

## SNUG 201 – ACUTE CARE NURSING

### Subject Description

This subject will provide students with the knowledge and skills they require to provide safe, evidence-based nursing care to people across the lifespan with acute care needs. Acute care is defined as treatment provided to those with urgent, often life, limb or psychologically threatening, injuries or illnesses that require a rapid response. Assessing, planning, implementing and evaluating nursing care to those with acute physical and/or mental health care needs will be the focus of this subject. This subject has been designed to link with SNUG203 – Pathophysiology and Pharmacology for Nurses – to ensure a deeper understanding of the underlying disease process and treatments of the acutely unwell person. This will be achieved through shared case studies that explore differing aspects of care.

### Subject Learning Outcomes

On completion of this subject, students should be able to:

1. describe common physical and psychiatric acute conditions experienced across the lifespan
2. apply knowledge to assess, plan, implement and evaluate care of a person with an acute condition
3. accurately document subjective and objective assessment data in a person with an acute condition
4. communicate effectively with individuals with acute care needs as well as members of the interdisciplinary team in the acute care environment
5. apply principles of person-centred nursing assessment to people in acute conditions
6. demonstrate nursing skills within the simulated setting
7. discuss the role of evidence in informing nursing practice.



### Major Content Areas

- Medications including IV, IM, SC medications and fluids
- Advanced primary/secondary assessment
- Infection/sepsis
- Accidents and injuries – burns, fractures, trauma, self-harm
- Acute Myocardial Infarction
- ECG
- Acute pain assessment and management – chest/abdominal
- Acute stroke, acute cardiac failure, arrhythmias, pneumonia, dehydration, falls
- Ante-natal emergency – pre-eclampsia/eclampsia, miscarriage (PV loss), perinatal mental health
- Acute exacerbation of chronic conditions – e.g. DKA, asthma attack, paranoia, psychiatric crisis
- Delirium in acute care
- Intoxication and substance use assessment
- Anaphylaxis
- Discuss appropriate drugs and treatments relevant to specific conditions
- Disaster management
- Health informatics and health technology
- Rural health nursing
- Medication calculations and application

- Management of blood and blood products
- Using risk assessment and surveillance strategies to minimise potential harm

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Case study	1,2,3,5,6,7	40%
OSCA	2,3,4,6	Mastery
Calculation assessment	2,3,6	Mastery
Quizzes	1,2,5	20%
Final exam	1,6	40%

## Assessment Detail

1. **Case study:** A case study approach is used for this assessment to provide context and meaning to the student understands of the assessment and management of the patient with acute disruptions to health. Integral to this case study is the use of the clinical reasoning cycle.
2. **OSCA:** The purpose of the assessment is to assess the student’s communication skills and patient assessment skills. This assessment item must be passed to pass the subject.
3. **Calculation assessment:** The purpose of this assessment is to assess the student’s numeracy competency.
4. **Quizzes:** The purpose of this assessment is to assess the student’s knowledge of the unit content. On completion of each assessment the student receives immediate formative feedback to assist in developing understanding of acute nursing practice.
5. **Final exam:** The final two-hour closed book exam (invigilated) will consist of short answer questions and a longer response to assess student knowledge of the subject content.

## Teaching Strategies

- Tutorials – 2 hours per week
- Laboratories – 2 hours per week
- Online activities – 2 hours per week

# SNUG 202 – EVIDENCE BASED PRACTICE

## Subject Description

This subject builds on skills developed in first year and will explore how research processes and knowledge inform nursing practice. Students will develop evidence appreciation and application skills. They will develop critical analysis skills to facilitate the translation of quality research findings into their practice. Students will advance their knowledge of data collection and reporting in the Australian health care system and consider implications for health care practice. In addition, students will expand their skills in personal and professional reflection to assist in identifying, accessing and evaluating clinically relevant literature and other forms of evidence and construct critical thinking and logical argument.

## Subject Learning Outcomes

On completion of this subject, students should be able to:

1. critically analyse the purpose of evidence in nursing practice
2. demonstrate competence in information retrieval, critical reading, research appreciation and evidence critiquing skills
3. apply insights gained from personal reflection to professional practice
4. present logical arguments to others verbally and in writing
5. identify models of reflection and make an informed judgement on their use in evidence appreciation and health care practice.



