

NURS70009 Advanced Nursing Practice in Context 2

Credit Points:	12.50
Level:	7 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Mode of Delivery - Online, on campus workshops and field work
Time Commitment:	Contact Hours: Contact hours are determined by the goals set in the collaborative competency based learning contract. Total Time Commitment: Students are expected to devote approximately 9 hours per week to this subject.
Prerequisites:	The student is required to have concurrent employment as a Registered Nurse and be engaged in or working towards an advanced practice role. The student must also provide documentation of employer support and multidisciplinary mentorship arrangements necessary to undertake the extensions to practice in the clinical component of the subject within their workplace or related agencies. Students complete a competency based learning contract that is tailored to achievement within one semester. Students may or may not need to take the partner subject 514724 Advanced Nursing Practice in Context 1 to achieve the full skill set required to meet specific role extension profiles.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	It is University policy to take all reasonable steps to minimise the impact of disability upon academic study and reasonable adjustments will be made to enhance a student's participation in the University's courses. Students who think their disability will impact on meeting this requirement are encouraged to discuss this matter with the Course Coordinator and the Disability Liaison Unit.
Coordinator:	Ms Di Crellin
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Subject Overview:	This subject focuses on knowledge and skill development for specific advanced practice roles in specific health service delivery settings. Students enter this subject with an extensive practice history supported by specialty theoretical knowledge in a specific area of nursing. With collegial support from a multidisciplinary team this subject takes place largely in the workplace environment using a collaborative competency based learning contract to assist students to extend their scope of practice across stable, unpredictable and complex situations. The Australian and New Zealand core competency standards for Nurse Practitioners and competency standards for advanced practitioners issued by specialty professional groups are used to guide the formulation and completion of the collaborative competency based learning contract. The learning contract includes both a theoretical and practical component formulated around skill sets relating to research and development, leadership and professional skills. Students demonstrate achievement of knowledge and skills described in the contract through compilation of a practice portfolio that includes (but is not limited to) governance models,

	documentation of scope of practice, service evaluation strategies, methods for assessing competency and professional development models.
Objectives:	<p>The student should be able to demonstrate:</p> <ul style="list-style-type: none"> # The capacity for information seeking, retrieval and evaluation to complete contracted competency based assessments during simulated and real life patient encounters; # Technical proficiency in advanced nursing practice techniques, and use of and interpretation of diagnostic tools; # A sound understanding of how the physical, psychological, social, emotional and cultural influences on health and illness contribute to the assessment, planning, implementation and evaluation of therapeutic interventions at an advanced practice level for specific client groups in specific health service settings; # The capacity to integrate knowledge of scientific research based underpinnings of health and illness and highly developed cognitive, analytic, problem-solving and diagnostic reasoning skills to assess, plan, implement and evaluate therapeutic interventions at an advanced practice level for specific client groups in specific health service settings; # Integration of scientific research based evidence, clinical decision making, legal, ethical and health education/promotion frameworks to formulate culturally appropriate clinical practice guidelines for advanced practice therapeutic interventions for specific client groups in specific health service settings; # The capacity to express assessment findings, therapeutic plans and therapeutic interventions in language shared by the multi-disciplinary team both orally and in writing; # The initiation and maintenance of collaborative relationships with other health care providers to establish effective communication skills and multidisciplinary relationships to achieve optimal health outcomes for patient care in the context of advanced practice beyond traditional nursing roles; # A comprehensive knowledge of referral processes and flexibility when confronting unfamiliar problems; # Comprehensive pharmacological knowledge through the development of a formulary to be used in advanced nursing practice for specific client groups in specific health service settings; # where appropriate, advanced working skills in the application of computer systems and software and a receptiveness to the opportunities offered by new technologies; # The capacity for independent critical thought, rational inquiry and self-directed learning; # The capacity and confidence to participate effectively in collaborative learning as a team-member, while respecting individual differences; # The capacity to manage competing demands on time, including self-directed project work; # Proficiency in negotiating clinical learning needs with multi-disciplinary health care professionals to ensure appropriate clinical supervision for development of advanced practice skills and knowledge.
Assessment:	<p>Completion of a learning contract 15% (formulated in the first four weeks of the semester and undertaken over the duration of the semester) Student feedback 15% (students will be paired to provide feedback to each other regarding the development and completion of their contract and assessed on the feedback that they provide their fellow student) – Equivalent to 500 words. Graded completion of professional practice portfolio 50% (commencing at the beginning of semester and due at the end of semester) 20 minute presentation of a component of the portfolio at an end of semester workshop 20%.</p>
Prescribed Texts:	None
Recommended Texts:	References and recommended readings are supplied according to the requirements identified in the collaborative competency based learning contract.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of the subject students should have developed the following generic skills of the Melbourne graduate and postgraduate coursework student:</p> <ul style="list-style-type: none"> # Highly developed cognitive, analytic and problem-solving skills in the discipline area, characterised by flexibility of approach; # The ability and self-confidence to comprehend complex concepts, to express them lucidly, whether orally or in writing, and to confront unfamiliar problems;

	<ul style="list-style-type: none"># Where appropriate, advanced working skills in the application of computer systems and software and a receptiveness to the opportunities offered by new technologies;# An ability to evaluate and synthesise the research and professional literature in the discipline;# Advanced skills and techniques applicable to the discipline;# Advanced competencies in areas of professional expertise and/or scholarship;# The capacity for independent critical thought, rational inquiry and self-directed learning;# The capacity to value and participate in projects which require team-work;# A capacity to manage competing demands on time, including self-directed project work.
Links to further information:	http://www.nursing.unimelb.edu.au