



Course Code:	1803NRS
Course Name:	Foundations of Professional Health Care Practice
Trimester:	Health Care Trimester 1, 2017
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Patricia Jones
Document modified:	January 2017

### **Teaching Team**

Your lecturer/tutor can be contacted via the email system on the portal.

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### **Staff Consultation**

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

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### **Prerequisites**

There are no prerequisites for this course.

#### Co-requisite

CMR100 Clinical mandatory requirements portfolio

While there are no placement components within the Diploma, as part of the program students will be required to complete Clinical mandatory requirements (CMRs) relating to immunization, having a Queensland Blue Card, a Federal Police National Criminal Check, International Police clearance, Deed Polls, Queensland Health Student Orientation, First Aid and CPR certification to be eligible to participate in clinical placement immediately the student progresses to the Griffith University Bachelor of Nursing. These requirements will be completed as a Professional Portfolio and must be submitted by the end of the student’s 2nd trimester of enrolment. By completing the CMRs as part of the Diploma, students will also be sufficiently prepared for entry to the workplace should they choose not to progress immediately to the degree on graduating with the Diploma.

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### **Brief Course Description**

Foundations of Professional Health Care Practice enables students to examine the development of nursing standards and issues related to nursing care and nurse caring. Students will vision the future by knowing the past and will be encouraged to develop critical thinking and reflective approaches to nursing practice in relation to what, why and how. Students will examine power and politics in the practice of nursing, and the nurses’ role as part of an inter-disciplinary healthcare team. Issues related to technology and professional empowerment in nursing will be explored. Students will be introduced to the importance of cultural awareness and working with First Australian peoples and will also develop some beginning skills in nursing care.

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### **Rationale**

Working as a professional healthcare practitioner in contemporary healthcare settings, Registered Nurses are required to understand the key concepts and principles that underpin professional nursing practice.

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### **Aims**

This course aims to develop foundational knowledge for professional practice as a Registered Nurse. The social, political and other factors that influence professional nursing practice in the Australian healthcare system will be explored.

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## **Learning Outcomes**

After successfully completing this course you should be able to:

1. Discuss how nurses engage with the historical, political and socio-cultural influences that shape health care and healthcare access in Australian society;
  2. Demonstrate professional caring when working with clients in simulated settings;
  3. Describe the value of reflective practice in nursing; and
  4. Demonstrate readiness for professional placement in accordance with Griffith University policies and procedures for clinical placement.
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## **Texts and Supporting Materials**

### **Recommended Text:**

Daly, J., Speedy, S., & Jackson, D. (Eds.). (2014). Contexts of nursing: An introduction (4th ed.). Melbourne, VIC: Elsevier Australia.

### **Recommended Reading:**

DeLaune, S. C., Ladner, P. K., McTier, L., Tollefson, J. & Lawrence, J. (2016). Australian and New Zealand Fundamentals of Nursing (1st ed.). South Melbourne, VIC: Cengage Learning Australia.

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## **Organisation and Teaching Strategies**

Teaching methods will include interactive lectures, tutorials, workshops and clinical simulation skills laboratories. Tutorials and workshops facilitate consolidation, discussion and application of knowledge from the lecture with opportunities for students to practice reflective and critical thinking skills. Clinical simulation skills laboratories enable students to learn and practice some of the clinical skills foundational to evidence based nursing practice. These skills and associated knowledge will be assessed during an Objective Structured Clinical Examination during the final examination period in week 12.

Students are expected to utilize course texts and web based resources to prepare for and complete the learning activities as detailed in the Tutorial and Clinical Lab Workbook prior to each tutorial and laboratory.

It is standard practice at Griffith College that lectures timetabled in lecture capture-enabled

venues are recorded and made available to students on the relevant course site. Lecture Captured sessions are not intended as a substitute for a lecture. Students are encouraged to attend the lectures in real time and use Lecture Capture as supplementary.

## **Class Contact Summary**

Classes for Foundations of Professional Health Care Practice include the following:

Lectures: 2 hours per week (1-10).  
Tutorials: 7 x 2 hours  
Workshops: 1 hour per week (1-10).  
Laboratory: 5 x 2 hours & Revision week (11).

### **Attendance**

100% attendance is expected for all classes. You are reminded that your attendance in class will be marked for all elements. To receive full attendance, you must be present in the classroom on all occasions.

