

## School of Nursing and Midwifery

### NURS2201: Foundations of Professional Practice 2B

Callaghan and Gosford  
Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

This course provides the theoretical foundations to the management of the care of adults and children across a range of clinical contexts. The cardiovascular respiratory and neurological diseases that feature in the clinical scenarios selected for this course are based on Australia's National Health Priorities and the impact of these diseases on individuals, family and community at acute, chronic and rehabilitation stages. Aboriginal and Torres Strait Islander health; evidence-based practice; relevant legal and ethical principles are integral to this course.

### Review of Progress Requirements

This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Nursing

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

### Requisites

This course is only available to students who are active in the Bachelor of Nursing [11725] program and have successfully completed NURS1201 and NURS1202, and have successfully completed or are concurrently enrolled in HUBS1406 and NURS2101.

### Assumed Knowledge

Successful completion of NURS1101, NURS1201 and NURS1202.

Concurrent enrolment in HUBS1406 and HUBS1416.

### Contact Hours

#### Lecture

Online

24 hour(s) per Term Full Term

4 hours online delivery (Nursing)

20 hours online delivery (HUBs)

#### Self-Directed Learning

Self-Directed

20 hour(s) per Week for 6 Weeks

#### Tutorial

Face to Face On Campus

4 hour(s) per Week for 6 Weeks

Tutorials can be delivered either face to face or online.

### Unit Weighting Workload

20

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

# CONTACTS

## Course Coordinator Callaghan and Gosford

Natalie Russell-Hurst

(02) 4055 1070

Email: [natalie.russell-hurst@newcastle.edu.au](mailto:natalie.russell-hurst@newcastle.edu.au)

Consultation: Contact via email to arrange a suitable time

Consultation can be either Face-to-Face (Callaghan Campus) or via Zoom

**NOTE:** Responses to emails can be expected within 3 working days unless the tutor or course coordinator is off campus.

General course questions should be posted to Canvas where the answer may be of benefit to other students. Students are required to check their UON email account regularly and to use their student-mail accounts for all email correspondence with the University.

## Teaching Staff

Other teaching staff will be advised on the course Canvas site.

## School Office

### School of Nursing and Midwifery

Richardson Wing

University of Newcastle

University Drive

CALLAGHAN NSW 2308

Central Coast Clinical School

77 Holden Street

GOSFORD NSW 2250

Manning Education Centre

69A High Street

TAREE NSW 2430

(+61) 2 4921 6304

Web: <http://www.newcastle.edu.au/school/nursing-midwifery>

## General Enquiries

[AskUoN@newcastle.edu.au](mailto:AskUoN@newcastle.edu.au)

(+61) 2 4921 5000

## Program & Enrolment Advice

[ProgramAdvice@newcastle.edu.au](mailto:ProgramAdvice@newcastle.edu.au)

## Student Support

For academic and personal support services for students, visit

<https://www.newcastle.edu.au/current-students/support>

# SYLLABUS

## Course Content

Person-centred care, clinical reasoning, recognition and management of deteriorating patient, cultural competence, quality use of medicines, management of acute and chronic respiratory conditions, respiratory rehabilitation, management of acute and chronic cardiac conditions, cardiac rehabilitation, management of acute cerebrovascular conditions, stroke rehabilitation and patient education.

