

NURS2101: Foundations of Professional Practice 2A

Callaghan and Central Coast
Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	This course provides the theoretical foundations to the nursing care of adults and children across a range of clinical contexts. The gastrointestinal, endocrine and kidney diseases that feature in the clinical scenarios selected for this course are based on Australia's National Health Priority Areas and the impact of these diseases on morbidity and mortality. Aboriginal and Torres Strait Islander health; evidence-based practice; relevant legal and ethical principles are integral to this course.
Review of Progress Requirements	<p>This course is a compulsory program requirement for students in the following program(s):</p> <ul style="list-style-type: none">- Bachelor of Nursing [11725] <p>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.</p>
Requisites	This course is only available to students who are active in the Bachelor of Nursing [11725] program and have successfully completed NURS1101 and NURS1103 and successfully completed or are concurrently enrolled in HUBS1406, NURS1201 and NURS1202.
Assumed Knowledge	Prior successful completion of NURS1201, NURS1202, HUBS1406 and HUBS1416
Contact Hours	<p>Lecture Online 18 hour(s) per Term Full Term Lectures will be delivered either face to face or online.</p> <p>Self-Directed Learning Self-Directed 20 hour(s) per Week for 7 Weeks</p> <p>Tutorial Face to Face On Campus 4 hour(s) per Week for 7 Weeks Tutorial can be delivered either face to face or online</p>
Unit Weighting	20
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Natalie Russell-Hurst**

Email: natalie.russellhurst@newcastle.edu.au

Consultation: Contact via email to arrange a suitable time. Consultation will occur via Zoom.

NOTE: Responses to emails can be expected within three (3) working days unless the tutor or Course Coordinator is off campus.

Scheduled drop-in sessions will be available via Canvas.

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 (University of Newcastle) email account regularly and to use their student-mail accounts for all email correspondence with the University.

Teaching Staff Teaching staff will be advised on the course Canvas site.

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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; reflective practice; clinical reasoning; patient education and health promotion; holistic healthcare; cultural competence; recognition and management of 'the deteriorating patient'; quality use of medicines; and care of the person requiring medical, surgical and palliative care including: fluid and electrolyte, diabetes; pain, stoma, wound and nutrition management.

Course Learning Outcomes

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

1. Demonstrate an understanding of the importance of person centred and family centred care in safe and effective care delivery
2. Discuss the epidemiology, pathophysiology and symptomatology of the health breakdown of conditions being studied
3. Use clinical reasoning to identify nursing problems in the patient scenarios being studied and plan safe effective nursing care and patient education
4. Identify the attribute and skills required for culturally competent practice and apply to scenarios being studied
5. Identify the importance of effective inter-professional communication to safe practice and the prevention of medication error
6. Explain and apply legal and ethical concepts including beneficence, non-maleficence, negligence, open disclosure, and mandatory reporting
7. Utilise nursing research to support best practice nursing actions and critically appraise qualitative research and its application to empathetic patient care.
8. Demonstrate mastery of required medication and intravenous fluid calculations

Course Materials

Required Texts

Nil.

Recommended Texts

Nil.

Course Readings

Course readings will be provided via Canvas.

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.

Schedule

Week	Week Commencing	Learning Activity	Assessment
1	26/02/24	Tutorial One- Caring for a person with bowel cancer	
2	04/03/24	Tutorial Two- Caring for a person having abdominal surgery	
3	11/03/24	Tutorial Three- Caring for a person with kidney disease	
4	18/03/24	Tutorial Four- Caring for a child with gastroenteritis and dehydration	
5	25/03/24	Tutorial Five- Caring for a child with type 1 diabetes	Assessment 1 Monday 25/3/24
6	01/04/24	Tutorial Six- Caring for a person with liver disease	
7	08/04/24		
Mid semester break	15/04/24		
	22/04/24		
8	29/04/24		
9	06/05/24	Tutorial Seven- Caring for a person with liver failure	
10	13/05/24		Assessment 2 13/5/24
11	20/05/24		MedSafe Monday 20/5/24
12	27/05/24		
13	03/06/24		
Examination Period	10/06/24		
	17/06/24		

