

Bachelor of Nursing (BNURSE18)

1. About the BNURSE18

Nursing is an in-demand health professional occupation and Australian nursing graduates are sought after globally due to the excellence of the on-campus and industry centred learning opportunities they receive in contemporary and evidence-based methods. The Torrens Bachelor of Nursing course enables students to provide high-quality nursing care utilising the knowledge and clinical skills gained throughout the program.

Students will learn vital skills in assessment and clinical decision-making, person-centred care, professional communication, enquiry and research, awareness of diversity and self-care practices.

The course provides opportunity to deliver care in multiple health care, industry and community settings in an environment of ever more complex health care systems across the world. Before you consider entering into a nursing career, you need to ensure that you meet English Language standards and inherent requirements.

Graduate employment opportunities

The Bachelor of Nursing qualification prepares the graduate for beginning level of professional practice as a Registered Nurse in the Australian health care environment.

The focus of the course is aligned with the Nursing and Midwifery Board of Australia (NMBA) Standards for Practice for the Registered Nurse and is designed to provide multiple opportunities for graduates to move into a variety of interesting career pathways.

Course Overview

Course Title	Bachelor of Nursing (BNURSE18)		
Study Options – Domestic Australian students	Face to Face delivery with some elements delivered online. Full-time and part-time options available.	Study Options – International students	International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester. International students on a student visa are required to study full time, i.e. the student must complete a minimum of 1.0 EFTSL of study per year.
Start Dates	February, June, September For specific dates visit the website .	Course Length	Full-time: 3 year course but students can choose to complete it in 2 years

			Part-time: Options are available
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.</p>	Payment Options – International students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p>
Course study requirements	<p>It is expected that each subject, whether studied online or on-campus, will involve a combined total of 120 hours of structured and self-directed learning, which equates to approximately 10 hours per week for each subject, over 12-week trimesters.</p> <p>Students will be required to attend some compulsory simulated learning activities on campus as well as all scheduled industry placements.</p>	Assessment	Practical examinations, clinic participation, research projects, project development and evaluation, critical analysis and essay writing, short answer questions, assessable online discussion forums.
Locations	Brisbane, Sydney, Melbourne	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	0100910
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards 2015	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

3. Student Profile

The table below gives an indication of the likely peer cohort for new students in this course. It provides data on students who commenced in this course in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Trimester one [2020]	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	27	25%
(B) Vocational education and training (VET) study	44	28%
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	21	13%
(D) Recent secondary education:		
• Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)	0	0%
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	0	0%
• Admitted on the basis of other criteria only and ATAR was not a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	17	11%
International students	51	32%
All students	160	100%

Notes: “<5” – the number of students is less than 5.
N/A – Students not accepted in this category.
N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

4. Admission Criteria

Title of course of study	Bachelor of Nursing (BNURSE18)
Applicants with higher education study	Successful completion of Diploma level (AQF Level 5 or equivalent) or above, qualification.
Applicants with vocational education and training (VET) study	
Applicants with work and life experience	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> • Broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR • Formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR • Written submission to demonstrate reasonable prospect of success.
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	<p>IELTS (or equivalent) score of 7.0 minimum (Academic Module) or above, with no skills band less than 7.0.</p> <ul style="list-style-type: none"> • In order to apply for registration on completion of study the NMBA registration and English Language requirements must be met. • Check NMBA requirements here
Applicants with recent secondary education (within the past two years) with ATAR or equivalent* (for applicants who will be selected wholly or partly on the basis of ATAR)	Year 12 or equivalent with ATAR 60 or a completed (current) Diploma of Nursing and registration with AHPRA.

Title of course of study	Bachelor of Nursing (BNURSE18)								
<p><i>*ATAR profile for those offered places wholly or partly on the basis of ATAR in T1 2020:</i></p> <table border="1"> <thead> <tr> <th>(ATAR-based offers only, across all offer rounds)</th> <th>ATAR (OP in QLD) (Excluding adjustment factors) *</th> </tr> </thead> <tbody> <tr> <td>Highest rank to receive an offer</td> <td>61.75</td> </tr> <tr> <td>Median rank to receive an offer</td> <td>36.5</td> </tr> <tr> <td>Lowest rank to receive an offer</td> <td>22</td> </tr> </tbody> </table> <p><i>Notes: * "<5" – indicates less than 5 ATAR-based offers were made</i></p>		(ATAR-based offers only, across all offer rounds)	ATAR (OP in QLD) (Excluding adjustment factors) *	Highest rank to receive an offer	61.75	Median rank to receive an offer	36.5	Lowest rank to receive an offer	22
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Highest rank to receive an offer	61.75								
Median rank to receive an offer	36.5								
Lowest rank to receive an offer	22								

Other admission options

(For applicants who will be selected on a basis other than ATAR)

Special Entry	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> • Broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR • Formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR • Written submission to demonstrate reasonable prospect of success.
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5. How to apply

Via direct application to the institution

- <https://apply.torrens.edu.au/>

6. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms).

