b	Practical / Laboratory Skills	Individual	20 minutes	Week 8	Online Submission

#### All - Assessment Task 1: Check In Check Out Assessment

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Activity Participation		
<b>FORMAT:</b>	You are required to submit evidence of participation in the nursing laboratories linked to your learning needs for 6 of the 8 weeks. Information about the assessment is available in Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Active participation in nursing laboratories	1 3

#### All - Assessment Task 2: Medication Administration Quiz

<b>GOAL:</b>	The purpose of this task is for you to demonstrate your knowledge of key concepts related to safe medication administration.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	You will be required to complete an online quiz linked to the weekly course topics and learning materials. 100% pass mark is required to pass this assessment.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Correct medication calculations.	2
	2	Principles of safe medication administration.	2

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

<b>GOAL:</b>	The goal of this task is to seek formative feedback on your development of nursing practice knowledge and skills.		
<b>PRODUCT:</b>	Practical / Laboratory Skills		
<b>FORMAT:</b>	In the nursing laboratory you will complete a scenario based clinical assessment. In pairs you will complete the assessment and seek feedback from your peer and tutor. The scenario will be based on the previous learning.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Communicate effectively to ensure safe nursing practice within the multidisciplinary team.	4
	2	Interpret and use evidence and critical thinking skills in person-centred assessment and care planning, that are appropriate for the person's identity, culture, and experiences.	1 3
	3	Apply nursing knowledge to assessment and care planning.	2
	4	Demonstrate knowledgeable, safe nursing practice in a simulated environment.	2

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

<b>GOAL:</b>	The goal of this task is to demonstrate requisite knowledgeable, safe nursing practice required for progression to PEP in NUR227.		
<b>PRODUCT:</b>	Practical / Laboratory Skills		
<b>FORMAT:</b>	In the nursing laboratory you will be required to complete and record a scenario-based clinical assessment.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Communicate effectively to ensure safe nursing practice within the multidisciplinary team.	4
	2	Interpret and use evidence and critical thinking skills in person-centred assessment and care planning, that are appropriate for the person's identity, culture and experiences.	1
	3	Apply nursing knowledge to assessment and care planning.	2
	4	Demonstrate knowledgeable, safe nursing practice in a simulated environment.	2

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Berman, Snyder, Levet-Jones, Burton, Harvey	2020	Skills in Clinical Nursing	2nd	Pearson
Required	Adriana Tiziani	2021	Havard's Nursing Guide to Drugs	n/a	Elsevier
Required	Julie Martyn, Mathew Carey, John D. Gatford, Nicole Phillips	2022	Gatford and Phillips' Drug Calculations	n/a	Elsevier

## 8.2. Specific requirements

Completion of nursing laboratory orientation.

You are required to wear fully enclosed shoes and uniform during all nursing laboratory classes.

All nursing laboratory classes must be attended

## 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 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of UniSC.

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.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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>

## 10.9. 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.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)