

NMIH301 Nursing Care of People with Chronic Conditions

Rationale

This subject provides opportunities for students to explore the nature and experience of living with chronic conditions together with the provision of holistic and person-centred care. This subject focuses on self-management within a health promotion framework and aims to enable students to further develop their skills in; care planning; intradisciplinary team work; rehabilitation and palliative care. In addition, Australian and global initiatives with regard to preventing and managing chronic conditions will be examined. Chronic disease affects the physical, psychological, and social aspects of the lives of individuals and families. It is important to distinguish between the terms chronic disease and chronic illness. Chronic disease is the problem viewed from a biomedical model, whereas chronic illness reflects the human experience of the symptoms and suffering and how the disease is experienced, and managed in daily life. Students will have the opportunity to integrate knowledge gained from previous subjects into the care of people with chronic conditions. This subject has a clinical component where students will have the opportunity to practice skills gained in this subject to care for a chronically ill patient during a 10 day/two weeks clinical placement practicum.

Aim

To provide opportunities for students to explore aspects of chronic conditions and the provision of holistic individualised care.

Learning Outcomes

1. Identify commonly occurring chronic conditions across the lifespan and diversity of individuals.
2. Explain the nature of chronicity and outline the implications for the provision of care for individuals experiencing chronic conditions.
3. Critically analyse the bio/psycho/social/cultural/politico/economic/environmental factors that are affected or affect individuals with chronic conditions.
4. Demonstrate their understanding of a person-centred approach to care.
5. Identify the features of person-centred care that distinguish it from other models of care in practice.
6. Differentiate and critically analyse the elements of person-centred comprehensive assessments and person-centred focused assessments, identifying the strategies used and the importance of this process.
7. Critically analyse and evaluate the nursing care for individuals with chronic conditions identifying the role of the intradisciplinary team in the collaborative approach to care.
8. Critically analyse the principles of the habilitation, rehabilitation and palliative phases for a person living with a chronic condition and the implications for the care of individuals in these phases.

9. Synthesise and integrate a person-centred approach in their nursing care of people living with chronic conditions

Major Content Areas

Professional Practice

Working independently, dependently and interdependently.	Ethics: End of life issues, rites of passage; certification, coroners, resource distribution / distributive justice.
Autonomy.	Manual handling.

Critical Thinking and Analysis

Critical review of clients with chronic problems.	Evaluate situations.
Critical analysis and evaluation.	Clinical reasoning.

Provision and Coordination of Care

Nursing Process - Comprehensive assessment, reassessment and evaluation interdisciplinary care planning and discharge planning, prioritising.	Context of care continuum - Admission, transfer and discharge; interfaces between acute services hospice and palliative and community services, including rural and remote provision.
Aetiology of chronic conditions in Aboriginal and Torres Strait Islander people.	Problems and treatment of diabetes, cancer, chronic pain, stroke, cardiac and respiratory failure.
Issues in palliative care for Aboriginal and Torres Strait Islander people.	Activities of living - Common chronic disorders, phases of illness.
Applied/altered physiology and related pathophysiology.	Non healing conditions: physical and psychological.
Care of the dying: Grief and bereavement of Aboriginal and Torres Strait Islander people.	Changing support roles partnership, expert patient/client and families.
Chronic conditions in Aboriginal and Torres Strait Islander people.	Care of the dying: grief and bereavement; family; carers - lay and professional.
Referrals to and from other agencies .	Care coordination.
Person-centred nursing care.	Living with enduring conditions.

Collaborative and Therapeutic Practice

Interdisciplinary working, management plan.	Symptom management, artificial hydration and nutrition, oxygen therapy.
Risk assessment.	Medication management.
Non-compliance, non-adherence.	Power balance, empowerment, assertiveness.
Polypharmacy.	