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)

- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

7. Where to get further information

- Torrens University Australia (TUA) Website
 - <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website
 - <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website
 - <https://www.qilt.edu.au/>

8. Additional Information

Course Structure

The Bachelor of Nursing (BNURSE18) course structure is comprised of 24 subjects with the value of 10 credit points (combined total of 240 credit points).

The course structure can be viewed or downloaded at the Student Hub, Course webpage <https://studenthub.torrens.edu.au/Hub/health>

Course Rules

To be awarded the Bachelor of Nursing (BNURSE18), students must satisfactorily complete each subject for a course total of 240 credit points.

Subjects

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<p>BAN101 Becoming a Nurse</p> <p>This subject introduces the history, philosophies and professional expectations of the beginning nurse. Students will be introduced to the concept of professional identity and the ongoing development of that professional identity as they grow and develop throughout the course. Students will explore professional boundaries, expected behaviours, emotional intelligence and their role in reporting breaches to professional practice and safety.</p> <p>Principles of lifelong learning, and requirements for the maintenance of currency and education via CPD points are featured within identity and professional attributes.</p> <p>Clinical reasoning and critical thinking will be introduced and explored, to identify how students will develop and incorporate critical thinking into interactions with a patient, to help guide practice and priorities.</p>

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The importance of nursing documentation, keeping detailed comprehensive patient notes will be identified and explored. Students will learn how to incorporate medical terminology and accepted abbreviations into their documentation.

Dedicated time in the clinical simulation area will provide an environment to learn essential practical skills including; patient hygiene, bed making, and activities of daily living. This requires the nurse to develop therapeutic communication skills, clinical reasoning skills, and practical skills and knowledge.

Students will develop an understanding of the differing roles and responsibilities of multiple disciplines working in the healthcare environment. Students will learn how the nurse will work in partnership with other disciplines.

A beginning knowledge of law and ethics of nursing practice will ensure the nursing students understand their scope of practice in their first clinical placement, and as they progress through their studies. Students will be introduced laws which govern clinical practice and patient and human rights. Students will be introduced to the 'care process' and identify the tenets of patient centered care.

Students will be introduced to academic skills including sourcing evidence, referencing and plagiarism, to prepare them for upcoming assignments.

SHB102 Structure and Function of the Human Body

This subject introduces the basic concepts and terminologies required to study and understand the structure and function of the human body. The interaction and organisation of cells, tissues and organs will form a basis to study the physiological integration of key body systems. The maintenance and regulation of the internal environment by homeostasis at a system level and by hormonal and neural influence will be key to students understanding disruption to homeostasis and disease in later subjects. Key physiological and functional processes such as movement, metabolism, oxygenation, protection, elimination and reproduction will be discussed in relation to the body systems. This subject will provide evidence based foundational knowledge in the biological sciences to guide nursing practice.

SCP103 Self-care Practices

The focus of this subject is on the self-care of the student nurse, the Registered Nurse and people for whom the nurse provides care. This subject introduces the knowledge, skills and attitudes that enable the development of personal health and well-being, as well as personal and professional resilience. Fundamental to health and wellbeing is interpersonal communication, effective relationship building, trust, personal safety including cultural safety.

Students will be introduced to the activities of daily living necessary for health and to the notion of health literacy as fundamental to achieving and maintaining health.

Students will review the theoretical underpinnings of stress and its potential impacts, examining a multi-faceted approach to maintain personal safety and well-being, and consider how this knowledge can be transferred, utilising health literacy concepts, in a person's education and health promotion activities.

Students will explore emotional intelligence and vicarious resilience to develop skills to mitigate and prevent vicarious and secondary trauma.

SHI104 Sociology of Health and Illness

This subject provides an overview of the sociology of health and illness and enables students to explore the relationship between public health, the social determinants of health and health outcomes, especially for vulnerable populations.

