# Bachelor of Nursing (BNURS20) Curriculum Map – Summary of Program Curriculum by Year

| Year 1 | Semester 1 | | | | Semester 2 | | | |
|---|---|---|---|---|---|---|---|---|
| Curriculum Strand | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives |
| Subject Title | **Nursing 1: The individual, health and communication** | **Bioscience foundations 1** | **Integrated clinical practice 1** | **Professional studies 1: The health context and nursing profession** | **Nursing 2: Foundations of care** | **Bioscience foundations 2** | **Integrated clinical practice 2** | **Professional studies 2: Law and ethics** |
| Subject Code | **NSG110120** | **NSG110220** | **NSG110320** | **NSG110420** | **NSG120120** | **NSG120220** | **NSG120320** | **NSG120420** |
| Credit Points | 6 | 8 | 4 | 6 | 6 | 8 | 6 | 4 |
| EFTSL | 0.125 | 0.167 | 0.083 | 0.125 | 0.125 | 0.167 | 0.125 | 0.083 |
| Core/elective | Core | Core | Core | Core | Core | Core | Core | Core |
| Pre-requisities | nil | nil | nil | nil | NSG110120 | NSG110220 | nil | nil |
| Co-requisities | nil | nil | nil | nil | nil | nil | nil | nil |
| Subject objective | To develop foundational knowledge, skill and awareness of health for individuals, communities and populations, the assessment of health, the nurse's role in promotion and education about health, and communication skills. | To establish foundational knowledge of bioscience relevant to nursing practice including the study of the structure, function and coordination of the human body. | To establish fundamental skills in person-centred safe and quality care, communication, and health assessment. | To develop foundational academic skills, including academic writing and integrity and knowledge of the foundational concepts related to global health and the Australian health care system and to cultivate awareness of the nurse's historical and contemporary role in these contexts. | To establish foundational knowledge and skills essential for safe, person-centred nursing care and to develop awareness of the health care setting and its impact on individuals. | To increase knowledge of how the human body coordinates and controls functions and important body systems and to develop foundational knowledge of pharmacology. | To acquire foundational skills of communication, health assessment essential for safe delivery of person-centred nursing care. | To develop knowledge and awareness of legal and ethical concepts and requirements relevant to nursing practice. |
| Learning Outcomes | 1. Discuss the social determinants of health and how the different dimensions of health and illness manifest themselves across culturally diverse individuals and groups<br>2. Define the meaning of health from an individual, community and global perspective<br>3. Identify the unique aspects of human and personality development across the lifespan<br>**4.** Apply the principles of empathy as they relate to health care<br>5. Describe the components of a systematic approach to conducting a health assessment<br>6. Demonstrate an understanding of health assessment techniques including subjective and objective data measurement (vital signs) and the normal ranges of these in the healthy adult population<br>7. Describe the core components of effective communication techniques to build a therapeutic relationship with individuals<br>8. Describe specific considerations for effective communication across diverse age and population groups including those individuals who are culturally and linguistically diverse, aboriginal and torres strait islander, people with disability or according to sexual orientation/gender diversity<br>9. Discuss the use of effective team-work skills and communication techniques appropriate for an inter and intraprofessional context<br>10. Develop a health promotion plan for a public health issue that highlights the role of the registered nurse in promoting public health initiatives and health education | 1. Demonstrate a 'fitness for purpose' knowledge of the structure and function of the human body at both the microscopic and macroscopic levels of organisation<br>2. Describe the structure and function of the human body using standard nomenclature<br>3. Identify, analyse and evaluate biological and clinical data in the context of nursing practice<br>4. Describe how the nervous and endocrine systems exert homeostatic control over the human body<br>5. Discuss the importance of human biology as essential underpinning knowledge for nursing practice<br>6. Differentiate between the basic tissue types in the body and relate their form to function with an application to nursing practice<br>7. Describe the basic principles of microbiology in the initiation and progress of infection and disease<br>8. Explain how the structure of the integumentary system is related to its various functions<br>9. Apply the concepts of 'building bodies' (musculoskeletal); and 'control', 'integration' and 'communication' (nervous system and neurological function / endocrine system) as a basis for analysing a person's health | 1. Demonstrate an appreciation of the scope and codes of practice when performing nursing care<br>2. Demonstrate the principles of infection control and hand hygiene<br>3. Demonstrate a systematic approach and effective questioning techniques when gathering information<br>4. Accurately gather subjective and objective data as part of a health assessment<br>5. Interpret assessment findings using the principles of critical thinking, problem solving and reflection to formulate an evidence-based plan of care for an individual<br>6. Apply health promotion and health education principles for giving information to individuals<br>7. Exhibit a range of core communication skills and techniques to build a therapeutic relationship with the healthy individual and with diverse populations<br>8. Demonstrate effective communication skills and techniques for documentation and interacting with colleagues in the health care context. | 1. Develop academic writing skills and apply the principles of academic integrity to all aspects of professional nursing education and practice<br>2. Summarise the nature and extent of illness and health needs in australia<br>3. Compare and contrast the structure, funding mechanisms and settings of the australian healthcare system, to other global models of healthcare<br>4. Describe the social, economic and political factors that influence health care provision and health policy in australia<br>5. Analyse the history of nursing and identify the important factors that have influenced nursing practice today<br>6. Outline the scope of practice of the registered nurse and differentiate this from that of the enrolled nurse and other members of the health care team<br>7. Use