Education Training & Employment Australia

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AUSTRALIAN PREPARATORY PROGRAM

(Internationally Qualified Nurses)

COURSE OVERVIEW

APP (IQN)

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Introduction

As a discipline and profession, nursing incorporates frameworks and theories that are grounded in the totality and simultaneity paradigms that focus on theory and professional nursing practice, underpinned by philosophies of person-centred approach and holistic care (Giuliano, Tyer-Viola, & Lopez, 2005).

APP (IQN) builds on previous knowledge, skills, and experience. Participants are orientated to contemporary nursing practice in Australia in preparation for NLCLEX – RN Examination and the OBA for Registered Nurses.

Aim

To prepare overseas qualified nurses, who are required by the Nursing and Midwifery Board of Australia (NMBA) as part of the Australian Health Practitioners Regulation Authority (AHPRA), to undertake an Outcome Based Assessment to apply for registration as a nurse in Australia.

This Outcome Based Assessment (OBA) preparation program has been designed to provide Internationally qualified nurses and midwives (IQNMs) contemporary information about healthcare systems and nursing care practices in Australia. The aim of this program is to prepare IQNMs for the AHPRA (Australian Healthcare Practitioner Regulation Agency (AHPRA) new assessment model for registering IQNMs.

The OBA is a two-step assessment process. OBA comprises a multiple-choice (MCQ) exam and an objective structured clinical exam. Overseas Registered Nurses must pass the first assessment before moving onto the second.

Part one is a cognitive assessment (MCQ Exam), which is a computer-based multiple-choice exam. IQNMs must pass the computer-based exam to move on to part two of the OBA.

Part two is a behavioural assessment in the form of an objective structured clinical examination (OSCE). The OSCE is designed to assess your ability to competently apply your professional nursing skills and knowledge in Australia.

The OSCE will simulate a clinical environment and “patient” scenarios which Registered Nurses are likely to encounter when they assess, plan, implement and evaluate care.

Key Objectives

1. Enable participants to be adequately prepared for successful completion of the Outcome Based Assessment for Australian Registered Nurses
2. Enable overseas registered nurses to attend a supervised and supported clinical placement in an Australian healthcare setting pre OSCE assessment
3. Enable newly registered qualified registered nurses to attend a supervised and supported clinical placement in an Australian Healthcare setting

Learning Objectives

- Apply the standards of professional practice required by the Nursing and Midwifery Board of Australia.
- Demonstrate knowledge and awareness of the political, cultural, social, and professional influences informing contemporary nursing in Australia.
- Reflect upon the ethical and legal framework required for nursing practice in Australia and demonstrate application of professional responsibilities in practice.
- Illustrate the importance of nursing research, critical thinking, and reflection in promoting and implementing contemporary, evidence-based nursing practice.
- Demonstrate critical thinking and problem-solving skills in planning, and delivering evidence-based nursing care addressing the values and needs of culturally and linguistically diverse groups in a variety of Australian healthcare settings.
- Enhance student knowledge of physiological principles that underpin disease processes in order to build upon patient assessment, care planning, and evaluation skills.
- Demonstrate confidence and clinical proficiency in a range of evidence-based procedures, treatments, and interventions.
- Work within their scope of practice and collaborate with other health professionals to plan and deliver appropriate healthcare needs and priorities of culturally and linguistically diverse groups.
- Enhance student knowledge and application of health informatics and information literacy supporting nursing practice.

Safe Practice

- The student will demonstrate understanding of the key roles in the clinical setting and will be able to work within those roles.
- The student will be able to specify the role and use of information and communications technology in the Australian healthcare context.
- The student will be able to identify the principles of culturally competent and safe care, including the care of Aboriginal and Torres Strait Islander Peoples.
- The student will be able to identify the key differences in names of pharmacological substances used in Australian healthcare settings.
- The student will be able to identify the key differences in medical terminology used in Australian healthcare settings.

Attendance

100% attendance is required.