Assessment Method

<i>Assessment Tasks / Method</i>	<i>Weighting</i>	<i>Learning Outcomes</i>	<i>Graduate Qualities</i>	<i>ANMC Competency</i>
In class quiz – medication calculation (minimum satisfactory level must be achieved)	-	1,3	1,2,5	1,2,3,5,7,10
Assignment – concept map and reflection	60%	2,3,4,6,7,8,9	1,2,3,4,5	3,4,5,6,7,8
Assignment	40%	2,3,4,5,6,7,8,9	1,2,3,4,5	1,2,3,5,6,7,9,10
NCAS (minimum satisfactory level must be achieved)	-	1 to 9	1,3,4,5	1 to 10

Textbooks and Supplementary Materials

Prescribed Text

Berman, A., Snyder, S., Levett-Jones, T., Dwyer, T., Hales, M., Harvey, N., Luxford, Y., Moxham, L., Park, T., Parker, B., Reid-Searl, K. and Stanley, D. (Eds.). (2012). *Kozier and Erb's Fundamentals of Nursing (2nd Australian Ed)*. Sydney, Australia: Pearson, Education. 9781442541672 (Vol 1); 9781442541689 (Vol 2); 9781442541696 (Vol 3)

McCormack, B & McCance, T. *Person-Centred Nursing: Theory and Practice* 2010. Wiley-Blackwell. Oxford. UK

Examples of Recommended Additional Readings

Chang & Johnson 2008, *Chronic disease and disability: principles for nursing practice*, Churchill Livingstone, Sydney.

Snodden 2010, *Case management of long term conditions*, Wiley-Blackwell, Chichester, Sussex, UK.

NMIH302 Mental Health Nursing 2

Rationale

Students will extend their understanding of mental health, alcohol and other drug nursing by continuing the development of knowledge, skills and behaviours from Mental Health Nursing.

1. This subject will examine specific skills in assessment, planning, implementing and evaluating care for individuals affected by a range of complex, serious and enduring mental health and dually diagnosed conditions. This will include the impact of chronic and complex conditions on the individual, family and carer. "Benchmark 4: The following ten components of mental health are included in the curriculum" (Mental Health Nurse Education Taskforce (MHNET), 2008) ranging from consumer and carer participation; encouraging positive images about people with mental illness; enhancing therapeutic relationships; mental health assessment to mention but four of the ten. Students will have the opportunity to participate in care delivery during a 10 day workplace experience attached to this subject.

Aim

Students will explore aspects of chronic and complex conditions in mental health and the provision of holistic care. This will involve students being directly involved in skills acquisition in the provision of care for people affected by mental illness and alcohol and other drug issues.

Learning Outcomes

1. Assess the complex needs of a person with a mental illness and/or substance misuse.
2. Assess, plan and implement care for a person and their family/carer in crisis.
3. Demonstrate an understanding of including the consumer/carer in decision-making.
4. Critically evaluate how a population model identifies at-risk individuals and groups throughout the community and across the life span.
5. Critically analyse the implications for a person with a mental illness and/or substance misuse in the acute phases of an illness.
6. Critically analyse the implications for a person with a mental illness and/or substance misuse in their recovery journey.
7. Demonstrate and critically evaluate the effective use of appropriate interpersonal strategies and therapeutic interventions for individuals and their family / carer.
8. Critically analyse ethical and legislative requirements relevant to mental health and alcohol and other drug nursing.
9. Demonstrate an understanding of clinical governance principles related to mental health, alcohol and other drug nursing.

Major Content Areas

Professional Practice

Advocacy - Rights, mental health legislation.	Child, adolescent and adult mental health provision.
Respecting people's choices.	Managing mental health in acute care setting.
Special populations and special needs.	Managing personal and client safety.
Vulnerability and dignity of risk.	Mental Health Act.

Critical Thinking and Analysis

Outcome measures.	Client education.
Group facilitation.	-
Activities of living - Forensic, bio- psycho-social issues, pathophysiology.	Context of care continuum - Individual, family / carer, society.
Nursing process - Comprehensive mental health assessment, care planning and management.	

Collaborative and Therapeutic Practice

Interpersonal strategies	Counselling.
Acute and recovery phases, family interventions, collaborative recovery.	Cognitive behavioural therapy, treatment adherence, therapeutic use of self.
Therapeutic relationships.	Treatments for alcohol and drug misuse.
Special interventions.	Crisis intervention, safety, observation and reporting.
Dual diagnosis.	Post Traumatic Shock Disorder.
Teamwork.	Self-management.
Motivational practice.	De-escalation.
Consumer empowerment.	-