critical thinking, reflective practice and problem solving in all aspects of nursing practice<br>8. Demonstrate a beginning knowledge of an evidence-based approach and models of care to ensure safety and quality in healthcare delivery and outcomes<br>9. Recognise the importance of health literacy, health informatics and the use of digital health data in promoting positive health outcomes | 1. Discuss the features and models of care used in the acute / sub-acute health care setting focusing on the role of the nurse and members of the health care team<br>2. Recognise the impact of hospitalisation on the individual and develop strategies to assist an individual's adjustment to the hospital setting<br>3. Outline the admission and discharge processes, highlighting the role of the registered nurse in coordination and continuity of care<br>4. Apply a systematic approach to health assessment for individualised person-centred care<br>5. Demonstrate a developed understanding of health assessment techniques including subjective and objective data measurement (vital signs / blood glucose measurement, skin, simple wounds), identifying deviations from the normal range<br>6. Apply assessment findings and the clinical reasoning cycle to construct a plan of care that is person-centred, age, culturally and situation appropriate<br>7. Identify the basic health care needs of individuals and the associated nursing care to maintain health and well-being including; self-care, hygiene, activities of daily living, sleep and rest, nutrition and elimination<br>8. Outline the principles of simple wound management<br>9. Apply evidence-based approaches for the screening, assessment and management of major risks in hospitals<br>10. Outline the principles of safe medication management<br>11. Discuss methods to ensure personal safety in the health care workplace | 1. Identify, analyse and evaluate neurological and endocrine system clinical data in the context of nursing practice and apply the principles of homeostasis to a range of clinical nursing scenarios<br>2. Discuss the functions of blood as a connective tissue and the role blood cells and tissues play in immunology<br>3. Discuss the structure and function of the cardiovascular, lymphatic, respiratory, digestive and renal systems and their role in the body's transport, regulation, protection, maintenance and elimination<br>4. Discuss the structure and function of the reproductive system and its role in human development<br>5. Describe the basic principles and mechanisms of pain pathways<br>6. Describe the basic principles of pharmacology including nomenclature, pharmacokinetics, pharmacodynamics and adverse drug reactions<br>7. Explain the role of receptors and neurotransmitters in central and autonomic pharmacology | Learners will be able to demonstrate:<br><br>1. appropriate application of infection prevention and control principles and isolation and transmission precautions<br>2. a safety approach to patient admission and discharge, patient identification and procedure matching, risk assessment, and manual handling techniques<br>3. accurate and safe administration of medications<br>4. a systematic approach to taking a health history and conducting a health assessment using effective communication skills and data gathering techniques<br>5. effective clinical reasoning skills based on health assessment findings<br>6. accurate documentation of nursing care in the patient medical record<br>7. skills in assisting patients with activities of daily living, mobility and meeting nutritional and elimination needs, including monitoring fluid balance<br>8. competence in performing simple wound care and basic life support<br>9. enhanced core communication skills including seeking informed consent to perform procedures and nursing care activities<br>10. effective communication strategies in dealing with the angry/upset person in a clinical context. | 1. Explain the sources of relevant laws and legislation in Australia related to the provision of health care and the role of the registered nurse<br>2. Identify the legal responsibilities and obligations that apply to the delivery of nursing practice<br>3. Analyse critically and predict possible legal outcomes in nursing practice based on an understanding of key legal requirements<br>4. Explore ethical concepts and principles that are relevant in health care delivery<br>5. Determine the ethical considerations and obligations of the registered nurse and how these differ from legal responsibilities<br>6. Identify, investigate and resolve contemporary ethical dilemmas frequently encountered in nursing practice<br>7. Reflect on their personal and professional values and beliefs influencing their nursing practice |

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| Year 1 | Semester 1 | | | | Semester 2 | | | |
|---|---|---|---|---|---|---|---|---|
| Curriculum Strand | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives |
| Subject Title | Nursing 1: The individual, health and communication | Bioscience foundations 1 | Integrated clinical practice 1 | Professional studies 1: The health context and nursing profession | Nursing 2: Foundations of care | Bioscience foundations 2 | Integrated clinical practice 2 | Professional studies 2: Law and ethics |
| Subject Code | NSG110120 | NSG110220 | NSG110320 | NSG110420 | NSG120120 | NSG120220 | NSG120320 | NSG120420 |
| Credit Points | 6 | 8 | 4 | 6 | 6 | 8 | 6 | 4 |
| | | | | | 12. Apply appropriate communication strategies and tools to manage an angry / upset individual in a safe and considerate manner | | | |
| Assessment tasks & weighting (%) | ** AT1: Written assessment, 500 words (formative assessment) - 0%<br>AT2: Online in-class quiz, 30 minutes - 5%<br>AT3: Written assessment (essay), 1000 words - 20%<br>AT4: : Written Assessment , 1000 words - 15%<br>AT5: In-class quiz, 60 minutes – 20%<br>** AT6: Group Assessment, health promotion brochure/poster/multimedia resource – 40%<br><br>** linked with NSG110420 | AT1: Workbook and in-class test – 10%<br>** AT2: Group assessment, poster or 5 min video – 20%<br>** AT3: Online learning modules (x3), 90 minutes (3 x 30)– 30%<br>AT4: In-class written test, closed book, 120 minutes – 40%<br><br>** linked with NSG110320 | ** AT1: Group assessment, poster or 5 min video – 20%<br>** AT2: Online learning modules (x3), 90 minutes (3 x 30) – 30%<br>AT3: Pre-clinical Assessment, OSCEs (Objective Structured Clinical Examination) format – 50%<br><br>** linked with NSG110220 | ** AT1: Written Assessment, 500 words (formative assessment) - 0%<br>AT2: Written Assessment – case-based report, 1500 – 2,000 words - 40%<br>AT3: Online case-based quiz, 60 minutes - 30%<br>** AT4: Group Assignment, individual