COURSE OUTLINE

NUR303 Preparation for Practice 4

School: School of Health - Nursing

2026 | Session 1

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 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 course, you will apply your prior knowledge to plan and implement evidence-based interventions for people with complex health needs. Emphasis will be on safe, person-centred clinical care, leadership and quality assurance, aligned with National Safety and Quality Health Service Standards (NSQHSS) essential for quality care. You will enhance your critical thinking and problem-solving through clinical case scenarios, in preparation for NUR304 Clinical Practice 4 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			
Laboratory 1 – On campus laboratory For some Moreton Bay students this Lab will be taught at UniSC Caboolture.	5hrs	Week 1	4 times
Learning materials – Online asynchronous learning and teaching materials and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop ins.	3hrs	Week 1	8 times

1.3. Course Topics

Medication Safety – calculations, education, administration.

Prioritising care: primary and secondary assessment.

Complex care and person-centred care planning

Safeguarding and evaluating nursing care.

Teamwork, leadership and communicating for safety.

National Safety and Quality Health Service Standards.

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

6 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 Utilise knowledge and skills to problem solve complex clinical scenarios and plan evidence based, safe and person-centred care, that is appropriate for the person's identity, culture and experiences.	Creative and critical thinker Engaged	1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.2, 3.3, 3.4, 3.5, 3.6, 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
2 Develop solutions and approaches to care planning and therapeutic interventions in complex clinical scenarios.	Creative and critical thinker Engaged	1.1, 1.2, 1.6, 2.7, 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
3 Use and interpret evidence to plan and prioritise therapeutic interventions including medication administration.	Empowered Ethical	1.1, 1.2, 1.4, 1.6, 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
4 Utilise knowledge and skills of the principles of clinical leadership to influence evidence based, safe and person-centred care within the multidisciplinary team.	Empowered Ethical	2.2, 2.3, 2.6, 2.7, 2.8, 3.3, 3.4, 3.5

* 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
1.6	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

CODE	COMPETENCY
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
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
2.8	The RN participates in and/or leads collaborative 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
3.4	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
3.5	The RN seeks and responds to practice review and feedback
3.6	The RN actively engages with the profession
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
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
5.5	The RN coordinates resources effectively and efficiently for planned actions
6	Standard 6: Provides safe, appropriate and responsive quality nursing practice
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
6.3	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
6.4	The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
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
7	Standard 7: Evaluates outcomes to inform nursing practice
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes

CODE	COMPETENCY
7.2	The RN revises the plan based on the evaluation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

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

NUR231 and NUR241 and NUR286 and NUR287 and NUR331 and enrolled in Program SC391 or SC392.

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR311

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

Task 2 – Safe Medication Practice Peer Assessment is a formative assessment that you engage with on the first day of the intensive offering. You will participate in safe mediation practice as well as appraising a peer regarding safe medication practice. Task 2 provides immediate feedback on your performance of safe medication practice and informs the summative assessment Task 3 – Safe Medication Practice Oral Assessment.

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	6 hours	Throughout teaching period (refer to Format)	In Class
All	2a	Activity Participation	Individual	In class activity	Week 3	In Class
All	2b	Activity Participation	Individual	In class activity	Week 4	In Class

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 3 of the 4 weeks. Information about the assessment is available in Canvas.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Active participation in nursing laboratories — 1 2 3 4
GENERIC SKILLS:	Collaboration, Problem solving, Organisation

All - Assessment Task 2a: Formative Safe Medication Practice Peer Assessment

GOAL:	You will demonstrate safe medication practice in a medication administration scenario.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	In week 3 of your intensive block you will work through a case based scenario to demonstrate safe medication practice with a peer. Following peer appraisal, you will write a short self appraisal reflection on the care you have provided. This is to prepare you for your sim assessment.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Utilise knowledge and skills to problem solve complex clinical scenarios and plan evidence based, safe and person-centred care that is appropriate for the person's identity, culture and experiences. — 1 2 2 Use and interpret evidence to plan and prioritise therapeutic interventions including medication administration within the multidisciplinary team environment. — 3
GENERIC SKILLS:	Collaboration, Problem solving, Applying technologies

All - Assessment Task 2b: Summative Safe Medication Practice Assessment

GOAL:	You will enact safe medication practice in a medication administration scenario.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	In week 4 of your intensive block, you will participate in a simulated environment to prepare, plan, perform, administer, evaluate and monitor the administration of a medication. You will communicate with the multidisciplinary team. Simulation will be videoed and uploaded to Canvas.
CRITERIA:	

No.		Learning Outcome assessed
1	Utilise knowledge and skills to problem solve complex clinical scenarios and plan evidence based, safe and person-centred care that is appropriate for the person's identity, culture and experiences.	1 2
2	Use and interpret evidence to plan and prioritise therapeutic interventions including medication administration within the multidisciplinary team environment.	3

GENERIC SKILLS:	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.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Day 1	- Planning, prioritising, delivering and evaluating care in complex clinical situations - Safe medication practice, managing risk in personal, procedural and environmental domains - Patient education and quality use of medicines – options, benefits and risks
Day 2	- Planning, prioritising, delivering and evaluating care in complex clinical situations - Safe medication practice, managing risk in personal, procedural and environmental domains - Patient education and quality use of medicines – options, benefits and risks
Day 3	- Planning, prioritising, delivering and evaluating care in complex clinical situations - Safe medication practice, managing risk in personal, procedural and environmental domains - Patient education and quality use of medicines- options, benefits and risks
Day 4	- In class assessment task

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	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	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

You will work with colleagues in nursing laboratories to develop your skills and to produce evidence of your competency as part of your assessments. This work requires your mandatory engagement and attendance to the scheduled and self directed class times. Your nursing uniform and closed in shoes are required in the nursing laboratory.

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