Course Outline

Code: NUR226
Title: Preparation for Practice 2

School: Nursing Midwifery and Paramedicine
Teaching Session: Semester 1
Year: 2019
Course Coordinator: April Martin
Course Moderator: Dr Ann Framp

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
You are developing your nursing knowledge and practice skills and in this course you learn how to use assessment processes to plan and implement therapeutic, evidence based interventions and care. The emphasis is on changing health status in a range of acute and community healthcare settings. In case based learning exercises you will develop plans and practice the skills needed to implement and evaluate care. You will work in groups in workshops, clinical practice sessions and simulations to develop and critically appraise your knowledge and skills and create action plans for ongoing learning.

1.2 Course topics
Professional Values and Effectiveness
Critical thinking and problem solving
Communication and Partnership
Person focussed care - communication and health education for patients and families transitioning between health care settings/changing health needs
Interpersonal and written communication – clinical handover
Assessment
Recognition of changing patient/client health status using standardised measures, observations and including health screening
Pain assessment
Care Planning and Management
Therapeutic evidence based interventions – pain management, wound care
Safeguarding and Quality
Patient identification and procedure matching – medication safety, peri-operative procedures, transfer procedures
Infection prevention and control – infection minimisation techniques e.g. clean wound field techniques
Safe medication practice - Drug schedules, parenteral therapies
Intravenous therapy – set up, monitoring, maintenance and removal. Documentation
Leadership
Effective team work and communication, introduction to supervision and delegation
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?
12 units

4. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret and use evidence to select therapeutic interventions and plan care for patients with a change in their health status</td>
<td>1, 2,</td>
<td>Creative and critical thinkers.</td>
</tr>
<tr>
<td>Demonstrate knowledge of safe and evidence based nursing practices in a range of therapeutic interventions</td>
<td>1,2,3.</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>Problem solve in teams to plan care and support development of nursing knowledge and skills</td>
<td>1</td>
<td>Creative and critical thinkers</td>
</tr>
<tr>
<td>Self-appraise your skill development in care planning and safe, evidence based care and create an action plan for your practice and on-going learning</td>
<td>2,3.</td>
<td>Creative and critical thinkers. Ethical.</td>
</tr>
</tbody>
</table>

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, SC392, SC394

5.2 Pre-requisites
(NUR116 and NUR117) or NUR141

5.3 Co-requisites
NUR241 and NUR231

5.4 Anti-requisites
NUR211

5.5 Specific assumed prior knowledge and skills (where applicable)
Knowledge and skills as set out in the pre-requisite pathway

6. How am I going to be assessed?
6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)
### 6.2 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration/length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral presentation and artefact</td>
<td>Group</td>
<td>20%</td>
<td>N/A</td>
<td>Weeks 1, 2, 3, 4</td>
<td>In class</td>
</tr>
<tr>
<td>2</td>
<td>Written assignment: Case Study</td>
<td>Individual</td>
<td>40%</td>
<td>1500 words</td>
<td>Week 5</td>
<td>Safe Assign in Blackboard</td>
</tr>
<tr>
<td>3</td>
<td>Practice assessment</td>
<td>Individual</td>
<td>40%</td>
<td>30 minutes</td>
<td>Week 7</td>
<td>Blackboard</td>
</tr>
</tbody>
</table>

**Assessment Task 1: Oral presentation and artefact: Collaborative assessment of nursing practices**

**Goal:** The purpose of this task is for you to collaborate with colleagues to determine the evidence base for a selected nursing practice and develop your application of evidence to practice.

**Product:** Oral presentation with concept maps in each of weeks 1, 2, 3, 4

**Format:** You will work in pairs and select a nursing practice each week. You will review and appraise the efficacy of the nursing procedure based on your analysis. You will present the concept map to your tutor. Please see Blackboard for further details.

**Criteria:** You will be assessed on your ability to:
- Determine safe and evidence-based assessment, planning, intervention and evaluation specific to the nursing practice
- Collaborate and communicate in problem solving

**Generic skill assessed**
- Collaboration: Developing
- Problem solving: Developing

**Assessment Task 2: Written assignment: Case study**

**Goal:** The purpose of this task is for you to develop a case study in relation to a nursing practice to demonstrate your application of knowledge to safe, evidence-based assessment, planning, therapeutic intervention and evaluation.

**Product:** Individual written assignment

**Format:** You will select a nursing practice from the options made available. You will assess, plan, implement a therapeutic intervention and evaluate the nursing practice based on your analysis. Further details will be provided on Blackboard.