self-reflection, 1000 words – 30%<br><br>** linked with NSG110120 | AT1: Online Quiz (formative assessment), 15 minutes – 0%<br>AT2: Quiz, – 20%<br>AT3: Group Assignment, 1 hour role play + 5 minute video – 10%<br>** AT4: Major Case study report1500 words – 40%<br>** AT5: Written Examination, closed book, 90 minutes – 30%<br><br>** linked with NSG120420 | AT1: Group assessment, 10 min presentation – 20%<br>** AT2: Online activities and team-based learning task – 40% (20% + 20% respectively)<br>AT3: Written assessment , structured short answer questions, 750-1000 words – 20%<br>AT4: Written Examination, 60 minutes – 20%<br><br>** Linked with NSG120320 | AT1: Written assessment, 30 minutes, structured SA questions – 10%<br><br>AT2: Mini-health assessment (MHA) – 10%<br>AT3: Online activities and team-based learning task - 10%<br>AT4: Practical assessment, 15 minutes, clinical hurdle – 0%<br>AT5: Practical assessment, 20 minutes, clinical hurdle – 0%<br>AT6: Pre-clinical assessment, OSCEs (Objective Structured Clinical Examination) format, 30 minutes – 30%<br>AT7: Professional experience placement assessment, 80 hour placement – 30%<br>AT8: Professional clinical e-portfolio, 500 words – 10%<br><br>** AT1 linked with NSG120120<br>** AT2 linked with NSG120220 | AT1: Online quiz, - case based questions, 1000 words – 10%<br>AT2: Group Assessment, digital group presentation - 10 minutes – 20%<br>** AT3: Written assessment, major case study report, 2000 words – 35%<br>** AT4: Written Examination, closed book, 90 minutes – 35%<br><br><br>** linked with NSG120120 |
| Weekly contact hours (teaching weeks) | 4 hours | 6 hours | 2 hours per week<br>+<br>12 hours simulation per semester | 4 hours | 4 hours | 6 hours | 4 hours per week<br>+<br>10 hours simulation per semester | 3 hours |
| Weekly independent learning hours (teaching weeks) | 8 hours<br>(7 hours personal study + 1 hour structured online activity) | 10 hours<br>(9 hours personal study + 1 hour structured online activity) | 5 hours<br>(4 hours personal study + 1 hour structured online activity) | 8 hours<br>(7 hours personal study + 1 hour structured online activity) | 8 hours<br>(7 hours personal study + 1 hour structured online activity) | 10 hours<br>(9 hours personal study + 1 hour structured online activity) | 6 hours per semester | 5 hours<br>(4 hours personal study + 1 hour structured online activity) |
| Total weekly workload (teaching weeks) | 12 hours | 16 hours | 8 hours average<br>(96 total hours across 12 teaching weeks) | 12 hours | 12 hours | 16 hours | 5.3 hours average<br>(64 total hours across 12 teaching weeks) | 8 hours |
| Teaching weeks Period | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks |
| Teaching weeks total contact hours | 48 hours | 72 hours | 36 hours | 48 hours | 48 hours | 72 hours | 58 hours<br>(4 x 12 weeks + 10 hours simulation) | 36 hours |
| Teaching weeks total independent learning hours | 96 hours | 120 hours | 60 hours | 96 hours | 96 hours | 120 hours | 6 hours | 60 hours |
| Clinical placement hours | NA | NA | 0 hours | NA | NA | NA | 80 hours<br>(40 hours x 2 weeks) | NA |
| TOTAL HOURS (teaching weeks + clinical placement) | 144 hours | 192 hours | 96 hours | 144 hours | 144 hours | 192 hours | 144 hours | 96 hours |

** These assessment tasks are linked assessments with other subjects as part of an integrated curriculum and programmatic approach to assessment.

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| Year 2 | Semester 1 | | | | Semester 2 | | | |
|---|---|---|---|---|---|---|---|---|
| Curriculum Strand | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives |
| Subject Title | **Nursing 3: Nursing care A** | **Integrative and supportive care A: Care of the older person and rehabilitation** | **Integrated clinical practice 3** | **Professional studies 3: Research in nursing** | **Nursing 4: Nursing care B** | **Integrative and supportive care B: Mental health** | **Integrated clinical practice 4** | **Professional studies 4: Indigenous culture and health** |
| Subject Code | **NSG210120** | **NSG210220** | **NSG210320** | **NSG210420** | **NSG220120** | **NSG220220** | **NSG220320** | **NSG220420** |
| Credit Points | 6 | 6 | 8 | 4 | 6 | 6 | 8 | 4 |
| EFTSL | 0.125 | 0.125 | 0.167 | 0.083 | 0.125 | 0.125 | 0.167 | 0.083 |
| Core/elective | Core | Core | Core | Core | Core | Core | Core | Core |
| Pre-requisities | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420, NSG120120 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 | NSG110120, NSG110220, NSG110320, NSG110420, NSG120120, NSG120220, NSG120320, NSG120420 |
| Co-requisities | nil | nil | nil | nil | nil | nil | nil | nil |
| Subject Objective | To develop knowledge, skills and awareness of the pathophysiology, clinical manifestations, health assessment processes, collaborative management and pharmacology of common health problems. | To develop knowledge, skills and awareness of the principles and practices of person-centred nursing care of the older person and rehabilitation nursing. | To develop skills in communication, health assessment, diagnostics and nursing interventions essential for the safe delivery of person-centred nursing care to the older person and clients in acute, aged care and rehabilitation settings. | To develop applied knowledge of the research process, research methods and evidence-based practice relevant to nursing practice. | To increase knowledge, skills and awareness of the pathophysiology, clinical manifestations, health assessment processes, collaborative management and pharmacology of common health problems and to develop knowledge of nursing practices in the perioperative nursing setting. | To develop knowledge, skills and awareness of mental illness and the associated therapeutic treatment modalities, communication techniques and person-centred nursing care responsibilities. | To increase skills in communication, health assessment and nursing interventions essential for the safe delivery of person-centred nursing care in acute, mental health and perioperative settings. | To develop knowledge, skills and awareness of Indigenous Australian culture and health for culturally safe delivery of nursing care. |