## Course Learning Outcomes

**On successful completion of this course, students will be able to:**

1. Demonstrate cultural competence, and therapeutic and interprofessional communication skills in providing nursing care (physical, psychosocial and cultural) for individuals with selected cardiovascular, cerebrovascular and respiratory illnesses from the acute phase through to rehabilitation
2. Outline and explain the relationships between the epidemiology, pathophysiology and symptomatology of selected cardiovascular, respiratory, and cerebrovascular diseases such as Myocardial Infarction, Asthma, COPD and stroke
3. Utilise critical thinking skills in assessing, planning, implementing and evaluating of nursing care for people diagnosed with Myocardial Infarction, Asthma, COPD and stroke
4. Utilise clinical reasoning skills in responding to cardiovascular, cerebrovascular or respiratory deterioration
5. Apply a quality use of medicines framework to selected cardiovascular, cerebrovascular and respiratory diseases
6. Identify and discuss interprofessional approaches in prevention and rehabilitative care of cardiovascular, cerebrovascular and respiratory health breakdown to ensure continuity of care
7. Discuss health promotion and identify appropriate patient education resources and considerations related to selected clinical situations
8. Consider the impact of disability of a person's independence, dignity, physical and psychosocial wellbeing
9. Explain and debate the ethical concepts of autonomy, beneficence and non-maleficence in relation to selected cardiovascular, cerebrovascular and respiratory diseases
10. Apply an understanding of the relevant common law and legislation relating to valid refusal of treatment, futile and burdensome treatment, withholding and withdrawing treatment, and end-of-life care planning
11. Demonstrate an understanding of descriptive quantitative research designs
12. Appraise and use relevant quantitative research related to cardiovascular, cerebrovascular and respiratory diseases to support your learning and clinical practice
13. Apply ethical principles to specific clinical situations and demonstrate an understanding of relevant aspects of the NSW Human Tissue Act (1983)

## Course Materials

### Required Text

Berman, A., Frandsen, G., Snyder, S., Levett-Jones, T., Burston, A., Dwyer, T., Hales, M., Harvey, N., Langtree, T., Reid-Serl, K. & Stanley, D. (2021). *Kozier and Erb's Fundamentals of Nursing: Concepts, Process and Practice* (5<sup>th</sup> Australian ed.). Pearson  
Levett-Jones, T. (2023). *Clinical reasoning: learning to think like a nurse*. (3rd Ed) Frenchs Forest, NSW: Pearson

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Med+Safe (Medication Safety published by IntelliLearn and accessed from  
<https://ilearn.kineoportal.com.au/>)

Instructions for accessing Med+Safe will be provided via Canvas

Further information and materials will be available through Course Readings on the Canvas site

# SCHEDULE

Week	Week Begins	Learning Activity	Delivery	Assessment Due
1	17 Jul	Tutorial 1: Caring for a person with Asthma.	Face-to-Face	
2	24 Jul	Tutorial 2: Caring for a person with COPD.	Face-to-Face	
3	31 Jul	Tutorial 3: Caring for a person with Acute Coronary Syndrome	Face-to-Face	
4	7 Aug	Tutorial 4: Caring for a person with Heart Failure	Face-to-Face	
5	14 Aug	Tutorial 5: Caring for a person with Ischaemic Stroke	Face-to-Face	Written Assessment 1 Due: Monday 14 <sup>th</sup> August 2300 hours (AEST)
6	21 Aug	Tutorial 6: Caring for a Person with Haemorrhagic Stroke	Face-to-Face	
7	28 Aug			
8	4 Sep			
9	11 Sep			
10	18 Sep			Written Assessment 2 Due: Monday 18 <sup>th</sup> September 2300 hours (AEST)
Mid Term Break Mid Term Break				
11	9 Oct			
12	16 Oct			
13	23 Oct			
Examination Period Examination Period				

# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Course Assessment Requirements:

- Assessment 1 - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 2 - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 3 - Quiz: Minimum Grade / Mark Requirement - Students must obtain a specified minimum grade / mark in this assessment item to pass the course. Students must gain a score of 100% in the medication calculation quiz to pass the course
- Assessment 4 - Formal Examination: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

# ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assessment 1*	Monday 14 <sup>th</sup> August 2300 hours (AEST)	Individual	30%	1, 2, 4, 11, 12
2	Written Assessment 2*	Monday 18 <sup>th</sup> September 2300 hours (AEST)	Individual	30%	1, 2, 5, 6, 7, 8, 9, 10, 11, 13
3	Medication Quiz*	Monday 16 <sup>th</sup> October 2300 hours (AEDT)	Individual	Satisfactory/Unsatisfactory	5
4	Closed Book Examination - Accredited Program - use of Memory Aids are not permitted.*	Exam Period	Individual	40%	2, 3, 4, 5, 8, 10

\* This assessment has a compulsory requirement.