Students are expected to be regular and punctual in attendance to all classes in the program.

In the case of illness or absence for some other unavoidable cause, explanations of absences from classes must be addressed to the OBA Coordinator and should be accompanied by a medical certificate.

Healthcare / Cultural Context

Inclusive Language

ETEA is dedicated to creating a work and study environment that embraces and values the cultural diversity of its community. The adoption of inclusive language is paramount to creating a culturally sensitive and safe environment. When language is appropriated effectively, it can positively reflect on social and cultural diversity and remove perpetuating negative stereotypes (Flinders University, n.d.; Diversity Council Australia, 2016).

- The student will show understanding of the organisational context in which they will be practicing.
- The student will have an awareness of the roles of the state and federal governments in healthcare administration.
- The student understands the role of public health authorities.
- The student will be able to identify the key differences between the public and private healthcare systems in Australia.
- The student will show an understanding of industrial context, which includes the roles of relevant unions and professional bodies.
- The student is aware of Australia's policy on multiculturalism and the cultural diversity encountered in the Australian healthcare system.
- The student is aware of Australian national health priorities, including health priority areas specific to the region where the nurse or midwife will be practicing.
- The student is aware of the NSQHS National Standards that drive the implementation of safety and quality systems and improve the quality of healthcare in Australia.

Student Attributes

Students should demonstrate by completion of the program.

- Respect for the dignity of each individual and for human diversity.
- Developed cultural and ethical sensitivity and competency demonstrated through an understanding of multicultural, Indigenous health knowledge and of societal changes including impacts of an ageing population (adults, children, or clinicians).
- Confident communication (written and oral) with the multidisciplinary team, family, and significant others, in cross-cultural contexts.
- An examination of the cultural and ethical beliefs of self, in relation to the acceptance of the appropriated delivery of patient care, against the requirements of the course.
- Commitment to compassion and caring with kindness.

- A deep understanding and acquisition of discipline knowledge, that is synonymous with national and international standards and recognised as part of a continuum of lifelong learning.
- The application of ethical perspectives in informed decision-making.
- Critical thinking that is logical and a reflection of values, knowledge, skills, and attitudes appropriate to the discipline and/or profession.
- Effective utilisation of information and communication and other relevant technologies.
- An understanding of the importance and the value of collaborative practice in team work and conflict resolution.
- Career and leadership preparedness, reflecting commitment to excellence through research; evidence-based practice and continued professional development; expectations of the future roles in teaching and development of others.
- An insight into self-awareness and emotional intelligence to understand the way people feel and react and the development of resilience.
- An understanding of the importance of ongoing critical self-appraisal and review of performance.
- An understanding of the importance to the commitment for self-direction to lifelong learning.

Regulation

The student understands the role of both the Nursing and Midwifery Board of Australia (NMBA), and the Australian Health Practitioner Regulation Agency (AHPRA) collaboratively and respectively.

The student understands the professional practice standard framework for nurses and midwives.

The student is aware of the legislation governing healthcare.

National framework for the development of decision making tools
http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Frameworks.aspxfor nursing and midwifery.

Nursing Practice Decision Summary Guide: DMF A4 nursing summary guide - 2010 - rebranded*
http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Frameworks.aspxto guide their practice on Clinical Placement.

Structure & Design

The Program is delivered full time over 10 weeks

Component 1: OBA application to AHPRA

Four to Eight Weeks of management and support with AHPRA lodgements consisting of:

1 : Initial Self – Assessment
2 : Submission of Portfolio

3 : Outcome Based Assessment documents

4 : Application for Registration

Students can commence this component at any time.

Component 2: RAG NCLEX

RAG NCLEX – RN (National Council Licensure Examination Review)

The Nursing Council Licensure Exam (NCLEX - RN) is a type of an assessment that tests the cognitive knowledge to determine safety and competence of a beginning entry level registered nurse. The National Council of State Boards of Nursing (NCSBN) develops and delivers the NCLEX-RN through Pearson VUE test centres in most countries.