| Learning Outcomes | 1. Demonstrate an understanding of the pathophysiology of common alterations in oxygenation, perfusion; renal/urological function, regulation, digestion, absorption, elimination and metabolism and the pathophysiology of pain<br>2. Explain methods and techniques used to conduct a comprehensive nursing history and focused physical assessment, using a systematic body systems approach<br>3. Identify and analyse diagnostic tests and investigations appropriate to diagnose common health problems<br>4. Explain the way in which pain assessment frameworks and tools can be used to assess pain in medical and surgical contexts, and across diverse population groups<br>5. Recognise the common signs of clinical deterioration<br>6. Apply a critical analysis of assessment findings and the clinical reasoning cycle to develop a therapeutic plan of care for patients experiencing common health problems<br>7. Outline the collaborative management strategies for patients in the acute care setting and the role of the registered nurse within the team<br>8. Examine the common pharmacological agents and actions used to treat common health problems<br>9. Discuss the use of simple analgesia for managing pain and apply assessment findings to complete a nursing intervention plan for pain relief | 1. Outline the theories of aging, and highlight the impact of physical, psychological, pharmacological, environmental and social changes on the older person<br>2. Explore the philosophies and models of care used in caring for the older person<br>3. Analyse the national aged care quality standards and the implications for the role of the nurse working with older persons<br>4. Discuss common health issues experienced by the older person<br>5. Discuss the legal and ethical issues in caring for the older person including use of restraints, elder abuse and mandatory reporting<br>6. Identify the health care needs and plan of care for the older person in range of health care contexts<br>7. Outline the models of care used in rehabilitation nursing in the australian health care context<br>8. Examine the process of rehabilitation and collaborative management of persons with injury, physical disability and chronic illness<br>9. Discuss the role of the registered nurse in the holistic coordination of activities to meet the different needs of persons in rehabilitation | Learners will be able to demonstrate:<br><br>1. appropriate taking of informed consent to perform procedures and nursing care<br>2. an evidence-based approach to risk screening and assessment to manage common hospital risks such as falls, frailty and cognitive impairment<br>3. effective strategies for professional communication and clinical handover<br>4. safe and accurate administration of oral, intramuscular and subcutaneous medications and intravenous therapy and electrolytes to patients<br>5. a systematic approach to taking a health history and conducting a primary survey and secondary systems health assessment that incorporates the assessment of pain and wounds<br>6. effective clinical reasoning skills based on assessment findings to determine care priorities including initial recognition and management of a deteriorating patient<br>7. competence in performing diagnostic tests and investigations to aid the health assessment process including venepuncture, pathology interpretation and the 12 lead electrocardiogram (ECG)<br>8. implementation of an evidence-based plan of nursing care for patients experiencing a range of health problems inclusive of wound care, pain management, intravenous therapy and medications<br>9. accurate documentation of nursing care in the patient medical record<br>10. effective intra and interprofessional collaborative practice | 1. Identify the importance of an evidence-based approach to nursing practice through translational research<br>2. Discuss the key principles in undertaking research to address knowledge gaps for life-long learning<br>3. Undertake a search of the literature for a contemporary health / nursing related issue<br>4. Compare and contrast the basic design of analytical quantitative and qualitative research methodologies for the purpose of data analysis<br>5. Determine the criteria used to review qualitative and quantitative studies<br>6. Discuss the principal considerations when evaluating the ethics, rigour and clinical application of research<br>7. Develop a research proposal for an area of study through the application of research skills and concepts<br>8. Identify future trends in translational nursing research for continual quality assurance of practice | 1. Demonstrate an in-depth understanding of the pathophysiology of alterations in oxygenation, perfusion, renal/urological function, regulation, digestion, absorption, elimination and metabolism and the problem of pain<br>2. Explain methods and techniques used to conduct a comprehensive nursing history and focussed physical assessment, using a systematic primary and secondary survey approach<br>3. Identify and analyse diagnostic tests and investigations appropriate to diagnose health problems<br>4. Explain the way in which pain assessment frameworks and tools can be used to assess pain in medical and surgical contexts, and across diverse population groups<br>5. Recognise the clinical cues for patient deterioration<br>6. Apply a critical analysis of assessment findings and an in-depth understanding of clinical reasoning cycle to develop a therapeutic plan of care for patients experiencing a range of health problems<br>7. Outline the collaborative management strategies for patients in the acute care setting and the role of the registered nurse within the team<br>8. Examine a range of pharmacological agents used to treat health problems and the impact of polypharmacy on nursing care<br>9. Identify the different roles and responsibilities of the registered nurse in the perioperative setting<br>10. Discuss the key components of a pre-operative assessment and preparation for surgery, and apply | 1. Identify key types of mental illness and how they are classified, and the language used in caring for people with mental illness<br>2. Apply effective communication frameworks and techniques that relate to a diverse range of people presenting with special and unique requirements<br>3. Outline the common categories of mental illness and explore the co-morbidities and evidence-based treatments<br>4. Explain the concepts that underpin mental health, its associated care and its relationship to maintaining physical health<br>5. Describe the elements of the therapeutic relationship in mental health nursing appropriate to diverse individuals, including its relationship to positive outcomes for the person<br>6. Review the main principles and components of mental state assessment, trauma informed care and recovery-oriented care in the mental health setting<br>7. Identify common psychotherapy modalities utilised by mental health practitioners<br>8. Discuss what constitutes basic safety of practice, breaks, escapes and de-escalation techniques for behaviours of concern<br>9. Outline the main principles of the current mental health act including compulsory treatment orders, least restrictive treatment and the responsibilities of the registered nurse practicing in mental health | Learners