**STUDENT LEARNING GUIDE**

# Name of School of Nursing

## SUBJECT OUTLINE AND LEARNING GUIDE

### FUNDAMENTALS OF NURSING

**Subject Number: NUR 111**

**Autumn Semester**

**Subject Coordinator:**

# FUNDAMENTALS OF NURSING

Contents

[FUNDAMENTALS OF NURSING 1](#_Toc149214140)

[INTRODUCTION 63](#_Toc149214141)

[TEACHING STAFF AND CONTACTS 63](#_Toc149214142)

[REQUIRED TEXTBOOKS 64](#_Toc149214143)

[ATTENDANCE 64](#_Toc149214144)

[SUBJECT DESCRIPTION 65](#_Toc149214145)

[SUBJECT OBJECTIVES 65](#_Toc149214146)

[SUBJECT CONTENT 65](#_Toc149214147)

[SUBJECT ASSESSMENT 67](#_Toc149214148)

[SUBJECT TIMELINE 79](#_Toc149214149)

[STUDENT LEARNING ACTIVITIES SECTION 80](#_Toc149214150)

[WEEK 1 INTRODUCTION TO NURSING LEARNING ACTIVITIES 80](#_Toc149214151)

[Pre-lecture 80](#_Toc149214152)

[WEEK 2 NURSING PROFESSIONALISM LEARNING ACTIVITIES 81](#_Toc149214153)

[WEEK 3 NURSING PROCESS LEARNING ACTIVITIES 84](#_Toc149214154)

[WEEK 4 NURSING PROCESS LEARNING ACTIVITIES 85](#_Toc149214155)

[WEEK 5 COMUNICATION & DOCUMENTATION LEARNING CTIVITIES 87](#_Toc149214156)

[WEEK 6 COMMUNICATION & NURSING DOCUMENTATION LEARNING ACTIVITIES 89](#_Toc149214157)

[WEEK 7 RISK & SAFETY LEARNING ACTIVITIES 90](#_Toc149214158)

[WEEK 8 RISK & SAFETY LEARNING ACTIVITIES 92](#_Toc149214159)

[WEEK 9 BASIC FIRST AID LEARNING ACTIVITIES 94](#_Toc149214160)

[WEEK 10 BASIC FIRST AID LEARNING ACTIVITIES 96](#_Toc149214161)

[WEEK 11 BASIC FIRST AID LEARNING ACTIVITIES 98](#_Toc149214162)

[WEEK 12 BASIC FIRST AID LEARNING ACTIVITIES 100](#_Toc149214163)

[WEEK 13 CLINICAL SKILL DEVELOPMENT LEARNING ACTIVITIES 101](#_Toc149214164)

[WEEK 14 CLINICAL SKILL DEVELOPMENT LEARNING ACTIVITIES 106](#_Toc149214165)

[WEEK 15 PULLING IT ALL TOGETHER LEARNING ACTIVITIES 109](#_Toc149214166)

[RESOURCE SECTION 110](#_Toc149214167)

# INTRODUCTION

Welcome to the Diploma of Nursing program and welcome to the subject ‘Fundamentals of Nursing’. We hope you enjoy the content, learning experiences and assessment tasks contained in this Learning Guide as well as the benefits of managing your own learning.

This Learning Guide has been designed specifically for your use during your studies in this subject. This Guide should move with you throughout the subject as it covers all the diverse learning experiences the subject entails.

This Learning Guide includes:

* a guide to the objectives of the subject,
* contacts and resources for the subject,
* reference to the required texts for the subject,
* a summary of lecture, tutorial sessions and clinical skills,
* a summary of assessment,
* a guided learning program which contains:
* pre-reading to be completed prior to each lecture,
* lecture summaries,
* questions that you answer in this book after each lecture,
* instructions for your tutorial sessions,
* instructions for the related practice sessions,
* assessment forms and marking criteria.

You are expected to complete the pre-reading prior to attending the scheduled lecture/tutorial/practical sessions for the week. This pre-reading will prepare you and give you a better understanding of what is presented. The tutorial and practice activities are related to the lecture content. Instructions are given in this guide at the start of each session and you should complete the work to fully prepare yourself each week.

The aim of this subject is to introduce you to the essential elements of safe nursing care as practised in Papua New Guinea. You will learn what we mean by a person-centred approach to nursing and through this you will develop an understanding of effective interpersonal and professional modes of communication, counselling skills, therapeutic relationships and the importance of being culturally aware. In this subject there is also focus on the development of core clinical nursing skills to help you develop beginning skills in relation to infection control, risk assessment and risk management, physical assessment, assisting with personal and hygiene needs, safe patient movement and promoting patient’s well-being.

The design and organisation of the subject means that you will have a mixture of teacher-led classroom activities as well as guided self-directed learning activities that you will be expected to complete each week.

# TEACHING STAFF AND CONTACTS

**Subject Coordinator is**

Name:

Room:

Tel:

Email:

**Subject Lectures are**

Name:

Room:

Tel:

Email:

**Additional Resources to Assist your Learning**

List student support services here

**Library**

Give details about times, access etc

# REQUIRED TEXTBOOKS

There are many Open Access text books and journals available to you. Please access and download this one as many of the learning activities will be related to content found in this book.

Ernstmeyer K., Christman D. Nursing Fundamentals, (2023). Open Resources for Nursing (Open RN). Chppewa Valley Technical College, Wisconsin, USA. Available: <https://med.libretexts.org/Bookshelves/Nursing/Nursing_Fundamentals_(OpenRN)>

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Ernstmeyer K., Christman D. Nursing Skills, (2023). Open Resources for Nursing (Open RN). Chppewa Valley Technical College, Wisconsin, USA. Available: <https://med.libretexts.org/Bookshelves/Nursing/Nursing_Skills_(OpenRN)>

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## Useful websites for this subject include:

<https://doaj.org/>Provides a list of open access journals

<https://academicjournals.org/open_access> Open access to academic journals

<https://www.ncbi.nlm.nih.gov/pmc/tools/openftlist/> Pubmed Central provides access to thousands of open access journal articles

# ATTENDANCE

It is expected that students will attend **all** sessions. In the event of a missed session for good reason, it is the student’s responsibility to make appropriate arrangements with their lecturer to make up the missed session. This will be in the student’s own time. Work must be completed and accepted by the lecturer **prior to** the end of semester.

**NB:- POOR ATTENDANCE WILL RESULT IN FAILURE OF THE SUBJECT**

# SUBJECT DESCRIPTION

This subject will introduce students to the history of nursing and the influence of major nurse theorists in shaping the nursing profession. The development of nursing in PNG will be highlighted. The growth of nursing professionalism supported by standards for practice, codes of ethics and regulation will be discussed. Students will explore the essential elements of safe nursing practice including the Nursing Process, while developing basic clinical nursing skills and acquiring critical thinking skills in relation to infection control, risk assessment, physical assessment, assisting with personal hygiene care, patient safety, and promoting patients’ well-being. Using a person-centred care approach, students will develop an understanding of effective interpersonal and professional modes of communication, therapeutic relationships and the concept of cultural safety. The roles of other team members within the context of professional nursing practice in PNG will be considered.

# SUBJECT OBJECTIVES

1. Describe the history of nursing and the growth in nursing professionalism in PNG and Global context
2. Explain nursing theory and at a basic level and apply this understanding to the development of the Nursing Process
3. Describe what is meant by person-centred care and its relevance to the PNG context
4. Apply beginning knowledge of scientific concepts to care practices
5. Demonstrate an application of effective, culturally safe and therapeutic communication (verbal, nonverbal and written) with patients and other healthcare professionals
6. Demonstrate the skills needed to deliver safe and effective nursing care within the constraints of level of knowledge, available resources and the boundaries of selected legal and ethical considerations
7. Apply knowledge of infection control standards to nursing care
8. Demonstrates mastery of basic life support
9. Review the evidence for nursing interventions and show beginning skills in the application of clinical judgement

# SUBJECT CONTENT

### Topic 1

**HISTORICAL DEVELOPMENT OF NURSING:** The history of nursing in PNG. International nursing beginnings. The influence of Florence Nightingale, Martha Rodgers, Patricia Benner and other nursing theorists.