## Major Content Areas

- Role and relevance of research
- Appreciation of research, critique of evidence
- Hierarchies of evidence
- Advanced literature retrieval skills
- Sources of literature and information
- Asking a clinical question (PICO framework)
- Clinical decision making
- Influencing research
- Dissemination/translation of research findings into practice
- Reflection in and on practice
- Presenting coherent and logical arguments
- Models and use of reflection
- Australian and international data collection and reporting tools and practices
- Recognition of the power of less traditional forms of evidence – for example, personal stories

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Online quizzes	1,2,3	20%
Assessment 1	2,3	40%
Assessment 2	4,5,6	40%

## Assessment Detail

1. Quizzes: This assessment is designed to assess a student's knowledge of research and evidence and the application of this to clinical practice. It is also designed to give the students immediate formative feedback to enhance their understanding of the subject content.
2. Assessment 1: The purpose of this assessment is for students to demonstrate competence in database searching and research critique. Students will be asked to locate primary research articles and complete an annotated bibliography.
3. Assessment 2: This assessment is designed to engage the student in an authentic learning experience whereby they locate a current nursing procedure and find the current research and evidence to support the steps and decisions in the procedure. A reflective component is included.

## Teaching Strategies

- Tutorials – 2 hours per week
- Online activities – 2 hours per week

# SNUG 203 – PATHOPHYSIOLOGY AND PHARMACOLOGY FOR NURSES

## Subject Description

In this subject students will gain knowledge of the complex pathophysiological changes that occur to the body as a result of common disease processes across the lifetime. Principles of pharmacology and treatments to manage these specific diseases will also be explored. This subject has been designed to link with SNUG201 – Acute Care Nursing not only to provide a deep understanding of the disease process but at the same time to ensure a holistic and person-centred approach to caring for an unwell person. This will be achieved through shared case studies that explore differing aspects of care.

## Subject Learning Outcomes

On completion of this subject, students should be able to:

1. explain alterations in body systems associated with disease and illness processes
2. explain clinical features associated with specific psycho-pathophysiological changes
3. discuss appropriate drugs and treatments relevant to specific disease and illness processes
4. understand basic concepts in pharmacology, including differing drug formulations, routes of administration and calculations, as well as legal and professional requirements associated with administration
5. recall the indications, clinical effect, mechanism of action and adverse effects of certain drugs
6. appraise the suitability of drugs as treatment for certain diseases and/or people
7. access information relevant to drug administration.



## Major Content Areas

Common diseases affecting the body systems and their corresponding treatments, including:

- Respiratory
  - a) Asthma
  - b) Emphysema
  - c) Pneumonia
- Endocrine
  - a) Type one and two diabetes mellitus
  - b) Metabolic syndrome
  - c) Thyroid Disease
- Gastrointestinal
  - a) Pancreatitis
  - b) Hepatitis
  - c) Cirrhosis
  - d) Cholelithiasis/Cholecystitis
- Cardiovascular System
  - a) IHD

- b) Hypertension
- c) Embolism
- d) Arteriosclerosis
- Nervous System
  - a) Sympathetic and Parasympathetic
  - b) Stroke
  - c) Dementia
- Immune System/Urinary System
  - a) Pyelonephritis
  - b) UTI
  - c) Sepsis
- Musculoskeletal System
  - a) Osteoporosis
  - b) Osteoarthritis
- Mental health and illness
- Pharmacology/drugs
  - a) formulations, routes, legal requirements, indications, clinical effect, mechanism of action and adverse effects
  - b) effects across the lifespan
  - c) polypharmacy

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Quizzes	1,2,4,5	20%
Educational resource	1,2,3,7	40%
Final exam	1,2,3,4,5,6	40%

## Assessment Detail

1. Quizzes: There are two quizzes testing pathophysiology/pharmacology concepts. Immediate feedback will be provided to students at the completion of each quiz.
2. Educational resource: The purpose of this assessment is to develop an education resource that demonstrates the connection between disease process and patient care – designed for nursing students.
3. Final exam: The final two-hour closed book exam (invigilated) consists of multiple-choice questions, short answer questions and extended responses.

## Teaching Strategies

1. Tutorials – 4 hours per week
2. Online activities – 2 hours per week

## SNUG 204 – WORKPLACE EXPERIENCE 3

### Subject Description

In SNUG204, students will be provided with the opportunity to apply and relate clinical skills at a technical, non-technical and cognitive level included within the program. Students will have the opportunity to analyse person-centred nursing care during their workplace experience placement. Critical thinking and judgement will be applied when assessing, planning, implementing and evaluating biopsychosocial nursing care. Within a variety of health care settings, nursing students will synthesise the clinical reasoning cycle, specifically identifying problems and issues. Reflection in practice will enable nursing students to contemplate their learning in a realistic environment and analyse how their future nursing practice may be authentic to their identified values and beliefs.