On our NCLEX-RN Review Program, we partnered with RA Gapuz from the Philippines, who boasts high number of successful passers of the theoretical examination conducted by the National Council Licensure Examination for over 25 years

This component is a 5 week On Line Learning via ZOOM. the sessions are between 9:00am and 2:00pm Monday to Friday.

This component is broken into 4 sections.

1 : Overview and Scope

This is a three-part competency adaptive review program which is flexible based on the findings from the Readiness Assessment (Predictor) Test. With the needs of the student identified, review content and strategies will be delivered to the student on a one to one basis for education and mentoring.

2 : Method and Duration

- Comprehension review: This section covers a sound theoretical foundation in all subject areas including comprehensive discussion on client care categories, preliminary tests before each session.
- Intensive Final Coaching: A five daybased review to expose the student to different levels of difficulty. Students will be educated about the different types of questions that are on the NCLEX licensure exam.
- Digital Media Review, Exam practice and pointers: This section is dedicated to answering the computer-based exams.

3 : Exit Assessment

- Students are exposed to an exit Competency assessment which they should pass and results forwarded to the relevant party. If the student does not pass,

4 : NCLEX Review in Australia: conduct a review to assist student with flights, VISA and permit requirements.

Component 2 A: OSCE Preparatory

This 5-week component covers online delivery of theory followed by simulation sessionsin our Nursing simulation labs.Students will also observe clinical skills demonstrated in a hospital setting. To proceed to this section, a student must have successfully completed component 2. Students will compete a Pre-Requisite Unit on line before commencing theory and simulation labs. The Pre – Requisite Unit includes:

- Orientation to the program
- Living in Australia
- Medication Calculation Learning Package

The theory classes, scenarios, simulation labs which are followed by a debrief session, focus on the delivery of patient - centred care.

Sessions will cover the following topics:

- Physiological observations
- Vital signs
- Calculating drug dosages
- Subcutaneous/ Intramuscular injection
- Aseptic Non-Touch Technique (ANTT)
- In hospital resuscitation
- Safe disposal of sharps
- Medication administration
- Wound care
- Hand hygiene
- Therapeutic patient communication/consent
- Infection control practices
- Patient identification
- Intravenous therapy administration/management
- Risk management in the clinical environment

Simlab

The E.T.E.A. SIMLab is designed to present students with a safe and controlled setting to enable the student to process and analyse clinical decision-making, and acquire and practise nursing skills in a controlled environment.

The SIMLab enables students to make errors in a controlled setting by providing the student with evaluation and feedback of their clinical decision making at point of simulated care, where they make educated modifications to their practice through learnt experience.

Philosophy

E.T.E.A. aim is to ensure that the student's clinical experience is educational and fosters a supportive learning environment that is conducive to learning, to serve in the best interest of the student. Simulations and case scenarios have been designed to provide the student with a guide to develop problem-solving and decision-making skills (Ku, & Ha, 2016).

Simulation

Simulation is an attempt at replicating reality. In healthcare education, simulation endeavours to replicate the important aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs in clinical practice. The simulation environment provides students with opportunity to participate in life-like situations.

As a teaching method, simulation can also be used to help assess a student's skill acquisition. Conducive to the development of critical thinking, clinical reasoning, and clinical judgment skills, is simulating real-life experiences for students in a safe environment. Practicing in such an environment can increase the possibility that those skills will be demonstrated in the clinical setting with more confidence. The development of intuition can only come from experience, hence experiential learning is the forefront of this skill.

Experiential Learning

Kolb's ELT defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984, p. 41).

Kolb's learning cycle, comprises of four phases that include:

(a) **concrete experience** where learner participation in an experience such as a simulation initiates the cycle.

(b) **reflective observation** involves reflection on the experience.

(c) **abstract conceptualization** learner is encouraged to consider thoughts and reflections in an attempt to identify the significance of the learning experience and to consider what may have been done differently to improve the outcome.