**Criteria:** You will be assessed on your ability to:
- Select, analyse and interpret the evidence supporting the nursing practice
- Determine safe and evidence-based assessment, planning, interventions and evaluation specific to the nursing practice
- Written presentation including structure, grammar, application of Harvard referencing protocol

**Generic skill assessed**
- Collaboration: Developing
- Problem solving: Developing
### Assessment Task 3: Practice assessment

<table>
<thead>
<tr>
<th>Goal:</th>
<th>This task provides you with the opportunity to demonstrate evidence of your learning and preparation for placement in Nursing Practice 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Practice assessment in the nursing practice laboratory</td>
</tr>
<tr>
<td>Format:</td>
<td>You will generate, capture and collate evidence of a specified nursing practice demonstrating knowledge and skill development and safe competent practice relating to the course learning specifically assessment, care planning, and therapeutic care and associated nursing skill development. You and your peer will critically review your evidence to provide a summary of your knowledge and skill development. This will form the foundation of your action plan in preparation for your second nursing practice clinical experience placement. The action plan should include goals and a plan of activities. Full details will be provided on Blackboard</td>
</tr>
</tbody>
</table>

#### Criteria:
You will be assessed on your ability to:
- Demonstrate safe and evidence based assessment, and planning
- Demonstrate competent practice
- Provide an appraisal of your practice
- Set goals which reflect preparation and principles of practice for the registered nurse and identify your priorities for further learning in the assessed nursing practice

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td>Developing</td>
</tr>
<tr>
<td>Applying technologies</td>
<td>Developing</td>
</tr>
</tbody>
</table>

### 7. What are the course activities?

#### 7.1 Directed study hours
3 hours practical nursing laboratory session per week
In addition: Weekly online learning materials

#### 7.2 Teaching semester/session(s) offered
- Fraser Coast: Semester 1
- Gympie: Semester 1
- Sippy Downs: Semester 1
- Caboolture: Semester 1
7.3 **Course content**

Please note that the course activities schedule is detailed on Blackboard for the specific teaching period and campus.

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Perioperative (admission) care of the adult surgical patient:</th>
</tr>
</thead>
</table>
| Assessment, safeguarding quality and care planning of the patient during the perioperative period. | **Week one:**  
- orientation to laboratory environment and sharps safety  
- safe medication practice (parenteral subcutaneous injections and intravenous container)  
- antiembolism stockings |
| | **Week two:**  
- preoperative education  
- safe medication practice (parenteral intravenous bolus and intermittent)  
- nasogastric tube insertion and removal  
- documentation |
| | **Perioperative (post-operative) care of the adult surgical patient:** |
| | **Week three:**  
- post-operative nursing assessment (developing level at prioritisation of cares)  
- pain assessment & management  
- oxygenation and basic airway adjuncts  
- wound drain management & indwelling catheter management  
- safe medication practice (subcutaneous injections, S8s and PCA management)  
- post-operative education  
- documentation |
| | **Recognition of the deteriorating perioperative adult surgical patient:** |
| | **Week four:**  
- administration of a blood component  
- simple wound dressing  
- safe medication practice (parenteral intravenous container)  
- basic life support  
- airway management  
- communication regarding changing health status (ISBAR) |
| | **Perioperative (discharge home) care of the adult surgical patient** |
| | **Week five:**  
- post-operative discharge instructions and education  
- staple removal  
- safe medication practices (S4s) |

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Community care for a young child</th>
<th>Growth &amp; development of an infant</th>
</tr>
</thead>
</table>
| Assessment, safeguarding quality and care planning of the infant and young child. | **Week five:**  
- Community care for a young child (2-6 years)  
  - Safe medication practice (parenteral intramuscular injections)  
**Growth & development of an infant** (one month through to 2 years)  
  - weight, height, head circumference & growth charting |
| | Week six: Practice assessment |
| | Week seven: Task 2 assessment |
Module 3
Assessment, safeguarding quality and care planning of the palliative care patient.

Week eight:

**Palliative Care:**
- safe medication practice (parenteral subcutaneous infusions: NIKI pump)
- oral and & nasopharyngeal suctioning
- indwelling urinary catheters

Please note that the course activities may be subject to variation.

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)**

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berman, Snyder, Levett-Jones, Burton &amp; Harvey</td>
<td>2017</td>
<td>Skills in Clinical Nursing</td>
<td>Pearson</td>
</tr>
<tr>
<td>Martin, A</td>
<td>2018</td>
<td>Book of Documentation</td>
<td>USC</td>
</tr>
</tbody>
</table>

8.2 **Specific requirements**

Closed in shoes are required in the nursing laboratory spaces.

9. **Risk management**

Risk assessments have been performed for all laboratory classes and a low level of health and safety risk exists. Some risks concerns may include equipment, instruments, and tools; as well as manual handling items within the laboratory. It is your responsibility to research 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 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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent on the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day.
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

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

10.5 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

10.6 General Enquiries

In person:

- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC South Bank - 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
### 10.7 School specific information

NMBA Registered Nurse standards for practice addressed in this course:

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

<table>
<thead>
<tr>
<th>Midwife Standards for Practice 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Promotes health and wellbeing through evidence-based midwifery practice</td>
</tr>
<tr>
<td>Standard 2: Engages in professional relationships and respectful partnerships</td>
</tr>
<tr>
<td>Standard 3: Demonstrates the capability and accountability for midwifery practice</td>
</tr>
<tr>
<td>Standard 4: Undertakes comprehensive assessments</td>
</tr>
<tr>
<td>Standard 5: Develops a plan for midwifery care</td>
</tr>
<tr>
<td>Standard 6: Provides safety and quality in midwifery practice</td>
</tr>
<tr>
<td>Standard 7: Evaluates outcomes to improve midwifery practice</td>
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</tbody>
</table>