

# Nursing Science

## Second year

### 514-221 Health Nursing and Society

**Credit points:** 12.5

**Coordinator:** Prof Linda Johnston

**Prerequisites:** None

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 1*).

**Description:** This subject locates contemporary nursing within a socio-historical context and examines legal and ethical responsibilities in nursing practice. Students will have the opportunity to examine health and healing within our culturally and linguistically diverse community. In addition students will further examine the role of epidemiology, in particular the impact that the environment, occupation, race, gender and poverty has on health status. Students will explore the disciplines of knowledge which inform nursing practice and research. They will examine the question of evidence and the ways in which it is used in nursing therapeutic interventions and will also have the opportunity to develop critical appraisal skills in the examination of evidence-based practice.

At the completion of this subject students will be able to:

- demonstrate an understanding of contemporary nursing practice within a socio-historical context;
- discuss legal and ethical responsibilities in nursing practice;
- demonstrate an understanding of health and illness from an epidemiological perspective;
- identify factors that impact on the health status of individuals and populations;
- understand the principles of evidence-based practice and apply an evidence-based approach to the exploration of an aspect of beginning nursing practice;
- describe the impact of the environment, occupation, race, gender, age, poverty, nutrition and lifestyle specific to infectious diseases, reproductive health, cancer, cardiovascular health and diabetes.

**Assessment:** 1) One 1000-word written assignment - 30%

2) One 1000-word written case study - 30%

3) One 1500-word written assignment - 40%

Students must achieve a pass in all components of assessment to pass the subject.

**Prescribed texts:** Borbasi S, Jackson D and Longford R (2004), *Navigating the maze of nursing research: an interactive learning adventure.*, Sydney: Mosby. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia.

### 514-222 Biomedical Science and Nursing 1

**Credit points:** 12.5

**Coordinator:** Patricia Nicholson

**Prerequisites:** 514122 Foundations in Health Sciences 1 and 514125 Foundations in Health Sciences 2

OR

enrolment in the Bachelor of Nursing Science *accelerated* course via the graduate or professional entry categories.

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 1*).

**Description:** This subject further examines the normal physiological function of the body systems and provides an introduction to the major processes of degeneration disease, and injury across the life-span. Students will have the opportunity to study the characteristics and behaviour of micro-organisms and their relationship to infectious diseases and the immune response.

At the completion of this subject students will be able to:

- describe in detail the normal function of the nervous, cardiovascular, respiratory, gastrointestinal, endocrine, musculo-skeletal and genitourinary systems;
- identify the major structural and functional changes to major body systems at different stages of the human life-span;
- begin to understand the pathophysiological processes, which alter normal body structure and function;
- describe the relationship between infection, altered immunity and disease;
- understand the principles of microbiology and infection control based on Australian standards.

**Assessment:** 1) Take-home examination 1000 words - 20%

2) Take-home examination 1000 words - 20%

3) Two-hour written examination - 60%

Students must achieve an aggregate score of 50% in the subject and pass the two-hour written examination to achieve a pass in the subject.

**Prescribed texts:** Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. • Thibodeau G and Patton K (2003), *Anatomy and physiology (5th ed)*, St Louis: Mosby.

**Recommended texts:** Thibodeau G and Patton K, *Study and review guide to accompany anatomy and physiology (5th ed)*, St Louis: Mosby.

### 514-223 Clinical Nursing 1

**Credit points:** 25

**Coordinator:** Carmel Stewart

**Prerequisites:** 514122 Foundations in Health Sciences 1, 514123 Foundations in Nursing Practice 1, 514125 Foundations in Health Sciences 2 and 514126 Foundations in Nursing Practice 2

OR

enrolment in the Bachelor of Nursing Science *accelerated* course via the graduate or professional entry categories.

**Contact:** Thirty-six hours lectures and tutorials, 18 hours of clinical skills laboratory, 216 hours clinical practicum (*Semester 1*).

**Description:** In this subject the student will be introduced to health assessment across the life span using a comprehensive culturally sensitive nursing framework. Students will develop skills in data collection that focus on the principles of effective interviewing and physical assessment skills through tutorial-facilitated and self-directed laboratory practice. The theoretical basis of clinical decision making, problem framing and solving, using data collected during health assessment, will be introduced. In the clinical skills laboratory students will develop skills relating to a comprehensive health and physical assessment. In the clinical practicum under the guidance of clinical educators and mentors, students will gain experience in settings that enable them to meet the learning objectives of this subject. The major focus for the clinical practicum component of this subject is the integration of the principles of health assessment (incorporating interviewing and physical assessment) and clinical decision making. On completion of the subject it is expected that the student, whilst providing therapeutic interventions, is able to incorporate the further collection of health assessment data and adjust care accordingly.