(d) **active experimentation** involving what was learned to direct future practice (Healey, & Jenkins, 2000; Poore, Cullen, & Schaar, 2014).

Kolb declared that learning is a process. Simulation denotes an Inter-Professional Education (IPE) instructional design engaged to advance communication and collaboration amongst the health profession students.

During simulation and debriefing, students are given an opportunity to collaborate with one another and the environment while examining their beliefs and ideas. Learning is a process that not occurs during a simulation activity, but it also during reflection and in debriefing (Healey, & Jenkins, 2000; Poore, Cullen, & Schaar, 2014).

Simulation Scenarios

Simulating case scenarios in the E.T.E.A. SIMLab involves active participation for all students. All students and Educators will adhere to the E.T.E.A. SIMLab rules. Mannequins are to be used with respect and treated as if they were live patients (Ku, & Ha, 2016).

The simulation lab is a learning environment. Students involved in simulated scenarios should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool (Poore, Cullen, & Schaar, 2014).

What is Debriefing?

Debriefing is used as a tool for feedback, reflective critical thinking analysis and communication for participants of the simulation session. The debriefing exercise provides a post conference and active evaluation process driven by instructors and peers. The focus of the debriefing should be on positive aspects and should allow the student to answer critical thinking questions. (Poore, Cullen, & Schaar, 2014).

Curriculum - Lab Session Plans

All Lab sessions will be conducted according to Lab Session Plans and Scenarios. Lab Sessions Plans will be based on curriculum which is a representation of evidence-based practice and Industry Consultation Evidence according to curriculum coordination

The Clinical observation is a purposeful undertaking during which students observe a range of professional skills. Observations within this authentic environment provides the students with the opportunity to merge theory withpractical application in the Australian Healthcare System.

Component 3: Post Nursing Registration AHPRA

This final component will be delivered over a 4-week period.

Note, students have to be Australian Registered Nurses to enrol in Component 3.

Week 1

Students will attend three days of advanced theory and simulation sessions.

Week 2 & 3

This will be followed by another supervised clinical placement in an accredited healthcare facility.

The Clinical Placement is a purposeful undertaking during which students develop a range of professional skills under supervision. The final process of consolidation, leading to completion of the program.

Placements within this authentic environment provides the students with the opportunity to merge theory into practice and assimilate into the Australian Healthcare System.

The student will be exposed to the clinical setting, where they will engage with patients with varying degrees of complexity and stages across the life span (except for infants, toddlers and children). A combination of variable shifts will be rostered, to grant a balanced experience.

Week 4: These final 2 days will include resume development and support with employment applications.

Learning Styles

E.T.E.A 's APP (IQN) program has been designed to cater for all learning styles.At E.T.E.A. we embrace this and the philosophies that that consider the students as active participants in their learning and therefore ground our curriculum in a pedagogy that creates a learning environment which provides for all students, with the opportunity to fulfil their own learning potential(Hoidn, 2017). We pride ourselves on our inclusive teaching environment, where curricula and assessment are designed and delivered to promote student engagement in learning that is meaningful, relevant and accessible.

A multimodal approach has been adopted,incorporating a variety of strategies that caters for the different learning styles of students. Lectures can stimulate interest in a topic, providing a central tool for student learning, developing student awareness to new ideas and motivating interest. Lectures are used to deliver material to students for discussion and application. This can be through present or future engagement. One method cannot cater for all. Visual, auditory learners need to be taken into consideration (Mustafa, 2015; Sandhu, Afifi, & Amara, 2012).

With a curriculum grounded in the contemporary practice of adult education, Knowles (1970) defined andragogyas "the art and science of helping adults learn." Andragogyhas earnt its regard as an alternative to pedagogy; as a learner-focused approach for people of all ages (Knowles, 1970; Usman, 2015).