Assessment Method

<i>Assessment Tasks / Method</i>	<i>Weighting</i>	<i>Learning Outcomes</i>	<i>Graduate Qualities</i>	<i>ANMC Competency</i>
Assignment	25%	1,2,3,4,5,6,8	1,2,3,4,5	1,2,4,5,6,7,8,10
Group in-class presentation	25%	2,3,4,5,6,7,8,9	1,3,4,5	1,2,3,5,6,7,9,10
Exam	50%	3,7,8	1,2,3,4,5	3,4,5,6,7
NCAS (minimum satisfactory level must be achieved)	-	1 to 9	1,3,4,5	1 to 10

Textbooks and Supplementary Materials

Prescribed Text

Elder, R, Evans, K & Nizette, D 2009, Psychiatric and mental health nursing, 2nd edn, Elsevier, Sydney

Moxham, L, Dwyer, T, Reid-Searl, K, Robson, P. & Broadbent, M. 2013, The Nursing Student's Adult Mental Health Clinical Survival Guide, Pearson, Australia.

Examples of Recommended Additional Readings

Meadows, G, Singh, B & Grigg, M 2008, Mental health in Australia: collaborative community practice, 2nd edn, Oxford University Press, Oxford.

Mohr, WK (ed.) 2009, Psychiatric-mental health nursing: evidence-based concepts, skills and practices, 7th edn, Wolters Kluwer, Lippincott, Williams & Wilkins, Philadelphia

NMIH303 Therapeutic Use of Self

Rationale

In the process of communication we are required to deal with the emotions, thoughts and actions of firstly ourselves and secondly people around us. Those we deal with in the health system are better served by clinicians who are aware of their own values and beliefs and who are willing to challenge and question those beliefs. However, for specific goal orientated and therapeutic communications in the professional context, our understanding is required to be more intensive. This subject will enable students to develop a portfolio of skills to assist them in any generalist or specialist clinical practice area. These skills will be developed through the use of simulation based on specific clinical situations. The skills learnt in this subject are transferable to all areas of the health service and both underpin and complement therapeutic communication skills.

Aim

Students will have opportunities to further develop communication skills and to analyse, understand and demonstrate the concept of the therapeutic use of self.

Learning Outcomes

1. Understand the concept of self and the role of self in the context of professional practice.
2. Critically analyse the theoretical underpinnings of the therapeutic use of self.
3. Demonstrate and critically evaluate evidence of reflection on practice.
4. Demonstrate use of boundary setting and conflict resolution in a professional context.
5. Critically analyse and demonstrate the issues surrounding the presentation of the self in a variety of personal and professional contexts.
6. Demonstrate appropriate use of action dimensions of therapeutic interventions (self, disclosure, confrontation and immediacy).
7. Critically evaluate how spirituality and culture impact on and influence our interactions.

Major Content Areas

Professional Practice

Personal and professional issues theoretical underpinnings of therapeutic use of self.	Presentation of self personally and professionally, boundary setting, nurses as healers, acknowledging limitations.
Self-efficacy.	Networks of support.
Confidentiality.	Trust, honesty and open disclosure.
Cultural competence.	Regard; empathy; healing and rapport.
Dilemmas and difficult choices.	Intrapersonal conflict in the workplace.
Personal safety.	Sexual safety

Critical Thinking and Analysis

Critical thinking, decision making and problem solving.	Reflection in and on clinical practice.
The therapeutic use of self.	Emotional intelligence.
Reflection in and on practice	-

Provision and Coordination of Care

Therapeutic use of self.	Counselling, listening, questioning.
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Collaborative and Therapeutic Practice

Open disclosure.	Confrontation and immediacy.
Assertiveness, giving and receiving constructive feedback.	Persuasion, influencing, team work, positive regard, positive relationships and group dynamics.
Supervision.	Inspiring.
Teaching.	Motivating.
Coaching.	De-escalation.
Humour.	

Assessment Method

<i>Assessment Tasks / Method</i>	<i>Weighting</i>	<i>Learning Outcomes</i>	<i>Graduate Qualities</i>	<i>ANMC Competency</i>
Reflective Portfolio	50%	1,2,3,5,7	1,2,3,4,5	2,3,4,5,6,7,9
Group – DVD and interview evaluation	50%	1,2,3,4,5,6,7	1,2,3,4,5	1 to 10

Textbooks and Supplementary Materials

Prescribed Text

There is no prescribed text for this subject. However, a selection of current standards, policies, procedures and also relevant journal articles are used as prescribed reading materials. An example of these includes;

Australian Commission on Safety and Quality in Healthcare, Open Disclosure Standard.

