



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1803NRS</b>
<b>Course Name:</b>	<b>Foundations of Professional Health Care Practice (Foundations of Professional Nursing)</b>
<b>Trimester:</b>	<b>Trimester 2, 2024</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Patricia Jones / Isabel Wang</b>
<b>Document modified:</b>	<b>28/05/2024</b>

### Course Description

To work successfully as a professional healthcare practitioner in contemporary healthcare settings, a registered nurse must understand the key concepts and principles that underpin professional nursing practice. This course aims to develop foundational knowledge, values, and skills for professional practice as a registered nurse. Students will be introduced to the curriculum model, as well as the university and clinical learning contexts. Students will learn about reflective practice, critical thinking, and the nursing process and their importance for professional nursing practice. Students will be introduced to caring as well as professional nursing standards as they develop beginning skills and construct their nursing identity. There will be an opportunity to vision the future by knowing the past and explore historical and contemporary factors that influence health care and nursing practice. Students will examine power and politics in the practice of nursing, and the nurses' role as an advocate. Students will be introduced to the importance of cultural capability and working with First Australian peoples.

### 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 following student progression 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 first 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 teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Patricia Jones	<a href="mailto:Patricia.jones@griffithcollege.edu.au">Patricia.jones@griffithcollege.edu.au</a>
Isabel Wang	<a href="mailto:Isabel.Wang@griffithcollege.edu.au">Isabel.Wang@griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

This course aims to develop foundational knowledge for professional practice as a registered nurse. Students will explore historical and contemporary factors that impact professional nursing practice in the Australian healthcare system.



### 2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Describe the value of reflective practice and its importance in nursing.
2. Discuss historical and contemporary factors that influence healthcare and healthcare access in Australia's diverse society, and how they impact nursing practice
3. Demonstrate beginner-level nursing care in simulated settings which is consistent with the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice



## 2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		✓
	Communication		✓
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		
	Creativity and Future Thinking		



## 3. Learning Resources

### 3.1 Required Learning Resources

Daly, J. & Jackson, D. (2021). *Contexts of Nursing* (6<sup>th</sup> ed.). Elsevier.

Foundations of Professional Health Care Practice Learning Experience and Laboratory Workbook - Available on the course site

### 3.2 Recommended Learning Resources

Crisp, J. Douglas, C, Rebeiro, G., & Waters, D. Potter and Perry's fundamentals of nursing (5<sup>th</sup> ed.).

Tollefson, J. & Hillman, E. (2022). *Clinical Psychomotor Skills: Assessment tools for nurses* (8<sup>th</sup> ed). Cengage

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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.
- [Study Toolbox](#) there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [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

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. 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 teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

#### 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

#### 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 teacher. 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 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%, students are engaged in their learning 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].

### International students enrolled in Language Development Modules (LDH100 / LDH200)

Successful completion of LDH100 and LDH200 is **required** to graduate with your Diploma award and progress to your Bachelor. If you do not achieve non-graded passes for these language modules your progression to your Bachelor will be affected. Please attend all your classes and submit your assessment.

### Teacher and Course Evaluation

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



## 4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
<b>Module 1: Introduction to the professional role and healthcare landscape</b>					
1	<p>Overview and introduction to the course</p> <p>Mission, vision &amp; values of Griffith College</p> <p>Overview and understanding of BN curriculum</p> <p>Visioning the future by knowing the past</p> <p>Professional standards, codes and guidelines</p>	<p>Introduction to the course</p> <p>Overview of assessments and requirements including CMR</p> <p>Completion of workbook self-directed learning activities.</p>	<p>Required Reading: Daly &amp; Jackson Chapters 1, 2 &amp; 3</p> <p>Complete pre-learning experience workbook tasks &amp; self-directed learning activities</p> <p>Go to CMR100 Course site and save a copy of the CMR checklist</p>	<p>Assessment Item 1</p> <p>Reflective Essay Due Week 4</p> <p>Remember to start off ticking your CMR requirements for T2</p>	1

<b>Module 2: Becoming a Nurse</b>					
2	<p>Developing a professional identity</p> <p>Reflective Practice: What, why and how?</p> <p>Becoming a critical thinker: The nursing process.</p>	<p>Assessment 1: Feed forward activities</p> <p>APA referencing 7<sup>th</sup> edition</p> <p>CMR reminder</p>	<p>Required Reading: Daly &amp; Jackson: Chapters 6, 7 &amp; 8</p> <p>Go to Griffith Health Writing and Referencing Guidelines and choose a topic to review – this will be shared in class.</p> <p>Go to CMR100 Course site and view immunisation fact sheets</p> <p>Complete pre-learning experience workbook tasks &amp; self-directed learning activities</p>	<p>Draft of Reflective essay – to be discussed in class.</p>	1 & 2
<b>Module 4: Equity, Social Justice and Access</b>					
3	<p>Power and politics, advocacy, cultural safety and technology and digital health influence healthcare and healthcare access in Australia's diverse society, and how they impact nursing practice.</p> <p>Understanding advocacy.</p>	<p>Group work and individual activities incorporating:</p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Games</li> <li>- Completion of learning experience workbook activities</li> </ul> <p>Assessment 1</p> <p>Feed forward activities</p>	<p>Required Reading: Daly &amp; Jackson: Chapter 11, 14 &amp; 15</p> <p>Go to CMR100 Course site and continue to work on the CMR checklist</p> <p>Complete pre-learning experience workbook tasks &amp; self-directed learning activities</p>		4
4	<p>Health outcomes and health access for Australian First Peoples, and how this shapes nursing practice</p> <p>Cultural awareness</p>	<p>Group work and individual activities through:</p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Games</li> <li>- Completing learning experience workbook activities</li> </ul> <p>Assessment 1 Feed forward activities</p>	<p>Required Reading: Daly &amp; Jackson: Chapters 5, 16, 17, 19 &amp; 20</p> <p>Complete Pre-learning experience workbook activities</p>	<p>Assessment Item 1 DUE</p>	4