E.T.E.A. curriculum supports student-centred learning and is established on the fundamentals of the constructivist learning theory, based on observation and scientific study - about how people learn; the idea that people construct their own understanding, knowledge and meaning from their experiences(Lee, &Hannafin, 2016; Steffe, & Gale, 2012).

Also incorporated is problem-based learning (PBL), a method of learning and teaching that focuses on how and what students will learn from a given situation. The students are presented with a problem or task through case studies, where they are required to determine how they will go about resolving the problem, encouraging higher order thinking (Yew, & Goh, 2016).

At E.T.E.A. our student cohorts are designed to cater for small groups of 20 students, providing personalised education through a combination of PowerPoint (PPT) presentations, classroom activities, problem base learning and various discussion sessions, all promoting collaboration. Students will attend class prepared, having read the pre-reading PPT content and resources provided to them.

Furthermore, a collaboration with peers through experiential learning, using case scenarios, reflective practice and debriefing in SIMLab sessions will put theory into practice (Yew & Goh, 2016; Brandenburg & Wilson, 2013). Learning in the SIMLab focuses on the consolidation and integration of theoretical knowledge and practical skill, when guided by case scenarios, it provides an avenue in the SIMLab for problem solving and promotes critical thinking through simulated and experiential learning (Lisko & O'Dell, 2010; Brandenburg & Wilson, 2013). ***Through reflectionin action*** during simulated practice and ***reflection on action*** during debriefing, the students are able to learn through practice (Edith Cowan University, 2012; Abelsson, 2017).

Student IT Essentials

Students are required to have:

- A computer with at least 4 GB of memory running Windows 7 or better or Mac OS 10 or better.
- At least 5GB of free storage space.
- A web browser preferably Firefox version 43 or better or Google Chrome version 50 or better.
- An internet connection with a download speed of at least 1.5M or better with at least 10GB or quota available for use for E.T.E.A. study.
- The computer must have Adobe Flash and Adobe Acrobat Reader and Java installed.

Selection Criteria for Interview and Letter of Offer

- Applicants must provide evidence of an approval letter from the Australian Health Practitioner Regulation Agency (AHPRA) indicating which stream of entry.
- Applicants must provide evidence of English language proficiency as specified by the Nursing and Midwifery Board of Australia.

  https://www.ahpra.gov.au/Registration/Registration-Standards/English-language-skills.aspx
- Applicants must then pass a selection interview.
- Letter of Offer will be sent to Candidates who are successful at interview.
- Applicants must provide evidence of the following Vaccination and Immunisation:

  Hepatitis B, Pertussis, Diphtheria, Tetanus, Measles, Mumps, Rubella, Annual Influenza vaccination, Mantoux and clear X ray for Tuberculosis **2 weeks Prior** to commencement of the first Clinical placement.

Resources

Student resources will be accessible via the ETEA Gateway.

Students will be shown how to load their resources at the Orientation Session.

E.T.E.A. specific resources are limited to:

- PowerPoint resources.
- Professional Experience Workbook & SIMLab Checklists. Portfolio B.
- Assessments.
- Case Scenarios.

Course Delivery

Theory Delivery	- Visual & Auditory Learning. - Student Centred Learning. - Problem Based Learning. - Collaborative Learning.
Lectures - PowerPoint	PowerPoint (PPT) slide shows used in lectures provide a structured framework to follow assisting with cognition. E.T.E.A. APP (IQN) PowerPoints can be used as revision tools as the information provide on the PowerPoints is evidence based and complete. They are not summaries of information, they are well researched, referenced and comprehensive resources. The information is all there in the PPT's which should be used for pre-reading to prepare for the lectures preventing the students from having to write extensive notes in the lecture, unless the lecturer is giving new information, which the lecturer will alert the students to.

SIMLab – Simulation

- Kinaesthetic.
- Experiential Learning.
- Reflective practice.
- Collaborative Practice.

- Reflection in action – During Simulation - Thinking about the practice undertaken or reflecting while you are carrying out the activity.
- Reflection on action – After Simulation session - during a debriefing session - Thinking about the practice undertaken after the event and turning that information into knowledge.