will be able to demonstrate:<br><br>1. safe and accurate administration of intravenous injections, antibiotics and multi-modal delivery of analgesia<br>2. strategies to ensure personal safety and safety of others in the clinical workplace<br>3. effective communication skills for therapeutic engagement with clients, motivational interviewing and de-escalation strategies and techniques<br>4. beginning competence in conducting a mental state examination and mental health risk assessments for suicide, self-harm and aggression<br>5. a systematic approach to taking a health history and conducting a health assessment using effective communication skills and data gathering techniques<br>6. effective clinical reasoning skills based on a mental state examination and health assessment finding<br>7. the ability to implement and evaluate an evidence-based plan of nursing care<br>8. competence in performing a range of skills and interventions in the surgical nursing context including, pre and postoperative nursing care, fluid management, oxygen therapy, catheterisation; bladder washout, nasogastric tube insertion and enteral feeding<br>9. skills in managing surgical wounds and advanced wound and stoma care<br>10. accurate documentation of nursing care in the patient medical record | 1. Promote the diversity and richness of Aboriginal and Torres Strait Islander cultures and explore how culture (including one's own culture) and social organisation influences health outcomes<br>2. Analyse the way in which racism, stereotypes, white privilege and power relations, impact negatively on health outcomes and perpetuate health inequities<br>3. Utilise an evidence-based approach to examine the impact of history and colonisation on Aboriginal and Torres Strait Islander health outcomes<br>4. Recognise culturally appropriate, safe and sensitive communication that facilitates trust, respectful relationships and partnerships with Aboriginal and Torres Strait Islander peoples<br>5. Identify the health needs and priorities for Aboriginal and Torres Strait Islander people and recognise how these are more effectively addressed through collaborative inter-professional health and person-centred care<br>6. Recognise the social determinants of health for Aboriginal and Torres Strait Islander demographic and use evidence-based health statistics to assess and plan for a diverse range of clinical presentations<br>7. Identify the ways in which a registered nurse can demonstrate leadership and advocate for equitable health outcomes and social justice for Aboriginal and Torres Strait Islander peoples |

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| **Curriculum Strand** | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives |
| **Subject Title** | **Nursing 3: Nursing care A** | **Integrative and supportive care A: Care of the older person and rehabilitation** | **Integrated clinical practice 3** | **Professional studies 3: Research in nursing** | **Nursing 4: Nursing care B** | **Integrative and supportive care B: Mental health** | **Integrated clinical practice 4** | **Professional studies 4: Indigenous culture and health** |
| **Subject Code** | **NSG210120** | **NSG210220** | **NSG210320** | **NSG210420** | **NSG220120** | **NSG220220** | **NSG220320** | **NSG220420** |
| **Credit Points** | 6 | 6 | 8 | 4 | 6 | 6 | 8 | 4 |
| | | | | | these to the person's individual care needs<br><br>11. Distinguish between the various types of anaesthesia and the associated impact on post-operative nursing care<br><br>12. Develop customised post-operative care processes that are specific to the assessment requirements for a range of surgical operations | | 11. effective interprofessional collaborative practice within a mental health care teams | |
| **Assessment tasks & weighting (%)** | AT1: Workbook activities x3, take home short answer questions, 1200 words – 15%<br>AT2: In class tests x3 – 30%<br>** AT3: Online assessment task x 3, 30 minutes each – 30%<br>AT4: Written examination, closed book, 60 minutes – 25%<br><br>** linked with NSG210320 | AT1: Written assessment, infographic + reflection, 250 words – 10%<br>AT2: Group assessment, video of role play, 10-15 minutes – 20%<br>** AT3 Written assessment, report, 1200 -1500 words – 20%<br>AT4: Written assignment, comparative data table (annotated) – 15%<br>AT5: Written assessment, major case study report, 1500 words – 35%<br><br>** linked with NSG210420 | AT1: Practical assessment, clinical skills competency, 30 minutes – 0% (formative)<br>** AT2: Online assessment task, 30 minutes - 10%<br>AT3: Practical assessment, clinical skills competency, 30 minutes, clinical hurdle – 0%<br>AT4: Pre-clinical assessment, OSCEs (Objective Structured Clinical Examination) format, , 40 minutes – 40%<br>AT5: Professional Experience Placement (PEP) assessment, MHAs and ANSAT – 40%<br>AT6: Professional Experience Placement (PEP) assessment, unstructured reflective journal entry, e-portfolio, 500 words – 10%<br><br>** linked with NSG210120 | AT1: Online quiz, Mulitple choice questions – 10%<br>AT2: Written assessment, academic paper – 35%<br>** AT3: Online quiz, Mulitple choice and short answer questions – 15%<br>AT4: Group assessment, , Written protocol paper and oral presentation – 40%<br><br>** linked with NSG210220 | AT1: Online quiz, 45 minutes –0% (formative)<br>AT2: in-class quizzes (x2), 30 minutes each – 20%<br>AT3: Written assessment, case study report, 1000-1500 words – 20%<br>** AT4: Written assessment, case study report, 3000 words – 35%<br>AT5: Written examination, closed book, 60 minutes – 25%<br><br>** linked with NSG220420 | AT1: Online quizzes (x2), 30 minutes each – 20%<br>AT2: Written assignment, case study report, , 1000 words – 30%<br>AT3: Group assessment, online collaboration, written report , 1500 words – 20%<br>AT4: In-class test, closed book, 60 minutes – 30% | AT1: Online quiz (formative assessment), 30 minutes - 0%<br>AT2: Practical assessment, clinical skills competency, 30 minutes, clinical hurdle – 0%<br>AT3: Pre-clinical assessment, mental health, MHAs and OSCEs (Objective Structured Clinical Examination) format, 40 minutes – 20%<br>AT4: Pre-clinical assessment, acute care, MHAs and OSCEs, 40 minutes – 20%<br>AT5: Professional Experience Placement (PEP) assessment, ANSAT – 50% (30% mental health, 20% acute care)<br>AT6: Professional Experience Placement (PEP) assessment, unstructured reflective journal entry, e-portfolio, 500 words – 10% | AT1: Written assessment, reflective journal, 500 words - 10%<br>AT2: Online quiz, 45 minutes – 15% 20%<br>AT3: AT3Written assessment, analysis of a health care initiative/programm, 1200 1000 words – 3530%<br>**AT4: Written assessment, case study report, 1500 words – 40%<br>AT4:Mixed modality; Digital presentation (10 mins); Written report 1000 words, 40%<br>** linked with NSG220120 |