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Written Assessment 1

### Assessment Type Description

Written Assignment

This assessment requires you to extract important information from research evidence to inform clinical practice. You are to create a factsheet that summarises the relevant information from the supplied Cochrane Review to inform the clinical practice of Registered Nurses. The factsheet should address each of the following questions:

1. Describe the pathophysiology, symptoms, and prevalence of Chronic Obstructive Pulmonary Disease (COPD)
2. Explain pulmonary rehabilitation and why is it important for people with COPD?
3. Why is it important to understand if pulmonary rehabilitation can be delivered by telehealth?
4. In your own words, what are the conclusions of the Cochrane review exploring telerehabilitation for COPD?
5. Provide a critical discussion on the strengths and weaknesses of the Cochrane review.
6. How can Registered Nurses translate the findings of this review into practice?

### Weighting

30%

### Compulsory Requirements

Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

### Length

1200 words (+/- 10% allowance)

### Due Date

Monday 14<sup>th</sup> August 2300 hours (AEST)

### Submission Method

Via Canvas

### Assessment Criteria

See Appendix 1

### Return Method

Via Canvas

### Feedback Provided

Via Canvas 15 University working days after submission

## Assessment 2 - Written Assessment 2

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	Assessment 2 consists of 2 parts.  PART A: You are required to undertake 10 one-hour CPD modules identified in the assessments area of the Canvas site. Each of the modules are relevant to course content covered in NURS2201. For each module, you are required to complete a short quiz based on the contents of the CPD activity.  PART B: You are to write a structured reflection for ONE of the CPD activities you completed. Your reflection should address the following questions: 1. Describe any gaps in your knowledge related to the CPD activity topic and what you hoped to learn from the activity? 2. Explain in your own words what you have learned from the CPD 3. Describe how you will apply this knowledge into practice
<b>Weighting</b>	30%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
<b>Length</b>	1000 word (+/- 10% allowance)
<b>Due Date</b>	Monday 18 <sup>th</sup> September 2300 hours (AEST)
<b>Submission Method</b>	Via Canvas
<b>Assessment Criteria</b>	See Appendix 2
<b>Return Method</b>	Via Canvas
<b>Feedback Provided</b>	Via Canvas 15 University working days after submission

## Assessment 3 - Medication Quiz

<b>Assessment Type</b>	Quiz
<b>Description</b>	An online medication calculation test from the Med+Safe site will need to be mastered (100%). Test questions will be based on practice material in Med+Safe identified in weekly preparation and tutorials. Students are required to practice the identified calculation types as often as needed to feel confident, and then to complete the set test online. A certificate of Mastery will be generated once the student gains 100%. Students must obtain 100% in the quiz to pass NURS2201
<b>Weighting</b>	Satisfactory/ Unsatisfactory
<b>Compulsory Requirements</b>	Minimum Grade / Mark Requirement - Students must obtain a specified minimum grade / mark in this assessment item to pass the course
<b>Due Date</b>	Monday 16 <sup>th</sup> October 2300 hours (AEDT)
<b>Submission Method</b>	Online via Med+Safe
<b>Assessment Criteria</b>	You must receive 100% in the Med+Safe calculation assessment. This assessment has unlimited attempts until you receive 100% before the due date of the assessment
<b>Return Method</b>	Online via Med+Safe
<b>Feedback Provided</b>	Online via Med+Safe

## Assessment 4 - Closed Book Examination - Accredited Program - use of Memory Aids are not permitted.

<b>Assessment Type</b>	Formal Examination
<b>Description</b>	The examination will be composed of multiple-choice questions only. The examination will test clinical reasoning ability and consists of both HUBs and nursing content. Questions will be taken from lecture, tutorial and preparation material and activities
<b>Weighting</b>	40%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
<b>Due Date</b>	Exam Period
<b>Submission Method</b>	Formal Exam
<b>Assessment Criteria</b>	N/A
<b>Return Method</b>	N/A
<b>Feedback Provided</b>	No feedback provided

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Withdrawal from Course

You can withdraw from a course without financial penalty on or before the census date **Friday 11th August 2023**. If you withdraw after this date, it is considered you have been enrolled in the course and will be liable for HECS-HELP payment or degree fee. For further information see University Key dates.