### Topic 2

**NURSING PROFESSIONALISM:** Requirements of a profession highlighting basic ethical and legal responsibilities. Introduction to the code of ethics and professional regulation highlighting, patient’s rights, providing information and consent, confidentiality, invasion of privacy and negligence. PNG Nursing Council mandated roles and responsibilities.

**Topic 3**

**THE NURSING PROCESS:** The elements of the nursing process: assessment, planning, implementation and evaluation. The relationship between the nursing process and assessing alterations in health status. The process of assessment. Collecting unitive and objective data.

**Topic 4**

**CLINICAL REASONING AND THE APPLICATION OF CLINICAL JUDGEMENT:** Clinical reasoning: frameworks for making clinical decisions, applying clinical reasoning skills to case studies. Developing a framework for thinking like a nurse.Applying the Nursing Process.

**Topic 5**

**COMMUNICATION AND DOCUMENTATION:** Definition of communication, factors that influence effective communication, barriers to communication, definition and characteristics of the therapeutic relationship. Basic principles of nursing reports and documentation. Legal and ethical responsibilities.

**Topic 6**

**RISK AND SAFETY:**  Current issues in patient safety, evidence for need, applying the evidence: Hand hygiene**. I**nfection control (standard precautions). Hospital and environmental safety. Safe patient moving, body mechanics and safe moving techniques. Self-care and reflective practice. Exploring and applying patient safety competencies.

**Topic 7**

**CLINICAL SKILL DEVELOPMENT:** The following clinical skills will be taught and practiced in this unit:

|  |  |  |  |
| --- | --- | --- | --- |
| *Personal Care*: Assisted ambulation Hygiene: bed making Hygiene:  shower/bath Hygiene: bed bath | *Clinical Communication and Documentation*  Recording vital signs  Recording fluid input and output  Using and maintaining patient records | *Clinical Assessment and Monitoring:*  Vital signs: TPR BP Sp02  Physical assessment: weight height, BMI, | *Clinical Interventions and Management*:  First Aid (Mastery at a novice level) |
| *Hygiene*: oral care Skin integrity: assessment | Negotiating care with patient/family | Using a stethoscope Beginning nursing assessment |  |
| *Privacy and Dignity*:  Respectful care  Confidentiality | *Promoting Self -management:*  Health education and health promotion Applying evidence | *Risk and Safety:*  Hand hygiene Basic  Infection control  Beginning manual  handling |  |

# SUBJECT ASSESSMENT

There are three items of assessment in this subject.

Assessment ITEM 1. NURSING CARE PLAN & APPLYING THE NURSING PROCESS

Value: 30%

Due Date:

Word limit: 1500-2000 words.

Assessment ITEM 2. SKILL EVALUATION

Value: 30%.

Due Date:

Assessment Item 3. OBJECTIVE STRUCTURE CLINICAL ASSESSMENT (OSCA)

PRACTICAL EXAMINATION

Value: 40%

Scheduled: During the Examination Period.

Assessment Information:

Assessment item 1 will provide you with an opportunity to apply person-centred care and the Nursing Process to a case study. You will be given a case study and, using a provided template, asked to write a nursing report about the case. Assessment 2 will give you an opportunity to demonstrate your skills in basic first aid and basic life support. These assessments will enable you to demonstrate your knowledge and understanding of the key concepts presented in this subject. Assessment item 3 provides you with an opportunity to bring everything you have learned in this subject together. During the practical exam you will work through a number of clinically focused scenarios and apply the knowledge and skills you have learnt this semester. Your overall performance will be assessed using criteria based on clinical competency behaviours. The exam process, expectations and marking criteria will be discussed in class.

ALL PIECES OF ASSESSMENT MUST BE UNDERTAKEN TO BE ELIGIBLE FOR A PASS IN THIS SUBJECT

PART A

Read the case study provided, then prepare a nursing care plan using the template provided

Your work must be supported with reference to relevant literature. Literature can include your textbooks. You may use references available on the web and in your library.

The assessment criteria below give you a guide about what is expected in this assessment. It illustrates the expected standards and what you need to think about when completing your assessment task. You will be given a more detailed marking guide and a thorough explanation of what is expected during class.

ASSESSMENT ITEM 1: APPLYING THE NURSING PROCESS

marking Criteria.

|  |  |
| --- | --- |
| **Criteria** | **Description** |
| Comprehensive Data Collection | * Gathered both subjective and objective data from the case study. * Demonstrated an understanding of the importance of thorough data collection in nursing practice. * Included relevant patient information, such as chief complaint, medical history, vital signs, and observations. |
| Accurate Subjective and Objective Data Differentiation | * Gathered both subjective and objective data from the case study. * Demonstrated an understanding of the importance of thorough data collection in nursing practice. * Included relevant patient information, such as chief complaint, medical history, vital signs, and observations. |
| Data Relevance and Pertinence | * Evaluated the collected data for its relevance to the patient's health status. * Discarded irrelevant or extraneous information that doesn't contribute to the nursing assessment. * Demonstrated critical thinking in selecting data essential for nursing diagnosis formulation. |
| Nursing Diagnosis Formulation | * Utilized the collected data to create appropriate nursing diagnoses. * Formulated nursing diagnoses using standardized language and following NANDA-I guidelines. * Demonstrated an understanding of how nursing diagnoses relate to patient assessment and care planning. |
| Clinical Reasoning and Justification | * Provided rationale for each nursing diagnosis based on the identified data. * Demonstrated the ability to connect specific data points to the chosen nursing diagnoses. * Showed critical thinking in explaining why certain nursing diagnoses were prioritized over others. |
| Evidence-Based Practice | * Incorporated current evidence-based information in the nursing diagnoses and rationale. * Demonstrated an awareness of research or guidelines supporting the chosen nursing interventions. * Indicated a commitment to providing patient-centered care grounded in evidence. |
| Clear and Organized Documentation | * Organized the nursing documentation in a clear and structured manner. * Used appropriate headings or sections for each aspect of the nursing process (assessment, diagnosis, rationale). * Presented information in a way that would facilitate communication and understanding among healthcare professionals. |
| Professionalism and Communication | * Maintained a professional tone and language in the documentation. * Correct grammar, spelling, and formatting, reflecting attention to detail. * Conveyed information effectively for other healthcare team members to understand and collaborate. |
| Ethical Considerations and Patient Privacy  N/A in this assignment as it a written one | * Respected patient confidentiality and privacy in the documentation. * Adhered to ethical guidelines and standards for patient information protection. * Demonstrated awareness of the sensitivity of patient information and its proper handling. |
| Overall Quality and Presentation | * Presented a well-organized and thoughtfully prepared nursing documentation. Demonstrated a high level of engagement and effort in completing the assignment Showed creativity and innovation in the presentation while maintaining professionalism. |

Assessment ITEM 2. Clinical SKILLS ASSESSMENT: BASIC FIRST AID AND BASIC LIFE SUPPORT

Value: 30% of total mark.

Due Date:

**Assessment: First Aid Skills**

**Skill 1: Assessing the Scene** *Marking Criteria:*

1. **Scene Safety (3 points):**
   * Candidate identifies potential hazards and ensures their safety and that of others.
2. **Number of Victims (2 points):**
   * Candidate correctly explains the need to identify the number of victims and their condition.
   * Correctly triages care needs if more than one victim

**Skill 2: Calling for Help** *Marking Criteria:*

1. **Knows how and who to call for help (5 points):**
   * Candidate correctly explains where they can go for assistance,
   * As appropriate explains the contact number or radio call signal
   * Correctly explains the information they would provide.