### Subject Outcomes

On completion of this subject, students should be able to:

1. perform primary and secondary assessments on a person suffering acute disruption to health
2. demonstrate the ability to manage the care of a group of persons within an acute medical/surgical environment
3. develop care plans for patients with acute disruption to health
4. demonstrate critical thinking, teamwork and communication skills whilst caring for people
5. analyse the principles of personhood that enable people to realise their own life plan
6. use evidence based practice when caring for people in the clinical environment
7. analyse nursing practice from an ethical, legal, cultural and professional perspective in the provision of person-centred nursing care
8. use reflection in practice within the professional portfolio to evaluate learning
9. reflect on practice using the RN standards for practice.



### Major Content Areas

- Clinical practice – 160 hours
- Workplace health and safety
- Use frameworks to guide nursing practice, including the RN standards for practice and the codes of professional conduct and ethics.
- Application of values and beliefs in a clinical environment
- Person centred nursing practice
- Value comfort and personal care as part of person-centred care
- Use of evidence based practice in a clinical environment
- Reflection and critical thinking
- Nursing assessment, planning, implementation and evaluation of care within an acute care clinical environment
- Objective and subjective assessment data collection in an acute setting.

- Drug interactions, medication administration
- IV therapy and medication administration
- Acute care wound management
- Provide care to a small number of persons
- Teamwork
- Communication and handover in the acute setting
- Discharge planning and referral
- Documentation

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Completed attendance record – satisfactory completion of workplace hours	1-9	Pass/fail *
ANSAT	1-9	Pass/fail *
Self-assessment – learning objectives	1-9	40%
Reflective portfolio	9	60%

## Assessment Detail

1. Students are expected to complete their allocated hours.
2. Students are expected to achieve a satisfactory rating in their ANSAT assessment.
3. Self-assessment: The purpose of this assessment is for students to set their own learning objectives and seek learning experiences throughout the workplace experience to meet them. Students will then reflect on whether they have been achieved.
4. Reflective portfolio: The purpose of this assessment is for students to reflect on the RN standards for practice and how they have been addressed throughout their professional workplace experience.

\*Students must pass assessment items 1 and 2 to be successful in the professional workplace experience subject.

## SNUG 205 – CONTINUING CARE

### Subject Description

This subject will examine the complexity of chronic conditions, disability, rehabilitation and palliative care. It will focus on the development of a person-centred approach to nursing care to assist the student in providing safe and compassionate care to those who experience chronic illness and/or disability and require rehabilitation or palliative care.

### Subject Learning Outcomes

On completion of this subject, students should be able to:

1. explain the pathophysiological and psychopathological changes occurring within individuals living with a range of chronic health conditions
2. explain the roles and functions of the chronic conditions team, including the person and family
3. analyse nursing strategies used in the management of individuals experiencing a range of chronic health conditions, including disability, terminal illness, mental illness and transition of care
4. explain the role of pain management strategies for people with chronic and continuing illness
5. understand the lived experience of a person with a chronic illness
6. demonstrate nursing skills in a simulated setting.



### Major Content Areas

- Prevention and management of chronic conditions
- Disability and the role of care
- Impact of chronic illness on the person and the family – lived experience
- Provision of person-centred care using strengths based assessment and communication
- Pain management – complex assessment, Patient Controlled Analgesia, Peripherally Inserted Central Catheter
- Drug interactions of multiple complex drugs and toxicology
- Interdisciplinary care models
- Rehabilitation and palliative care
- Chronic care in the Australian health care context
- Transition of care, including communication, transfer and handover
- Diabetes type 2, stroke
- Complex wounds, pressure injury and management
- Stomas
- Mental health
- Advanced care planning
- Health informatics and health technology
- Primary care nursing
- Using risk assessment and surveillance strategies to minimise potential harm
- Medication calculations and application

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Essay	1,2,3,5	30%
Concept map	1,3	30%
OSCA	3,4,6	Mastery
Calculation assessment	3,4,6	Mastery
Final exam	1,3,4	40%

## Assessment Detail

3. Essay: The purpose of this assessment is for the student to identify a contemporary issue in chronic illness and palliative care nursing and explore the evidence in this area.
4. Concept map: The purpose of this assessment is for the student to demonstrate visually the relationship between a chronic condition and the related pathophysiology.
5. OSCA: The purpose of the assessment is to assess the student's communication skills and patient assessment skills. This assessment item must be passed to pass the subject.
6. Calculation assessment: The purpose of this assessment is to assess the student's numeracy competency.
7. Final exam: The final two-hour closed book exam (invigilated) consists of multiple-choice questions, short answer questions and extended responses.