ANMC National Guidelines on Boundaries of Professional Practice for Nurses and Midwives.

Hayward, R & Tuckey, M 2011, 'Emotions in uniform: How nurses regulate emotion at work via emotional boundaries', *Human Relations*, vol. 64, no. 11, p. 1501.
<http://hum.sagepub.com/content/64/11/1501>

Hensel, D 2010, 'Relationships among nurses' professional self-concept, health and lifestyles', *Western Journal of Nursing Research*, vol. 33, no. 1, p. 45.
<http://wjn.sagepub.com/content/33/1/45>

NHMRC Guidelines on Clinical and Ethical Practice in Organ, Eye and Tissue Donation and Transplantation

New South Wales Health Sexual Safety Guidelines

NMIH304 Evidence Appreciation and Application in Health Care Practice

Rationale

A commitment to evidence based care is essential within health care practice, both for improved standards of care and the development of curious and critical practitioners. In order to make their commitment to evidence utilisation a reality, practitioners require not only insight into research methodologies but also the ability to critically analyse existing research. Strategies for increasing research awareness, disseminating existing findings and applying research findings in practice should also be clearly understood. The focus of this subject therefore, is the development of evidence appreciation and application skills, not the production of research workers.

Aim

To enable the development of the skills of evidence appreciation and application and consider the implications for health care practice.

Learning Outcomes

1. Critically analyse the nature of evidence in health care practice.
2. Critically evaluate the role and relevance of research in modern professional health care practice.
3. Critically analyse philosophical frameworks underpinning research.
4. Demonstrate enhanced information retrieval, critical reading, research appreciation and research critiquing skills.
5. Demonstrate the skills of writing critical and analytical literature reviews.
6. Critically evaluate the factors that contribute to the application of existing research/evidence to health care practice.

Major Content Areas

Professional Practice

ANMC competencies and research / evidence.	Role and relevance of research.
Ethics committees.	Research governance.
Consent, anonymity and confidentiality.	

Critical Thinking and Analysis

Appreciation and research/evidence critiquing/appraisal skills.	Philosophical frameworks underpinning research.
Hierarchies of evidence.	Ways of knowing.
Advanced literature retrieval skills.	Implementation of research and evidence.
Lifelong learning.	Review centres: Joanna Briggs Institute / National Institute for Health and Clinical

	Excellence / Cochrane.
Asking a clinical question (PICO framework) .	Clinical decision making.

Provision and Coordination of Care

Evidence based care and interventions.	Rituals and routines.
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Collaborative and Therapeutic Practice

Barriers to implementing findings.	Data collection.
Influencing research.	Evidence evaluation and decision making.
Management of change.	Uni / multi-professional research.
Research teams.	Dissemination / Translation of findings

Assessment Method

<i>Assessment Tasks / Method</i>	<i>Weighting</i>	<i>Learning Outcomes</i>	<i>Graduate Qualities</i>	<i>ANMC Competency</i>
Individual Online Presentation (Development of 'Wiki' related to a clinical procedure)	40%	1,4,6	1,2,4	1,2,3,4,5
In class participation (Critical appraisal of academic research papers)	10%	1,6	1,4	3,4,5,7,10
Assignment (3000 words)	50%	1,2,3,4,5	1,2,3,4,5	2,3,4,7

Textbooks and Supplementary Materials

Prescribed Text

Crookes, PA & Davies, SM (eds) 2004, Research into practice: essential skills for reading and applying research in nursing and health care, 2nd edn, Bailliere-Tindall, Edinburgh.

Examples of Recommended Additional Readings

Burns, N & Grove, S 2010, Understanding nursing research: building an evidence-based practice, 5th edn, Elsevier/Saunders, Missouri.

Glasziou, P, Del Mar, C & Salisbury, J 2007, Evidence-based practice workbook, 2nd edn, Blackwell Publishing / BMJ Books, Massachusetts.

Greenhalgh, T 2010, How to read a paper: the basics of evidence-based medicine, 4th edn, Wiley-Blackwell / BMJ Books, Oxford.