**Skill 3: Identifying and Managing a Snake Bite** *Marking Criteria:*

1. **Recognition of snake bite (2 points):**
   * Candidate correctly identifies that the victim has been bitten by a snake.
2. **Description of snake(3 points):**
   * Candidate provides a brief description of possible snakes and whether or not they are poisonous
3. **Calms the victim & immobilises the limb (2 points):**
   * Candidate effectively reassures and calms the victim to reduce panic
   * Candidate advises the victim to stay as still as possible and is able to explain the rationale for doing this
4. **Correctly immobilises limb (3 points):**
   * Candidate correctly immobilizes the bitten limb using a splint, bandage, or other available materials
   * Candidate advises the victim to keep the bitten area at or below heart level and explains why to the victim.

**Skill 4: Choking Management** *Marking Criteria:*

1. **Identifying Choking (5 points):**
   * Candidate correctly identifies signs of choking in a victim.
2. **Correct Action (8 points):**
   * Candidate positions themselves & the patient correctly
   * Performs back blows correctly, dislodging the obstruction.

**Skill 5: Skill: Recovery Position** *Marking Criteria:*

* **Safe Positioning** (**5 points**): Assess if the candidate positions the casualty correctly to ensure an open airway and prevent choking.
* **Monitoring Vital Signs** (**5 points**): Evaluate if the candidate checks for breathing and responsiveness while maintaining the recovery position.
* **Comfort and Safety** (**2 points**): Check if the candidate ensures the casualty is comfortable and safe in the recovery position.

**Skill 6: Wound Management** *Marking Criteria:*

1. **Assessment (5 points):**
   * Candidate assesses the wound's severity, checking for bleeding, foreign objects, and contamination.
2. **Bleeding Control (5 points):**
   * Candidate applies direct pressure, elevates the wound if necessary, and uses appropriate dressings to control bleeding.

**Skill 7: Burns and Scalds** *Marking Criteria:*

1. **Assessment (5 points):**
   * Candidate assesses the burn's depth and size. Able to explain assessment accurately
2. **Cooling (5 points):**
   * Candidate correctly provides first aid by cooling the burn under running cool water.

**Skill 8: Fracture Management** *Marking Criteria:*

1. **Assessment (5 points):**
   * Candidate assesses the fracture, checking for deformity, swelling, and pain.
2. **Immobilization (10 points):**
   * Candidate correctly immobilizes the injured limb using appropriate materials (e.g., splints).

**Skill 9: Shock Management** *Marking Criteria:*

1. **Recognizing Shock (5 points):**
   * Candidate identifies signs of shock in a victim.
2. **Comfort and Support (10 points):**
   * Candidate provides comfort and support to the victim, such as elevating their legs and keeping them warm.

**Skill 10: Bleeding Control** *Marking Criteria:*

1. **Identification of Bleeding Source** (**2 points**): Assess if the candidate correctly identifies and applies pressure to the source of bleeding.
2. **Application of Pressure** (**5 points**): Evaluate the candidate's ability to apply firm and consistent pressure to control bleeding.
3. **Use of Dressing and/or Bandage** (**6 points**): Check if the candidate uses appropriate materials to dress and bandage the wound.
4. **Elevation of Limb (if applicable)** (**2 points**): Evaluate if the candidate correctly elevates the bleeding limb.

**Overall Performance** *Marking Criteria:*

1. **Overall Performance:**
   * Candidate demonstrates confidence, maintains composure, and effectively manages the situation.

**Total Points:** 100

Candidates can be assessed based on their performance in each skill, and the total points earned can determine their overall proficiency in first aid. It is essential to provide constructive feedback to help individuals improve their skills and knowledge in first aid.

**PART B BASIC LIFE SUPPORT**

**Demonstration of unassisted CPR to fellow student or lecturer (to sign) with evaluation. PASS/FAIL.**

|  |  |  |
| --- | --- | --- |
| Criteria | Achieved | Not Achieved |
| Assesses danger in situation for patient and self. |  |  |
| Assesses responsiveness of patient  - shakes patient’s shoulder and calls.  - indicates need to send for help |  |  |
| Assesses airway and breathing  - looks for chest movement  - listens for breath sounds  - feels for air on cheek |  |  |
| Establishes airway  - clears airway using fingers  - tilts head back and lifts chin gently to open airway  - reassesses airway and breathing |  |  |
| Delivers 2 effective expired air breaths, mouth to mask, assessing for chest inflation. |  |  |
| Assesses circulation  - looks for movement  - checks carotid pulse  - observes facial skin colour |  |  |
| Delivers effective cardiac massage  - places hands in centre of lower half of sternum  - places heels of hand one on other, fingers interlocked  - positions self vertically above hands  - compresses chest 5 cms  - delivers 80-100 compressions per minute |  |  |
| Ratio of compressions to breaths 15:2  Delivered consistently for 2-3 minutes |  |  |

Evaluation of your performance:

Action you will take to improve your performance for criteria not achieved:

I have witnessed this student performing CPR and rated their performance as above

ASSESSOR: SIGNATURE: DATE:

ASSESSMENT 3: OBJECTIVE STRUCTURED CLINICAL ASSESSMENT (OSCA)-PRACTICAL ASSESSMENT

Overall assessment of your performance in this assessment is based on attainment of the clinical competencies identified by the PNG Nursing Council (PNGNC) competency standards as essential to the practice of the registered nurse. The PNGNC are designed to assess the competencies of Registered Nurses. However, because you are in the first semester of your program we have simplified the competency expectations. These will give you an opportunity to effectively demonstrate your skills and knowledge and build your capacity to meet the PNGNC competencies by the time you finish your program.

DURING THE OSCA you will be given the opportunity to assess yourself to reflect on what you did well and where you could improve. Following this you will be given feedback from your examiner who will also allocate your overall grade.

The competencies used to assess your performance are based on assessing your:

1. interpersonal ability
2. technical ability
3. professional growth
4. knowledge
5. clinical judgement
6. safe practice

A definition of each competency is provided below. Specific behaviours that describe each competency follow. In your examination as well as being graded on specific skills you will be graded against these competency standards in each task/skill you perform.

**DESCRIPTION OF CLINICAL COMPETENCIES**

1. **Interpersonal Ability.**

Refers to the ability to appreciate the centrality of interpersonal processes in nursing, demonstrated by effective and therapeutic communication, compassion, trust and respect for the dignity and integrity of all people, and tolerance and understanding of values and beliefs in a pluralistic society.

1. **Technical Ability.**

Refers to the ability to demonstrate technical competence at a beginning level in the application of safe, effective and efficient use of technology and resources in nursing practice.

1. **Professional Behaviour.**

Refers to the ability to participate collaboratively in a multidisciplinary team and organisational structure, fulfil responsibilities, obligations and commitments of a professional person, and evaluate and enhance continuing personal and professional development of self and colleagues.

1. **Knowledge.**

Refers to the ability to apply a body of scientific knowledge including knowledge of structure and function of the human body, an understanding of human behaviour, and a knowledge of dysfunction related to physical, behavioural and social factors, and to contribute to nursing knowledge through reflection and research based practice.

1. **Clinical Judgement.**

Refers to the ability to reason appropriately using induction, deduction, categorisation, and ethical persuasion in both scientific and evaluative processes.

1. **Safe Practice.**

Refers to the ability to identify and rectify situations in the environment which are unsafe for the patient, self and colleagues and to appreciate the necessity for knowledge, clinical judgement, technical ability, interpersonal skills, and professional development in order to practice safely.