**ATTENDANCE AT LABORATORY CLASSES IS ESSENTIAL.** Attendance at nursing simulation laboratory sessions is **compulsory**. These practical sessions provide interactive learning exercises that are essential to the learning outcomes in this course. Laboratories will assist students to integrate theoretical knowledge with practical knowledge and clinical skill. If you are unable to attend a Lab for extenuating reasons you will be required to submit evidence explaining any absence (e.g. medical certificate). A maximum of **one** laboratory session may be missed (with documentary evidence). Students who miss a lab will be required to complete a Lab make-up in their own time. If more than one nursing lab is missed consultation with the Course Convenor and/or Program Convenor will be required to determine if it is appropriate for you to continue in the course.

**Students must wear fully enclosed shoes to all laboratory sessions for workplace health and safety reasons. Clinical uniforms must also be worn to all Clinical nursing laboratory sessions [Refer to: 2017 Griffith College Nursing Laboratory Uniform Guidelines]**

You are expected to bring work completed at home to all tutorials, workshops and clinical simulation labs for group and individual discussion and practice. Reflection on the development of your thinking, attitudes and clinical skills is expected during tutorial, workshop and laboratory time.

### **Preparation and Participation in Class**

You are expected to complete your readings and review the lecture notes plus complete learning activities as detailed in the Tutorial and Clinical Lab Workbook before class so that each week you can actively contribute to your learning. You are expected to ask and answer questions and to initiate discussions and stimulate debate in group and class situations.

### **Consultation Times**

Attendance during consultation times is optional and students are encouraged to use this extra

help to enable you to meet the stated learning outcomes.

### **Course Materials**

Lecture notes will be made available to you on the 1803NRS MyStudy website and you are encouraged to print these out and bring them to each class so that extra notes can be added.

### **Independent Study**

Independent study requires that you spend time outside classes engaged in learning necessary to acquire the knowledge, skills and attitudes needed to both achieve the learning outcomes and complete your assignments. Independent study includes reading the required text books, using library and internet facilities. For this 10 CP course, you will need to spend at least 10 hours per week engaged in study both timetabled classes and independent study.

### **Program Progression**

Students are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 (Australian students) or equal to or greater than 4.0 (International students) in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

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### **Content Schedule**

Week Commencing : As per the MyStudy course site:

Activity Description: Visioning the future by knowing the past

Learning Outcomes: 1

Activity Description: Nursing care and nurse caring

Learning Outcomes: 1,2,3,4

Activity Description: Becoming a critical thinker

Learning Outcomes: 1,3

Activity Description: Reflective practice; what, why and how

Learning Outcomes: 2,3,4

Activity Description: Power and politics in the practice of nursing

Learning Outcomes: 2,3,4

Activity Description: Becoming part of a multidisciplinary healthcare team

Learning outcomes: 1,2,3

Activity Description: Technology and professional empowerment in nursing

Learning outcomes: 1,3

Activity Description: Cultural awareness

Learning Outcomes: 1,2,3

Activity Description: Nurses working with First Australian peoples  
 Learning Outcomes: 1,2,3

### Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	Visioning the Future, knowing the Past Reflective Practice	Lecture	
	Historical influences on nursing, professional nursing practice and reflective practice.	Tutorial	
	1803NRS Course Outline, overview of assessments and referencing. Expectations in relation to associated course CMR100 Clinical mandatory requirements.	Workshop	
2	Mission, Vision & Values of Griffith College & BN Curriculum overview. Nursing Care and Nurse Caring	Lecture	
	'Nursing care' and 'nurse caring'.	Tutorial	
	Reflection on weeks 1 and 2 Assessment 1 Reflective Essay overview	Workshop	
3	Technology and Professional Empowerment Power and Politics in Nursing Practice	Lecture	
	Understanding the importance of technology and professional empowerment Beginning look at NMBA Codes	Tutorial	
	Reflection on week 3 Assessment 2 Essay overview	Workshop	
4	Cultural safety - Nurses working with First Australian Peoples	Lecture	

	Understand the nurses' role regarding cultural safety and working with First Australian peoples.	Tutorial	
	Assessment 2 Essay overview Reflection on week 3	Workshop	
5	Working with patients in simulated settings. Becoming a critical thinker	Lecture	
	Critical thinking, group work & the nursing process Preparation for clinical nursing labs. Assessment 2 Essay overview	Tutorial	
	Reflection on week 4 Critical thinking exercise Progress with mandatory requirements Reflection on week 4	Workshop	
6	Introduction to Patient Care, manual handling and safety	Lecture	
	Principles of pressure ulcer prevention Waterlow Pressure Ulcer Prevention Assessment Tool	Workshop	