Hoffman, T, Bennett, S & Del Mar C 2010, Evidence-based practice across the health professions, Churchill Livingstone / Elsevier, Sydney

Polit, DF & Beck, CT 2010, Essentials of nursing research: appraising evidence for nursing practice, 7th edn, Wolters Klower / Lippincott Williams & Wilkins, Philadelphia.

NMIH305 Nursing Care of People with Complex Conditions

Rationale

There are a number of people who have complex health problems. These may be genetic or develop as a result of injury, degeneration or complications. This subject will consider a detailed examination of the role of the nurse in the provision of holistic care for individuals with a complex problem. The student will have the opportunity to integrate knowledge gained from previous subjects into the care of a person with a complex problem.

Aim

To provide opportunities for students to explore aspects of complex illnesses and disorders and the provision of holistic individualised care.

Learning Outcomes

1. Define complex problems and outline the implications for the provision of care for individuals suffering from complex problems.
2. Identify commonly occurring complex problems across the lifespan and diversity of individuals.
3. Critically evaluate the bio/psycho/social/cultural/politico/economic /environmental factors that are affected or affect individuals with complex problems.
4. Critically analyse the elements of a comprehensive assessment, reassessment and evaluation, identifying the importance of this process.
5. Critically analyse the nursing care for individuals with complex problems identifying the role of the interdisciplinary team in the collaborative approach to care.
6. Demonstrate the knowledge and skills required to prepare a discharge/transfer plan.
7. Identify and describe the nature of emergency/disaster responses in health care provision.

Major Content Areas

Professional Practice

Working dependently, independently, interdependently.	Respecting autonomy; appreciate impacts on adapting to changing condition, loss of independence.
Working in partnership.	Advanced care planning.
Confidentiality and disclosure.	Brain stem death.
Futility of treatment.	Withholding/withdrawing treatment.
Benefit-harm ratios.	Reporting avoidable deaths.
Incidents and near misses and reporting processes.	Quality of life.

Critical Thinking and Analysis

Evaluation of complex situations.	Critical review of clients with complex problems.
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Provision and Coordination of Care

Activities of living - Complex conditions (e.g. intellectual and developmental disability, physical disability, degenerative diseases, major trauma).	Complications associated with: Diabetes; renal failure; organ transplantation; complex liver disorders; chronic blood disorders; HIV/AIDS; Hepatitis A, B, C. Complications of alcohol misuse. Para suicide, chronic wounds: leg ulcers; pressure sores etc.
Context of care continuum Admission, transfer and discharge; interfaces between acute services hospice intensive care, high dependency, emergency care / services, rural, remote and urban provision.	Nursing process - Comprehensive assessment, planning and delivery and evaluation of problems for people with complex conditions and all influencing processes i.e. bio-psycho-social etc model, philosophy of family care, carer support, independence to dependence.
Recognising deteriorating patients/clients (i.e. DETECT).	Care coordination.
Community emergencies and disaster planning.	Complications associated with multiple pathologies.

Collaborative and Therapeutic Practice

Interdisciplinary working, collaboration, coordination, communication.	Management plan acknowledging how families' wishes are respected e.g. maintenance of independence.
Therapeutic modes - Symptom management, emergency care, expert patient/client, high dependency and intensive care.	Drug use and storage; compliance, experimental treatment and iatrogenesis. Accident / injury / long term complex management.
Altered body image.	Organ transplantation
Fluid and electrolyte balance.	Technology in health care.
Support patients/clients and families/others.	Primary and general practice provision.

Assessment Method

Assessment Tasks/Method	Weighting	Learning Outcomes	Graduate Qualities	ANMC Competency
Assignment (3000 words)	50%	3,4,5,6	1,2,3,4,5	1,2,3,6,7,8,9,10
Exam (MCQ & Short Answer Questions)	50%	1,2,3,7	1,2,3,4,5	2,3,5,6,7,8,9,10

Textbooks and Supplementary Materials

Prescribed Text

LeMone, P., Burke, K.M., Dwyer, T., Levett-Jones, T., Moxham, L., Reid-Searl, K., Berry, K., Carville, K., Hales, M., Knox, N., Luxford, Y. & Raymond, D. (2011) (eds). Medical – Surgical Nursing: critical thinking in client care, (1st Australian Edition). Sydney, Australia: Pearson, ISBN 978 1 4425 3449 0.