At the completion of this subject students will be able to:

- utilise strategies that facilitate effective client communication;
- demonstrate the capacity for information seeking and retrieval using a comprehensive nursing assessment framework;
- demonstrate skills in physical assessment across the life-span;
- integrate health assessment into assisting clients with self-care activities;
- demonstrate the capacity to provide accurate written health assessment data using appropriate terminology;
- develop an understanding of the theoretical underpinnings of clinical decision making;
- identify the contextual influences on decision making in the clinical environment;
- develop foundational skills in decision making in a changing health care environment.

**Assessment:** Students are required to demonstrate competency in emergency care and first aid through undertaking a recognised first aid course. This is to be completed and a copy of the certificate submitted prior to the commencement of this subject.

1) 1000-word case study - 20%

2) 1000-word case study - 20%

3) Two-hour written examination - 30%

4) Clinical Practicum Appraisal - 30%

3) Twenty-minute oral practical examination - hurdle requirement

4) Submission of a clinical practice portfolio - hurdle requirement

Students must achieve a pass in all components of assessment to pass the subject.

**Prescribed texts:** Crisp J and Taylor C (2004), *Potter and Perry's fundamentals of nursing (2nd ed)*, Australia: Harcourt Health Sciences. • Estes, M (2006), *Health assessment & physical examination (3rd ed)*, Thomson's Learning: Melbourne. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia.

### 514-224 Psychology in Nursing

**Credit points:** 12.5

**Coordinator:** Karen Leigh

**Prerequisites:** None

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 2*).

**Description:** In this subject students are introduced to the discipline of psychology, and the specific field of developmental psychology is examined. The processes of personality development throughout the life span and factors that may predispose individuals to mental illness are explored. Students are introduced to management strategies for behavioural responses in clients experiencing alterations to their health status.

At the completion of this subject students will be able to:

- describe the various schools of psychology;
- understand basic psychological concepts;
- discuss the impact of psychological processes and attitudes on the nurse/patient relationship;
- discuss factors affecting personality development;
- discuss factors which predispose individuals to psychopathology;
- discuss and identify common behavioural responses in clients receiving health care including intercultural sensitivity.

**Assessment:** 1) One 2000-word written assignment - 70%

2) Twenty-minute class presentation - 30%

Students must achieve an aggregate score of 50% to pass the subject.

**Prescribed texts:** Corey G (2005), *Theory and practice of counselling and psychotherapy (7th ed)*, California: Brooks/Cole Publishing Co. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia.

## 514-225 Biomedical Science and Nursing 2

**Credit points:** 12.5

**Coordinator:** Marie Gerdtz

**Prerequisites:** 514222 Biomedical Science and Nursing 1

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 2*).

**Description:** This subject introduces students to the pathophysiology of some common disorders across the life span and considers implications for patients/families/carers. Cancer and conditions that alter cardio vascular, respiratory, gastrointestinal, nervous systems, and mental functioning will be examined. The physiological basis for the action of some groups of drugs will be studied and the students will examine aspects of pharmacokinetics and pharmacodynamics.

At the completion of this subject students will be able to:

- identify the occurrence of common pathological processes across the life-span;
- describe conditions affecting oxygenation and perfusion;
- describe specific considerations relating to behavioural abnormalities;
- begin to understand the concepts of pharmacokinetics and pharmacodynamics;
- discuss common medical and other treatment modalities including drug therapy commonly used for patients with common pathological conditions;
- discuss implications of common pathological conditions for patients, families and carers;

**Assessment:** 1) One 1000-word written assignment - 20%

2) One 1000-word written assignment - 20%

3) Two-hour written examination - 60%

Students must achieve an aggregate score of 50% in the subject and must pass the two-hour written examination to achieve a pass in the subject.

**Prescribed texts:** Frisch N and Frisch L (2006), *Psychiatric mental health nursing (3rd ed)*, USA: Delmar/Thomson Learning. • McCance, K and Huether, S (2002), *Pathophysiology: the biological basis for disease in adults and children (4th ed)*, St Louis: Mosby. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. • Thibodeau G and Patton K (2003), *Anatomy and physiology (5th ed)*, St Louis: Mosby.