## Teaching Strategies

1. Tutorials – 2 hours per week
2. Simulated nursing laboratories – 2 hours per week
3. Online activities – 2 hours per week

## SNUG 206 – MENTAL HEALTH – PSYCHIATRIC NURSING CARE

### Subject Description

The subject will explore how models of practice impact on people with lived experience of mental illness as well as their families/carers. Students will be introduced to a number of theoretical approaches which offer ways of understanding the nature of mental health, mental illness and mental disorders. The science and art of psychiatric/mental health nursing care will be explored. The subject will critique the historical development of psychiatric/mental health nursing, as well as contemporary discourses with reference to the psychological, social, bio/medical, cultural and spiritual explanations of mental illness and disorder.

### Subject Learning Outcomes

On completion of this subject, students should be able to:

1. identify and analyse meanings of mental health, mental illness and mental disorder
2. describe historical approaches to mental health care and their impact on the person, community and care environment
3. compare and contrast models of psychiatric – mental health care
4. describe the meaning of lived experience and the principles that support personal recovery
5. perform a mental health assessment
6. assess, plan, implement and evaluate care with people with mental illness and/or substance use disorders
7. discuss the psychotherapeutic, pharmacological and clinical interventions used for psychiatric – mental health care.



### Major Content Areas

1. Mental health nursing practice
2. Mental health assessment
3. Mental illness and mental disorders
4. Lived experience of mental health illness and recovery
5. Substance use and co-morbidity
6. Background and context for psychiatric/mental health nursing
7. Psychiatric/mental health nursing roles and practice
8. Mental health and illness across the lifespan and acuity spectrum
9. Mental health promotion and illness prevention
10. The legal and ethical context of mental health care
11. Personal and clinical recovery
12. Strengths-based approach
13. Trauma-informed care
14. The application of mental health and psychiatric skills in wider nursing contexts
15. The use of self in therapeutic engagement
16. Stigma and the negative impact of community attitudes

17. Asylum and deinstitutionalisation

18. Medication administration and interactions

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Essay	1,2,3,4	40%
MSE	5,6	20%
Final exam	1-7	40%

## Assessment Detail

- Case study: This assessment provides students with an opportunity to explore an area of mental health care within the context of personal recovery.
- Mental health assessment: The purpose of this assessment is to perform a mental health assessment.
- Final exam: The final two-hour closed book exam (invigilated) will consist of short answer questions and an essay question to assess student knowledge of the subject content.

## Teaching Strategies

1. Tutorials – 2 hours per week
2. Online activities – 2 hours per week

## SNUG 207 – ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH

### Subject Description

Students in SNUG207 will be challenged to consider the impact of white privilege in the health outcomes of Aboriginal and Torres Strait Islander people today. This will include an exploration of the history of invasion and colonisation of Australia and current relevant health policy. Health promotion for Aboriginal and Torres Strait Islander people will be considered from a strengths based approach, along with the impacts of positive partnerships between them and non-Indigenous health care providers. Analysis of the role of registered nurses from both an Aboriginal and Torres Strait Islander and a non-Indigenous perspective will be undertaken as part of the subject. Cultural safety will be explored and applied.

### Subject Learning Outcomes

On completion of this subject, students should be able to:

- explain the theoretical underpinnings of cultural safety and white privilege
- relate the history and diversity of Aboriginal and Torres Strait Islander people and its implications for current health care practice and outcomes
- understand the significance and complexity of facilitating partnerships between Aboriginal and Torres Strait Islanders, health professionals, organisations and communities from a strengths based approach
- compare and contrast the impact of Aboriginal and Torres Strait Islander health service experiences by examining the culture of nursing and the broader health system
- analyse historical, sociological and political forces that have influenced health care provision
- evaluate knowledge, skills and behaviours of a culturally safe and competent individual
- discuss the health inequalities between Aboriginal and Torres Strait Islander people and the Australian community and consider strategies for improvement.