**OBJECTIVE STRUCTURED CLINICAL ASSESSMENT**

**CRITERIA FOR OVERALL ASSESSMENT OF STUDENT PERFORMANCE.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **INTERPERSONAL ABILITY** | **Examiner** | |  | **Student** | |  |
|  | **YES** | **NO** | | **YES** | **NO** | |
| * Introduces self * Calls patient by preferred name. * Seeks patient’s permission for care. * Explains basic nursing care to patient. * Maintains patient’s privacy and confidentiality. * Recognises patient’s verbal and non-verbal cues. * Uses open ended questions to encourage patient expression. * Reflects on the influences of personal biases, feelings and opinions on interaction with patient. * Recognises situations that require use of therapeutic communication. * Demonstrates sensitive listening skills.   Comments: Student & Examiner. |  |  | |  |  | |
| 1. **TECHNICAL ABILITY** | **Examiner** | |  | **Student** | |  |
|  | **YES** | **NO** | | **YES** | **NO** | |
| * Selects and uses appropriate equipment. * Investigates unfamiliar equipment and environment. * Utilises observational skills accurately. * Demonstrates dexterity. * Organises time.   Comments: Student & Examiner. |  |  | |  |  | |
| 1. **PROFESSIONAL BEHAVIOUR** | **Examiner** | |  | **Student** | |  |
|  | **YES** | **NO** | | **YES** | **NO** | |
| * Is responsible for professional appearance. * Is responsible for punctual attendance. * Informs Teacher of unavoidable absence * Recognises legal and ethical issues. * Recognises and responds to patient’s value system and desires. * Demonstrates responsibility for assigned care of patient. * Interacts cooperatively with team members. * Participates in appraising own practice. * Accepts constructive criticism.   Comments: Student & Examiner. |  |  | |  |  | |
| 1. **KNOWLEDGE** | **Examiner** | |  | **Student** | |  |
|  | **YES** | **NO** | | **YES** | **NO** | |
| * Uses appropriate professional terminology. * Demonstrates ability to integrate theory with practice. * Applies appropriate principles in practice. * Reflects on experiences to enhance practice. * Seeks assistance in extending knowledge base. * Completes assessment activities   Comments: Student & Examiner. |  |  | |  |  | |
| 1. **CLINICAL JUDGEMENT** | **Examiner** | |  | **Student** | |  |
|  | **YES** | **NO** | | **YES** | **NO** | |
| * Assesses patient’s activities of daily living. * Identifies patient’s needs based on assessment data. * Provides care appropriate to assessment. * Evaluates care provided. * Seeks confirmation of action when unsure. * Demonstrates tact and understanding when speaking with patients. * Checks to ensure understanding before reacting. * Displays reasoning when confronted with new situations.   Comments: Student & Examiner. |  |  | |  |  | |
| 1. **SAFE PRACTICE** | **Examiner** | |  | **Student** | |  |
|  | **YES** | **NO** | | **YES** | **NO** | |
| * Identifies role in emergency procedures/situations. * Recognises safety/risk factors in environment. * Identifies situations beyond current level of experience and seeks appropriate assistance. * Utilises safe body mechanics. * Prevents cross infection. * Recognises learning needs. * Prepares self for informed clinical practice.   Comments: Student & Examiner. |  |  | |  |  | |

|  |  |
| --- | --- |
| ***Student’s Signature:*** | ***Date:*** |
| ***Examiner’s Signature:*** | ***Date:*** |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCALE** | **PERFORMANCE STANDARD** | **QUALITY OF PERFORMANCE** | **SUPPORT REQUIRED** |
| **E**  **(Excellent)** | Level of performance is excellent  Student always achieves  appropriate and accurate actions safely | Exceptional standard of care demonstrated. Proficient; coordinated; confident Outstanding time management  Able to provide excellent and detailed responses to all questions related to the activity. Exceptional level of clinical judgement and clinical skills demonstrated | No prompts required to achieve intended purpose |
| **M**  **(Minimal Supervision)** | Level of nursing practice is high Student always achieves appropriate and accurate actions safely | Coordinated most of the time, Confident in most aspects  Performs well within a reasonable timeframe. Achieves intended purpose. Deliver safe & effective care. Able to answer to questions accurately and is smooth in performance | Minimal prompts required to achieve intended purpose |
| **C**  **(Competent)** | Level of nursing practice is fair, but adequate  Student mostly achieves appropriate and accurate actions safely | Able to demonstrate an ability to carry out nursing care. Minimal assistance needed. Fails to initiate more than a minimal level of clinical judgement. Knowledge level satisfactory  Expends excess energy Clinical judgement satisfactory  Demonstrates safe practice | May need verbal and occasional physical directive cues in addition to supportive ones. Student able to respond satisfactorily. |
| **B**  **(Borderline)** | Level of nursing practice is weak Nursing practice may be unsafe when alone  Student able to achieve appropriate and accurate actions when guided | Lacks coordination, Lacks confidence, Performs with prolonged time frame Does not always achieve intended purpose; Inconsistently correlates theory to practice or superficial understanding demonstrated. | Frequently requires verbal and physical prompts to achieve intended purpose |
| **F**  **(Fail)** | Level of nursing practice is poor Nursing practice is unsafe Nurse does not achieve appropriate and accurate actions unless constantly supported | Uncoordinated, Very low level of confidence. Not able to clearly explain what they are doing and why. Very slow and unsure.  Fails to achieve intended purpose. Does not initiate actions. Does not or is unable to apply theory to practice | Requires continuous verbal and physical prompts to achieve intended purpose  Is unsafe |

Overall grade: \_\_\_\_\_\_\_\_\_\_\_\_\_

###### Submission of Written Assignments

**Referencing style**

###### PLAGARISM POLICY

# SUBJECT TIMELINE

This subject time line is provided so that you may plan ahead in your studies. You will see how the time line highlights various dates or activities that are scheduled for the subject. This subject is offered over the period Weeks 9 to 15. There is room on the grid for you to add in dates or other activities that you want to remember.

**FUNDAMENTALS OF NURSING**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Monday** | | **Tuesday** | **Wednesday**  **Tutorial session** | **Thursday** | **Friday** | | | |
| **Week 1** |  | |  |  |  |  | | | |
| **2** |  | |  |  |  |  | | | |
| **3** |  | |  |  |  |  | | | |
| **4** |  | |  |  |  |  | | | |
| **5** |  | |  |  |  |  | | | |
| **6** |  | |  |  |  |  | | | |
| **7** |  | |  |  |  |  | | | |
| **8** |  | |  |  |  |  | | | |
| **9** |  | |  |  | **DUE**  **IN** |  | | | |
| **10** |  | |  |  |  |  | | | |
| **11** |  | |  |  |  |  | | | |
| **12** |  | |  |  | **DUE** |  | | | |
| **13** |  | |  | ***Nursing Care Plan & Reflection*** |  |  | | | |
|  |  | |  |  | ***Skills Assessment*** |  | | | |
| **14** |  | |  |  |  |  | | | |
| **15** |  | |  |  |  |  | | | |
| **16** |  | **Study week** | | | | |  |  |  |
| **17** |  | **Examination Week: Date to be decided** | | | | |  |  |  |

