

BACHELOR OF NURSING

1 st year: Autumn	Spring
SNUG101 Fundamentals of Nursing	SNUG105 Person and Family Centred Care
SNUG102 Nursing as a Profession	SNUG106 Nursing Care of the Older Person
SNUG103 Anatomy and Physiology for Nurses	SNUG107 Primary Health Care
SNUG104 WPE 1	SNUG108 WPE 2
2 nd year: Autumn	Spring
SNUG201 Acute Care Nursing	SNUG205 Continuing Care Nursing
SNUG202 Evidence Based Practice	SNUG206 Psychiatric/Mental Health Nursing
SNUG203 Pathophysiology and Pharmacokinetics	SNUG207 Aboriginal and Torres Strait Islander Health
SNUG204 WPE 3	SNUG208 WPE 4
3 rd year: Autumn	Spring
SNUG301 Managing Deterioration	ELECTIVES SNUG305 Cancer Nursing SNUG309 Psychiatric/Mental Health Nursing Practice SNUG310 Critical Care Nursing SNUG3011 Paediatric Nursing
SNUG302 Contemporary Leadership in Nursing	SNUG306 Being a Professional
SNUG303 Clinical Excellence	SNUG307 Capstone
SNUG304 WPE 5	SNUG 308 WPE 6

SUBJECT OUTLINES

SNUG 101 – FUNDAMENTALS OF NURSING

Subject Description

SNUG101 will introduce nursing students to the person-centred nursing care framework with an emphasis on the pre-requisites and care environment. Foundational nursing practice skills will be developed and extended through scenario based learning in the laboratory. Integrated with this will be an introduction to the clinical reasoning cycle, the nursing process and critical thinking. This initial fundamentals of care subject will specifically focus on nursing assessment and nursing diagnosis. Integral aspects of nursing care will be introduced to challenge nursing students to consider how they enable people they care for to be empowered in the decision-making process. Further, it will model how nursing students contextualise their theoretical knowledge through clinical practice to ensure they practise in a culturally safe way.

Subject Learning Outcomes

On completion of this subject, students should be able to:

1. describe person-centred nursing and its impacts on the delivery of care
2. identify personal values and beliefs and consider how they influence care and treatment
3. describe and use the clinical reasoning cycle
4. demonstrate nursing skills in:
 - a. assessment of physical, social, emotional and cognitive health across the lifespan
 - b. nursing assessment, planning, implementation and evaluation of care
5. use reflection to develop strategies for self-awareness
6. communicate in a respectful, effective and culturally safe manner.



Major Content Areas

- Contemporary health care: health care delivery systems, information and technology in health care
- The nursing process: clinical reasoning cycle, critical thinking, assessing, nursing diagnosis and documentation of care
- Health beliefs and practices: cultural safety
- Lifespan development: promoting health and recovery across the lifespan

- Integral aspects of nursing: person-centred care, concepts of self, engaging authentically, empowerment through shared decision making and planning, creating healthful relationships and communication
- Assessing health: vital signs, physical health assessment, mental health assessment, interviewing skills, pain assessment, using risk assessment and surveillance strategies to minimise potential harm
- Integral components of individualised care: infection control and prevention, safety, mobility, pressure injury assessment and management, hygiene, and skin integrity and wound care
- Promoting psychosocial health: self-concept, stress and coping, loss, grieving and death, wellbeing and flourishing
- Promoting physiological health: nutrition, urinary elimination, faecal elimination and fluid and electrolyte balance
- Promoting social, emotional and mental health: sensory perception and alteration, sexuality and spirituality
- Promoting physiological health: activity and exercise, sleep, pain management, oxygenation and circulation
- Mental health first aid
- Mental State Examination, mental illness and mental disorders
- Health informatics and health technology
- Medication calculations
- National inpatient medication chart