Students will be referred to relevant epidemiological data and public health literature. Knowledge and skills

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will be expanded to translate public and population health level information into meaningful and relevant health promotion and education activities.

The concepts in this subject will be further developed and expanded in Primary Health Care in the Community.

CPC105 Care of Persons with Chronic Conditions

This subject provides opportunities for students to develop the skills, knowledge and attitudes required to contribute to and develop care plans collaboratively with the person with a chronic illness and their family/carer. The focus is on holistic nursing assessments, interventions and evaluation, that support the person's needs and assists in maintaining an optimal quality of life. This subject takes a person-centred, strengths-based approach.

The focus is both common diseases and those with the greatest burden of diseases as these are long lasting and/or have persistent effects. An emphasis of this subject will be on community-based health promotion, disease prevention, rehabilitation, enhancement of self-care and maximising capability to the person experiencing chronic conditions.

This subject includes 80 hours of clinical placement.

HBD106 Human Biology and Disease

This subject explores the pathophysiology, clinical manifestations, risk factors and investigations required to diagnose a variety of common disease states.

Disease states which affect the lifespan will be explored, with an emphasis disorders affecting adults and aged persons, focusing on the cellular changes that underlie human age-related disease.

This subject will further develop student's knowledge on risk factors for disease including genetics, environment, lifestyle, nutrition and sociocultural risk factors. The disruption of homeostasis and mechanisms of disease such as inflammation, infection, trauma and growth abnormalities will be explored. Basic principles of microbiology will be important for infection control practices.

The biomedical and biopsychosocial models of health will be explored, to identify theories behind disease development, management and treatment. Epidemiology will be explored to consider the environmental factors which influence disease occurrence.

General investigative and diagnostic approaches will be introduced and discussed, the commonly used laboratory tests and interpretation of their findings for the diseases and conditions covered will be developed.

Disorders related to the ageing process and degeneration will be considered, to explore the common physiological changes associated to ageing and their impact on development of disease.

This subject builds on the theoretical knowledge from the structure and function of the human body, and provides the foundation to look at human disease pathophysiology, clinical presentation, common etiologies and treatment, from a person-centered approach.

EBP 107 Evidence Based Practice

Evidence-based practice is an essential component of the exercise of clinical judgement in the delivery of quality healthcare. This subject provides students with an introduction to health informatics, research and digital literacy, critical thinking and evidence-based practice. Students are guided through the skills necessary to locate, critique and interpret a research article in order to apply to their practice.

They will become familiar with quantitative and qualitative evidence, research methodology, basic descriptive statistics and the foundational skills to be able to evaluate and appraise evidence in healthcare research.

HAS108 Health Assessment

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This subject will assist the student to develop health assessment skills including observation, physical examination techniques, psychosocial/cultural assessment and diagnostic tests that inform clinical reasoning, and clinical judgement. Health assessment also provides opportunities for health teaching and enhanced self-care.

Students will develop and practice skills in effective communication, eliciting informed consent, respecting persons' privacy, autonomy and self-determination. The course focus on health and safety continues to be developed.

At a beginning level, students will apply critical thinking and clinical reasoning to enable identification of problems pertinent to each person that then inform nursing care. This subject aligns with nursing practice subjects

FPH201 First Peoples Cultures, History and Health

This subject provides students with specific foundational knowledge for understanding the 'Gap' in Aboriginal and Torres Strait Islander health; and provides key resources to support culturally safe and accessible care that is also responsive to the needs of Aboriginal and Torres Strait Islander People.

Following a chronological approach, this subject provides students with an understanding of Aboriginal and Torres Strait Islander health from pre-colonisation to the present. Along this continuum, Aboriginal and Torres Strait Islander health issues are examined in terms of their historical, political and policy origins, the antagonism between Aboriginal and Torres Strait Islander People and colonialist values, how historically determined power relations between healthcare professionals and Aboriginal and Torres Strait Islander Peoples have impacted their health, and demographic and socioeconomic trends.

Students will examine pre-colonialism; postcolonialism; colonial history and explain its impact on health. This includes the impact on health-related politics and policy, culture, family and connection to country. Students will analyse the factors influencing health care access and explain the importance of health promotion, health care and trauma informed care that is evidence based and culturally sensitive.

Students will then apply health promotion and health care best practices, and critical reflection for the safe and effective delivery of health services for Aboriginal and Torres Strait Islander Peoples. Additionally, students will incorporate cultural awareness and knowledge of cultural safety to improve interprofessional health practice, health statistics and advocate for improved health outcomes, whilst empowering Aboriginal and Torres Strait Islander Peoples.