# STUDENT LEARNING ACTIVITIES SECTION

# WEEK 1 INTRODUCTION TO NURSING LEARNING ACTIVITIES

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| **Pre-requisite**  **knowledge** | Welcome to this subject. This is first subject in the nursing stream. You will not be expected to have done any work before attending this week, but we would like you to spend a bit of time thinking about what you know about nurses and nursing. What do you think that nurses do? Think about and be ready to discuss why you would like to become a registered nurse and your goals for the program and the future. | | |
| Pre-lecture **reading** | There is no pre-reading today. But you need to make sure you have download a copy of the textbook.  Ernstmeyer K., Christman D. Nursing Fundamentals, (2023). Opena Resources for Nursing (Open RN). Chppewa Valley Technical College, Wisconsin, USA. Available: <https://med.libretexts.org/Bookshelves/Nursing/Nursing_Fundamentals_(OpenRN)> | | |
| **Lecture Focus** | **History of Nursing in PNG and internationally. The National Health System and the role of nurses.** | | |
| **Key points from lectures** | * History of Nursing in PNG * International nursing beginning * Influence of Nightingale & other nursing theorists. * Concepts of health and nursing * PNG Health System | | |
| **Post lecture questions** | | | 1. Review your lecture notes and read section 1.2 of your text book. What is your definition of nursing? Write your answer in the space below. 2. What nursing theorists have you found? Which do you think aligns with your definition of nursing? |
| **Tutorial session preparation** | | Review Chapter 1 of your text book. This is focused mainly on the USA. You will need to list the topics that are listed about nursing in the US and see which of the topics are relevant for you in PNG. These will be discussed next week. | |
| **Tutorial session activities including**  **laboratory practice** | | 1. Clarify subject requirements with your class lecturer. 2. Divide into small groups. Read the subject guide and review the structure of the subject and the topics. 3. Review the assessment and discuss them with your group. Makes sure that you are clear about the requirements. 4. In your groups participate in the activities about nursing in PNG an the role of nursing theorists. | |
| **Independent activity** | | Make sure you have access to the National Health Plan as you will need to read and review key chapters as directed by your tutor. Take notes to ensure that you are clear about the Key Result Areas identified by the Plan and think about how nurses contribute to achieving national goals.  This will be discussed in class next week. | |

# WEEK 2 NURSING PROFESSIONALISM LEARNING ACTIVITIES

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| **Pre-requisite activity** | Look up and download: PNG Nursing Council Nursing Competency Standards and the PNG Nursing Council Code of Ethics for Nurses in PNG |
| **Pre-lecture reading** | Read and review the standards identified above. These will be discussed in more detail in the tutorial session. |
| **Lecture focus** | Nursing professionalism |
| **Key points from lectures** | * Requirements of a profession * Basic ethical and legal responsibilities in nursing * Introduction to code of ethics competency standards, professional conducts & professional regulation, highlighting, patient’s rights, providing information and consent, confidentiality invasion of privacy and negligence |
| **Post lecture learning activities** | 1. What is the purpose of the PNG Nursing Council? How does it protect the public? 2. Review the Code of Professional Conduct for Nurses. Explain what the main purpose of this is. In your owns words, summarise the key points from the Code. |
|  | 1. List the key points you have learned from reading the Code of Ethics. The write a brief reflection about what they mean for you as a professional nurse of the future. |
| **Tutorial session preparation.** | 1. Find a charter or statement on the web that lists patients’ rights or what they can expect from health services. For example the Australian Charter of Healthcare Rights available <https://www.safetyandquality.gov.au/our-work/partnering-consumers/australian-charter-healthcare-rights>   Review the document and then reflect on how this can apply to patients in the PNG. Briefly list your thoughts here. You will discuss this more in your tutorial.  Read Section 3.3 of your textbook: Patient’s Bill of Rights |
| **Tutorial session activities including laboratory practice** | * + Working in groups review your findings from reading the NHP. What did others notice? Analyse why this plan is important for nurses and patients?   + Share your review of Patient Bill of Rights/Charters. What key points did you notice? How relevant is it for the PNG health system? Be prepared to justify your answers with sound argument and critical analysis. |
| **Self-directed activity** | * Look up and provide definitions for the following in your own words:   Consent:  Confidentiality:  Privacy:  Negligence:  Regulation in nursing:  Professional behaviour: |

# WEEK 3 NURSING PROCESS LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | A preliminary understanding about what is meant by the Nursing Process |
| **Pre lecture reading** | Read Sections 4.1 and 4.2 of your text book and familiarise yourself with the terminology.  Bring any questions to the next class. |
| **Lecture focus** | The Nursing Process and its Application to Nursing Practice |
| **Key points from lectures** | * Defining the Nursing Process * Steps in using the Nursing Process to provide patient care * Critical thinking and clinical judgement in nursing practice |
| **Post lecture questions** | Describe, in your own words what is meant by the Nursing Process. |
|  | Explain why the Nursing Process is useful in planning and carrying out nursing care. |
| **Tutorial session preparation** | Read the chapter on the Nursing Process in your text book, Ch 4 |
| Tutorial session activities including laboratory practice | Be prepared to work through a number of case scenarios in class and to practice applying the Nursing Process.  Initially you need to focus on identifying key cues ie what are the signs and symptoms each patient is describing? |
| **Self-directed activity** | Read Chapter 4 of the text book and complete the review questions |
| **Learning activities** | Work in pairs or small groups and complete the Nursing Care Plan using the template provided and bring it to your next class. |

# WEEK 4 NURSING PROCESS LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | It is assumed you have completed the learning activities for last week |
| **Pre lecture reading** | Finish reading Ch 4. Note any questions to bring to class. |
| **Lecture focus** | Relationships between nursing process and alterations in health status |
| **Key nursing points from lectures** | * Principles of care and the differences between medical and nursing diagnosis * Using nursing diagnoses to help plan nursing care * Principles of nursing assessment * Criteria to evaluate nursing care given |
| **Post lecture activity** | Review the video Nursing Care Plan Tutorial: How to complete a care plan in nursing school . YouTube. All rights reserved. Video used with permission. [https//youtu.be/07Z4ywfmLg8](https://youtu.be/07Z4ywfmLg8)[↵](https://med.libretexts.org/Bookshelves/Nursing/Nursing_Fundamentals_(OpenRN)/04%3A_Nursing_Process/4.09%3A_Summary_of_the_Nursing_Process#return-footnote-123-1) |
| **Tutorial session preparation.** | As you watch the video note any questions you have, bring those to class with you |
| Tutorial session activities including laboratory practice | In groups or pairs discuss the questions you have. Try and answer them for each other. If there is any misunderstanding then ask your tutor to explain.  In this tutorial you will have the opportunity to practice developing nursing care plans using provided case examples.  As this is your first practice for developing a nursing care plan, at the moment you will concentrate on identifying patient signs and symptoms and then clustering them to develop nursing diagnoses. |
| **Assessment review and clarification** | This week you will discuss the Case Study Assignment. In groups you will be given the opportunity to work through an example to ensure you are clear about what is expected and the extent of the assessment. |
| **Self-directed learning** | Independently, or in pairs find and review at least two other written sources that explain more about the Nursing Process and how it can be used in Nursing.  List the articles you have found and read below: make sure you have referenced them correctly.  Under each citation provide a paragraph that summarises the key points from each article. |

# WEEK 5 COMUNICATION & DOCUMENTATION LEARNING CTIVITIES

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| **Pre-requisite knowledge** | This week we will focus on communication and the different types of communication in nursing.  Please take some time and list any rules you know about to do with communication eg who gets to talk first when there are women and children together with men? How far apart should you stand when talking to a stranger, compared to a family member.  List as many rules as you can below. |
| **Pre lecture reading** | Review section 2.2 and think about the types of communication discussed. Why is this important information for nurses. |
| **This week’s lecture focus** | Definition of communication  Factors that influence effective communication, especially in nursing practice,  Barriers in effective communication,  Definition and characteristics of the therapeutic relationship. |
| **Key points from lecture** | * Reflecting on what we mean by professional communication * Communication styles and methods that demonstrate caring, respect, active listening, authenticity, and trust * Communication with interprofessional team members and others to facilitate safe care delivery * Therapeutic communication for nurses |
| **Post lecture questions** | Review section 2.2 of your text book and your lecture notes and answer the following questions.   1. What aspects of communication are important to think about for nurses? 2. What do you see the challenges might be for effective communication in health care settings? 3. What do we mean by ‘therapeutic’ communication and a therapeutic relationship? Please explain in your own words. |
| **Tutorial session preparation** | Read Section 2.3 of your text book. Note down the key points and any questions you have and bring them to class. |
| **Tutorial session activities** | In your groups draw a concept map that illustrates the key important aspects in nursing communication. Once you have completed this then show on your map what the barriers are to effective communication.  Finally, in your groups, discuss how these barriers can be overcome/reduced.  Following these activities you will be given case scenarios and have the opportunity to practice applying the communication skills you have identified as crucial for nurses. |
| **Self-directed learning** | Re-read and review sections 2.1, 2.2 and 2.3 from your text. Make sure you understand the concepts discussed. Bring questions to your next class.  Please review the discussion about personal space. Do you agree or disagree with the description? Why? Why not? How applicable is this model in PNG? Is it helpful for nurses, if so how? Write your ideas below. |

