1. General Course Information

1.1 Course Details

Course Code:	1803NRS
Course Name:	Foundations of Professional Health Care Practice
Trimester:	Health Care Trimester 2, 2020
Program:	Diploma of Health Care
Credit Points:	10
Course Coordinator:	Patricia Jones
Document modified:	29 May 2020

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.

Assumed Knowledge

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 immunisation, 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.

1.2 Teaching Team

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

Name	Email
Patricia Jones	patricia.jones@staff.griffithcollege.edu.au
Gigie Rogers	Gigie.rogers@staff.griffithcollege.edu.au
Monique Tucker	monique.tucker@staff.griffithcollege.edu.au
Nicole Fraser-Lyons	Nicole.fraser-lyons@staff.griffithcollege.edu.au

1.3 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 found on the Moodle Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Describe the value of reflective practice in nursing.

2. Discuss how nurses engage with the historical, political and socio-cultural influences that shape health care and healthcare access in Australian society

3. Demonstrate professional caring when working with clients in simulated setting.

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✔	✔	✔
Communication and collaboration		✔	✔	✔
Self-directed and active learning		✔	✔	
Creative and future thinking		✔	✔	✔
Social responsibility and ethical awareness		✔	✔	✔
Cultural competence and awareness in a culturally diverse environment		✔	✔	✔

3. Learning Resources

3.1 Required Learning Resources

1. Daly, J., Speedy, S., & Jackson, D. (Eds.). (2017). Contexts of nursing: An introduction (5th ed.). Melbourne, VIC: Elsevier Australia.
2. Foundations of Professional Health Care Practice Tutorial and Laboratory Workbook
   Available on the course site

3.2 Recommended Learning Resources

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

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

Academic Integrity Tutorial - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You 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 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

 4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content	Learning activities	Learning experiences	Evidence of learning	Learning outcome
	Module 1: Reflective Practice in Nursing				
1	View mini-lectures Visioning the Future, knowing the Past Professional nursing practice Reflective Practice Course Outline, overview of assessments	Required Reading - Daly, Speedy, & Jackson: Chapters 2,6 & 7 Complete Pre-tutorial workbook activities	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion Games - Completing tutorial workbook activities Understanding CMR	Assessment Item 1 Reflective Essay and Career Action Plan Due Week 5	*1*
2	View mini-lectures Mission, Vision & Values of Griffith College & BN curriculum overview Nursing care and nurse caring Understanding advocacy Referencing APA7th ed	Required Reading - Daly, Speedy, & Jackson: Chapters 1,5 & 17 Go to Griffith Health Writing and Referencing Guidelines and choose a topic to review – this will be shared in class Go to CMR100 Course site and view immunisation fact sheets Complete Pre-tutorial activities in your workbook	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities Assessment 1: Feed forward activities CMR reminder	Draft of Career Action Plan using SMART goals	*1*

	Module 2: Historical, Political and Socio-Cultural influences on Health Care				
3	View mini-lectures Power and politics in nursing practice Australian Nursing and Midwifery Board Codes: Ethics and Professional Conduct	Required Reading - Daly, Speedy, & Jackson: Chapters 9,10,11 Go to CMR100 Course site and save a copy of the CMR checklist Complete Pre-tutorial activities in your workbook	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities Assessment 1 Feed forward activities	Assessment Item 2 Essay Historical, Political and Socio/Cultural influences Due week 8	2
4	View mini-lectures Technology and professional empowerment in nursing Informatics	Required Reading- Daly, Speedy, & Jackson: Chapter 14 &15 Complete Pre-tutorial workbook activities	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities	**Assessment Item 1 DUE 3/7/20 0900hrs**	2
5	View mini-lectures Cultural safety Nurses working with First Australian Peoples	Required Reading- Daly, Speedy, & Jackson: Chapters 17,19 & 20 Go to CMR100 Course site and view Police check, Self-disclosure form Complete Pre-tutorial workbook activities	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities Assessment 2 Essay overview CMR Reminder		2

		Module 3: Practicing Professional Care in the Clinical Labs			
6	View mini-lectures Working with patients in simulated settings Becoming a critical thinker & the nursing process Understanding OSCE	Critical thinking exercise Go to CMR100 Course site and view Video on uploading documents to SONIA Complete Pre-tutorial workbook activities	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities Assessment 1 overview CMR reminder	Essay 2 plan	*3*
7	View mini-lectures Introduction to patient care, manual handling and safety Patient positioning videos	Complete Hand Hygiene Australia Certificate online module Required Reading- Tollefson & Hillman: Hand hygiene & Use of Slide Sheet Complete Pre-tutorial workbook activities	Zoom Tutorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities Assessment 2: Feed forward activities	Hand Hygiene demonstration	*3*
8	View mini-lectures Hygiene care and skin alterations Principles of Pressure Ulcer Prevention See bedmaking video	Go to Nursing Documents folder and review: - Pressure Ulcer Prevention Assessment Tool - Falls Risk Complete Pre-lab tutorial workbook activities	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities Assessment 2: Feed forward activities	**Assessment item 2 DUE** 7/8/20 0900hrs	*3*
9	View mini-lectures Nutrition and Fluid Balance Feeding techniques Diets Fluid balance Chart Gag and swallow reflex Nursing care plan	Access Nursing Documents folder and review: balance chart Complete Pre-lab tutorial workbook activities	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities		*3*

10	View mini-lectures Inter-disciplinary team	Required Reading- Daly, Speedy, & Jackson: Chapter 13	Zoom Lectorials incorporating debate, group work and individual activities through: - Discussion - Games - Completing tutorial workbook activities	Game: Practice questions for MCQ	*3*
Revision	Review Clinical skills theory		Zoom Lectorial Kahoot game	**HHA Certificate DUE 27/8/20 0900hrs** MCQ Practice Kahoot game	*3*
Exam week				**MCQ**	*3*

 5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Reflective Essay and career Action Plan	20%	1	Week 4
2	Written Essay	45%	2	Week 8
3	Hand Hygiene Certificate	5%	3	Week 8 - 11
4	MCQ	30%	3	Week 12

5.2 Evidence of Learning Task Detail

1. Reflective Essay and Career Action Plan (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. **Hand Hygiene Demonstration Peer Assessment and HHA Certificate**
Rational: All health care professionals need to be proficient at hand hygiene as it is the most important strategy in preventing Healthcare Associated Infections.
Assessment details: The Hand Hygiene Demonstration is a practical examination usually conducted in a laboratory setting during a lab class. Due to Covid-19 Students may approach a class mate in a zoom class to assess them against the Marking Criteria from week 8 to week 11.
Marking criteria: The marking Criteria is available in the Foundations of Professional Health care Practice Tutorial and Clinical Laboratory Workbook.
The graded component will be the submission of the Hand Hygiene Australia certificate uploaded to the submission point on the portal by week 11.

4.End of Trimester Multiple Choice Quiz
Rational: The MCQ allows the students to demonstrate knowledge and understanding of the theory that underpins the clinical nursing skills taught. The quiz will contain 80 randomised multiple-choice quiz questions and each student will be required to answer 50 of these within a 60-minute set time frame.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Information about Evidence of Learning

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.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment 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. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

   The sum of your marks of evidence of learning *items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.