

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# NURS13145 Professional Experience Placement 5

## Term 2 - 2024

Profile information current as at 19/05/2024 02:44 am

All details in this unit profile for NURS13145 have been officially approved by CQUiversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This is your final unit in the Bachelor of Nursing which must commence and be completed in the final six months of your course. You will apply the Nursing and Midwifery Board of Australia (NMBA) Registered nurse standards for practice (2016). You will continue to explore the importance of the National Safety and Quality Health Service (NSQHS) Standards (2017) and apply the Patient Safety Competency Framework (PSCF) (Levett-Jones et al., 2017). You will be expected to identify risks and recognise and respond appropriately to the deteriorating patient in the simulated and clinical environment. You will work within your scope of practice using the decision-making framework (NMBA, 2020). You are required to participate in a compulsory four (4) day residential school prior to attending professional experience placement for this unit. This unit includes a 240-hour block professional experience placement to consolidate your knowledge, skills, and experiences prior to being deemed eligible for registration as a nurse (Division 1) with the Nursing and Midwifery Board of Australia (NMBA). You must meet specific mandatory health, safety and security requirements to be eligible to attend each professional experience placement. Professional experience placements may be limited in your community, and you may be placed in other locations. Please be prepared financially and personally to cover the costs of relocating for placements. Due to the limited availability of placements, some block placements have start and/or end dates that fall outside standard term dates.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *12*

Student Contribution Band: *7*

Fraction of Full-Time Student Load: *0.25*

### Pre-requisites or Co-requisites

Co-requisites: NURS13144 Preparation for Practice as a Registered Nurse OR NURS13135 The Professional Nurse Pre-requisites: 120 credit points within the CL91 Bachelor of Nursing course NURS13142 Professional Experience Placement 4 and NURS13141 Acute Alterations in Health in Complex Care Environments OR NURS12158 Clinical Nursing Practice 3 NURS13139 Building Professional Resilience in Nursing and NURS13140 Law and Ethical Considerations in the Profession of Nursing OR NURS13134 Community Nursing Perspectives NURS12163 Chronic Health and Community Care and NURS12164 Professional Experience Placement 3 OR NURS13133 Clinical Nursing Practice 4 NURS12162 Mental Health Nursing with Professional Experience Placement OR NURS12157 Concepts of Mental Health Nursing BIOH12011 Pathophysiology and Pharmacology 1 and BIOH12012 Pathophysiology and Pharmacology 2 OR BIOH11006 Advanced Anatomy and Physiology, NURS12154 Pharmacology for Nursing Practice and BIOH12008 Human Pathophysiology NURS12160 Alterations in Health OR NURS12155 Medical-Surgical Nursing NURS12165 Evidence to Inform Nursing Practice OR NURS11158 Evidence Informed Nursing Practice This unit must be completed in the final term of CL91 Bachelor of Nursing

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

## Offerings For Term 2 - 2024

- Mixed Mode
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:  
Click here to see your [Residential School Timetable](#).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **In-class Test(s)**

Weighting: Pass/Fail

#### 2. **Professional Practice Placement**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback

##### **Feedback**

I found refreshing the physical assessments excellent because I had not done a lot of these since first year.

##### **Recommendation**

Continue to refresh student learning on systematic assessments as previous industry feedback has informed us that student knowledge on basic assessments was limited.

#### Feedback from Student feedback

##### **Feedback**

More online ZOOM sessions to provide additional support. Maybe every 2 or 4 weeks.

##### **Recommendation**

Include either planned ZOOM sessions or ad-hoc ZOOM sessions to provide a platform for the students to discuss concerns or ask questions.

#### Feedback from Unit coordinators

##### **Feedback**

Include information to consolidate information regarding the first year of practice.

##### **Recommendation**

Students have expressed disappointment that no information was provided regarding their first year of practice. Historically this information was discussed at residential school allowing clarification of expectations. This would allow the consolidation of information provided by the sister unit that concurrently runs with this unit.

#### Feedback from CQU staff running residential schools.

##### **Feedback**

More simulated scenarios are required to facilitate student's critical thinking/clinical reasoning.

##### **Recommendation**

Include simulated scenarios involving systematic physical assessments to facilitate critical thinking. Recommendation is for the scenarios to provide opportunities for students to identify normal versus abnormal findings, and the required nursing interventions.

#### Feedback from Residential school feedback

### **Feedback**

We really liked being assessed together. It allowed us to communicate our actions and work as a team.

### **Recommendation**

Overall, the student feedback was positive regarding the clinical assessment scenario. They however did not like playing the patient as they find it difficult to respond to a fellow student. They did like working as part of a team and communicating the necessary nursing interventions and sharing the actions. We will continue to offer these sessions based on the recommended feedback.

## Feedback from Unit coordinators

### **Feedback**

It is recommended to include a hospital based simulation with a variety of patient presentations with simulated patients (not students). AM and PM shifts could be designed play throughout the residential school or for one day.

### **Recommendation**

The inclusion of this simulation would allow consolidation of all skills the students have learned throughout their degree. It would also allow them to refresh their knowledge of necessary assessments and interventions along with the applicable paperwork to cover a patient from admission to discharge. This would be removing the usual task focussed approach a student applies to the assessment item. It would allow the assessor to gain a true understanding of the student's theoretical and practical knowledge.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Apply the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice in the physical and psychosocial assessment, planning, implementation and evaluation of people in nursing practice, to your clinical practice.
2. Consolidate knowledge, skills and attitudes to demonstrate the professional attributes of a registered nurse
3. Recognise, respond and appropriately manage the deteriorating patient
4. Demonstrate safe decision making and prioritisation of nursing care
5. Recognise risk and implement strategies to ensure safety
6. Communicate and collaborate effectively with people, including members of the interdisciplinary health care team, to facilitate positive health outcomes
7. Demonstrate knowledge and application of safe supply and administration of non-parenteral and parenteral medication.

### **Content in this unit incorporates a number of professional nursing requirements**

#### **Nursing and Midwifery Board of Australia decision-making framework (DMF) - nursing**

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Engages in therapeutic and professional relationships

Maintains the capability for practice

Comprehensively conducts assessments

Develops a plan for nursing practice

Provides safe, appropriate and responsive quality nursing practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Teaching, supervising and assessing

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

Blood management

Recognising and responding to acute deterioration

**Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

**Aged Care Quality Standards**

Consumer dignity and choice

Ongoing assessment and planning with consumers

Personal care and clinical care

Services and supports for daily living

Organisation's service environment

Feedback and complaints

Human resources

Organisation governance

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
<b>1 - In-class Test(s) - 0%</b>	•						•
<b>2 - Professional Practice Placement - 0%</b>	•	•		•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
<b>1 - Communication</b>	•	•	•	•	•	•	•
<b>2 - Problem Solving</b>	•	•		•	•		
<b>3 - Critical Thinking</b>	•	•	•	•	•		•
<b>4 - Information Literacy</b>	•	•					•
<b>5 - Team Work</b>	•	•	•		•	•	
<b>6 - Information Technology Competence</b>	•	•			•		
<b>7 - Cross Cultural Competence</b>	•	•	•			•	
<b>8 - Ethical practice</b>	•	•		•	•	•	•
<b>9 - Social Innovation</b>							
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>							

## Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.