# WEEK 6 COMMUNICATION & NURSING DOCUMENTATION LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | Familiarity with the concepts and ideas related to effective communication for nursing practice. This week will focus on communicating effectively with other members of the healthcare team. |
| **Pre lecture reading** | Read Sections 2.4 and 2.5 of your text book. Note any questions and bring those to class with you. |
| **This week’s lecture focus** | Principles of nursing reports and nursing documentation |
| **Key points from lecture** | * Basic principles of nursing report and documentation * Legal and ethical responsibilities * Communicating with other members of the health team * Requirement and format for nursing reports and nursing handover. |
| **Post lecture questions** | List the four most important things that you need to think about when documenting and reporting patient care. Why are these important? |
| **Tutorial session preparation** | Identify new information and develop at least two questions to bring to your tutorial about nursing documentation. You will ask these questions to the other students in your group who will be expected to answer them.  Each student will need to be ready to answer questions from their other group members |
| **Tutorial session activities** | Students will work in groups to ask and answer questions related to nursing documentation and communication.  Using case scenarios you will have the opportunity to practice giving verbal nursing reports, writing nursing documentation and to practice communicating clinical concerns to other members of the health care team.  During this class you will have an opportunity to gain assistance in completing your case study assignment. Your tutor will check you are clear about the requirements including correct referencing. |
| **Self-directed learning** | Complete the learning activities found at the end of chapter 2.  Write a brief reflection which focuses on what you have learned about effective nursing communication and how this is different to communicating with friends or family. |

# WEEK 7 RISK & SAFETY LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | Every nurse is responsible for providing safe, high quality care to their patients by following the standards identified by the PNG Nursing Council and the laws which govern health care practice. Nurses also have a responsibility to use and apply research evidence to practice (evidence-based practice).  *Before* attending the lecture this week take the time to explore on the web if you can, what we mean by ‘quality’ in health care. |
| **Pre lecture reading** | Read Sections 5.1, 5.2, 5.3, 5.4 of your text book |
| **This week’s lecture focus** | Patient safety, using evidence to inform nursing practice  Quality frameworks and National Patient Safety Goal and Standards  Examples of patient safety and quality issues in health care |
| **Key points from lecture** | * Current issues in patient’s safety, * Evidence for need, applying the evidence, applying the standards * Infection control (standard precautions), * Hand hygiene, * Hospital and environment safety. |
| **Post lecture questions** | What do we mean by patient safety? Why is it important?  How should nurses use evidence in practice? What counts as evidence and why? |
| **Tutorial session preparation** | Find at least one resource that explains about nursing and infection control and/or hand hygiene. Be ready to explain why good hand hygiene is crucial for all health workers and also for others in your family and community. |
| **Tutorial session activities** | In this session you will be guided about the standards of hand hygiene that are expected of nurses. You will explore the differences between domestic handwashing and the different types of hand hygiene that are expected in health facilities.  You will be guided in how to correctly perform hand hygiene and then work in pairs to review another student and have your own technique reviewed. You will be provided with an assessment tool and guidance about giving and receiving feedback. |
| **Self-directed learning** | You will need to practice correctly carrying out hand hygiene on at least 3 occasions. You will need to be assessed by another student while performing this task, you will also need to assess one of the students performing hand hygiene and give constructive feedback to each other. |

# WEEK 8 RISK & SAFETY LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | Find out and write down what your understanding is of the term ‘evidence-based practice’. What does it mean for nurses and how should evidence be used in clinical care? |
| **Pre lecture reading** | Read Section 9.6 in your textbook: |
| **This week’s lecture focus** | Infection control (standard precautions)  Hospital and environment safety  Personal Protection & the nurse’s role in infection prevention and control |
| **Key points from lecture** | * Revision of the main pathogens that cause infectious diseases and discuss emerging infectious diseases * The chain of infection, how infections are spread and means of preventing transmission * Common healthcare-associated infections (HAIs), prevention and hospital policies and practices to help. * Essential concepts for the nursing management of patients with infectious diseases and healthcare associated infection * Self-care and reflective practices. |
| **Post lecture questions** | In your own words write a definition for each of these terms:  Infection/infectious disease  Pathogen  Chain of infection  Causative agent  Reservoir  Susceptible host  Portal of entry  Mechanisms of transmission  Portal of exit |
| **Tutorial session preparation** | You will also get an introduction to Standard Precautions and Infection Control. Ensure you understand what these terms mean.  Work with one other student and draw a concept map/diagram that illustrates the chain of infection including the modes of transmission and portals of entry. Bring that with you to your tutorial session |
| **Tutorial session activities** | Review chain of infection. Working in groups use your diagrams/concept maps and show how and where the chain of infection can be stopped.  Personal protection. Staying safe as a nurse. This session will give you the skills and knowledge needed to safely don and doff gloves, masks and eye protection and other personal protective devices as available. You will also learn about the different forms of handwashing that nurses use in practice. You will discuss the purposes of each and then have an opportunity to practice using a correct handwashing technique.  You will be given the opportunity to assess your partner and yourself using the handwashing skills checklist. This skill will be reassessed in the OSCA at the end of the semester. |
| **Self-directed learning**  **Hand Hygiene** | **Handwashing.** You will need to ensure you are competent in safely performing hand hygiene. With your partner, practice correct hand hygiene techniques and then, using the checklist below, assess both yourself and your partner to make sure you are able to safely and correctly perform the required technique.   |  | | --- | | **Criteria: C – Competent, NYC – Not Yet Competent** (Educator must comment why grade was NYC) |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Criteria for skills performance** | **Self Practice** | **Observed Practice (P) with a partner, then assessed (A)** | | | | **P** | **P** | **Assess** | | Identifies need |  |  |  |  | | Gathers equipment:   * warm running water * soap * paper towels. |  |  |  |  | | Prepares and assesses hands |  |  |  |  | | Turns on and adjusts water flow |  |  |  |  | | Wets hands, applies soap |  |  |  |  | | Cleans under the fingernails when required |  |  |  |  | | Thoroughly washes hands |  |  |  |  | | Rinses hands |  |  |  |  | | Turns off the water if elbow taps used. If ordinary taps, turns off after drying hands |  |  |  |  | | Dries hands |  |  |  |  | | Uses alcohol-based hand rub as an alternative to soap and water, when appropriate |  |  |  |  | | Demonstrates ability to link theory to practice |  |  |  |  |  |  |  |  | | --- | --- | --- | | PNG Nursing Competency Standards – 1-4 | | | | **Satisfactory: YES / NO** | **Date:** | **Signature:** | |