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	Monday 25/3/24 2300 hours (AEST)	Individual	30%	2, 3, 5, 7
2	Written Assessment	Monday 13/5/24 23:00 hours (AEST)	Individual	30%	1, 2, 3, 5, 7
3	Med Safe*	Monday 20/5/24 23:00 hours (AEST)	Individual	Mandatory	8
4	Formal Exam* Closed Book Examination - Accredited Program - use of Memory Aids are not permitted.	The examination will be held during the second week of the University Examination Period.	Individual	40%	2, 3, 4, 5, 6

* 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 Assignment

Assessment Type	Written Assignment
Purpose	This assignment is designed for students to consolidate their learning from the first two (2) tutorials; to demonstrate their clinical reasoning and application of the Clinical Reasoning Cycle to plan care for patients including identifying symptoms, risk factors and pathophysiological changes; setting specific, measurable, achievable, realistic and timely goals; and planning appropriate nursing actions with rationales based on scientific and best practice nursing literature.
Description	<p>This assignment is to be written on the Template provided in Canvas > Modules> Course Materials and Assessment > Assignment 1 template</p> <ol style="list-style-type: none">1. This assessment is based on the clinical situation of Mr Ron Fraser in Scenario 2B, and two aspects of his nursing care in the perioperative period – fluid management and pain management.2. Collect cues: Identify and list the clusters of abnormalities (cues) from the scenario that relate to the identified priority patient problems and compare these to recognised normal values. (suggested length 200 words – presented as a table)3. Recall knowledge and process information:<ol style="list-style-type: none">a. From the Mr Ron Fraser scenarios, determine the factors that have contributed to the identified problems and support this with reference to literature (suggested length 250 words for both problems)b. Discuss the physiological responses that are occurring and link these to the symptoms (cues) present. Support this discussion with reference to literature (suggested length 250 words for both problems)4. Synthesise the Nursing Problem: The two priority nursing problems that you must address (Fluid Volume Deficit and Acute Pain) should each be expressed with related to and evidenced by statements (suggested length 50 words for each)5. Establish Goals: Set a related <u>SMART goal</u> with outcome criteria that are specific, measurable, achievable, realistic and timely for each Nursing Problem. (suggested length 50 words for each nursing problem)6. Take Action: Identify four priority <u>Nursing Actions</u> as a Care Plan for each Nursing Problem with detail of what, when and how the actions are to be done to achieve the stated goal (suggested length 200 words for each Care Plan). Note that same actions should not be repeated in both care plans7. Rationales from science and best practice: Provide a rationale for each action with reference to scientific or best practice literature. (suggested length 200 words for each Care Plan)8. Provide an APA 7th edition reference list of all source material used. (Reference List not included in the word count)
Weighting	30%.
Compulsory Requirements	Students must attempt/submit this assessment item to pass the course.
Length	1700 words (+/- 10% allowance).
Due Date	Monday 25/3/24 at 23:00 hours (AEST).
Submission Method	Via Canvas.
Assessment Criteria	Via Canvas.
Return Method	Via Canvas.
Feedback Provided	Via Canvas.
Opportunity to reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 2 - Written Assignment 2

