COURSE OUTLINE

NUR309 Professional Experience 5: Complex Care

School: School of Health - Nursing

2027 | 2027 January Session

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 extended placement, you will apply advanced assessment and decision-making in acute, subacute, and mental health settings. Across 160 hours of supervised practice, you will refine safe, person-centred care for individuals with complex needs. You will consolidate leadership, uphold the NMBA Registered Nurse Standards for Practice and National Safety and Quality Standards, and critically reflect on your role in team-based care and Cultural Safety.

2027 January Session commences week 1*
Trimester 2 commences three weeks early*
*for start dates please refer to your nursing calendar

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials from start of teaching period.	1hr	Week 1	8 times
Laboratory 1 – Simulated Learning Environment (Labs)	5hrs	Week 2	6 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	9 times
Placement – Professional Experience Placement	160hrs	Not applicable	Once Only
Tutorial/Workshop 2 – This course may start in different weeks to the standard term commencement date. This class will be scheduled in the third week from when the course starts and is compulsory Task 1 (b) Med+Safe assessment. Students refer to Canvas for additional information.	2hrs	Refer to Format	Once Only

1.3. Course Topics

- Planning, prioritising, delivering and evaluating complex nursing care
- Administration and management of blood and blood products
- Administration and management of complex medications (Epidurals/opioid infusions/insulin infusions/PCA/PCEA)
- Complex wound principles and management

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?

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 Apply advanced clinical reasoning to assess and manage complex health conditions	Creative and critical thinker	1.1, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3
2 Demonstrate competence in delivering safe, evidence-based nursing care in high-acuity settings	Knowledgeable	1.1, 1.4, 1.5, 1.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.3
3 Collaborate effectively with healthcare teams to coordinate complex patient care	Engaged	2.2, 2.5, 2.6, 2.7, 2.8, 2.9
4 Integrate National Health Priority Area frameworks into clinical decision-making	Creative and critical thinker	1.1, 1.4, 3.7, 4.4
5 Reflect on practice to evaluate and improve care outcomes for patients with complex needs	Creative and critical thinker	1.1, 1.2, 1.7, 3.3, 3.5
6 Synthesize and justify academic, professional, and digital communication choices to produce ethical, scholarly, and professionally accountable communication appropriate to the role and responsibilities of a graduate nurse	Ethical	1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.3, 7.2, 7.3

* 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
1.4	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

CODE	COMPETENCY
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision- making, actions and evaluations
1.7	The RN contributes to quality improvement and relevant research
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
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
2.9	The RN reports notifiable conduct of health professionals, health workers and others.
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
3.3	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
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
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
5.5	The RN coordinates resources effectively and efficiently for planned actions
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
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
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

(NUR205 or NUR213 or NUR287) and (NUR203 or NUR208 or NUR241)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR303 and NUR304

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

Not applicable

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

Students must successfully complete both the theoretical and PEP components of each Professional Experience course. Before commencing PEP, students must achieve a Pass in all mandatory pre-PEP assessment requirements, including the Scenario-based Clinical Assessment and Med+Safe where applicable, to be deemed safe to proceed to placement. These requirements ensure that students demonstrate the requisite knowledge, skills and professional behaviours for safe practice before attending placement, consistent with ANMAC accreditation requirements and the profession's responsibility to protect public safety. Students who have not met these requirements are not permitted to commence PEP and will receive a Fail grade. A Fail grade in either the theoretical or PEP component prevents progression to subsequent courses.

In this Professional Experience course, you will receive ongoing, formative feedback through your active participation in classes and your simulation activities. By engaging fully, you will have frequent opportunities to receive early feedback on your knowledge, skills, and professional behaviours. This feedback helps you monitor your progress, build confidence, and prepare for both assessments and safe, effective clinical practice.

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	Practical / Laboratory Skills	Individual	As specified for each mandatory component.	Refer to Format	Online Submission
All	2	Portfolio	Individual	Approximately 500–750 words or equivalent, comprising a structured reflection and, where required, one additional portfolio artefact.	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Placement performance	Individual	160 hours	Refer to Format	SONIA

All - Assessment Task 1: Professional Experience Readiness Assessment

GOAL:	The goal of this task is for you to demonstrate the requisite knowledge, clinical skills and safe nursing practice required for progression to your Professional Experience Placement.
PRODUCT:	Practical / Laboratory Skills
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	This assessment comprises three mandatory components that collectively determine your readiness to commence Professional Experience Placement: Task 1(a): participation in 80% of the required scheduled learning activities, including Simulation Learning Environment activities; Task 1(b): successful completion of the required Med+Safe assessment for this course; and Task 1(c): successful completion of the 20 minute recorded Scenario-based Clinical Assessment (SBCA). The duration and completion requirements for each component will be provided in Canvas and may vary according to the requirements of the course. You must successfully complete all three components to achieve a Pass in the Professional Experience Readiness Assessment and be deemed safe to proceed to PEP. Students who have not successfully completed all mandatory components are not permitted to commence placement.
CRITERIA:	**No.** — **Learning Outcome assessed** 1 Engage in the required scheduled learning activities to support preparation for safe professional practice — 1 2 Demonstrate medication safety knowledge and calculation skills appropriate to the course and stage of the program — 1 3 Demonstrate the requisite knowledge, clinical skills, communication and safe nursing practice required for progression to Professional Experience Placement — 1 4
GENERIC SKILLS:	Communication, Problem solving