	Reflection on week 5 Assessment 2 Essay overview		
	Introduction to manual handling and the principles of mobilisation	Laboratory	
7	Hygiene Care and Skin Alterations	Lecture	
	Falls Risk Assessment Tool Fluid balance charts	Tutorial	
	Review Waterlow Pressure Ulcer Prevention Assessment Tool Reflection on week 6	Workshop	
	Principles & procedures in hygiene care Skin assessment overview Principles of pressure ulcer prevention	Laboratory	
8	Nutrition and Comfort	Lecture	
	Gag and swallow reflex Reflection on week 7	Workshop	
	Feeding techniques, diets and fluid balance charts	Laboratory	
9	Inter-disciplinary team Critical thinking revisited	Lecture	
	Reflection on week 8 Understand the role of the Inter-disciplinary team	Tutorial	



	Skills Development – OSCE Preparation Slide sheet and bed making revision	Laboratory	
	Reflection on week 8 OSCE focus 1.	Workshop	
10	Understanding Advocacy Introduction to the Codes of Ethics and Professional Code of Conduct	Lecture	
	Review the Australian Nursing and Midwifery Council Website OSCE focus 2	Workshop	
	Bringing it altogether OSCE Preparation	Lab	
11	Revision Lab - OSCE review.	Laboratory	
12	Final examination : OSCE	Examination	

## Assessment

This section sets out the assessment requirements for this course.

## Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Written Assignment: Reflective Essay	20%	1,2,3,4	Week 3
2	Written Assignment: Essay	35%	1,3,4	Week 8
3	Objective Structured Clinical Examination (OSCE) - Simulation-	45%	2,3,4	Final examination week

	based skills assessment			
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## **Assessment Details**

### **1. Reflective Essay (850 words)**

**Rationale:** The reflective essay provides students with an opportunity to demonstrate their ability to construct a short essay on why reflective practice is important to nurses. This assessment is scheduled early in the trimester so that students can receive early feedback to facilitate any further learning that may be required or to address any identified areas for development in academic writing.

**Assessment details:** In this written essay students will explore reflective practice from personal and professional perspectives drawing on scholarly evidence to support their argument. This assignment is supported by tutorial / workshop activities that assist this assessment item.

**Marking criteria:** The reflective essay will be marked against established criteria which will be published on the 1803NRS MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar and punctuation. **Submission:** Online submission to Turnitin

### **2. Written Essay (1,500 words)**

**Rationale:** This written essay provides students with an opportunity to demonstrate their ability to write academically while exploring topics that are integral to their development as a beginning nurse clinician.

**Assessment details:** Students will demonstrate their understanding of the historical, political and socio-cultural influences that shape healthcare and healthcare access in Australian society.

**Marking criteria:** The written essay will be marked against established criteria which will be published on the 1803NRS MyStudy course site. The writing must be in appropriate academic style, using correct spelling, grammar, sentence structure and punctuation. **Submission:** Online submission to Turnitin

### **3. Objective Structured Clinical Examination**

**Rationale:** The OSCE is designed to assess practical application of theoretical knowledge and enable the student to demonstrate professional caring when working with a patient in a simulated setting.

**Assessment details:** The OSCE is a practical examination conducted in a laboratory setting during the Griffith College Examination week. The skills and knowledge that students will need to demonstrate during this examination are based on the activities undertaken in the clinical laboratories during the trimester. There will be two stations with a time allowance of 25 minutes for one station and 15 minutes for the second station. It is expected that students

will be available at the time allocated for their assessment.

Marking criteria: The OSCE will be marked by an examiner against established criteria and undergo a full moderation process. The grading schema will be published on the 1803NRS MyStudy course site in advance of the OSCE.

Further details on assessment will be provided to students via the 1803NRS MyStudy course site on Griffith College's Student Portal and in classes during the trimester.

### **Requirements to pass the course:**

In order to pass this course and in addition to **meeting the laboratory requirements**, students must:

- 1. attempt and submit ALL assessment items, AND**
- 2. attend and attempt the OSCE, AND**
- 3. achieve a minimum cumulative total of 50% from all graded assessments.**

### **Submission and Return of Assessment Items**

#### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

#### **Extensions**

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

#### **Penalties for late submission without an approved extension**

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%

- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

### **Assessment Feedback**

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

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### **Generic Skills**

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication		Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes

Self Directed Learning		Yes	Yes
Team Work		Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

### **Additional Course Generic Skills**

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### **Additional Course Information**

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### **Academic Integrity**

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

### **Risk Assessment Statement**

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