**Recommended texts:** Galbraith, A, Bullock, S & Manias, E (2004), *Fundamentals of pharmacology: a text for nurses and allied health professionals (3rd ed)*, South Melbourne: Addison Wesley Longman. • Thibodeau G & Patton K, *Study and review guide to accompany anatomy and physiology (5th ed)*, St Louis: Mosby.

## 514-226 Clinical Nursing 2

**Credit points:** 25

**Coordinator:** Carmel Stewart

**Prerequisites:** 514222 Biomedical Science and Nursing 1 and 514223 Clinical Nursing 1

**Contact:** Thirty-six hours lectures and tutorials, 24 hours clinical skills laboratory, 216 hours clinical practicum (*Semester 2*).

**Description:** This subject introduces students to an understanding of the dimensions of the nursing role in medical surgical nursing of individuals across the life span. In particular students will have the opportunity to examine the principles and practices for facilitating the care of patients experiencing diseases such as cancer, cardiovascular disease, asthma and mental illness. Incorporated into this subject will also be the practice of discharge planning and further development of the skills of clinical decision making. Students consolidate theoretical knowledge through participation in laboratory-based tutorial sessions and through clinical experience in acute medical/surgical wards and sub acute psychiatric units under the guidance of clinical educators and mentors.

At the completion of this subject students will be able to:

- utilise strategies that facilitate effective client communication;
- demonstrate the ability to collect assessment data using a comprehensive nursing framework and utilise this data to develop a nursing care plan for patients experiencing acute or chronic illness;
- demonstrate analytical skills by incorporating the theoretical principles of clinical decision making into their patient care plans;
- demonstrate competency at a beginning level in a range of nursing interventions including: all routes of medication administration, nasogastric tubes, urinary catheter, wound management, intravenous and oxygen therapies;
- demonstrate competency at a beginning level in Mental Status Examination;
- discuss and demonstrate in practice the legal and ethical principles related to medication;
- implement nursing care for clients with medical-surgical conditions or with a mental illness, under the supervision of a clinical educator or mentor;

**Assessment:** 1) Two-hour examination - 40%

2) One 1500-word open-book examination - 20%

3) Clinical practicum appraisal - 40%

4) Satisfactory completion of a drug calculations test - hurdle requirement

5) Satisfactory performance appraisal for psychiatric clinical placement - hurdle requirement

6) Submission of a clinical practice portfolio - hurdle requirement

Students must achieve a pass in all components of assessment to pass this subject.

**Prescribed texts:** Brown D & Edwards H (2004), *Lewis' medical-surgical nursing*, Sydney: Mosby. • Frisch N and Frisch L (2006), *Psychiatric mental health nursing (3rd ed)*, USA: Delmar/Thomson Learning. • Gatford J & Philips N (2002), *Nursing calculations (6th ed)*, Melbourne: Churchill Livingstone. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. • Tollefson J (2004), *Clinical psychomotor skills: assessment tool for nursing students (2nd ed)*, Social Science Press: Australia.

**Recommended texts:** Galbraith, A, Bullock, S & Manias, E (2001), *Fundamentals of pharmacology: A text for nurses and allied health professionals (3rd ed)*, South Melbourne: Addison Wesley Longman.

## Third year

### 514-321 Health Promotion

**Credit points:** 12.5

**Coordinator:** Robyn Faulkner

**Prerequisites:** None

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 1*).

**Description:** This subject builds upon the knowledge developed in Health and Human Behaviour, Contemporary Health Care and Health, Nursing and Society. The students will explore in depth the culturally and historically constructed understandings of health and illness in western societies. This will lead into an examination of the New Public Health movement, incorporating the principles of primary health care and health promotion. New Public Health is based on the belief that the participation of communities in activities to promote health is essential. It stresses the importance of environmental factors and challenges views of health that hold that individuals are responsible for their health. This subject introduces the student to health education within the context of health promotion and critiques of current medical, behavioural and socioeconomic approaches to health promotion.

At the completion of this subject students will be able to:

- demonstrate a beginning understanding of the cultural and historical bases to approaches to health and illness in western society;
- demonstrate an understanding of the principles of the New Public Health movement;
- demonstrate an understanding of health education within the context of health promotion;
- seek, retrieve and evaluate information relating to health promotion;
- critically analyse a variety of health promotional strategies used locally, nationally and internationally.

**Assessment:** 1) One 750-word assignment plan - 20%  
2) One 3000-word assignment - 80%

Students must achieve an aggregate score of 50% and pass the 3,000-word assignment to achieve a pass in the subject.