All - Assessment Task 2: Professional Portfolio

GOAL:	The goal of the professional portfolio is for you to collect and showcase evidence of your developing nursing knowledge, skills, and professional behaviours across the program. This portfolio provides a structured way to reflect on your growth and progress. It demonstrates your progressive achievement of the NMBA Registered Nurse Standards for Practice and it supports your readiness for safe practice.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	Yes: A2 - Embedded / V2 - Scaffolded
FORMAT:	Across the teaching period, you will contribute to your portfolio that includes evidence of your learning and development as directed by your Course Coordinator. Your portfolio should demonstrate how you are building your professional capabilities, reflecting on your practice, and aligning with professional and ethical standards. This portfolio will also contribute to your ongoing preparation for clinical practice and future employment.
CRITERIA:	

No.		Learning Outcome assessed
1	Submission of a portfolio that includes the required evidence	6
2	Portfolio demonstrates engagement with professional learning and development activities	5
3	Portfolio shows evidence of reflective practice, with thoughtful insights into personal and professional growth	5 6

GENERIC SKILLS:	Communication, Problem solving, Organisation

All - Assessment Task 3: Professional Experience Placement

GOAL:	The goal of your Professional Experience Placement is to provide you with authentic opportunities to apply your learning in real healthcare settings, develop your skills under supervision, and demonstrate your progress against the NMBA Registered Nurse Standards for Practice using the Australian Nursing Standards Assessment Tool (ANSAT).
PRODUCT:	Placement performance
AUTHORSHIP STATEMENT:	Yes: A3 - Direct / V3 - Supervised
FORMAT:	1. Completion of required hours: You must complete the allocated placement hours for your course. Evidence of attendance and completion will be recorded in Sonia and must be submitted to finalise your placement. 2. Progressive assessment: During your placement, you will engage in regular feedback and reflection with your facilitator. This process helps you review your practice, track your progress against the ANSAT criteria, and identify strategies to support your success. 3. Final assessment: At the end of placement, your clinical facilitator/preceptor will complete the summative ANSAT based on your overall performance. The ANSAT is then submitted to the course coordinator for review and final approval of results in line with UniSC assessment policies. Ongoing feedback and support: You will receive formative feedback throughout your placement as part of your professional development. If any areas of concern arise, a learning plan will be developed in partnership with you to guide improvement and ensure you have every opportunity to meet the required standards. 4. Professional expectations: You are expected to maintain safe practice at all times in line with the NMBA Code of Conduct for Nurses and the ICN Code of Ethics. Unsafe practice, breaches of professional standards, or behaviours that place patients at risk may result in removal from placement and failure of the course. 5. Supportive pathways to success: If a learning plan is required, you will be supported to meet all requirements before the final assessment. Successful completion of your Professional Experience Placement requires both full attendance of allocated hours and achievement of the required ANSAT level for your year of study (introductory, developing, or graduate).
CRITERIA:	

No.		Learning Outcome assessed
1	Completes the required 160 hours of placement with satisfactory attendance and participation.	1 2
2	Demonstrates nursing and critical thinking skills applied to safe patient care at a graduate level.	1 2
3	Integrates clinical knowledge with nursing interventions in authentic care settings.	4
4	Practices safely within scope of practice, showing accountability and responsibility for patient safety.	2
5	Applies culturally safe communication strategies when collaborating with patients, families, and healthcare teams.	3 6
6	Reflects on professional learning to support ongoing growth in practice.	5

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
All delivery modes	Placement performance	Professional Experience Placement	1.1	Assessed
			1.2	Assessed
			1.4	Assessed
			1.7	Assessed
			2.1	Assessed
			3.1	Assessed
			3.2	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.3	Assessed
			3.4	Assessed
			3.5	Assessed
			3.6	Assessed
			3.7	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			5.1	Assessed
			5.2	Assessed
			5.3	Assessed
			5.4	Assessed
			5.5	Assessed
			6.1	Assessed
			6.2	Assessed
			6.3	Assessed
			6.4	Assessed
			6.5	Assessed
			7.1	Assessed
			7.2	Assessed
			7.3	Assessed
	Portfolio	Professional Portfolio	1.1	Assessed
			1.2	Assessed
			1.7	Assessed
			2.2	Assessed
			2.7	Assessed
			3.1	Assessed
			3.2	Assessed
			3.3	Assessed
			3.4	Assessed
			3.5	Assessed
			3.6	Assessed

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	Julie Martyn,Mathew Carey,John D. Gatford,Nicole Phillips	2022	Gatford and Phillips' Drug Calculations	n/a	Elsevier
Required	Audrey Berman,Shirlee Snyder,Tracy Levett-Jones,Patricia Burton,Trish Burton,Nichole Harvey	2020	Skills in Clinical Nursing	2	Pearson

8.2. Specific requirements

To support your success on placement, please read the Student Handbook (available via Sonia). This handbook provides important information, expectations, and procedures that guide your work integrated learning experience.

Your Summative ANSAT assessment will only be finalised once you have completed the allocated placement hours for this course. If you miss any scheduled hours, you will be required to make these up. Your final course grade cannot be released until all placement requirements are satisfactorily completed.

While on placement, you are required to wear the official UniSC nursing student uniform. Please also be aware that some placements may require travel, and associated costs are your responsibility.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. 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

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