# WEEK 9 BASIC FIRST AID LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | You need make sure that you are clear about what first aid is, what are the limitations of practice in first aid? Who can undertake first aid? Review your text book and make sure you understand these ideas. |
| **Pre lecture reading** | Read pages 9-11 in your First Aid text book to familiarise yourself with the purposes and principles of first aid. |
| **This week’s lecture focus** | Basic principles of first aid |
| **Key points from lecture** | * Principles of first aid * Legal considerations * Duty of Care * Negligence * Consent * Scene assessment * Assessing the victims, triaging according to need if there is more than one victim * Introduction to basic life support and primary assessment. * Emergencies causing lack of O2 – procedure for EAR, CPR and principles of BLS |
| **Post lecture questions** | List below the five principles of first aid. Please explain in your own words, what they mean.  Below briefly summarise the legal and ethical considerations associated with providing first aid. |
| **Tutorial session preparation** | Work with a learning partner and draw a labelled diagram that illustrates the structure and function of the heart and respiratory systems. |
| **Tutorial session activities** | This session will focus on scene assessment, triage, chain of survival and beginning understanding of basic life support.  Management of:   * Choking * Chest Pain * Sudden Cardiac Arrest (SCA) * Heart Attack * Angina |
| **Self-directed learning** | Please answer the following questions to check for your understanding. Answers are provided at the end of the learning guide.  Q1: What is the first step in scene assessment during first aid?  Q2: What should you do after ensuring scene safety in first aid?  Q3: How do you check a casualty's responsiveness?  Q4: What should you do if a casualty is unresponsive?  Q5: What is the purpose of a primary survey in first aid?  Q6: In the primary survey, what does "ABC" stand for?  Q7: How can you check a casualty's airway in the primary survey?  Q8: What should you do if a casualty is not breathing in the primary survey?  Q9: In the primary survey, how do you assess circulation?  Q10: What is the purpose of a secondary survey in first aid?  Q11: What steps should you follow during a secondary survey?  Q12: When should you reassess a casualty's condition in first aid?  Top of Form |

# WEEK 10 BASIC FIRST AID LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | Anatomy & physiology of the skin  Anatomy & physiology of the circulatory system  Anatomy of the abdomen |
| **Pre lecture reading** | Review pages 61-69 of your First Aid text book, write down any questions and bring them to class |
| **This week’s lecture focus** | Burns: types, causes and management  Haemorrhage and shock, causes, signs and symptoms & management  Abdominal injuries, blunt & penetrating trauma |
| **Key points from lecture** | * Types of burns: including thermal, inhalation, chemical and electrical burns. * Haemorrhage including: * Nose Bleed * Minor and Life-Threatening Bleeds * Constrictive Bandage (Arterial Tourniquet) * Embedded Objects * Internal Bleeding * Abdominal Injuries * Blunt or Penetrating Trauma * Evisceration (exposed internal organs) * Shock |
| **Post lecture questions** | What are the common types of burns seen in your community?  What are the signs and symptoms of haemorrhage?  What would lead you to think that someone was beginning to go into shock? What signs and symptoms might you see? |
| **Tutorial session preparation** | In this session you will be introduced to taking patient’s vital signs which you will practice taking on other students.  You need to make sure you understand what vital signs assess and why this is important? What are the normal parameters for adults and children? |
| **Tutorial session activities** | You will be given a tutorial about taking vital signs and then using a series of case studies you will perform assessments on your fellow students. |
| **Self-directed learning** | Review what you have learned so far. You need to practice performing assessments on each other so you can easily find pulses, assess respiration and if possible blood pressure and temperature.  Q1: What is a burn?  Q2: What are the three main types of burns?  Q3: What should you do immediately for a burn?.  Q4: How do you differentiate between first-degree, second-degree, and third-degree burns  Q5: Should you pop blisters from a burn?  Q6: How should you protect a burn wound after cooling it?  Q7: When should you seek medical attention for a burn?  Q8: What should you do if clothing is stuck to a burn?  **Haemorrhage**  Q: What is haemorrhage?  Q: What are the common signs of external haemorrhage?  Q: What is the first step in managing severe bleeding?  Q: How can you apply direct pressure to a bleeding wound?  Q: When should you elevate a bleeding limb?  Q: What is a tourniquet, and when should it be used for bleeding control?  Q: How long can a tourniquet remain in place?  Q: What is shock, and why is it a concern in haemorrhage cases?  Q: How can you help prevent shock in a haemorrhage victim?  Q: What information should you provide to emergency responders when calling for help in a haemorrhage situation?  Q: What should you do if the bleeding doesn't stop despite initial first aid efforts? |

# WEEK 11 BASIC FIRST AID LEARNING ACTIVITIES

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| **Pre-requisite knowledge** |  |
| **Pre lecture reading** |  |
| **This week’s lecture focus** | Basic First Aid. Assessment and management of emergency conditions. |
| **Key points from lecture** | * Fractures and soft tissue injuries and management of symptoms * Spinal injuries * Crush injuries * Head injuries, dealing with altered levels of consciousness * Bandages, slings * Poison: types, snake bites, signs and symptoms, management * Handling and transporting causalities in emergencies * Fire safety measures |
| **Post lecture questions** | What is important to assess for if a person presents with a head injury? What would you look for and why?  What is the correct emergency treatment for a snake bite? |
| **Tutorial session preparation** | Review your lecture notes and textbook. In this tutorial session you will be practicing applying slings, managing snake bites and fractures and other serious injuries. |
| **Tutorial session activities** | In this session you will work with other students to practice assessing and managing some of the emergency conditions outlined in this week’s lecture. You will have the opportunity to practice immobilising limbs, assessing and positioning a person with a serious head injury, and learn how to correctly apply a sling. |
| **Self-directed learning** | To help you revise what you have learned in class please complete these questions  **Head Injury**   1. Question: What is the first step in assessing a head injury? 2. Question: Why is it important to assess the level of consciousness in a head injury patient? 3. Question: How should you manage a head injury patient who is unconscious but breathing? 4. Question: When should you suspect a skull fracture in a head injury patient? 5. Question: What is the purpose of immobilizing the neck in a head injury patient? 6. Question: How should you control bleeding from a scalp wound? 7. Question: What is the recommended treatment for a suspected concussion? 8. Question: What signs should you look for to assess if a head injury patient is experiencing increased intracranial pressure (ICP)? 9. Question: What should you advise a head injury patient regarding activities following their injury?   **Fractures and Sprains**  **1**. Question: What is the first step in providing first aid for a suspected fracture or sprain?   1. Question: How can you distinguish between a fracture and a sprain during a first aid assessment? 2. Question**:** What should you do if you suspect a bone is broken (fractured) in a first aid scenario? 3. Question**:** In the case of a suspected sprain, what immediate first aid steps can be taken? 4. Question: What should you never do when providing first aid for fractures or sprains? 5. Question: When should you encourage the injured person to seek professional medical attention for a fracture or sprain? 6. Question: How can you minimize the risk of further injury when assisting someone with a suspected fracture or sprain? 7. Question: What should you do if the injured person cannot move the injured limb due to pain or other reasons? 8. Question: Why is it essential to monitor the injured person's condition after providing first aid for a fracture or sprain? |

# WEEK 12 BASIC FIRST AID LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | You need to be familiar with the human body. The names of each part, how things fit together and what the consequences are when things start to go wrong. |
| **Pre lecture reading** | Review your first aid text book. Focus on the topics that will be discussed this week. Write down anything you are not clear about, anything you don’t understand and bring it to your tutorial session this week. |
| **This week’s lecture focus** | Basic First Aid, other emergencies and conditions. Assessment and management |
| **Key points from lecture** | * Eye injuries * Ear injuries * Stroke * Seizures & Febrile Convulsions . * Epileptic Seizures * Asthma * Allergic Reactions & Anaphylaxis * Diabetes, hypoglycaemia, hyperglycaemia |
| **Post lecture questions** | Define what a stroke is and explain its causes and risk factors, including signs and symptoms. What does the acronym FAST stand for?  What are the different types of seizure?  What is the difference between a seizure and a febrile convulsion? |
| **Tutorial session preparation** | * + Read the sections in the First Aid Manual about ear and eye injury   + Read the section on seizures, febrile convulsions, asthma and anaphylaxis |
| **Tutorial session activities** | Today you will practice assessing and managing cases related to the emergencies discussed in the lecture and through your reading.  You will also practice putting your fellow students into a recovery position and understand how you can protect patient’s airways when caring for them.  Using a provided case study you will outline the treatment for a person presenting to your clinical with diabetes who is experiencing an imbalance in their insulin and glucose levels. |
| **Self-directed learning** | Complete the case studies provided and discuss them with your fellow students |