| **Weekly contact hours (teaching weeks)** | 4 hours | 4 hours | 4 hours per week<br>+<br>15 hours simulation per semester | 3 hours | 4 hours | 4 hours | 4 hours per week<br>+<br>20 hours simulation per semester | 3 hours |
| **Weekly independent learning hours (teaching weeks)** | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 33 hours per semester | 5 hours<br>*(4 hours personal study + 1 hour structured online activity)* | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 0 hours | 5 hours<br>*(4 hours personal study + 1 hour structured online activity)* |
| **Total weekly workload (teaching weeks)** | 12 hours | 12 hours | 8 hours average<br>*(96 total hours across 12 teaching weeks)* | 8 hours | 12 hours | 12 hours | 5.7 hours average<br>*(68 total hours across 12 teaching weeks)* | 8 hours |
| **Teaching weeks period** | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks |
| **Teaching weeks total contact hours** | 48 hours | 48 hours | 63 hours<br>*(4 x 12 weeks + 15 hours simulation)* | 36 hours | 48 hours | 48 hours | 68 hours<br>*(4 x 12 weeks + 20 hours simulation)* | 36 |
| **Teaching weeks total independent learning hours** | 96 hours | 96 hours | 33 hours | 60 hours | 96 hours | 96 hours | 0 hours | 60 hours |
| **Clinical placement hours** | NA | NA | 160 hours<br>( 40 hours x 4 weeks) | NA | NA | NA | 240 hours<br>(40 hours x 6 weeks) | NA |
| **TOTAL HOURS (teaching weeks + clinical placement)** | 144 hours | 144 hours | 256 hours | 96 hours | 144 hours | 144 hours | 308 hours | 96 hours |

** These assessment tasks are linked assessments with other subjects as part of an integrated curriculum and programmatic approach to assessment.

| Year 3 | Semester 1 | | | | Semester 2 | | | |
|---|---|---|---|---|---|---|---|---|
| Curriculum Strand | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives |
| Subject Title | **Nursing 5: Nursing care C – Living with chronic, complex illness and disability** | **Integrative and supportive care C: Primary health and community nursing** | **Integrated clinical practice 5** | **Professional studies 5: Readiness for practice A** | **Nursing 6: Nursing care D – Clinical deterioration** | **Integrative and supportive care D: Care of the younger person** | **Integrated clinical practice 6** | **Professional studies 6: Readiness for practice B** |
| Subject Code | **NSG310120** | **NSG310220** | **NSG310320** | **NSG310420** | **NSG320120** | **NSG320220** | **NSG320320** | **NSG320420** |
| Credit Points | 6 | 6 | 8 | 4 | 6 | 6 | 8 | 4 |
| EFTSL | 0.125 | 0.125 | 0.167 | 0.083 | 0.125 | 0.125 | 0.167 | 0.083 |
| Core/elective | Core | Core | Core | Core | Core | Core | Core | Core |
| Pre-requisities | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 | NSG210120, NSG210220, NSG210320, NSG210420, NSG220120, NSG220220, NSG220320, NSG220420 |
| Co-requisities | nil | nil | nil | nil | nil | nil | nil | nil |
| Subject Objective | To develop knowledge, skills and awareness of chronic, complex illness, disability and palliative/end of life care and the associated person-centred nursing care responsibilities. | To develop knowledge, skills and awareness of nursing care delivered in primary, community and public health nursing contexts and the role of the nurse in health promotion, prevention of illness and maintenance of well-being. | To develop skills in difficult conversations in healthcare, health assessment and collaborative management processes essential for the delivery of person-centred care of chronic, complex illness, disability, palliation and end of life. | To develop knowledge and skills necessary to prepare for professional practice as a registered nurse and to develop awareness of future career pathways and ongoing educational requirements. | To develop advanced knowledge and skills in health assessment, nursing management, collaborative care and medication safety of clinical deterioration. | To develop knowledge, skills and awareness of the principles and practices of person-centred nursing care of the younger person. | To develop advanced skills in communication, health assessment, nursing care, complex interventions and collaborative management essential for the delivery of person-centred care of adolescents and children, and adults with clinical deterioration. | To develop knowledge and skills of evidence-based practice, clinical governance and digital health essential for professional practice as a registered nurse. |
| Learning Outcomes | 1. Demonstrate an understanding of the risk factors, effects and consequences of chronic, complex illness and disability on an individual's quality of life<br>2. Utilise the National Health Priorities and the National Strategic Framework for Chronic Conditions to discuss the care that nurses provide to people with chronic conditions<br>3. Classify the most common chronic and complex illnesses within current populations and outline the various treatment modalities and care needs for these clients<br>4. Classify the types of disability and outline the principles of nursing care to achieve optimum outcomes and access to health care for these individuals<br>5. Devise an individualised plan of care for the person with chronic, complex illness and disability based on holistic biopsychosocial model of care, including functional outcome measures<br>6. Evaluate the burden of chronic, complex illness and disability has on the healthcare system and identify possible future improvements<br>7. Critically reflect on the role of the registered nurse in care coordination, interprofessional care and communication for persons with chronic, complex illness and disability<br>8. Compare the principles, considerations and outcomes of supportive palliative care and terminal care to those of a curative or restorative phase of care<br>9. Explore the communication frameworks and techniques used when discussing life limiting illness, end of life care, advanced care planning, the dying process and voluntary assisted dying for diverse populations | 1. Differentiate between primary health care and hospital-based health care in terms of models of care, health care settings and the role of the nurse<br>2. Apply the principles of national strategic priorities and standards for the delivery of primary health nursing care in the Australian context<br>3. Discuss models of care, health care settings and the role of the community health nurse<br>4. Describe the processes for assessing and managing the needs of individuals and families in community nursing<br>5. Select culturally safe channels that allow diverse individuals, families and communities to communicate with a wide range of community