TUM202 Therapeutic Use of Medicines

Therapeutic Use of Medicines introduces the concepts and terminologies required to study, understand and apply principles of pharmacology within a nursing context. Safe practice through medication management reduces the risk of patient harm, and the Registered Nurse plays a pivotal role in ensuring that policies, guidelines, legal compliance and monitoring of patient outcomes meet the National Quality Use of Medicines Policy.

Mechanisms of drug action, therapeutic uses, adverse effects, interactions and contraindications for the common drug groups are studied. Routes of drug administration, dose, genetic and interpatient variabilities will be covered to enable critical thinking and problem solving in preventing and clinically managing potential adverse drug reactions, interactions and toxicity to ensure safe practices. Students will learn about the safe storage, preparation, administration and documentation of medicines, exploring the role of the nurse and

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members of the multidisciplinary team. Students will also develop awareness of complementary medicine use and their implications for nursing practice. The NMBA Standard 3 for Capability for Practice requires the use of the clinical reasoning processes to ensure timely, and appropriate medication management to reduce likelihood of patient harm. Students need to become proficient in assessment, education, and evaluation of therapeutic medicines to undertake ongoing care plans.

CAP203 Care of the Person with an Acute Illness.

This subject equips students to develop both theoretical knowledge and practical skills related specifically to the management of persons who are acutely unwell. The role of the nurse in the management of acutely unwell patients will be explored, as well as the referral and escalation of concerns to members of the multidisciplinary team.

This subject will cover the physical and emotional impacts of illness, hospitalization and surgery on the patient and family, expanding upon communication skills in times of heightened stress and discomfort. Students will also learn how the acutely unwell person accesses healthcare.

Common disruptions to health will be discussed, to aid students in understanding the pathophysiology and identification of clinical manifestations, and the investigations needed to support diagnosis of diseases.

Students will develop and apply an understanding of the monitoring and treatment of disruptions to homeostasis and comfort. Principles and practices of wound care will be introduced, as will the needs of persons preoperatively and postoperatively.

There is a strong focus on the clinical reasoning processes, inclusive of ethics, law and evidence in decision-making involved in caring for the person who is acutely unwell.

Finally, this subject will include an essential two-week clinical placement.

This subject includes 80 hours of clinical placement.

HDW204 Healthcare in the Digital World

Digital competence is an essential part of employability in the health and well-being sector in the 21st Century. Health informatics is the use of computer technologies and communication systems to store, transmit or analyse health information. E-Health and information and communication technologies (ICT) are all widely used by Australian health professionals. Students in this subject will develop their own digital fluency and learn about the role of ICT in health.

The subject introduces: the current and emerging range of health care technologies and data science, the role of telehealth, m-health (health applications for mobile phones), wearable technology, social media and the internet of things. The use of health informatics, such as telemedicine in rural communities and developing countries, and managing and monitoring information technology operations, is covered. Students will also discuss the legal and ethical issues of using of these technologies in their practice as health professionals.

These developing techniques are considered in the context of inter-professional communication, and also within a global perspective. In addition, legal and ethical issues and strategies for managing privacy and security of consumer data are explored.

This subject allows students to create, and manage, an ethical and professionally appropriate online presence; and use basic multimedia elements to enhance the presentation of information.

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AHS205 The Australian Healthcare System within a Global Context

This subject will enhance student's foundation knowledge of health and culture from a local, national and global perspective. The subject provides an outline of the key features of the role of policy, politics, ideologies, resources and funding in the design, operation and access of health care systems.

This subject will provide students with an overview of the Australian healthcare system including the issues resulting from the federal/state division in healthcare. It will also explore the major global health issues and the potential impact on the Australian healthcare system. This includes emerging infectious diseases, disaster management, universal health coverage and human resources for health.

This subject also aligns with the course philosophy to be "Be Good" by assisting students to understand "thinking globally and acting locally" for social good.

CCA206 Care of Children and Adolescents

This subject provides students with the skills, knowledge and attitudes necessary to provide comprehensive nursing care to children and families in their care, across various health care settings. The focus is on best practices in paediatric assessment which guide clinical reasoning and decision-making related to provision of nursing care to children and families in varied care settings. This includes health promotion and care of children and adolescents with common childhood medical conditions, complex health issues, chronic conditions, mental health issues, and perioperative care.