Indicative Assessment

Assessment	Learning outcomes	Weighting
Creative representation of values and beliefs	1,2	30%
OSCA – communication and patient assessment	4,6	Pass/fail – the OSCA must be passed to pass this subject
Calculation assessment	4	Pass/fail
Reflection	1,5	30%
Final exam	1, 3, 4	40%

Assessment Detail

1. Creative representation of values and beliefs: The purpose of this assessment is for students to consider how their values and beliefs might impact on the care of individuals. This will be a creative piece which is in keeping with the person centred framework.
2. Reflection: The purpose of this assessment is for students to reflect on how person centred nursing influences care delivery.
3. OSCA: The purpose of the assessment is to assess the student's communication skills and patient assessment skills. This assessment item must be passed to pass the subject.
4. Calculation assessment: The purpose of this assessment is to assess the student's beginning numeracy competency.
5. Final exam: The final two-hour closed book exam will assess the student's knowledge of the subject content – particularly the use of clinical reasoning.

Teaching Strategies

- Tutorials – 2 hours per week
- Simulated nursing tutorial – 2 hours per week
- Online lecture and vignettes – 2 hours per week

SNUG 102 – NURSING AS A PROFESSION

Subject Description

This subject provides a foundation for the Bachelor of Nursing. Students will explore the historical development of nursing to gain an understanding of the professionalisation of the modern day nurse. The professional identity of the nurse will be explored. How the nurse contributes to the quality and safety of practice will be examined. The contemporary policies, guidelines and standards set by the Nursing and Midwifery Board of Australia (NMBA) and the Australian Health Practitioner Regulation Agency (AHPRA) will be outlined, as well as legal and ethical considerations relevant to the profession. In addition, an overview of the research process, evidence-based practice and academic writing will be introduced to enable students to explore how knowledge contributes to nursing practice.

Subject Learning Outcomes

On completion of this subject, students should be able to:

1. describe the regulation of nursing from both the perspective of the profession and the individual
2. recall the professional codes, standards and guidelines that structure practice for the registered nurse
3. describe and use ethical principles in decision making
4. identify legislation and common law principles relevant to the nursing profession and health care
5. understand the importance of evidence-based practice for the nursing profession
6. demonstrate fundamental academic skills, such as reading, writing, database searching and referencing.



Major Content Areas

- Professionalisation of nursing
- History of nursing
- Beliefs and values
- Ethical Principles
- Nursing and Midwifery Board of Australia (NMBA)
- Australian Health Practitioner Regulation Agency Registration (AHPRA)

- NMBA decision making framework
- NMBA Standards for Practice
- Registration Standards
- ICN Code of Ethics
- Code of Conduct for Nurses
- Professional boundaries
- Development of argument
- Social media policy
- Consent/capacity/involuntary treatment
- Legislation/common law
- Privacy
- Duty of care
- Negligence
- Ethical and legal considerations in treatment, death and dying
- Academic writing
- Database searching
- Use of appropriate sources
- Evidence based practice
- Mental health legislation
- Mandatory reporting

Indicative Assessment

Assessment	Learning outcomes	Weighting
Essay	4,5	30%
Debate	2,3	30%
Final exam	1,2,3,4	40%

Assessment Detail

1. Essay: The purpose of this essay is to explore one of the elements of the law as it relates to nursing and health care: for example, elements of negligence.
2. Debate: The purpose of the debate is for students to explore the nature of a legal, ethical or social issue (such as the use of Facebook) and debate this in a group presentation. During the debate, students will be expected to reference the relevant codes and professional standards.
3. Final exam: The final two-hour closed book examination will assess students' knowledge.

Teaching Strategies

- Tutorial – 2 hours per week
- Online lecture and vignettes – 2 hours per week

SNUG 103 – ANATOMY AND PHYSIOLOGY FOR NURSES

Subject Description

This subject provides students with foundational knowledge on the normal structure and function of the human body across the lifespan. It will introduce students to anatomical language, the structure of cells and human tissue. It will also provide students with an understanding of basic chemistry relevant to the body. The subject will introduce students to the body systems including the integumentary, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, lymphatic/immune, nervous, urinary and reproductive systems. It will also explore homeostasis and homeostatic mechanisms. Various regulation mechanisms used by the body will also be explored. This subject provides a foundation for SNUG203 – Pathophysiology and Pharmacology.