5	Nursing and social media	<p>Group work and individual activities incorporating:</p> <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Games</li> <li>- Completing learning experience workbook activities</li> </ul> <p>Assessment 2 Essay overview</p> <p>CMR Reminder</p> <p>Assessment 2 overview and feed forward activities</p>	<p>Required Reading: Daly &amp; Jackson: Chapters 4, 9, 10 &amp; 14</p> <p>Go to CMR100 Course site and view Police check, Self-disclosure form</p> <p>Complete pre-learning experience workbook and learning activities</p> <p>Complete Hand Hygiene online module and print Certificate.</p>	Essay 2 discussion and draft	4
<b>Module 3: Professional Caring</b>					
6	<p>Professional standards, codes, and guidelines</p> <p>Nurse care and nurse caring</p> <p>Interprofessional teamwork</p> <p>Introduction to patient care, activities of daily living /manual handling and safety</p> <p>Assessment 2 discussion</p> <p>Participating in simulations to develop beginner-level nursing care</p>	<p>Assessment 2 overview and feed forward activities</p> <p>CMR Reminder</p> <p>Lab 1</p> <p>Introduction to the simulated environment</p> <p>Hand hygiene</p>	<p>Required Reading: Daly &amp; Jackson Chapters 5,12,13,14 &amp; 21</p> <p>Hand Hygiene Demonstration</p> <p>Professional caring when working in simulated settings</p> <p>Hand hygiene module Required Reading: Tollefson &amp; Hillman: Chapter 5 - Hand Hygiene</p> <p>Complete pre-learning experience and pre-simulation lab workbook activities</p> <p>Watch the videos on the course site.</p>	<p>Essay 2 plan to be discussed in class</p> <p>Print HH Certificate and bring it to the labs or learning experience session.</p> <p>Maths diagnostic Week 6</p>	1, 2, 3 & 5
7	<p>Professional caring when working in simulated settings</p> <p>Manual handling &amp; safety</p> <p>Principles of mobilisation</p> <p>Patient positioning</p> <p>Falls risk assessment</p> <p>Use of slide sheet</p> <p>Pressure Injury risk assessment</p> <p>Assessment 2</p>	<p>Assessment 2 Feed forward activities</p> <p>Lab 2</p> <p>Continue HH Assessment</p> <p>Manual Handling and safety</p> <p>Principles of mobilisation</p>	<p>Continue HH Assessment</p> <p>Required Reading- Tollefson &amp; Hillman: Chapter 57 – Assisting a person to reposition Chapter 58 – Assisting a person to mobilise</p> <p>Complete Pre-learning experience and simulation lab workbook activities Watch the videos in the course site.</p>		1, 2, 3 & 5

8	<p>Professional caring when working in simulated settings</p> <p>Supporting patient personal</p> <p>Beginner-level support of patient ADLs in simulated settings which is consistent with the Nursing and Midwifery Board of Australia (NMBA) Registered Nurse Standards for Practice</p>	<p>Assessment 2 Feed forward activities</p> <p>Lab 3 Bed making Patient Hygiene Care plan documentation Pressure Injury Risk Assessment form Oral, hair care, nail care, shaving</p>	<p>Complete Pre-learning experience and simulation lab workbook activities</p> <p>Required Reading-Tollefson &amp; Hillman:</p> <p>Chapter 55 – Bed bath or assisted shower</p> <p>Chapter 56 – Oral care, nail care and shaving</p> <p>Chapter 57 – Assisting a person to reposition</p> <p>Chapter 59 – Pressure injury care – preventing pressure injuries.</p>		1, 2, 3 & 5
<b>Module 5: Professional nursing in Practice</b>					
9	<ul style="list-style-type: none"> <li>Self-evaluation of nursing knowledge and skills (includes maths diagnostic)</li> <li>Developing professional caring skills for practice</li> <li>Understanding OSCE</li> </ul>	<p>Lab 4 Nutrition Fluid balance Feeding a patient Dysphagia</p>	<p>Complete Pre-learning experience and pre-simulation lab workbook activities</p> <p>Required Reading-Tollefson &amp; Hillman: Assisting with Fluid and Nutritional status Chapter 28 &amp; 30</p>	Essay 2 Due	1, 2, 3 & 5
10	<ul style="list-style-type: none"> <li>Inter-disciplinary team / Nurses' role as part of a multidisciplinary healthcare team</li> <li>Revision</li> </ul>	<p>Lab 5 Putting it all together – OSCE practice</p> <p>Case study practice</p>	<p>Required Reading: Daly &amp; Jackson Chapters 12,13,14 &amp; 21</p>	OSCE practice	1, 2, 3 & 5
11	Exam Week			OSCE	5

#### 4.1 Practical Laboratory Classes

Practical laboratory classes commence in Week 6 and are delivered every week until Week 10. Topics are detailed in 4.1 Learning Experience Simulation Laboratory sessions. Please look out for the timetable details.