### Major Content Areas

1. Reflexivity and self-awareness in facilitating cultural safety
2. Awareness of gendered, white privilege
3. History of invasion and colonisation on Aboriginal and Torres Strait Islander peoples, including Stolen Generations
4. The impact of current health policy on the health and wellbeing of Aboriginal and Torres Strait Islander people
5. The impact of racism on Aboriginal and Torres Strait Islander individuals, families and communities
6. Strengths based approaches to facilitating partnership in Aboriginal and Torres Strait Islander health
7. Intergenerational trauma, mental health/illness and suicide
8. Drug and alcohol use
9. Impact of racism
10. Person-centred assessment
11. Cultural competency and safety
12. Health and wellbeing of Aboriginal and Torres Strait Islander people

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Critical review	3,4,5,6,7	40%
Reflection	1,6,7	40%
Quizzes	2,7	20%

## Assessment Detail

1. Critical review: The purpose of this assessment is for students to explore an area of Aboriginal and Torres Strait Islander peoples' health.
2. Reflection: The purpose of this assessment is for students to reflect on their current attitudes, beliefs and understanding of Aboriginal and Torres Strait Islander peoples' health and examine ways to further their knowledge and understanding.
3. Quizzes: Quizzes are designed to provide students with immediate feedback on their understanding of the material presented in this subject.

## Teaching Strategies

- Tutorials – 2 hours per week
- Online activities – 2 hours per week

## SNUG 208 – WORKPLACE EXPERIENCE 4

### Subject Description

In SNUG208, students will be provided with the opportunity to apply and relate clinical skills at a technical, non-technical and cognitive level included within the program. Students will have the opportunity to analyse and develop person-centred nursing care during their workplace experience placement. Critical thinking and judgement will be applied when assessing, planning, implementing and evaluating nursing care. Within a variety of health care settings, students will synthesise assessment data and will specifically identify problems and issues. Reflection in and on practice will enable students to further develop their learning in a realistic environment and analyse how their future nursing practice may be authentic to their identified values and beliefs.

### Subject Learning Outcomes

On completion of this subject, students should be able to:

1. perform advanced assessments on a person suffering physical or mental disruption to health
2. demonstrate the ability to manage the care of a group of persons within a variety of environments
3. develop care plans for patients in a variety of health care settings
4. demonstrate critical thinking, teamwork and communication skills whilst caring for people
5. use evidence based practice in their decision making process when caring for people in a variety of health care environments
6. analyse nursing practice from an ethical, legal, cultural and professional perspective in the provision of person-centred nursing care
7. use reflection in practice within the professional portfolio to evaluate learning
8. reflect on practice using the RN standards for practice.



### Major Content Areas

- Clinical practice – 160 hours
- Workplace health and safety
- Use frameworks to guide nursing practice, including the RN standards for practice and the codes of professional conduct and ethics
- Application of values and beliefs in a clinical environment
- Person-centred nursing practice
- Value comfort and personal care as part of person-centred care
- Use of evidence based practice in a clinical environment
- Reflection and critical thinking
- Nursing assessment, planning, implementation and evaluation of care within an acute/chronic care clinical environment or a mental health setting



- Objective and subjective assessment data collection in an acute, chronic or mental health setting
- Drug interactions, medication administration
- IV therapy and medication administration
- Chronic care wound management
- Mental health assessment
- Developing therapeutic relationships
- Teamwork
- Communication and handover
- Documentation

## Indicative Assessment

Assessment	Learning outcomes	Weighting
Completed attendance record – satisfactory completion of workplace hours	1-6	Pass/fail *
ANSAT	1-6	Pass/fail *
Self-assessment – learning objectives	1-6	40%
Reflective portfolio	7-8	60%

## Assessment Detail

1. Students are expected to complete their allocated hours.
2. Students are expected to achieve a satisfactory rating in their ANSAT assessment.
3. Self-assessment: The purpose of this assessment is for students to set their own learning objectives and seek learning experiences throughout the workplace experience to meet them. Students will then reflect on whether they have been achieved.
4. Reflective portfolio: The purpose of this assessment is for students to reflect on the standards for practice and how they have been addressed throughout their professional workplace experience.

\*Students must pass assessment items 1 and 2 to be successful in the professional workplace experience subject.