Concepts such as the developmental needs of children, rights of children, adolescents and their specific challenges, family centred care, legal and ethical responsibilities, complexities of medication management in children, and contemporary paediatric nursing issues are integral elements of this subject.

UMH207 Understanding Mental Health

Understanding Mental Health is the first of two mental health units and focuses on the theoretical underpinnings of mental health and mental health care, including the functions of law in mental health care and mental health nursing.

This unit provides important foundation knowledge for the linked professional practice subject, Mental Health Care.

Understanding Mental Health equips the student with knowledge regarding mental health conditions across the life span and clinical environments experienced by nurses in a range of settings.

Students will gain an understanding about theories of mental illness and explore contemporary social and cultural impacts on mental health in Australia, including issues of substance use and other co-morbidities. Students will learn to engage with and develop rapport to support persons in a therapeutic relationship, and navigate complex legal and ethical issues.

The biopsychosocial model of health will be introduced to explore relevant determinants of health and disease and that supports the integration of biological, psychological and social factors in the assessment, prevention and treatment of diseases.

Trauma informed care will be explored to understand the significant impact trauma can have on individuals, groups and communities and ensure nursing practice is trauma informed.

Recovery and partnering with consumers will be explored to develop nursing care which is recovery focused and is developed in partnership with consumer

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PHC208 Primary Healthcare in the Community

This subject introduces the student to global health philosophies and values of primary healthcare as the framework for working with people in their homes, the community and communities as a whole. The key principles of primary healthcare are explored, including health for all, health equity and access, community engagement and participation, capacity-building and advocacy.

This subject includes health promotion, health literacy, the application of data and concepts of the social and environmental determinants of health to communities, and the development of a range of interventions to meet the needs of communities. This subject introduces models of behaviour-change and explores the role of the nurse in primary healthcare and in community nursing.

This subject includes two weeks essential clinical placement experience at an external organisation.

This subject includes 80 hours of clinical placement.

CLP301 Clinical Practice:

Nursing is a practice profession that integrates the theoretical knowledge and practice within a range of settings. For an undergraduate nursing student, the ability to link theory to practice is integral.

This course relates to skills developed in the theory courses FPH201 First Peoples Culture, History and Healthcare, CCA206 Care of Children and Adolescents; PCC302 Palliative Care & Life Limiting Conditions and POA304 Positive Ageing.

This course enables students to integrate theoretical knowledge into practice whilst caring for individuals with acute and chronic illness. Students are able to apply the beginning clinical skills of a Registered Nurse in accordance with the NMBA standards across a range of clinical settings.

In this subject, students are allocated to a clinical placement setting and undertake 160 hours of professional experience placement.

Therapeutic communication skills, collaborative education of individuals and families, assessment skills, critical thinking, medication administration, team collaboration, reflection, and the ability to prioritise care are all key areas of focus. The clinical practicum experience enables students to work within settings caring for individuals with acute and chronic conditions to apply their learning to professional nursing practice.

This subject includes 160 hours of clinical placement.

PCC302 Palliative Care and Life Limiting Conditions

This subject equips students to provide care for those in palliative care or with life limiting conditions (LLC) (not limited to last days of life care). The student will develop an appreciation of dying with dignity and quality of life lived despite limitations.

Palliative care is an individual person-centered care approach which specifically caters for the person, families and carers pertaining to their specific requirements.

The focus is on communication skills, symptom assessment, nursing interventions, and collaborative engagement with the person, family and multidisciplinary teams across all healthcare settings.

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Students will demonstrate an understanding of the transition from acute/chronic conditions to life limiting conditions. The subject explores current debates in the area. Students will be required to understand the Australian legal and ethical codes, subsequent implications of the current debates and implications for End of Life Care and decision making for the person, family, carers and health professionals.

MHC303 Mental Healthcare

This subject builds upon “Understanding Mental Health”. It is a practice-based subject that extends the knowledge and skills of students to provide care for people with mental health conditions, that is culturally and ethically responsible.

The subject provides opportunities for students to develop and practice acquired knowledge, skills and attitudes relevant to the restoration and maintenance of optimal mental health and recovery from mental illness. Students build upon their understanding to further assess mental status as well as inherent risks and identify the coping abilities of individuals and families, and provide care for people with a variety of mental health conditions. This subject also includes mental health service systems, roles and functions of the multidisciplinary mental health team, and actioning of relevant Mental Health Acts in practice.

Early recognition of escalating symptoms and de-escalation techniques will be explored to equip students with the tools needed to prevent the need for restrictive interventions. Sensory modulation will be introduced as a means of de-escalation and partnering consumers.

