

PC-NPNICU Postgraduate Certificate in Nursing Practice (Neonatal Intensive Care)

Year and Campus:	2015 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 12 months part time.
Coordinator:	Assoc Prof Marie Gerdtz
Contact:	School of Health Sciences The University of Melbourne Alan Gilbert Building, Level 7, 161 Barry St Carlton VIC 3053 PH: 03 8344 4171 FAX: 03 8344 4188 www.healthsciences.unimelb.edu.au
Course Overview:	The Postgraduate Certificate in Nursing Practice (Neonatal Intensive Care) is a coursework program consisting of 50 points, normally taken over one year of part-time study. The course delivers theoretical content face to face and includes clinical practice in a hospital setting to provide a unique specialist training program in Neonatal intensive care.
Learning Outcomes:	The Postgraduate Certificate aims to provide the opportunity for nurses to extend their undergraduate nursing knowledge and skills into an area of specialty nursing practice. Upon completion of the course it is therefore expected that students will have: <ul style="list-style-type: none"> # a sound understanding of the scientific knowledge and research based evidence that underpins skill development specific to a specialty area of nursing practice; # the ability theoretical knowledge to understand the practice of providing care to individuals experiencing specific disturbances to health and well-being that require specialty nursing interventions; # skills in critical inquiry relevant to a chosen specialty area of nursing practice; # the ability to communicate an understanding of the theoretical basis for practice both verbally and in a written form; # problem solving skills appropriate for delivery and evaluation of patient care as a specialty practice nurse; # life long learning skills that facilitate knowledge and skill development as a specialty practice nurse and the ability to undertake ongoing professional development in preparation for more advanced levels of specialty practice; # demonstrated clinical competencies in a workplace environment assessed by clinical experts to be at a beginning competency level as benchmarked against Australian specialty practice competencies.
Course Structure & Available Subjects:	<ul style="list-style-type: none"> # Applied Pathophysiology (12.5 Credit points) # Neonatal Intensive Care Nursing 1 (12.5 Credit points) # Neonatal Intensive Care Nursing 2 (12.5 Credit points) # Neonatal Intensive Care Nursing Practice (12.5 Credit points)
Entry Requirements:	Admission is based on a Bachelor of Nursing degree (or equivalent training), at least one year of clinical experience in an acute care setting within the five years prior to applying for the course, and current employment and clinical support in a neonatal intensive care work environment.
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

	<p>in the University's courses. This course requires all students to enrol in subjects where they must actively and safely contribute to clinical/field work activities. 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.</p>
Further Study:	<p>Students may progress to the Diploma in Nursing Practice or Masters of Advanced Nursing Practice, receiving advanced standing for 50 credit points completed in the certificate level course.</p>
Graduate Attributes:	<p>The Melbourne Experience enables our graduates to become: Academically excellent: have a strong sense of intellectual integrity and the ethics of scholarship have in-depth knowledge of their specialist discipline(s) reach a high level of achievement in writing, generic research activities, problem-solving and communication be critical and creative thinkers, with an aptitude for continued self-directed learning be adept at learning in a range of ways, including through information and communication technologies Knowledgeable across disciplines: examine critically, synthesise and evaluate knowledge across a broad range of disciplines expand their analytical and cognitive skills through learning experiences in diverse subjects have the capacity to participate fully in collaborative learning and to confront unfamiliar problems have a set of flexible and transferable skills for different types of employment Leaders in communities: initiate and implement constructive change in their communities, including professions and workplaces have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations mentor future generations of learners engage in meaningful public discourse, with a profound awareness of community needs Attuned to cultural diversity: value different cultures be well-informed citizens able to contribute to their communities wherever they choose to live and work have an understanding of the social and cultural diversity in our community respect indigenous knowledge, cultures and values Active global citizens: accept social and civic responsibilities be advocates for improving the sustainability of the environment have a broad global understanding, with a high regard for human rights, equity and ethics be advocates for improving the sustainability of the environment have a broad global understanding, with a high regard for human rights, equity and ethics</p>