Assessment Type	Written Assignment
Purpose	Empathetic understanding of the lived experience of patients and family is crucial to the delivery of person and family centred care. By undertaking this assignment students will further develop their knowledge of the importance of the family in the care of children, and their ability to critically read, reflect on and apply qualitative nursing research findings to patient care planning. An online library module is provided within the Canvas course to support students in identifying and critically reading qualitative research.
Description	<ol style="list-style-type: none">1. This assignment is based on Scenario 5 and the nursing care and education requirements for Haley Stephenson and her family.2. Briefly discuss the pathophysiology and related symptoms of Type 1 diabetes mellitus, supported with reference to literature. (suggested length 200 words)3. Define the concept of family centred care and explain its importance to the physical and psychological wellbeing of Haley, supported with reference to literature (suggested length 200 words)4. Read the following Qualitative Research paper: Burckhardt M.-A., Fried L., Bebbington K., Hancock, M., Nicholas A. J, Roberts A., Abraham M. B., Davis E. A., Jones T. W. (2019). Use of remote monitoring with continuous glucose monitoring in young children with Type 1 diabetes: the parents' perspective. <i>Diabetic Medicine</i>. Volume36, Issue11. November 2019 https://doi.org/10.1111/dme.14061 Available in Canvas > Course Readings <p>Summarise the key points of the research paper based on the headings provided below:</p> <ol style="list-style-type: none">a) Introduction: What were the key points covered in the introduction (suggested length 50 words)b) Aim: What was the aim of the research undertaken? Was this clearly stated? (suggested length 50 words)c) Methods: Describe how the study was conducted, including a description of participants, recruitment, the qualitative data collection and data analysis. (suggested length 150 words)d) Ethics: Were ethical considerations addressed by the authors? Did you feel that the study maintained participant privacy, autonomy and safety? (50 words)e) Results: What were the main findings of the study? Were they clearly explained and supported directly from the data? (suggested length 150 words)f) Discussion: What was covered in the discussion section? How did the discussion help you to understand the value of the research findings? (suggested length 100 words)g) Conclusion: What conclusion did the authors draw as a result of the study? Did the conclusion answer the aim/research question? Were there recommendations for application to nursing practice? (suggested length 100 words)h) Limitations: Did the authors identify any limitation in the study? Did you feel that there were other limiting factors? Did they identify recommendations for further research? (suggested length 50 words) <ol style="list-style-type: none">5. Reflect on what you have learned from reading and analysing the research paper about the experience of family with a young child with type 1 diabetes. (suggested length 200 words)6. Discuss how you would apply this in the care and education of Hayley's family during current hospitalisation. This section should be supported with relevant resource material. (suggested length 400 words)7. Provide an APA 7th edition reference list including the research paper and all other resources used. Ensure that all source material is acknowledged in text. (Reference list is not included in the word count)
Weighting	30%.
Compulsory Requirements	Students must attempt/submit this assessment item to pass the course.
Length	1700 words (+/- 10% allowance).
Due Date	Monday 13/5/24 23:00 hours (AEST).
Submission Method	Via Canvas.

Assessment Criteria	Via Canvas.
Return Method	Via Canvas.
Feedback Provided	Via Canvas.
Opportunity to reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

Assessment 3 - Medication Quiz

Assessment Type	Quiz.
Description	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%. The test may be taken as many times as necessary. Students must achieve mastery in this test to pass NURS2101.
Weighting	Students must gain a score of 100% in the medication calculation quiz to pass the course.
Compulsory Requirements	Students must gain a score of 100% in the medication calculation quiz to pass the course.
Due Date	Monday 20/5/24 23:00 hours (AEST).
Submission Method	Via Med+Safe.
Assessment Criteria	N/A.
Return Method	N/A.
Feedback Provided	Via Med+Safe.
Opportunity to reattempt	Students WILL have unlimited attempts to complete this assessment prior to the due date.

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

Assessment Type	Formal Examination.
Purpose	The purpose of the formal examination is to test students' learning in all areas of the course content and will be linked to the course objectives and key concepts.
Description	The exam will consist of multiple choice and short answer questions and will cover nursing and human bio-science content. Memory aids are not permitted in the formal face-to face exam.

Weighting	40%.
Compulsory Requirements	Students must attempt/submit this assessment item to pass the course.
Length	2 hours.
Due Date	The examination will be held during the University Examination period.
Submission Method	Formal Exam.
Assessment Criteria	N/A.
Opportunity to reattempt	Students WILL NOT be given the opportunity to reattempt this assessment.

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 22nd March 2024**. 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.

Communication Methods

Communication methods used in this course include:
 CANVAS announcements
 CANVAS discussion board
 Email
 Drop in appointments

Academic Literacy

Assistance with academic literacies is available at:

- APA 7th referencing: <http://libguides.newcastle.edu.au/referencing>
- Academic Support: <https://www.newcastle.edu.au/current-students/support/academic>

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.
Oral Interviews	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 .
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: <ol style="list-style-type: none"> 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; or 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. <p>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.</p>
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.