**Prescribed texts:** Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins. **or** Anderson DM (2002), *Mosby's nursing and allied health dictionary (6th ed)*, St Louis: Mosby.

### 514-322 Biomedical Science and Nursing 3

**Credit points:** 12.5

**Coordinator:** Marie Gerdtz

**Prerequisites:** 514225 Biomedical Science and Nursing 2

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 1*).

**Description:** Students will expand their knowledge and understanding of the structural, functional and developmental aspects of the body through problem-based learning and tutorial sessions. Students will address complex diseases related to the cardiac, respiratory, gastrointestinal, endocrine and renal systems. Common medical and other treatment modalities including drug therapy used in the management of patients with conditions related to these systems will also be studied. Normal pregnancy, birthing and common complications will be explored. The impact of complex problems on the client's mental health status will be considered.

At the completion of this subject students will be able to:

- discuss the pathophysiology of complex diseases of the cardiac, respiratory, gastrointestinal, endocrine, neurological and genitourinary systems;
- further develop an understanding of the pathophysiological changes occurring in clients with acute mental illnesses such as anxiety, psychosis and depression;
- discuss the pharmacology of drug groups commonly used in patients with these conditions.

**Assessment:** 1) One 1000-word assignment - 25%  
2) One 1000-word assignment - 25%  
2) Two-hour written examination - 50%

Students must achieve an aggregate score of at least 50% and pass the two-hour written examination to achieve a pass this subject.

**Prescribed texts:** Frisch N & Frisch L (2006), *Psychiatric mental health nursing (6th ed)*, USA: Delmar/Thomson Learning. • McCance K & Huether S (2002), *Pathophysiology: The biological basis for disease in adults and children*, St Louis: Mosby. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition. (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. **or** Anderson DM (2002), *Mosby's medical nursing and allied health dictionary (6th ed)*, St Louis: Mosby. • Tollefson J (2004), *Clinical psychomotor skills: assessment tool for nursing students (2nd ed)*, Social Science Press: Australia.

**Recommended texts:** Galbraith A, Bullock S & Manias E (2004), *Fundamentals of pharmacology: a text for nurses and allied health professionals (4th ed)*, French Forest: Prentice Hall.

### 514-323 Clinical Nursing 3

**Credit points:** 25

**Coordinator:** Marie Gerdtz

**Prerequisites:** 514225 Biomedical Science and Nursing 2 and 514226 Clinical Nursing 2

**Contact:** Thirty-six hours lectures and tutorials, 18 hours clinical skills laboratory, 256 hours clinical practicum (*Semester 1*).

**Description:** In this subject students will further develop an understanding of episodic acute care of complex patients and utilise a coordinated and integrated approach to health care delivery. It focuses on concepts such as pre-admission services and processes, admission and readmission including emergency admissions, discharge planning, care management, transition issues, and issues affecting patients/families/carers. Students will examine the dimensions of the nursing role in the delivery of health services for individu-

als requiring acute care. They will address the assessment, procedural, therapeutic and educational role of the nurse in the interdisciplinary team.

In the clinical skills laboratory students will practise procedural skills in the nursing care of acutely ill patients including complex wound dressings, central venous catheter management, venipuncture, management of the artificial airway, underwater seal drainage and stomal care. Students will develop skills in advanced life support and cardiac monitoring.

In the clinical practicum under the guidance of clinical educators and mentors, students will gain experience in settings that enable them to meet the learning objectives of this subject.

At the completion of this subject students will be able to:

- understand the dimensions of the nursing role in the context of acute care;
- understand key concepts in facilitating the care of complex patients;
- further develop physical, psychosocial, contextual and learning needs assessment skills in contributing to the care of patients in acute care;
- further develop clinical reasoning, problem-framing and solving skills in the context of acute care;
- contribute to planning care for patients in the acute care setting incorporating the principles of intercultural sensitivity and understanding and an evidence-based approach;
- communicate effectively with patients, families, peers and members of the health care team;
- accurately and professionally document assessment findings and therapeutic interventions;
- understand legal requirements for medication administration;
- demonstrate competency in the calculation and administration of drugs;
- further develop knowledge of pharmacological management pertinent to acute care;
- apply the skills of information seeking, retrieval, evaluation, critical thinking and problem solving to selected case scenarios.

