

NUR286 Preparation for Practice 3

School: School of Health - Nursing

2024 | Session 6

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 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 utilise prior knowledge to plan and implement therapeutic, evidence-based interventions and care for people with complex health alterations. The emphasis is on identification of clinical deterioration, underpinned by the National Safety and Quality Health Service Standards (NSQHSS) that are 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 NUR287 Clinical Practice 3 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
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	4.5hrs	Week 1	8 times
Laboratory 1 – On campus nursing laboratory	3hrs	Week 1	8 times

1.3. Course Topics

Medication administration in complex care.

Primary and secondary assessment and care for adults in practice.

Primary and secondary assessment and care for paediatrics in practice.

Assessment and care of the person with respiratory clinical deterioration in practice.

Assessment and care of the person with cardiovascular clinical deterioration in practice.

Assessment and care of the person with neurological clinical deterioration in practice.

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?

6 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
<p>1 Use and interpret evidence to plan and prioritise therapeutic interventions including medication administration and care for adults and children with acute and/or episodic, complex health needs.</p>	Creative and critical thinker	1.1, 1.2, 4, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 5.5, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7, 7.1, 7.2, 7.3
<p>2 Demonstrate knowledgeable, safe nursing practice and effective communication within the nursing and multidisciplinary team in a simulated environment to ensure safe nursing practice.</p>	Creative and critical thinker Empowered	1.1, 4.1, 4.2, 4.4, 5.1
<p>3 Apply nursing knowledge to assessment and complex person-centred care planning that is appropriate to the person's identify, culture, and experiences.</p>	Creative and critical thinker	1, 1.1, 4.1, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.3, 5.4, 5.5, 6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
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
4	Standard 4: Comprehensively conducts assessments
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	Standard 5: Develops a plan for nursing practice
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

CODE	COMPETENCY
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5.3	The RN documents, evaluates and modifies plans accordingly to facilitate the agreed outcomes
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5.4	The RN plans and negotiates how practice will be evaluated and the time frame of engagement
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5.5	The RN coordinates resources effectively and efficiently for planned actions
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6	Standard 6: Provides safe, appropriate and responsive quality nursing practice
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6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
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6.2	The RN practises within their scope of practice
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6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non- clinical roles
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6.4	The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct
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6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
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6.6	The RN uses the appropriate processes to identify and report potential and actual risk related system issues and where practice may be below the expected standards
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7	Standard 7: Evaluates outcomes to inform nursing practice
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7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
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7.2	The RN revises the plan based on the evaluation
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7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons
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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

NUR226 and enrolled in SC391 or SC392

5.2. Co-requisites

NUR331 and (NUR227 or NUR211)

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

Feedback will be provided on your preparation for practice - each week students will use the CICO process to identify positive areas of practice and develop plans to improve confidence or knowledge.

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	Quiz/zes	Individual	30 minutes	Week 6	Online Test (Quiz)
All	2a	Practical / Laboratory Skills, and Written Piece	Individual	15 minutes peer appraisal and a reflective piece.	Week 7	In Class
All	2b	Practical / Laboratory Skills	Individual	15 minute simulation.	Week 8	Online Submission
All	3	Activity Participation	Individual	4 hours	Week 8	In Class

All - Assessment Task 1: Quiz

GOAL:	The purpose of this task is for you to demonstrate evidence of your learning in relation to safe medication administration.							
PRODUCT:	Quiz/zes							
FORMAT:	<p>The quiz will open in week 3 and close in week 6.</p> <p>You will have 3 attempts to complete the quiz.</p> <p>You must achieve 100% to pass this assessment.</p>							
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Correct medication calculations and knowledge of the principles of safe medication administration.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Correct medication calculations and knowledge of the principles of safe medication administration.	2	
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All - Assessment Task 2a: Scenario-based clinical assessment preparation and peer assessment

GOAL:	The goal of this task is to seek formative feedback on your development of nursing practice knowledge and skills.																
PRODUCT:	Practical / Laboratory Skills, and Written Piece																
FORMAT:	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.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Communicate effectively to ensure safe nursing practice</td> <td>2</td> </tr> <tr> <td>2</td> <td>Interpret and use evidence and critical thinking skills in patient assessment and person-centred care planning.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Apply nursing knowledge to assessment and complex care planning.</td> <td>3</td> </tr> <tr> <td>4</td> <td>Demonstrate knowledgeable, safe nursing practice in the multidisciplinary team in a simulated environment</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Communicate effectively to ensure safe nursing practice	2	2	Interpret and use evidence and critical thinking skills in patient assessment and person-centred care planning.	3	3	Apply nursing knowledge to assessment and complex care planning.	3	4	Demonstrate knowledgeable, safe nursing practice in the multidisciplinary team in a simulated environment	2	
No.		Learning Outcome assessed															
1	Communicate effectively to ensure safe nursing practice	2															
2	Interpret and use evidence and critical thinking skills in patient assessment and person-centred care planning.	3															
3	Apply nursing knowledge to assessment and complex care planning.	3															
4	Demonstrate knowledgeable, safe nursing practice in the multidisciplinary team in a simulated environment	2															

All - Assessment Task 2b: Scenario-based clinical assessment

GOAL:	The goal of this task is to demonstrate requisite knowledgeable, safe nursing practice required for progression to PEP in NUR287.	
PRODUCT:	Practical / Laboratory Skills	
FORMAT:	In the nursing laboratory you will complete a scenario based clinical assessment.	
CRITERIA:	No.	Learning Outcome assessed
	1	Communicate effectively to ensure safe nursing practice 2
	2	Interpret and use evidence and critical thinking skills in patient assessment and care planning. 1
	3	Apply nursing knowledge to assessment and complex care planning. 3
	4	Demonstrate knowledgeable, safe nursing practice in the multidisciplinary team in a simulated environment. 2

All - Assessment Task 3: 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	
FORMAT:	You are required to submit evidence of the check in and check out process each week of your lab class. Information about the assessment is available in Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Active participation in nursing laboratories. 1 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	Audrey Berman, Shirlee J. Snyder, Tracy Levett-Jones, Patricia Burton, Trish Burton, Nichole Harvey, Nikki Harvey	0	Skills in Clinical Nursing	n/a	n/a
Required	Adriana Tiziani	2021	Havard's Nursing Guide to Drugs	11th	Elsevier
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 uniform during all nursing laboratory classes.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety 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

Limited Graded Course:

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 the USC.

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.

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.

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.

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 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 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