Students learn through kinaesthetic learning in the SIMLab, where the students consolidate and merge theoretical knowledge and practical skill, guided by case scenarios which provide an avenue in the SIMLab for problem solving and promote critical thinking through simulated and experiential learning (Ku, & Ha, 2016). Through *reflectionin action* during simulated practice and *reflection on action* during debriefing, the students are able to learn through practice.

(Royal College of Nursing, UK, 2016; Schön, 2016)

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<tr><td>Case scenarios

Problem based learning

Reflective practice

• Reflection in action - During Simulation

• Reflection on action – After simulation session - during debriefing session</td><td>A case scenario is an in-depth analysis of a "real-life situation" or "event" that can be simulated in a SIMLab, used as a teaching method, to consolidate theory and practice in a safe environment to promote skill acquisition and affective nurturing (Ku, & Ha, 2016).

Case studies allow the learner to acquire cognitive reasoning, critical thinking, and decision-making skills.

Students are able to practice nursing skills until mastery in a safe and supportive environment.

During Simulation - Thinking about the practice undertaken or reflecting while you are carrying out the activity.

During a debriefing session - Thinking about the practice undertaken after the event and turning that information into knowledge.

(Royal College of Nursing, UK, 2016; Schön, 2016)</td></tr>
<tr><td>SIMLab Skills & Reflection Workbook</td><td>Prepares students for clinical placement.

SIMLab task checklists guide student learning.

(Bassot, 2013)</td></tr>
</table>

SIMLab Reflective Journal	Reflective writing requires that you think deeply and write about a learning experience. This involves writing about: 1. What happened (positive and negative)? 2. **Why** it happened, what it means, **how successful** it was? 3. **What** you (personally) **learned** from the experience. Each student will maintain a reflective journal for each SIM-session to explore their impressions and experiences and how the experience was shaping their values and developing their practice (Bassot, 2013)
Observation of skills demonstrated in a clinical setting	This provides an opportunity for students to observe real-life application of the skills and knowledge developed through program work study and SIMLab preparation and consolidation.
e-Resources	The E.T.E.A. e-Library collects and subscribes to a variety of digital resource. e-Resources include: ➢ CINAHL. ➢ Medline plus. ➢ Nursing Resource Centre. ➢ e-Books. ➢ ProQuest. ➢ IntelliLearn. ➢ e-Virtual SIMLab. E.T.E.A. provides an education session on how to access and use the E.T.E.A. Higher Education e-Resources.

Websites

E-Resources:

Australian Commission on Safety and Quality in Healthcare http://www.safetyandquality.gov.au/national-priorities/charter-of-healthcare-rights/

Australian Government – Australian Institute of Health and Welfare http://www.aihw.gov.au/national-health-priority-areas/

Australian Government – Department of Health – Public and private healthcare http://www.health.gov.au/internet/main/publishing.nsf/Content/Healthcare+systems-1

Australian Government – Department of Health – Therapeutic Goods Administration http://www.tga.gov.au/

Australian Government – Department of Health Immunise Australia Program http://www.immunise.health.gov.au/

Australian Government – Department of Human Services http://www.humanservices.gov.au/

Australian Government – The Department of Health http://www.health.gov.au/internet/main/publishing.nsf/Content/Home

Australian Health Professional Regulation Agency (AHPRA) https://www.ahpra.gov.au/

Council of Australian Governments – Reform Agenda – Health and Ageing https://www.coag.gov.au/health_and_ageing

Department of Human Services – Medicare Services http://www.humanservices.gov.au/customer/subjects/medicare-services

Department of Human Services – Pharmaceutical Benefits Scheme http://www.humanservices.gov.au/customer/services/medicare/pharmaceutical-benefits-scheme

National Chronic Disease Strategy http://webarchive.nla.gov.au/gov/20141215061219/http://www.health.gov.au/internet/main/publishing.nsf/Content/pq-ncds-strat

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