Skills Gap Course to Certificate IV in Nursing (Enrolled/Division 2 Nursing)
Course No. 19428

Information Booklet for Students
Version 1

Training and Education Support
Industry Skills Unit
Meadowbank

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Dear Student,

Welcome to the Skills Gap Course to the Certificate IV in Nursing (Enrolled/Division 2 Nursing).

The Skills Gap Course is designed for graduates of the TAFE NSW enrolled nurse certificate level courses 6308 and 6359. Students must have a current Authority to Practise as an enrolled nurse in NSW having undertaken one of the following two qualifications:

Course 6308 Nursing (Enrolled Nurse) Certificate
Course 6359 Certificate in Nursing (Enrolled Nurse) Course

You must also have undertaken sufficient practice to demonstrate competence in your profession in the preceding five (5) years for a period equivalent to a minimum of three (3) months full time.

This course has been developed to support your learning and enable you to complete the gap in skills and knowledge required to gain the Certificate IV in Nursing (Enrolled/Division 2 Nursing) qualification. We hope you enjoy your course. Please retain this booklet for referral for the remainder of your course.

Throughout your course you may be asked to complete surveys or provide feedback. This will provide us with valuable information from your perspective about your clinical and theoretical experience.

Your teachers are here to assist you in your learning and the extensive facilities of TAFE NSW are available to support you. The more you are able to use the facilities and talk to your teachers the more you will gain from the course.

It is essential that you familiarise yourself with:

- the location of the fire fighting equipment
- the emergency evacuation procedure in your college
- the occupational health and safety requirements during clinical laboratory sessions
- what to do in case of an emergency or if you are injured and required first aid
- your duty to take reasonable care for the health and safety of others.

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Role of the enrolled nurse

The enrolled nurse is an associate to the registered nurse and an integral member of the health care team delivering nursing care of a less complex nature than that performed by the registered nurse.

Under the direction and supervision of the registered nurse, the enrolled nurse provides nursing care in community and health care settings. This involves preventative, curative and rehabilitative care, which takes into account the individual needs of health care consumers.

The Skills Gap Course is based on the role statements for enrolled nurses and the requirement that the enrolled nurse works as an associate to the registered nurse in a variety of clinical and community settings. The Australian Nursing and Midwifery Council (ANMC) national competency standards for the enrolled nurse (2002) in conjunction with the Employability Skills and units of competency from the Health Training Package (HLT07) will underpin all aspects of this course framework.

The aim of the course is to provide a qualification to administer medicines and an upgrade to a Certificate IV level qualification.

As an enrolled nurse and together with this course, you will have developed the skills, knowledge and attitudes required to:

- relate the concepts of the person, environment and health to the safe and effective practice of nursing
- implement delegated nursing care by demonstrating the relationship between the concepts of activities of living and lifespan
- participate in an interdisciplinary health team to assist the individual to meet their needs
- implement nursing actions that promote, support and intervene when caring for people in a multicultural society
- develop the cultural awareness required for effective communication and cooperation with persons of diverse culture
- apply nursing actions which promote, support and reflect an understanding of the needs of the Aboriginal and Torres Strait Islander clients and communities with due regard to their beliefs and culture
- apply a problem-solving and evidence-based approach to nursing within the enrolled nurse's scope of practice
- practise within the legal and ethical standards of nursing based on professional codes of practice and state legislation
- perform nursing actions competently, based on sound scientific, technological, biological and behavioural principles
- demonstrate communication skills to enhance interpersonal relationships in clinical and community settings
- demonstrate attitudes relevant to the conceptual framework and philosophy that underpin nursing practice
- meet the physical, psychosocial, emotional and mental health needs of individuals.

The foundation of enrolled nursing is based on a philosophy of nursing and a conceptual framework that underpins this course. The following philosophy is strongly supported by TAFE NSW Training Education Support Industry Skills Unit - Meadowbank Nursing Unit and underpins all aspects of course design, development and delivery.
Philosophy
The underpinning philosophy of this course embraces the person, health, nursing and learning as its central focus. The holistic care of a person incorporates the belief that each person is unique, deserving of respect and recognises their inherent dignity, worth and autonomy. Throughout the lifespan a person has multidimensional needs that are in constant interaction with the environment. The care given to a person needs to be culturally congruent with that of the person, family, group or community to promote optimal health and well being. Nurses should recognise the particular health issues facing Aboriginal and Torres Strait Islander communities and cultural, historical and current issues impacting on the health of Aboriginal and Torres Strait Islander peoples.

Health is dynamic in nature, unique to each person and encompasses harmony within the mind, body and spirit. It is seen as a continuum "with movements between a state of optimum well-being and illness which is defined as degrees of disharmony” (Saylor, C. 2004). This provides an opportunity for choice about well-being in culturally meaningful ways throughout the lifespan even in the face of disability, illness or death.

Nursing focuses on multidimensional care, incorporating preventative and restorative measures that provide the individual with activities to assist, support and facilitate health and wellbeing.