health care providers and services<br>6. Analyse the population health priorities of improving health, protecting health and improving public health services<br>7. Critically analyse access, health and safety factors for clinical care, health promotion and disease prevention in the public health care context<br>8. Discuss how social determinants of health impact on health outcomes in order to assess and plan appropriate care utilising relevant funded programs<br>9. Use data and evidence to assess individual and population health outcomes that focus on health promotion and prevention, screening and early intervention | Learners will be able to demonstrate:<br>1. effective application of frameworks, tools and techniques for having difficult conversations in health care<br>2. safe usage and administration of blood products for individuals with complex illness<br>3. competence in safely managing a seizure to protect the individual and others<br>4. a coordinated approach to escalation of care, discharge planning, referral processes, and health education across multiple health services<br>5. competence in conducting a palliative care assessment to determine an evidence-based plan of care for symptom management with an emphasis on pain assessment and management<br>6. sensitive and empathetic end of life care to the individual and their carer that includes the nursing care at the end of life and documentation processes | 1. Analyse the stages of 'reality shock' during the nurse's transition into the healthcare workforce<br>2. Explore strategies to enable effective professional socialisation into the workplace including building resilience and reducing stress<br>3. Identify characteristics of effective teamwork and the complementary roles and responsibilities of all members of the health care team<br>4. Create a professional practice portfolio<br>5. Apply a diagnostic framework to measure effective workplace culture<br>6. Analyse strategies to identify and manage bullying and harassment in the workplace<br>7. Explore change management theories and the role of the nurse as an advocate<br>8. Identify and differentiate the roles and responsibilities of the career nurse as clinician, manager, leader and researcher in contemporary health care practice<br>9. Explore the concept of lifelong learning in nursing as a process of continuing professional development | 1. Identify the common types, causes and consequences of deterioration and outline the associated clinical manifestations and collaborative treatments<br>2. Explore the psychological and social impact of serious illness and serious events on the person and their family<br>3. Utilise a systematic approach to recognise clinical deterioration, escalate management and prioritise nursing care<br>4. Implement nursing interventions to respond to, and manage clinical deterioration including communication and delegation, family support, goals of care and end-of-life decision making<br>5. Evaluate communication strategies and techniques that are used to manage clinical deterioration including the role of the rapid response team<br>6. Examine the indications, actions and administration requirements of drugs used to treat clinical deterioration based on clinical manifestations<br>7. Discuss adverse drug reactions that potentially contribute to clinical deterioration and the associated nursing responsibilities | 1. Differentiate the physiological, psychological, developmental and emotional differences between adults, children and adolescents and explain how they influence paediatric nursing care<br>2. Describe models of care, and relevant health care delivery frameworks and tools designed for paediatric nursing<br>3. Analyse the effects of hospitalisation and illness on the younger person and their family in the associated domains of: mental health, family relationships, pain management, chronic conditions, socioeconomic impacts<br>4. Discuss the role of the nurse in supporting the younger person and their family who experience physical, social and emotional health issues<br>5. Describe effective communication techniques appropriate to the developmental stage of the younger person<br>6. Apply a systematic approach to health assessment of the younger person that reflects the changes in growth and development across the child – adolescent continuum<br>7. Utilise paediatric assessment data to plan, implement and evaluate safe and effective care for children and families<br>8. Investigate common acute childhood illnesses/injury and describe the current evidence-based paediatric nursing care management<br>9. Compare and contrast the illness trajectory of chronic and severe childhood illnesses<br>10. Discuss the principles underpinning paediatric pharmacology across all age groups and the nursing responsibilities for safe medication administration | Learners will be able to demonstrate:<br>1. safe and accurate usage and administration of paediatric medications and fluids<br>2. effective communication strategies appropriate for the younger person and their families including those children with developmental delay<br>3. advanced communication skills in the team setting of clinical deterioration including escalation of care<br>4. communication techniques for incident management and open disclosure<br>5. a systematic approach to taking a history and conducting a health assessment using effective communication and data gathering techniques appropriate to the younger person and clinical deterioration<br>6. effective clinical reasoning skills based on health assessment findings<br>7. the ability to implement and evaluate an evidence-based plan of care for the younger person with acute and chronic illnesses inclusive of family considerations, admission processes and medical and surgical care<br>8. competency in performing a range of complex interventions relevant to the deteriorating patient;<br>9. prioritisation of nursing care of acute and unwell patients (adult and paediatric)<br>10. accurate documentation of nursing care in the patient medical record<br>11. effective interprofessional collaborative practice as part of a rapid response team for clinical deterioration | 1. Describe the relationship between research, education, evidence-based practice and nursing practice development<br>2. Critically evaluate research evidence using appraisal frameworks to translate research into nursing practice<br>3. Use an evidence-based framework to outline the key principles and standards of clinical governance for safety and quality in the australian healthcare system<br>4. Examine the process of clinical auditing for continual practice improvement<br>5. Analyse processes for risk and incident management, open disclosure and the nurse's role in preventing and managing medical error<br>6. Discuss the evolution and features of digital health and the current and future utilisation of the electronic medical record<br>7. Compare and contrast the benefits and constraints of digital health and information processing in relation to data management, information literacy and privacy |