Subject Outcomes

On completion of this subject, students should be able to:

1. recall key anatomical terminology
2. describe genes, cells, tissues, and basic chemistry relevant to the human body
3. describe the structural organisation of the human body
4. describe the normal structure and function of organs within the body systems, including the integumentary, musculoskeletal, cardiovascular, respiratory, gastrointestinal, endocrine, lymphatic/immune, nervous, urinary and reproductive systems
5. relate the structure and function of the human body to a range of assessments and interventions
6. define homeostasis and identify homeostatic mechanisms related to the body
7. describe nutrition, metabolism, body temperature, fluid, electrolyte and acid-base balance regulation mechanisms used in the human body.



Major Content Areas

- Anatomical terms
- The cell
- Genetics
- Chemical organisation
- Integumentary system

- Musculoskeletal system
- Cardiovascular system
- Respiratory system
- Gastrointestinal system
- Endocrine system
- Lymphatic/immune system
- Nervous system
- Urinary system
- Introduction to homeostatic mechanisms
- Reproductive system

Indicative Assessment

Assessment	Learning outcomes	Weighting
Quizzes	1,2,3,4,5,6,7	20%
Educational resources and report	4, 5	40%
Final exam	1,2,3,4,5,6,7	40%

Assessment Detail

1. Quiz x 4 (weeks 2, 4, 6, 8): Online quizzes are designed to assess the student's knowledge of anatomy and physiology. Upon completion of each quiz, immediate and detailed online feedback is provided to the student. Online formative practice quizzes are also available in Moodle in the days preceding the summative assessment quizzes.
2. Educational resource and accompanying report: The purpose of the assessment is to facilitate deeper learning of anatomy and physiology and the application of nursing assessment and practice. Students will select one body system and create a patient resource for the class aimed at improving health literacy.
3. Final exam: The final two-hour closed book examination consists of multiple-choice and short answer questions that examine content covered during the session.

Teaching Strategies

- Tutorials – 2 hours per week
- Interactive learning modules online – 4 hours per week

SNUG 104 – WORKPLACE EXPERIENCE 1

Subject Description

In SNUG104, students will have the opportunity to apply broad and coherent theoretical knowledge and skills in providing safe and quality nursing care during their workplace experience. At this level of the program, students are expected to exercise critical thinking and judgement using the clinical reasoning cycle to assess, plan, deliver and evaluate nursing care, with an emphasis on reviewing, recalling and interpreting information from the people they are caring for. Students will be encouraged to reflect on what they have learnt throughout the session and apply this throughout their workplace experience.

Subject Outcomes

On completion of this subject, students should be able to:

1. understand the use of the clinical reasoning cycle to assess, plan and implement care of a person
2. demonstrate an ability to assess and assist a person to meet their activities of living needs
3. perform and document a range of fundamental nursing assessments and skills in the clinical environment
4. apply the nursing process to enhance critical thinking and judgement around nursing practice
5. consider person centred care that contributes to a healthful culture within the clinical environment
6. apply evidence based practice when caring for people in the clinical environment
7. reflect on practice using the RN standards for practice.



Major Content Areas

- Number of hours in placement – 80 clinical hours
- Workplace health and safety
- Use frameworks to guide nursing practice, including the RN standards for practice and the codes of professional conduct and ethics
- Application of values and beliefs in a clinical environment
- Person-centred nursing practice
- Value comfort and personal care as part of person-centred care

- Use of evidence based practice in a clinical environment
- Reflection and critical thinking
- Clinical reasoning cycle
- Nursing assessment, planning, implementation and evaluation of care within the clinical environment
- Objective and subjective assessment data collection
- Patient interview and communication
- Reflective practice