Learning should encourage the development of appropriate student attributes consistent with the competency standards of the nursing profession and additionally reflect industry competency standards. Nursing education aims to encourage life-long learning and on-going professional commitment and is directed to preparing students for entry into the profession. The education of the enrolled nurse fosters the acquisition of knowledge, attitudes and skills that will contribute to the provision of quality nursing care.

This course is integrated to reflect the comprehensive, holistic nature of nursing across the various health care settings. This integrated approach will enable students to make links with the underpinning knowledge and skills of the theoretical component of the course to the workplace environment. The student will be exposed to a variety of teaching/learning strategies to promote problem solving, independent thinking, decision-making and the incorporation of the principles of evidence based practice.

The ANMC national competency standards for the enrolled nurse (2002) are central to this curriculum and permeate all aspects of the lifespan approach. The incorporation of these competencies provides clear role boundaries for the enrolled nurse.

The enrolled nurse is an integral member of the health care team who is able to implement delegated nursing care as stated in the ANMC national competency standards for the enrolled nurse (2002). It is essential that the enrolled nurse has a caring, supportive, non-judgemental approach that recognises cultural diversity, when implementing strategies that will assist the person to achieve optimal wellness.

Conceptual framework
The conceptual framework is an organised set of complex ideas that provides the overall structure for the curriculum. The conceptual framework that underpins this course is based on the provision of holistic care to a person with health care needs through a continuum across the lifespan, where they experience wellness/illness and harmony/disharmony. The conceptual framework used in this course is designed to meet the needs of industry and the student while incorporating adult learning principles and is a model that is inclusive of:

- employability skills
- units of competency in the Certificate IV in Nursing (Enrolled/Division 2 Nursing) HLT43407 qualification from the Health Training Package (HLT07).
This conceptual framework incorporates the holistic approach to the practice of nursing in which the enrolled nurse delivers ongoing multidimensional care within the framework that supports the ANMC national competency standards (2002). These standards are "national standards which are an integral component of the regulatory framework to assist nurses and midwives to deliver safe and competent care" (ANMC National Competency Standards, 2002, p4).

Figure 1: The Conceptual Framework

This diagrammatical representation of the conceptual framework illustrates how the overall structure of this curriculum embraces the person, health, nursing and learning. Innovation and change continues to have an impact on the curriculum and an influence on nursing practice.

The emphasis of Neuman's (1998) model is on a "holistic perspective that allows for a wide range of nursing activities" (1998, p.281). Neuman also sees health as being equated with wellness and defines health/wellness as the "condition in which all parts and subparts (variables) are in harmony with the whole client" (1998, p.281). Neuman envisages a wellness-illness continuum, with the person's position on that continuum being influenced by their interactions with the variables and stressors they encounter.

This model is based on the following assumptions:

- nursing is concerned with the whole person and all the variables affecting a person's response to stress; a person is a client system that may include not only the individual but also the family, group, community or social issue.

- health is a continuum of wellness to illness that is dynamic in nature, the environment being all the internal and external factors that surround or interact with a person.

The emphasis of Leininger's (2002) model is based on the belief that people of different cultures can inform, and are capable of, guiding health professionals to receive the kind of care from others that they desire or need. Leininger also defines health as a state of well being that is culturally...
defined, valued and practised, and that reflects the ability of people to perform their daily role activities.

It assumes that:

- nursing is a transcultural, humanistic and scientific care discipline and profession with the central purpose to serve human beings worldwide. Care being the unifying focus for this concept
- a person is inseparable from their cultural background and social structure, worldview, history and environmental context
- health is a state of well being that is culturally defined, valued and practised, and that reflects the ability of individuals to perform their daily role activities
- environment is the totality of an event, situation or particular experience that impacts on the person's well being.

Roper, Logan and Tierney's model focuses on the person engaged in activities of living throughout their lifespan and it describes health by incorporating the World Health Organization's definition with the concept of the health-illness continuum and aided independence. Adopting Roper, Logan and Tierney's model provides a framework which prepares the enrolled nurse for practice.

It assumes that:

- nursing is defined as helping people to prevent potential problems from becoming actual problems and to help alleviate or solve problems
- a person is conceptualised as attending to twelve (12) activities of living according to dependence/independence status for each of the stages of the lifespan.

The activities of living include:

- maintaining a safe environment
- communicating
- breathing
- eating and drinking
- eliminating
- personal cleansing and dressing
- controlling body temperature
- mobilising
- working and playing
- expressing sexuality
- sleeping
- dying.

The factors influencing activities of living are biological, psychological, socio-cultural, environmental and politico-economic. Environment is conceptualised in a broad dimension and includes all that is physically external to a person.

**Professional standards**

The ANMC national competency standards for the enrolled nurse(2002) are the professional standards which underpin this course along with industry standards. These competencies, defined and endorsed by registering bodies in Australia, establish the limits and role boundaries of enrolled nurse practice and are strictly adhered to in this program. These competency standards are mapped in each unit of competency.