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| Year 3 | Semester 1 | | | | Semester 2 | | | |
|---|---|---|---|---|---|---|---|---|
| **Curriculum Strand** | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives | Nursing Theory and Concepts | Nursing Theory and Concepts | Integrated Clinical Practice | Professional Perspectives |
| **Subject Title** | **Nursing 5: Nursing care C – Living with chronic, complex illness and disability** | **Integrative and supportive care C: Primary health and community nursing** | **Integrated clinical practice 5** | **Professional studies 5: Readiness for practice A** | **Nursing 6: Nursing care D – Clinical deterioration** | **Integrative and supportive care D: Care of the younger person** | **Integrated clinical practice 6** | **Professional studies 6: Readiness for practice B** |
| **Subject Code** | **NSG310120** | **NSG310220** | **NSG310320** | **NSG310420** | **NSG320120** | **NSG320220** | **NSG320320** | **NSG320420** |
| **Credit Points** | 6 | 6 | 8 | 4 | 6 | 6 | 8 | 4 |
| | 10. Examine the ways in which each member of the multidisciplinary palliative care team provides specialised and holistic person-centred care to individuals and their families and with diverse population groups<br><br>11. Discuss evidence-based quality assured end of life care including supportive care, symptom management, pharmacological considerations and diagnosing/documenting death | | | | | 11. Describe relevant risk assessments for the younger person and the appropriate management of risk | | |
| **Assessment tasks & weighting (%)** | AT1: Onlines quizzes (x5), 30 minutes each – 25% (5 x 5%)<br>AT2: Written report, group assessment, 3000 words – 40%<br>AT3: Journal discussion & annotated journal articles, group assessment, 300 words each – 15%<br>AT4: Written assessment, video analysis and case study report, 1500 words – 20% | AT1: Wrttien assessment, Tutorial worksheets (x4), 250 words each – 20% (5% each)<br>AT2: Written assessment, case report, 1000 words – 20%<br>AT3: Written health care plan, group assessment, 3000 words – 40%<br>AT4: Group presentation & relfection on another group's presentation, 500 word reflection – 20% | AT1: Practical assessment, e-learning course, clinical hurdle – 0%<br>AT2: Online quiz, 30 minutes - 10%<br>AT3: Practical assessment, clinical skills competencies, 30 minutes, clinical hurdle – 0%<br>AT4: Pre-clinical assessment, acute care, OSCEs, 60 minutes – 30%<br>AT5: Professional Experience Placement (PEP) assessment, MHAs and ANSAT – 50%<br>AT6: Professional Experience Placement (PEP) assessment, unstructured reflective journal entry, e-portfolio, 500 words – 10% | AT1: Online quiz, 30 minutes – 10%<br>AT2: Group assessmsent (tutorial discussion, presentation and case study report), 20 minute presentation + 2000 words report – 50%<br>AT3: Written assessment, interview script and presentation, 1 page + presentation – 40%<br>AT4: Written assessment, professional practice portfolio – 0% (hurdle requirement, NGP) | AT1: Online quizzes (x3), 30 minutes each –30% (10% each)<br>** AT2: Written assessment,Video analysis, written report and reflection, 750 words – 15%<br>** AT3: Written assessment , Case study report, 1500 words – 40%<br>AT4: Written examination, closed book, 45-60 minutes – 15%<br><br>** linked with NSG320420 | AT1: Group assessment, group summary report, 2 pages – 10%<br>AT2: Online quizzes (x2), 60 minutes each – 20% (10% each)<br>AT3: Written assessment, mini case study report, 1200 words – 25%<br>AT4: Written assessment, miini case study report, 1200 words – 25%<br>AT5: Written examination, 60 minutes – 20% | AT1: Practical assessment, , clinical skills competency, 30 minutes– 0% (clinical hurdle, NGP)<br>AT2: Practical assessment, , clinical skills competency, 30 minutes– 0% (clinical hurdle, NGP)<br>**AT3: Mini health Assessment (MHA) (x2), 15 minutes each – 20%<br>AT4: Pre-clinical assessment, OSCEs, 60 minutes – 30%<br>AT5: Professional Experience Placement (PEP) assessment, MHAs and ANSAT – 40%<br>AT6: Professional Experience Placement (PEP) assessment, unstructured reflective journal entry, PEP e-portfolio, 500 words – 10%<br><br>** linked with NSG320420 | AT1: Group assessment (1 journal club and oral presentation – 15%<br>**AT2: Written assessment, written project plan, 1200 words – 30%<br>**AT3: Written assessment, critique of a research paper, -1000 words – 25%<br>AT4: Mixed Modality: Digital presentation (10 mins); plus 500 word written summary 30%– 30%<br><br>** AT2 linked with NSG320120 & NSG320320<br>** AT3 linked with NSG320120 |
| **Weekly contact hours (teaching weeks)** | 4 hours | 4 hours | 4 hours per week<br>+<br>15 hours simulation per semester | 3 hours | 4 hours | 4 hours | 4 hours per week<br>+<br>15 hours simulation per semester | 3 hours |
| **Weekly independent learning hours (teaching weeks)** | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 33 hours per semester | 5 hours<br>*(4 hours personal study + 1 hour structured online activity)* | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 8 hours<br>*(7 hours personal study + 1 hour structured online activity)* | 0 hours | 5 hours<br>*(4 hours personal study + 1 hour structured online activity)* |
| **Total weekly workload (teaching weeks)** | 12 hours | 12 hours | 5.25 hours average<br>(63 total hours across 12 teaching weeks) | 8 hours | 12 hours | 12 hours | 5.25 hours average<br>(63 total hours across 12 teaching weeks) | 8 hours |
| **Teaching weeks period** | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks | 12 weeks |
| **Teaching weeks total contact hours** | 48 hours | 48 hours | 63 hours<br>(4 x 12 weeks + 15 hours simulation) | 36 hours | 48 hours | 48 hours | 63 hours<br>(4 x 12 weeks + 15 hours simulation) | 36 hours |
| **Teaching weeks total independent learning hours** | 96 hours | 96 hours | 33 hours | 60 hours | 96 hours | 96 hours | 0 hours | 60 hours |
| **Clinical placement hours** | NA | NA | 160 hours<br>( 40 hours x 4 weeks) | NA | NA | NA | 240 hours<br>(40 hours x 6 weeks) | NA |
| **TOTAL HOURS (teaching weeks + clinical placement)** | 144 hours | 144 hours | 256 hours | 96 hours | 144 hours | 144 hours | 303 hours | 96 hours |

** These assessment tasks are linked assessments with other subjects as part of an integrated curriculum and programmatic approach to assessment.

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