## Communication Methods

Communication methods used in this course include:

- Canvas announcements
- Canvas discussion board
- Email
- Drop in appointments
- Zoom drop-in sessions

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. This course is in teach out and will be replaced in future offerings.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.



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**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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**Appendix 1: Assessment 1**

Criterion	High Distinction 5 marks	Distinction 4 marks	Credit 3.5 marks	Pass 2.5 marks	Fail 0- 2 marks	Total
Describe the pathophysiology, symptoms, and prevalence of Chronic Obstructive Pulmonary Disease (COPD) – Approx. 200 words	An exemplary description of the pathophysiology, symptoms, and prevalence of COPD is provided. The information is clearly presented and engages the reader and appropriate to the audience of Registered Nurses.  Excellent use of supportive evidence.	A correct and informative description of the pathophysiology, symptoms, and prevalence of COPD is provided. The information is clearly presented and appropriate to the audience of Registered Nurses.  Good use of supportive evidence.	The provided description of the pathophysiology, symptoms, and prevalence of COPD is correct and appropriate to the audience of Registered Nurses...  Appropriate use of supporting evidence.	A satisfactory description of the pathophysiology, symptoms, and prevalence of COPD is provided.  Limited use of supporting evidence	A vague or incorrect description of the pathophysiology, symptoms, and prevalence of COPD is provided  OR  Did not attempt	/5
Explain pulmonary rehabilitation and why is it important for people with COPD. – Approx. 200 words	An exemplary explanation of pulmonary rehabilitation and why it is important for people with COPD is provided. The information is clearly presented and engages the reader and appropriate to the audience of Registered Nurses.  Excellent use of supporting evidence.	A correct and informative explanation of pulmonary rehabilitation and why it is important for people with COPD is provided. The information is clearly presented and appropriate to the audience of Registered Nurses.  Good use of supporting evidence.	The provided explanation of pulmonary rehabilitation and why it is important for people with COPD is correct and appropriate to the audience of Registered Nurses.  Appropriate use of supporting evidence.	A satisfactory explanation of pulmonary rehabilitation and why it is important for people with COPD is provided.  Limited use of supporting evidence.	A vague or incorrect explanation of pulmonary rehabilitation and why it is important for people with COPD is provided  OR  Did not attempt	/5
Why is it important to understand if pulmonary rehabilitation can be delivered by telehealth? - Approx. 200 words	The importance of understanding if pulmonary rehabilitation can be delivered by telehealth is comprehensively explained.  Excellent use of supporting evidence.	A high-quality discussion on the importance of understanding if pulmonary rehabilitation can be delivered by telehealth is provided.  Good use of supporting evidence.	A sound response importance of understanding if pulmonary rehabilitation can be delivered by telehealth is provided  Appropriate use of supporting evidence.	A satisfactory response on the importance of understanding if pulmonary rehabilitation can be delivered by telehealth is provided  Limited use of supporting evidence.	A vague or incorrect response on importance of understanding if pulmonary rehabilitation can be delivered by telehealth is provided.  OR  Did not attempt	/5