**Assessment:** 1) Two-hour written examination - 30%

2) One 1500-word assignment - 20%

3) One 10-minute class presentation - 10%

4) Clinical practicum appraisal - 40%

5) Pass (100%) in drug calculation test - hurdle requirement

6) Submission of psychiatric nursing appraisal tool - hurdle requirement

7) Submission of a clinical practice portfolio - hurdle requirement

Students must achieve an aggregate score of at least 50% in the subject and must pass all assessments except the 10-minute presentation to achieve a pass in the subject.

**Prescribed texts:** Brown D and Edwards H (2004), *Lewis' medical-surgical nursing*, Sydney: Mosby. • Frisch N and Frisch L (2006), *Psychiatric mental health nursing (3rd ed)*, USA: Delmar/Thomson Learning. • Perrin R, *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. **or** Anderson DM (2002), *Mosby's medical nursing and allied health dictionary (6th ed)*, St Louis: Mosby.

### 514-324 Health Teaching and Learning

**Credit points:** 12.5

**Coordinator:** Robyn Faulkner

**Prerequisites:** None

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 2*).

**Description:** In this subject students will further develop evidence-based health education programs drawing upon content covered in previous subjects. Students will focus on a patient/family/carer group which is of specific interest to them.

At the completion of this subject students will be able to:

- identify specific patient/family/carer learning needs;
- undertake a literature review relevant to identified learning needs;
- develop a health teaching package based on adult learning principles;
- implement a health teaching package for an individual or a group;
- incorporate the principles of intercultural sensitivity and understanding when developing and implementing a health teaching package;
- evaluate an implemented health teaching package.

**Assessment:** 1) One 750-word assignment plan - 20%

2) Production of a health education package equivalent to 3000-word written assignment - 80%

Students must achieve an aggregate score of at least 50% and must pass the health education package to achieve a pass the subject.

**Prescribed texts:** Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. **or** Anderson DM (2002), *Mosby's medical nursing and allied health dictionary (6th ed)*, St Louis: Mosby.

### 514-325 Professional Issues in Nursing

**Credit points:** 12.5

**Coordinator:** Patricia Nicholson

**Prerequisites:** None

**Contact:** Thirty-six hours lectures, tutorials and seminars (*Semester 2*).

**Description:** In this subject students explore contemporary issues in nursing practice. They are introduced to issues and concepts in health policy, health economics and health management. Students further develop their understanding of concepts of case/care management and disease management to deepen their knowledge of the complex issues involved in integrated, coordinated care. They also explore the politics of nursing practice and consider issues of relevance to their own professional development.

At the completion of this subject students will be able to:

- demonstrate ability to discuss relevant health policy in Australia and compare this to other countries;
- discuss health management strategies used to increase consumer access to health services;
- demonstrate ability to discuss relevant issues related to health economics and health management;
- contribute to discussions relating to specific nursing issues;
- identify issues relating to intercultural sensitivity in health policy.

**Assessment:** 1) Seminar presentation on essay topic (10 minutes) - 20%

2) One 2500-word essay - 80%

Students must achieve an aggregate score of 50% to pass the subject.

**Prescribed texts:** Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. **or** Anderson DM (2002), *Mosby's medical nursing and allied health dictionary (6th ed)*, St Louis: Mosby.

### 514-326 Clinical Nursing 4

**Credit points:** 25

**Coordinator:** Monika Taylor

**Prerequisites:** 514322 Biomedical Science and Nursing 3 and 514323 Clinical Nursing 3

**Contact:** Twenty-four hours seminars, 18 hours of self-directed research, 12 hours self directed clinical skills laboratory, 256 hours clinical practicum (*Semester 2*).

**Description:** In this subject students will further consolidate their knowledge and skills in the care of complex patients in a range of acute/high dependency units and focus on the transition of nursing student to registered nurse under the guidance of a facilitator and clinical preceptor. Students will be self-directed in their use of computer-based, library search skills and multimedia support to explore key nursing issues in an area of clinical practice of their choice and further build their knowledge and skills of the assessment and management of patient's experiencing specific health problems. They will also further their knowledge and understanding of issues affecting patients/families/carers in the field of health care they investigate and deepen their understanding of the parts played by various members of the interdisciplinary team in the delivery of quality health care. In the clinical skills laboratory students will engage in further practice refinement of procedural skills. In the clinical practicum under the guidance of a preceptor, students will gain experience in settings that enable them to meet the learning objectives of the subject.