Holland, K, Jenkins, J, Solomon, J & Whittam, S (eds) 2008, Applying the Roper, Logan & Tierney model in practice, 2nd edn, Churchill Livingstone, Edinburgh.

Marieb, EN & Hoehn, K 2013, Human anatomy and physiology, Pearson international edition, 9th edn, Pearson Benjamin Cummings Publishing Company Inc, San Francisco, California.

Examples of Recommended Additional Readings

NSW Health 2009, Between the flags keeping patients safe, NSW Government, viewed 29 June 2012, <http://nswhealth.moodle.com.au/DOH/DETECT/content/>

NSW Health 2007, Infection control policy, NSW Government, viewed 14 December 2012, http://www0.health.nsw.gov.au/policies/pd/2007/PD2007_036.html

NSW Health 2010, Medication safety strategy, NSW Government, viewed 29 June 2012, <http://www.health.nsw.gov.au/quality/medsafe/index.asp>.

NMIH306 Challenges of Ageing

Rationale

Aged care is a primary challenge for all health providers worldwide. The Australian Aged Care Act (Australian Government, 1997a) clearly identifies the primacy of aged care funding and the administration of Commonwealth-funded aged care, and the obligations of approved providers of aged care services. This subject seeks to explore the multiplicity of issues, challenges and support required to achieve the Commonwealth's aged care programme aim to provide 'support for healthy ageing for older Australians and quality and cost-effective care for frail older people and support for their carers' (Aged Care Standards and Accreditation Agency Ltd, 2002-2003, p. 71).

Aim

To enable the student to consolidate knowledge, skills and behaviours relating to aged care and consider the needs of older people who have challenges associated with ageing.

Learning Outcomes

1. Critically analyse the challenges of ageing and the implications for service provision.
2. Demonstrate knowledge and respect of the rights of the older person to enable the older person to maintain choice over their environment, manner of living and health care.
3. Assess, plan, deliver and evaluate evidence based nursing care relevant to the older person incorporating bio/psycho/social/cultural/politico/economic /environmental factors.
4. Apply knowledge of safe and therapeutic care when planning and providing nursing care for older people with physiological or/and mental health needs.
5. Communicate and network with the interdisciplinary/multi agency teams of health care providers in aged care when planning, delivering and assessing care of the older person.
6. Critically analyse the complexity of gerontological nursing and its importance as a clinical speciality and act as an advocate for the positive aspects of ageing.

Major Content Areas

Professional Practice

ANMC competencies of the RN.	Commonwealth department of health and aged care principles.
Working in partnership.	Dignity of risk.
Elder abuse: physical, emotional, financial.	Guardianship Act 1987.
Respecting rights, autonomy, anti-discrimination and advocacy.	Reporting mechanisms.
Substance use.	Cultural aspects of ageing.
Guardianship Act 1987.	Guardianship Regulation 2010.
Advanced Directive.	

Critical Thinking and Analysis

Pattern recognition.	Cognition, capacity and competence.
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Provision and Coordination of Care

Activities of living - Impact of ageing, health and wellbeing.	Disorders of physiological and cognitive function in older people.
Typical and atypical presentations of illness. Dementia, delirium, depression, frailty - principles of care. Training for dementia care.	Developmental and Intellectual disability, ageing disabled and chronically ill individuals.
Nutrition.	Skin integrity.
Continence promotion.	Natural networks.
Nursing process comprehensive assessment, planning and delivery and evaluation of older people and all influencing processes i.e. bio-psycho-social etc. model, independence to dependence in the provision of holistic, individual care, vulnerability.	Admission, transfer and discharge; interfaces between individual residences, acute service, nursing and residential facilities, community services, rural and urban provision.
	Premature ageing and Aboriginal and Torres Strait Islander people services for older Aboriginal and Torres Strait Islander people.
Context of care continuum - structure of Australian aged care services - ACAT.	Funding of services, assessment of means.
Sexuality.	Retirement.

Collaborative and Therapeutic Practice

Primary and secondary agencies: charities, clubs and communities.	Falls, activity, risk assessment and safety in the home.
Lay and professional care.	Reassurance.
Aboriginal and Torres Strait Islander people and carers.	Case / key workers.
Polypharmacy and medication compliance.	