### 5. Evidence of Learning (Assessment)

#### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date



1	Reflective Essay	20%	1	Week 4
2	Written Assignment – Essay 2	40%	1, 2	Week 9
4	Mathematical Diagnostic	5%	3	Week 6
5	OSCE	35%	3	Exam Week

## 5.2 Evidence of Learning Task Detail

You are required to **submit your own work** for marking. All planning, notes and drafts need to be retained so they can be presented to your teacher if requested.

Please note that generative artificial intelligence (Gen-AI) applications are **not permitted** to be used for assessment content creation, translation or extensive language assistance unless specifically identified in the assessment guidelines. Where permission is given for the use of Gen-AI applications for assessment content creation, appropriate referencing must occur.

Students should follow all teacher directions about the use of Generative Artificial Intelligence (Gen-AI) tools in relation to formative and summative assessment tasks (including how to cite Gen-AI tools, if relevant). It should be noted that Turnitin provides teaching staff with a Gen-AI percentage indicator as well as an Originality Report which detects plagiarism.

### 1. Evidence of Learning Task 1: Essay (20%)

**Task Type:** Essay

**Due Date:** Week 4

**Weight:** 20%, Marked out of: 100

**Length:** 850 words

**Task Description:** 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.

In this written assessment, students will explore reflective practice from personal and professional perspectives drawing on scholarly evidence to support their argument. This assignment is supported by learning experience activities that assist this assessment item.

**Criteria and Marking:** Students are assessed 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:** Turnitin via the course site

### 2. Evidence of Learning Task 2: Essay (40%)

**Task Type:** Essay

**Due Date:** Week 9

**Weight:** 40%, Marked out of: 100

**Length:** 1500 words

**Task Description:** This 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 registered nurse.

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

**Criteria and Marking:** Students are assessed 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:** Turnitin via the course site

### 3. Evidence of Learning Task 4: Mathematical Diagnostic (5%)

**Task Type:** Online Quiz

**Due Date:** Week 6

**Weight:** 5%, Marked out of: 20

**Duration:** 30 mins

**Task Description:** Online quiz will consist of 20 multiple-choice questions. This Maths Learning Module explores foundational maths concepts relevant to nursing practice. It includes opportunities for you to repeatedly practise calculations and other maths skills.

By the end of this Maths Learning Module, you should be able to: Identify your maths-related strengths and areas for further development; Complete foundational math-related activities to support future nursing study and practice; Seek out additional resources for ongoing maths-related learning.

**Criteria and Marking:** Students are assessed against established criteria which will be published on the 1803NRS MyStudy course site.

**Submission:** Online quiz

### 4. Evidence of Learning Task 5: Objective Structured Clinical Examination (OSCE) (30%)

**Task Type:** Objective Structured Clinical Examination (OSCE)

**Due Date:** Exam Week

**Weight:** 30%

**Length:** 30 mins – allow 1.5 hours to work in a team.

**Task Description:** Students will complete the OSCE during the College Exam Week in the Simulation Laboratories. The OSCE allows students to demonstrate the practical skills of Hand Hygiene, activities of daily living, manual handling, completing a pressure injury assessment tool and/or a fluid balance chart in a scenario based simulated laboratory setting.

**Criteria and Marking:** Students are assessed against established criteria which will be published on the 1803NRS MyStudy course site.

**Submission:** Practical in-person examination

Students are to achieve a minimum percentage mark of 50% for this Evidence of Learning task to successfully pass this subject.

In order to pass this Course, students must:

1. **Attempt and submit all assessment items.**
2. **Achieve a minimum percentage mark of 50% for the Objective Structured Clinical Examination.**

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

## Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

## **Risk Assessment Statement**

This course follows Griffith College and Griffith University Workplace Health and Safety Laboratory guidelines.

The aim of workplace health and safety is to make sure that people do not get sick or injured at the workplace. The legislation dealing with this in Queensland is called the Workplace Health and Safety Act, 1995. Anyone who can affect workplace health and safety has an obligation under this Act.

As a student, you have an obligation to yourself and others to undertake activities in a safe manner. You must follow instructions which are provided for safety. You must not put yourself or anyone else at risk. Care especially needs to be taken when you are performing activities which can affect others. Additional Laboratory Rules if applicable will be available on the course site via the Griffith College Digital Campus.

It is imperative that students follow all health and safety procedures & clinical nursing guidelines, as well as any staff instructions given whilst in the lab.

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