

## Course Outline

**Code: NUR286**

### **Title: Preparation for Practice 3**

**School:** Nursing, Midwifery & Paramedicine  
**Teaching Session:** Semester 2  
**Year:** 2020  
**Course Coordinator:** Leisa Swift, Email: lmcneill@usc.edu.au  
**Course Moderator:** Dr Ann Framp, Email: aframp@usc.edu.au

Please go to the USC website 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**

Health and healthcare are complex. Individuals and groups experience acute, single episode or ongoing health issues which require evidence-based interventions and care in any number of settings. In workshops, clinical practice sessions and simulations you will develop and evaluate your nursing knowledge and skills. You will learn how to prioritise, plan and implement, and evaluate therapeutic interventions suited to acute and community healthcare settings as well as the complex interpersonal and written communication required to be effective in multi-disciplinary teams.

##### **1.2 Field trips, WIL placements or activities required by professional accreditation**

Activity	Details
Nil	Nil

##### **1.3 Course topics**

###### **Professional Values and Effectiveness**

- Critical thinking and problem solving,
- Organisational awareness

###### **Communication and Partnership**

- Person focussed care - communication and health education for patients and families with complex health needs

###### **Assessment**

- Comprehensive assessment - diagnostic procedures, identifying co-morbidities, recognition of deteriorating patient status
- Ongoing assessment and monitoring – cardiac monitoring, respiratory function, neurological function, mental health and wellbeing

###### **Care Planning and Management**

- Complex therapeutic evidence-based interventions - complex wound care, complex respiratory and cardiac care, and complex neurological care
- Coordination of care planning for one or a group of patients/clients

###### **Safeguarding and Quality**

- Safe medication practice - Drug schedules, paediatric medication safety and calculations
- Intravenous therapy –Blood products monitoring, maintenance and removal, documentation

- Infection prevention and control – aseptic non-touch techniques and transmission-based precautions

**Leadership**

- Effective teamwork and communication
- Prioritising care and teamwork

**2. What level is this course?**

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd 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?**

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Use and interpret evidence to plan and prioritise therapeutic interventions and care for patients with acute and/or episodic, complex health needs	Task 1 Task 2	Creative and critical thinkers
Demonstrate safe and evidence-based practice using health technologies and information systems to support patient diagnosis and monitoring	Task 1 Task 2	Empowered Creative and critical thinkers
Collaborate to plan interventions which enhance individual and group participation in complex healthcare	Task 2	Creative and critical thinkers
Self-appraise your skill development in assessment, care planning and safe, evidence-based care in complex health situations and create an action plan for your practice and on-going learning	Task 2	Creative and critical thinkers Ethical

**5. Am I eligible to enrol in this course?**

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

**5.1 Enrolment restrictions**

SC391 or SC392 or SC394

**5.2 Pre-requisites**

NUR226

**5.3 Co-requisites**

NUR331

## 5.4 Anti-requisites

NUR202

## 5.5 Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1 Grading scale

Limited – 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

Week 1 through to week 4 will provide feedback after the online quizzes are completed. Students will receive a weekly result to identify areas that require development, so they are able to successfully achieve the learning outcomes. .

### 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?	WIL / PC
1	Quiz/zes	Individual	PU/UF	20 minutes	At the completion of each week 1 through to 4	Quiz (Online Test)	Yes
2	Written Piece	Individual	PU/UF	1200 words equivalent each week	At the completion of each week 5 through to 8	Online Assignment Submission	Yes

N.B. This is a course using limited grades. All assessment items are marked on a pass/fail basis. All tasks are required to be passed to successfully complete the course. No supplementary assessment is offered in a course using limited grades. (USC Assessment procedures 3.7).