Assessment Method

Assessment Tasks/Method	Weighting	Learning Outcomes	Graduate Qualities	ANMC Competency
Assignment	40%	1,2,3,4,5,6	1,2,3,4,5	3,4,5,6,7,8,10
Group in-class presentation	25%	1,2,3,4,6	1,2,3,4,5	1,2,3,5,6,7,9
Assignment	35%	1,2,3,5,6	1,2,4	1,2,3,4,5,6,7,9,10

Textbooks and Supplementary Materials

Prescribed Text

Nay, R & Garratt, S 2009, *Older people: issues and innovations in care*, 3rd edn, Churchill Livingstone, Sydney.

Kitwood, T 1997, *Dementia reconsidered: the person comes first*, Open University Press, Buckingham. *old age*, Sage Publications, London.

Examples of Recommended Additional Readings

Australian Institute of Health and Welfare (AIHW) 2007, *Older Australia at a glance*, 4th Edn, Cat. No. AGE532, AIHW, Canberra.

Hancock, K, Chang, E, Chenoweth, L, Clarke, M, Carroll, A & Jeon, YH 2003, 'Nursing needs of acutely ill older people', *Journal of Advanced Nursing*, vol. 44, no. 5, pp. 507-516.

Hickman, L, Newton, P, Halcomb, EJ, Chang, E & Davidson, P 2007, 'Best practice interventions to improve the management of older people in acute care settings: a literature review', *Journal of Advanced Nursing*, vol. 60, no. 2, pp. 113-126.

Wolf, DM, Lehman, L, Quinlin, R, Zullo, T & Hoffman, L 2008, 'Effect of patient centered care on patient satisfaction and quality of care', *Journal of Nursing Care Quality*, vol. 23, no. 4, pp. 316-321.

NMIH307 Leadership in Health Care Practice

Rationale

Strategies for developing leadership attributes in the healthcare workforce are now evident in NSW Health initiatives: Government Action Plan - Working As a Team, Capacity Building and Clinical Leadership Programme. Consequently, it is imperative that students of health care study leadership to examine the knowledge; skills and behaviours involved in leadership.

Aim

To enable recognition of the significance of the leadership and followership attributes to the provision of health and social care in a variety of settings.

Learning Outcomes

1. Critically analyse theories of leadership.
2. Evaluate the dynamics of organisational culture.
3. Identify the knowledge, skills and behaviours required to lead.
4. Analyse the impact of leadership on teams and team members.
5. Critically evaluate the impact of leadership skills on the delivery of health care practice.
6. Reflect on personal attributes in preparation for employment.

Major Content Areas

Professional Practice

Leadership and followership attributes.	Cultural and organisational behaviours.
Leadership and cultural competence, safety and respect.	

Critical Thinking and Analysis

Mentorship.	Coaching.
Facilitation.	-

Provision and Coordination of Care

Leadership in health and social care.	-
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Collaborative and Therapeutic Practice

Effective working relationships.	Equal opportunities.
Motivational practice.	Transformational leadership.
Personal integrity.	Emotional competence.
Theories of leadership.	Exemplary leadership behaviours.
Exemplary followership behaviours.	-

Assessment Method

<i>Assessment Tasks / Method</i>	<i>Weighting</i>	<i>Learning Outcomes</i>	<i>Graduate Qualities</i>	<i>ANMC Competency</i>
Assignment	50%	1, 2, 3	1, 2, 3, 4, 5	2, 3, 4, 8, 9, 10
Assignment	50%	4, 5, 6	1, 2, 3, 4, 5	2, 4, 8

Textbooks and Supplementary Materials

Prescribed Text

Chang, E & Daly, J 2012, *Transitions in nursing. Preparing for professional practice*, 3rd edn, Elsevier, Sydney

Examples of Recommended Additional Readings

Akerjordet, K & Severinsson, E 2008, 'Emotionally intelligent nurse leadership: a literature review study', *Journal of Nursing Management*, vol. 16, pp. 565-577.

Beecroft, PC, Santner, S, Lacy, ML, Kunzman, L & Dorey, F 2006, 'New graduate nurses' perceptions of mentoring: six-year programme evaluation', *Journal of Advanced Nursing*, vol.55, no. 6, pp. 736-747.