Indicative Assessment

Assessment	Learning outcomes	Weighting
Completed attendance record – Satisfactory completion of workplace hours	1-7	Pass/fail *
ANSAT	1-7	Pass/fail *
Completion of mandatory pre-clinical requirements	1-7	Pass/fail *
Self-assessment – Learning objectives	1-7	40%
Reflective portfolio	1-7	60%

Assessment Detail

1. Students are expected to complete their allocated hours.
2. Students are expected to achieve a satisfactory rating in their ANSAT assessment.
3. Students must meet the required mandatory pre-clinical requirements and HETI online learning modules as determined by the clinical policy.
4. Self-assessment: The purpose of this assessment is for students to set their own learning objectives and seek learning experiences throughout the workplace experience to meet them. Students will then reflect on whether they have been achieved.
5. Reflective portfolio: The purpose of this assessment is for students to reflect on the standards for practice and how they have been addressed throughout the professional workplace experience.

*Students must pass assessment items 1, 2 and 3 to be successful in the professional workplace experience subject.

SNUG 105 – PERSON AND FAMILY CENTRED CARE

Subject Description

This subject introduces the student to the family and the role of the nurse in promoting health and preventing illness through the enhancement of individual/group health literacy. Students will explore the characteristics of healthy families, including family structure, types, roles and functions and the threats to family integrity. The subject will also consider the basic principles of growth and development across the lifespan and examine the current health issues for children, adolescents and families within a primary health care framework. Students will consider the multicultural environment we live in.

Subject Learning Outcomes

On completion of this subject, students should be able to:

1. describe theories of human growth and development
2. relate the theories of human growth and development to the assessment and care of children and adolescents
3. examine current health issues for children, adolescents and families and the relevance for primary health care strategies
4. identify the role of the nurse in health screening, promotion and illness prevention across the lifespan
5. discuss the importance of the family in the development and maintenance of child and adolescent health
6. demonstrate physical and mental health assessment using a lifespan approach
7. use current evidence and research to support nursing assessment and management in the context of care to children and families
8. identify personal values and beliefs about the care of the child and families and how these impact on care provision
9. analyse cultural, linguistic, social, economic and environmental diversities.



Major Content Areas

- Normal growth and development from newborn to adolescent
- Assessment of the child, adolescent and family
 - health history
 - developmental assessment

- nutritional assessment
 - physical and mental health assessment
 - preventative health strategy
 - using risk assessment and surveillance strategies to minimise potential harm
- Role of the family
 - contemporary families
 - roles of mothers/roles of fathers/roles of carers and guardians
 - family-centred care and partnership in care
 - diversity of families
- intergenerational concerns
- development interrupted – violence, sexual assault etc.
- family structures, expectations
- Current health issues for children and adolescents
- National health priority areas
- Immigration in Australia and impact on health care
- Interpreters
- Multicultural considerations and refugee health
 - services and resources, including interpreters and community services
 - intercultural communication
- Models of care
 - transition to adulthood
 - care closer to home
 - men’s health
 - women’s health
 - child and adolescent health
- Health informatics and health technology
- Medication calculations and application to various ages across the lifespan

Indicative Assessment

Assessment	Learning outcomes	Weighting
Essay	1-5,7,8	40%
OSCA	6	Mastery
Calculation assessment	6	Mastery
Quiz	9	20%

Assessment	Learning outcomes	Weighting
Final exam	1-5	40%

Assessment Detail

1. Essay: The purpose of this essay is to examine a current child/adolescent or family health challenge and develop a primary health care management strategy using evidence based practice.
2. OSCA: The purpose of the assessment is to assess the student's communication skills and patient assessment skills. This assessment item must be passed to pass the subject.
3. Calculation assessment: The purpose of this assessment is to assess the student's beginning numeracy competency.
4. Quiz: The purpose of this assessment is to assess the student's understanding of the cultural issues that impact on care. Immediate feedback will be provided to the student.
5. Final examination: The final two-hour examination is used to examine the student's knowledge of the major content areas of this subject and consists of short answer and longer response questions (case study).