### Assessment Task 1: Quiz

<b>Goal:</b>	This task provides you with the opportunity to demonstrate evidence of your learning in patient assessment, clinical reasoning, provision of safe care and the ability to recognise and respond to clinical deterioration.
<b>Product:</b>	Quiz/zes
<b>Format:</b>	For weeks 1 through to 4 you will be required to complete a weekly online quiz linked to the weekly course topics and learning materials.
<b>Criteria:</b>	<p>You will be assessed on your ability to demonstrate:</p> <ul style="list-style-type: none"> <li>• Interpretation of evidence to plan and prioritise therapeutic interventions and care for patients with acute and/or episodic, complex health needs</li> <li>• Safe and evidence-based practice using health technologies and information systems to support patient diagnosis and monitoring</li> </ul>

**Assessment Task 2: Written Piece**

<b>Goal:</b>	Provide evidence to support your learning and demonstrate preparation for transition to practice.
<b>Product:</b>	Written Piece
<b>Format:</b>	<ul style="list-style-type: none"> <li>• For weeks 5 through to 8, you will be required to complete a weekly Check-In/Check-Out written assessment that aligns with the case scenarios presented in the nursing laboratory.</li> <li>• You will be required to evidence your practice utilising the NMBA professional standards, The National Safety and Quality Health Service (NSQHS) Standards and your prescribed textbook.</li> <li>• You will be supported with this assessment each week by participating in a debrief tutorial post nursing laboratory with your tutor.</li> <li>• You will be supplied with a template on Blackboard and will submit via Safeassign.</li> <li>• This task will support your preparation for your upcoming clinical placement.</li> <li>• Further details will be available on Blackboard.</li> </ul>
<b>Criteria:</b>	<p>You will be assessed on your ability to demonstrate:</p> <ul style="list-style-type: none"> <li>• Interpretation of evidence to plan and prioritise therapeutic interventions and care for patients with acute and/or episodic, complex health needs</li> <li>• Safe and evidence-based practice using health technologies and information systems to support patient diagnosis and monitoring</li> <li>• Collaboration to plan interventions which enhance individual and group participation in complex healthcare</li> <li>• Self-appraisal of your skill development in assessment, care planning and safe, evidence-based care in complex health situations and create an action plan for your practice and on-going learning</li> </ul>

**7. Directed study hours**

The directed study hours listed here are a portion of the workload for this course. 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All tutorials will remain in this mode for Semester 2, 2020. When Government guidelines allow, students will be advised when on campus laboratory sessions can resume.

<b>Location:</b>	<b>Directed study hours for location:</b>
USC Sunshine Coast	4 x 2-hour face-to-face technology-enabled tutorials (showing as laboratories in the timetable) (weeks 1 to 4)
Sunshine Coast Health Institute	
USC Moreton Bay	
USC Gympie	4 x 2-hour on campus nursing practice laboratory followed by 1-hour tutorial (showing as 4 x 3-hour laboratories in the timetable) (commencing in week 5 subject to USC procedures and Government guidelines)
USC Fraser Coast	
USC Caboolture	

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

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard 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 as they are required:

Author	Year	Title	Publisher
Berman, Snyder, Levett-Jones, Burton & Harvey	2017	Skills in Clinical Nursing	Pearson
Tiziani, A	2017	Havard's Nursing Guide to drugs 10th Edition.	Elsevier

### 8.2 Specific requirements

Closed in shoes are required in the nursing laboratory spaces.

Prior to commencing the first nursing laboratory class in week 5 you will be required to complete the nursing laboratory induction which is available on Blackboard. You are required to wear your university nursing uniform (including wearing fully enclosed shoes) during all nursing laboratory classes.

## 9. How are risks managed in this course?

Risk assessments have been performed for all 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 as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 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 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 Wellbeing Services

Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, [AccessAbility Services](#) can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or [accessability@usc.edu.au](mailto:accessability@usc.edu.au) or call 07 5430 1226

## 10.6 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.7 General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC 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)

## 10.8 School specific information

NMBA Registered Nurse standards for practice addressed in this course:

NMBA Registered Nurse standards for practice	
Standard	Criterion
Standard 1: Thinks critically and analyses nursing practice	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Standard 2: Engages in therapeutic and professional relationships	2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8
Standard 3: Maintains the capability for practice	3.2, 3.3, 3.5, 3.7
Standard 4: Comprehensively conducts assessments	4.1, 4.2, 4.3, 4.4
Standard 5: Develops a plan for nursing practice	5.1, 5.2, 5.3, 5.4
Standard 6: Provides safe, appropriate and responsive quality nursing practice	6.1, 6.2, 6.5
Standard 7: Evaluates outcomes to inform nursing practice	7.1, 7.2, 7.3