Dols, J. 2010, 'Setting goals for better nursing', *Health Progress*, vol.91, no.3, pp, 20-23.

NMIH308 Transition to Professional Practice

Rationale

Professional registration requires the practitioner to be accountable to the regulatory board. As a result the beginning practitioner must demonstrate clinical competence as identified in the ANMC Competency Standards for the Registered Nurse (2006). This subject provides the opportunity for the student of nursing to focus on the knowledge skills and behaviours developed through the programme and work towards transition to become an RN. Students will have the opportunity to participate in care delivery in practice during a 20 day clinical placement attached to this subject. It is intended that this will be, if possible, a destination specific placement so that the student will develop appropriate skills related to that care setting.

Aim

To enable the student to identify the knowledge, skills and behaviours required as a beginning practitioner.

Learning Outcomes

1. Critically analyse the legal, ethical and professional knowledge required for safe accountable practice.
2. Demonstrate critical thinking and analysis in the provision of evidence based nursing practice.
3. Critically evaluate person centred approaches to care delivery - coordination, organisation and provision of care.
4. Critically analyse strategies relating to establishing, sustaining and concluding relationships: individuals/groups and the interdisciplinary health care team.
5. Critically evaluate the significance of the policy and governance frameworks on the quality of patient/client care.
6. Identify a personal strategy for transition to the role as a beginning registered practitioner.

Major Content Areas

Professional Practice

ANMC competencies of the RN.	Working independently.
Working in partnership.	Accountability and responsibility.
Management of change.	Sustainability.
Effective practice: capability, efficacy.	Professional autonomy and advocacy.
Policy and service development implications.	Health care economics and resource allocation.
Whistle blowing.	Professional regulation.
Work Health and Safety.	Legislation and common law.
Contract of employment.	Cultural safety.
Health Care Complaints Act 1993.	Health Practitioner Regulation National Law (NSW) No 86a 2009.

Critical Thinking and Analysis

Critical thinking and analysis.	Reflection on clinical practice.
Decision making and problem solving.	Management exercises.
Evidence of transition: Novice to expert.	Prioritisation and time management.
Research and evidence - appreciation and application to practice.	Preparation for preceptorship.

Provision and Coordination of Care

Activities of living - Patient/client acuity, dependency, allocation of resources, prioritisation.	Context of care continuum - management theories, time management.
Nursing process - assess, plan, implement and evaluate care for individuals and groups of patients/clients.	Monitoring patients/clients i.e. "Rounding"
	Documentation and activity based funding.

Collaborative and Therapeutic Practice

Management of change, effective working, managing complaints, relationships, managing conflict; in self and others.	Team working, supervision and delegation, inter/intra professional working, quality, teamwork.
Motivational practice.	Collegiality and collaboration.
Horizontal violence and bullying.	Clinical governance and risk management 'lessons learned.'
Best practice.	Interprofessional working.

Assessment Method

<i>Assessment Tasks / Method</i>	<i>Weighting</i>	<i>Learning Outcomes</i>	<i>Graduate Qualities</i>	<i>ANMC Competency</i>
Assignment	40%	1, 2, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 5, 9
Assignment	60%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 9
OSCE – medicine administration	-	1, 3, 5	1, 2, 3, 4, 5	1, 2, 3, 5, 7, 10
NCAS (minimum satisfactory level must be achieved)	-	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	1 to 10

Textbooks and Supplementary Materials

Prescribed Text

Chang, E & Daly, J (eds) 2012, Transition in nursing: preparing for professional practice, 3rd edn, MacLennan & Petty, Eastgardens, NSW.

Examples of Recommended Additional Readings

Benner, P 2004, 'Using the Dreyfus Model of Skill Acquisition to describe and interpret skill acquisition and clinical judgement in nursing practice and education', *Bulletin of Science Technology & Society*, vol. 24, no. 3, pp. 188-199.

Cubit, KA 2011, 'Tailoring a nurse graduate program to meet the needs of our next generation nurses', *Nurse Education Today*, vol. 31, no. 1, pp. 65-71.

Fero, LJ, Witsberger, CM, Wesmiller, SW, Zullo, TG & Hoffman, LA 2009, 'Critical thinking ability of new graduate and experienced nurses', *Journal of Advanced Nursing*, vol. 65, no. 1, pp. 139-148.