In your own words, what are the conclusions of the Cochrane review exploring telerehabilitation for COPD? - Approximately 200 words	An exemplary summary is provided that explains the conclusions of the Cochrane review	A high-quality summary is provided that discusses the conclusions of the Cochrane review	A sound summary is provided that describes the conclusions of the Cochrane review	A satisfactory summary of the conclusions of the Cochrane review is provided.	A vague or unsatisfactory summary of the conclusions of the Cochrane review is provided OR Did not attempt	/5
Provide a critical discussion on the strengths and weaknesses of the Cochrane review – Approx. 200 words	An exemplary critical discussion of the strengths and weaknesses is provided. Two strengths and Two weaknesses are clearly identified and explained	A high-quality critical discussion of the strengths and weaknesses is provided. Two strengths and Two weaknesses are clearly identified and discussed	A sound critical discussion of the strengths and weaknesses is provided. Two strengths and Two weaknesses are identified and described	A satisfactory discussion of the strengths and weaknesses is provided. Two strengths and Two weaknesses are identified	A vague or unsatisfactory discussion of the strengths and weaknesses is provided. Less than Two strengths and Two weaknesses are identified  OR Did not attempt	/5
How can Registered Nurses translate the findings of this review into practice? – Approx. 200 words	An exemplary discussion on how to translate the findings into practice is provided. A minimum of two practical and clear strategies for translation are provided using language suitable for an audience of Registered Nurses	A high-quality discussion on how to translate the findings into practice is provided. Two Clear strategies for translation are provided using language suitable for an audience of Registered Nurses	A sound discussion on how to translate the findings into practice is provided. Two strategies for translation are provided using language suitable for an audience of Registered Nurses	A satisfactory response on how to translate the findings into practice is provided. Two translation strategies are provided	A vague or unsatisfactory response on how to translate the findings into practice is provided. Less than two translation strategies are provided OR Did not attempt	/5
Total Mark						/30

## Appendix 2: Assessment 2- Part B

Criterion	High Distinction	Distinction	Credit	Pass	Fail	Total
Describe any gaps in your knowledge related to the CPD activity topic and what you hoped to learn from the activity? – Approx. 200 words	<b>2 marks</b> A clear and exemplary description of a minimum of 2 knowledge gaps is provided. What the student hoped to learn is described with detail	<b>1.75 marks</b> A clear and high-quality description of two knowledge gaps and what they hoped to learn is clearly described	<b>1.5 marks</b> A sound description of any at least one knowledge gap and what they hoped to learn is described	<b>1 mark</b> A satisfactory description of at least one knowledge gap and what they hoped to learn is provided.	<b>0 – 0.5 marks</b> A vague or unsatisfactory description of any knowledge gaps and/or what they hoped to learn is provided. OR Did not attempt	<b>/2</b>
Explain in your own words what you have learned from the CPD activity – Approx. 400 words	<b>4 marks</b> An exemplary explanation of what was learned from the CPD activity is provided. What was learned has been clearly articulated and discussed.	<b>3 marks</b> A high-quality explanation of what was learned from the CPD activity is provided. What was learned has been articulated	<b>2.5 marks</b> A sound explanation of what was learned from the CPD activity is provided. What was learned has been described	<b>2 marks</b> A satisfactory explanation of what was learned from the CPD activity is provided.	<b>0 – 1.5 marks</b> A vague or unsatisfactory explanation of what was learned from the CPD activity is provided. OR Did not attempt	<b>/4</b>
Describe how you will apply this knowledge into practice – Approx. 400 words	<b>4 marks</b> An exemplary and clear description of how the knowledge will be applied to practice is provided. At least two methods of translating this knowledge into practice are provided	<b>3 marks</b> A high-quality description of how the knowledge will be applied to practice is provided. At least two methods of translating this knowledge into practice are provided	<b>2.5 marks</b> A sound description of how the knowledge will be applied to practice is provided. At least one method of translating this knowledge into practice is provided	<b>2 marks</b> A satisfactory description of how the knowledge will be applied to practice is provided. At least one method of translating this knowledge into practice is provided	<b>0 – 1.5 marks</b> A vague or unsatisfactory description of how the knowledge will be applied to practice is provided OR Did not attempt	<b>/4</b>
Total Mark						<b>/10</b>