Teaching Strategies

- Tutorial – 2 hours per week
- Simulated nursing tutorial – 2 hours per week
- Online activities – 2 hours per week

SNUG 106 – NURSING CARE OF OLDER PEOPLE

Subject Description

This subject seeks to explore the issues, challenges and support for older people in Australia. A focus of the subject is to develop the student's awareness and knowledge of ageing and the physical, emotional and mental health concerns of the older adult and their special nursing needs. It will examine key issues concerning health and illness and essential elements of planning care so that students can support the clients and their significant others in the provision of safe, effective and individualised care.

Subject Outcomes

On completion of this subject, students should be able to:

1. understand healthy ageing in Australian society
2. explain the physical, emotional and mental health risks related to ageing, including risk of injury, risk of infection and pressure injury, altered nutritional status and mental illness
3. explain the pathophysiology and nursing care required for older people
4. identify the challenges and differences in care for the older adult, including those from differing cultural backgrounds
5. identify the implications of illness for the older person and their family, including co-morbidities and their treatment and medication management
6. identify how teams can facilitate safe environments and transitions of care for the older adult
7. describe the needs of the older person in the acute care setting and in the home.



Major Content Areas

- Healthy ageing and ageing in place
- Ageing and physical, emotional and mental ill health, including common injuries, infections, pressure injuries and disorders
- Pharmacology (polypharmacy) and ageing
- Role of the multidisciplinary team, including the impact of policy on the care of older people
- Assessment and care planning in the acute care setting
- Using risk assessment and surveillance strategies to minimise potential harm
- Continuity and transition of care (home to care)

- Cognition and capacity, including to consent
- Delirium and dementia
- Advanced care and end of life planning
- Nutrition
- Loss and grief as it relates to the older person
- Elder abuse
- Family dynamics, including culture
- Behaviour change
- Suicide
- Antipsychotics
- Health informatics and health technology

Indicative Assessment

Assessment	Learning outcomes	Weighting
Essay	1,4,5,6	40%
Quiz	2,3	20%
Final exam	2,3,5,7	40%

Assessment Detail

1. Essay: This assessment is designed for students to explore the strengths and health needs of older people and how these needs are met within a primary health care model.
2. Quiz: Online quizzes are designed to assess the student's knowledge of the subject content. Upon completion of each quiz, immediate and detailed online feedback is provided to the student.
3. Exam: The two-hour closed book exam (invigilated) will consist of a combination of multiple-choice questions, as well as short and long answer questions requiring extended responses. The exam will cover the unit's major content.

Teaching Strategies

- Tutorial – 3 hours per week
- Online activities – 2 hours per week

SNUG 107 – PRIMARY HEALTH CARE

Subject Description

This subject introduces students to the concepts and principles of Primary Health Care, health promotion and health education, including contexts and strategies for implementing Primary Health Care. Professional roles in the delivery of care within a Primary Health Care framework are explored, including highlighting cultural safety concerns and public health initiatives for countries and population groups for poverty alleviation.

Subject Learning Outcomes

On completion of this subject, students should be able to:

1. define health promotion and health education for the person individually, in the community and within populations across the lifespan
2. examine the relationship between social determinants of health and health outcomes
3. use contemporary models of physical and psychiatric/mental health care that can be delivered to the person in a primary health care setting to enhance the person's health outcomes
4. describe the role of the nurse in Primary Health Care in urban, rural and remote settings
5. assess the needs of a person's health promotion and health education requirements, recognising the influence of values, beliefs, culture and diversity
6. describe the economic and political factors influencing determinants of health and health outcomes
7. consider how a health promotion activity contributes to health and wellbeing
8. identify contemporary issues in Primary Health (climate change, pandemics, demographic changes, new technologies).