At the completion of this subject students will be able to:

- demonstrate competent physical and psychosocial assessment skills;
- accurately and professionally document data collection by applying health assessment principles;
- apply clinical reasoning and problem-solving skills to their knowledge of development processes, specific disease processes and drug groups;
- incorporate the principles of intercultural sensitivity and understanding when developing and implementing care;
- incorporate the principles of evidence-based practice and apply an evidence-based approach to the delivery of nursing care;
- develop and write comprehensive care plans for patients with complex acute illness;
- demonstrate skills in prioritising care and time management;
- implement and document comprehensive nursing care;

- evaluate outcomes of nursing management and revise care plan accordingly;
- communicate effectively with patients, families and carers, peers and other members of the health care team;
- assess health teaching needs of individuals, families and carers;
- develop, implement and evaluate health teaching programs.

**Assessment:** 1) One 1000-word written case study - 20%

2) One 2000-word written assignment - 40%

3) Clinical practicum appraisals - 40%

4) Submission of a clinical practice portfolio - hurdle requirement.

Students must achieve a pass in all components of assessment to pass the subject.

**Prescribed texts:** Brown D and Edwards H (2004), *Lewis' medical-surgical nursing*, Sydney: Mosby. • Frisch N and Frisch L (2006), *Psychiatric mental health nursing (3rd ed)*, USA: Delmar/Thomson Learning. • McCance, K & Huether, S (2002), *Pathophysiology: The biological basis for disease in adults and children (4th ed)*, St Louis: Mosby. • Perrin R (2004), *Pocket guide to APA style*, Houghton Mifflin College: Boston. • Stedman, *Stedman's medical dictionary for the health professions and nursing. Australian and New Zealand edition (5th ed) (2005)*, Lippincott, Williams and Wilkins: Philadelphia. **or** Anderson DM (2002), *Mosby's medical nursing and allied health dictionary (6th ed)*, St Louis: Mosby. • Tollefson J (2004), *Clinical Psychomotor skills: assessment tool for nursing students (2nd ed)*, Social Science Press: Australia.

**Recommended texts:** Galbraith A, Bullock S and Manias E (2004), *Fundamentals of pharmacology: A text for nurses and allied health professionals (4th ed)*, French Forest: Prentice Hall.

## Honours Year

### 514-410 Theory Method and Ethics in Research

**Prerequisites:** None

**Contact:** Thirty-six hours of lectures, tutorials and seminars (*Semester 1*).

**Description:** The general aims of this subject are to provide a context for honours-year students to develop an understanding of nursing in relation to its socio-historical and ethical contexts. The focus is on the changing themes in the history of scientific thought, and on providing students with a framework for understanding and evaluating reasoning, argument and ethical decision making in nursing. The subject provides students with opportunities to develop their knowledge of the role of principled argument, ethical issues and the analysis of contemporary theory as it relates to nursing. Students will have the opportunity to develop research and ethical proposals and to critically analyse the assumptions underlying the different approaches to research and practice.

Students enrolled in this subject will:

- develop a research proposal for the dissertation;
- examine the philosophical and methodological bases of research activity and articulate their chosen method in these terms;
- debate and defend methodological approaches to research;
- debate ethical issues in research in nursing.

**Assessment:** 1) Ethical proposal (2000 words) - 50%

2) Theory assignment (3000 words) - 50%

Specific readings selected by the subject coordinator will be made available to the students at the commencement of the subject either as a book of readings or on counter reserve in the library.

### 514-411 Research in the Discipline of Nursing

**Prerequisites:** None

**Contact:** Thirty-six hours of lectures, tutorials and seminars (*Semester 1*).

**Description:** This subject conducts a review of nursing research over the last 30 years. The focus is on key areas of research, developments in methodology and impact on nursing practice and patient outcomes. The subject will profile key international researchers who have produced a body of work in a range of fields: health outcomes research, symptom management, vulnerable populations and supportive care.

**Assessment:** 1) One student-led tutorial

2) One 1-hour class presentation

3) One 4000-word written assignment

Specific readings selected by the subject coordinator will be made available to the students at the commencement of the subject either as a book of readings or on counter reserve in the library.

### 514-416 Honours Thesis

**Credit points:** 25

**Coordinator:** Prof Linda Johnston

**Prerequisites:** None

**Contact:** Regular meetings with supervisor (*Semester 2*).

**Description:** There are no scheduled classes for this subject. Students undertake an independent research project under supervision. The project is of a maximum of 10,000 words.

**Assessment:** 1) A thesis not exceeding 10,000 words