Cognitive behavioural therapy will be introduced as a widely used tool to assist consumers in solving their own problems. Trauma Informed Care will be revisited to support students to develop nursing care which is trauma informed.

Issues such as: strengths-based models, crisis assessment and minimising the requirement for restrictive interventions and pharmacological restraint will be examined using role play and simulation. The use of comprehensive mental status and risk assessments will be the foundation for critical thinking and clinical judgement, to provide holistic person-centred care.

This subject includes 80 hours of clinical placement.

POA304 Positive Aging

This subject provides students with an overview of positive ageing with a focus on ageing well and in optimal health. Focus is on enabling/re-enabling and wellness models of care.

The subject will examine the positive social roles and activities that older persons assume in community and political life and challenge community pre-conceptions, myths and stereotypes. Contemporary concepts of aging discriminate between 'younger older people' (65-85 years) and 'older older people' (85 years plus).

Topics covered include issues such as immunisation, activity and nutrition, frailty and falls and dementia prevention. Students will explore human rights issues of older persons such as elder abuse and ageism and dying well and with dignity. Also discussed are issues of need for assisted living arrangements, transition to higher levels of care.

TRN305 Transition to being a Registered Nurse

This subject focuses on preparing students for the transition from advanced student nurse to beginning Registered Nurse. This subject is aligned to the completion of the NMBA (2016) Registered Nurse Standards of

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Practice and reinforces for senior students the expectations and accountabilities of a prospective Registered Nurse. Students will need to undertake self-audits to build on professional identity and competency.

Practice environment, quality, safety, risk management and leadership are key concepts, to augment previous knowledge and skills acquired throughout the program. Students will be required to complete a practice project that demonstrates their ability to apply critical thinking and sound clinical judgement in person centred care and metacognition skills as a future leader.

CPC306 Complex Care

This subject examines the impact of critical, complex or emergency care needs on the inpatient, their family and the implications for the community. The complexity of the provision of care by the multidisciplinary team in the promotion of recovery and preservation of quality of life is examined.

The nurse's role within the multidisciplinary team and scope of practice in the delivery of life sustaining therapies is discussed. Recognition and management of the deteriorating patient within a complex care environment will be the main focus of this subject.

The process of and relationship between analysis and interpretation of comprehensive clinical data, clinical reasoning and the delivery of ethically sound, person-centred care is explored. Through the provision of theoretical and practical components the student will be equipped to contribute, as an advanced beginner nurse, to the provision of planned nursing care.

This subject includes 80 hours of clinical placement.

FLI307 First Line Intervention

This subject introduces the student to the rural and isolated practice contexts, where resources may be limited and the health care team is minimal. Such contexts require the nurse to provide not only acute or chronic care, but also a primary healthcare focus.

The subject will explore first line intervention from the perspective of stabilisation and transfer, health management protocols, a comprehensive scope of practice, the psychosocial factors of living and working in isolated contexts, and population needs such as opportunistic vaccination, and providing holistic care through technology and liaison with the remote interprofessional team. It includes an integration of theory and practice to refine critical thinking and innovation as a nurse in an unpredictable environment. It equips students with decision-making, prioritising and communication skills and confidence required in isolated situations and enables them to apply their knowledge of acute nursing principles by transferring the skills they have learnt to date to situations without the usual equipment or other health care professionals.

This subject aligns with nursing practice subjects and includes two-week essential professional practice experience.

This subject includes 80 hours clinical placement.

PPC308 Professional Practice Capstone

This subject supports the student to consolidate the theory and practice throughout the program.

The student will be assessed against the NMBA (2016) Registered Nurse Standards of Practice:

reviewing skills and knowledge from the course and integrating practice with other health professionals to optimise person-centred health outcomes in a context of inter-professional collaboration and interdisciplinary care. The student's clinical experience will facilitate

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socialisation to the clinical practice of nursing as a graduate, enhancing skills such as therapeutic communication, time management, critical thinking, problem solving and decision making, prioritising and reflection.

This subject includes 160 hours of clinical placement.

Locations

The Bachelor of Nursing (BNURSE18) can be studied at the below Torrens University Campuses:

- Queensland (Brisbane)
- New South Wales (Sydney)
- Victoria (Melbourne)

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP (Domestic students only)**

FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:

<https://www.studyassist.gov.au/help-loans/fee-help>

- FEE-HELP booklets:

<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).