Major Content Areas

- Global strategies for equitable health care outcomes (WHO, Ottawa charter)
- The impact and relevance of Primary Health Care as it relates to the Australian Health Care System
- The impacts of social determinants of health on health and health outcomes
- Contemporary models of health care
- Identify health care goals in Primary Health Care (global, national and state)

- Community diversity and cultural competence
- Aboriginal and Torres Strait Islander health care
- Health promotion activities and health care
- Contemporary issues in Primary Health Care
- Immunisation
- Role of NGOs in primary health care
- Interdisciplinary team, including mental health nurses, psychologists, social workers
- Psychological effects of social media/bullying
- Stigma, marginalisation and discrimination
- Health informatics and health technology
- Rural health care

Indicative Assessment

Assessment	Learning outcomes	Weighting
Quiz	1,2	20%
Case study	2,3,4,6	40%
Final exam	1-8	40%

Assessment Detail

1. Quiz (week 4): An online quiz designed to assess the student's knowledge of the subject content. Upon completion of the quiz, immediate and detailed online feedback is provided to the student.
2. Case study: The purpose of this assessment is to describe a health promotion activity.
3. Final exam: The two-hour closed book exam (invigilated) will consist of a combination of multiple-choice questions, as well as short and long answer questions requiring extended responses. The exam will cover the subject's major content.

Teaching Strategies

- Tutorial – 2 hours per week
- Online activities – 2 hours per week

SNUG 108 – WORKPLACE EXPERIENCE 2

Subject Description

In SNUG108, students will be provided with the opportunity to consolidate and apply clinical skills at a technical, non-technical and cognitive level included within the program. Students will have the opportunity to apply person-centred nursing care during their workplace experience placement. Critical thinking and judgement will be used in assessing, planning, implementing and evaluating nursing care. In a variety of health care settings, students will apply the clinical reasoning cycle, with a focus on processing information. Reflection in practice will enable nursing students to contemplate their learning in a realistic environment and consider how their future nursing practice may be authentic to their values and beliefs.

Subject Learning Outcomes

On completion of this subject, students should be able to:

1. use the clinical reasoning cycle to assess, plan and implement care of a person
2. perform and document a range of nursing assessments and skills in the clinical environment
3. apply the nursing process to enhance critical thinking around nursing practice
4. demonstrate professional communication with others in the interdisciplinary team
5. consider person-centred care and how this contributes to a healthful culture within the clinical environment
6. apply evidence based practice when caring for people in the clinical environment
7. consider nursing practice from an ethical, legal, cultural and professional perspective in the provision of person-centred nursing care
8. use reflection in practice to develop a professional portfolio that demonstrates learning
9. reflect on practice using the RN standards for practice.



Major Content Areas

- Clinical practice – 80 hours
- Workplace health and safety
- Use frameworks to guide nursing practice, including the RN standards for practice and the codes of professional conduct and ethics
- Application of values and beliefs in a clinical environment

- Person-centred nursing practice
- Value comfort and personal care as part of person-centred care
- Use evidence based practice in a clinical environment
- Reflection and critical thinking
- Apply the clinical reasoning cycle
- Nursing assessment, planning, implementation and evaluation of care within the clinical environment
- Objective and subjective assessment data collection
- Reflective practice
- Medication management
- Pressure injury and prevention
- Simple wound management
- Documentation
- Handover

Indicative Assessment

Assessment	Learning outcomes	Weighting
Satisfactory completion of workplace hours	1-8	Pass/fail *
ANSAT	1-8	Pass/fail *
Self-assessment – learning objectives	1-7	40%
Reflective portfolio	8.9	60%

Assessment Detail

1. Students are expected to complete their allocated hours.
2. Students are expected to achieve a satisfactory rating in their ANSAT assessment.
3. Self-assessment: The purpose of this assessment is for students to set their own learning objectives and seek learning experiences throughout the workplace experience to meet them. Students will then reflect on whether they have been achieved.
4. Reflective portfolio: The purpose of this assessment is for students to reflect on the standards for practice and how they have been addressed throughout the professional workplace experience.

*Students must pass assessment items 1 and 2 to be successful in the professional workplace experience subject.