# WEEK 13 CLINICAL SKILL DEVELOPMENT LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | Medical terminology  Nursing Process, nursing documentation |
| **Pre lecture reading** | Read Chapters 1 and 2 in the nursing skills text |
| **This week’s lecture focus** | Personal care  Clinical assessment and monitoring  Clinical communication and documentation |
| **Key points from lecture** | Personal care   * + Assisted ambulation   + Hygiene – bed making, shower/bath, oral care   Skin integrity assessment, Pressure area care  Clinical assessment and monitoring   * + Vital signs: TPR, BP, SPO2   + Physical assessment: weight, height, BMI, BSL   Clinical communication and documentation   * + Recording vital signs   + Recording fluid input and output   + Using and maintaining patient records   Negotiating care with patient/family |
| **Post lecture questions** | What are the three most important things you found out during the lecture about providing personal care? Why are these important? |
| **Tutorial session preparation** | Review Chapters 1 & 2 of the nursing skills text book  Read Chapter 3  List the key vital signs that need to be recorded when conducting a nursing assessment |
| **Tutorial session activities** | Today’s session is focusing on patient assessment, planning and delivering personal care or basic nursing care.  Mari Songavari has been admitted hospital because she is too sick to stay in the community health centre. Her provisional diagnosis is pneumonia and she is unable to get out of her bed. You have been asked by your supervisor to take and record Mari’s vital signs and then to provide hygiene care for Mari.  **In pairs please work together to list the vital signs** you will need to take and record for Mari. And then practice taking these observations on each other. How easy/hard was this to do?  *Mari’s vital signs are as follows*:  Blood pressure 160/90 mmHg  Heart rate (pulse) 100 bpm  Respiratory rate 28 bpm  Temp 38.4C  Explain in your own words what you think these signs show. Discuss your thinking with your group.  After consultation with your supervisor have decided that Mari needs to be bathed in bed. (Which of the four C’s have you used and what steps of the nursing process have been applied so far in your care of Mair?) She has no *lain* with her so you will need to provide her hygiene care.  This means providing care that is related to the patient’s body, appearance, hygiene, and movement.  **Tasks Related to Personal Care Include:**   * Bathing * Teeth and [mouth](https://milnepublishing.geneseo.edu/home-health-aide/back-matter/glossary#Mouth) care * Dressing/grooming * Toileting * Eating * Ambulation * [Transferring](https://milnepublishing.geneseo.edu/home-health-aide/back-matter/glossary#Transfer) patients * Care of the patient’s environment * Assisting with self-administration of medication   People may require personal care for a number of reasons. Remember, assistance with personal care may be temporary while a person is recovering from an injury or illness or may be permanent and required for the remaind*er* of their lives.  Jot the steps of the nursing process down.Discuss with your classmates why a framework is important for planning your /provided nursing care and how it relates to the quality of care your patient receives. This short discussion is important because you will come back to it at the end of your activities today to evaluate the quality of the care you have planned.  **Case Study continued:** Mari Songavari has been admitted hospital because she is too sick to stay in the community health centre. Her provisional diagnosis is pneumonia and she is unable to get out of her bed. You have been asked to provide hygiene care for Mari and after consultation with your supervisor have decided that Mari needs to be bathed in bed. She has no *lain* with her so you will need to provide her hygiene care.  *Bed Bathing:* Please list the equipment you need to prepare before you start this procedure:  If you have a manikin in your nursing laboratory, use it to practice the procedure of bed bathing a patient. If there is no manikin you will need to be guided by your teacher as to what you need should do. Remember that practising bed bathing a patient is important this week and it related to the case you are studying today. At the completion of your practice think about how you relate to a person while you are carrying out your nursing care and what thigs may be difficult for you to do. Write down your thoughts and compare these with those of your classmates.  As you provide Meri’s hygiene care what observations will you make and why are these observations important?  Now imagine that you are working in remote area and your facility is poorly equipped, but you still need to provide hygiene care for a patient. What things can you think of that you could use to provide hygiene care?  *Skin integrity*: Your observations will include matters related to skin integrity. What do we mean by skin integrity and why is it so important? Relate your answers to the health status and care of Mari. Again, refer to your textbook if you need to in order to answer this question. You may find that your answers here will be better if you also read about pressure area care.  *Oral Care:* As part of her hygiene care Meri needs oral care. Please record the equipment you will assemble and use and then practice this nursing activity on your manikin.  You need feedback from Mai about the effectiveness of the oral care she has received. What simple questions could you ask to obtain this feedback?    A complication of your care has arisen, Mari doesn’t have a toothbrush with her so what could you do instead to achieve a clean mouth? |
| **Self-directed learning** | Write a complete nursing report about Mari. Discuss this with a classmate and bring it to your next class for review and discussion. |

# WEEK 14 CLINICAL SKILL DEVELOPMENT LEARNING ACTIVITIES

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| --- | --- |
| **Pre-requisite knowledge** | Assessing and planning nursing care  Review Ch 1 of your skills text book, make sure you know and understand the key concepts described in Section 1.4 |
| **Pre lecture reading** | Re-read Section 1.4 |
| **This week’s lecture focus** | Patient assessment, planning and evaluating care |
| **Key points from lecture** | * Review of the Nursing Process * The different stages and rationale for each * Other considerations |
| **Post lecture questions** | 1. What is the nursing process, and why is it essential for patient care? 2. Explain in your own word, the first step of the nursing process: assessment. 3. What is the purpose of a nursing diagnosis? 4. Describe, in your own words, the planning phase of the nursing process. 5. What is the role of implementation in the nursing process? 6. Why is evaluation crucial in the nursing process? 7. Can you explain the difference between a medical diagnosis and a nursing diagnosis? 8. How can the nursing process be adapted for different patient populations or settings? 9. Give an example of a short-term and a long-term goal in a nursing care plan. 10. How does documentation relate to the nursing process, and why is it important? 11. What ethical considerations should a nurse keep in mind during the nursing process? 12. How can critical thinking skills be applied in each phase of the nursing process? 13. Explain the concept of holistic care within the nursing process. 14. What are some common challenges nurses may face in the implementation phase of the nursing process? 15. How does evidence-based practice (EBP) relate to the nursing process, and why is it important? |
| **Tutorial session preparation** | Revise your knowledge of patient assessment and make sure you know which vital signs are important and how these are measured and recorded.  Revise normal parameters |
| **Tutorial session activities** | Using the case studies provided, students will work in groups and work through the scenarios to assess and plan care. Work together to develop a nursing care plan and then present it to class.  Use the skill stations to practice taking and recording vital signs. Practice taking a patient history and practice documenting what they have found. |
| **Self-directed learning** | Revise course content, identify any misunderstandings. Check with your tutor about exam expectations. |

# WEEK 15 PULLING IT ALL TOGETHER LEARNING ACTIVITIES

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| **Pre-requisite knowledge** | All this semester’s work |
| **Pre lecture reading** | Revise and review your notes and this learning guide. |
| **This week’s lecture focus** | This week provides a summary of the key learning points of the semester |
| **Key points from lecture** |  |
| **Post lecture questions** | Identify any questions you have from the subject and bring them to the class for discussion and clarification. |
| **Tutorial session preparation** | Review and revise all of your notes and this learning guide. Check you understand what you have written and are clear about the information. |
| **Tutorial session activities** | This is a revision session. Discuss what aspects you would like further information about and where you need more practice. |
| **Self-directed learning** | Revision and practice. |

# RESOURCE SECTION

**Answers to First Aid Questions**

**Basic First Aid**

Q1: What is the first step in scene assessment during first aid? **A1**: The first step in scene assessment is ensuring safety for yourself and others.

Q2: What should you do after ensuring scene safety in first aid? **A2**: After ensuring scene safety, assess the casualty's responsiveness.

Q3: How do you check a casualty's responsiveness? **A3**: Gently tap the casualty and ask loudly, "Are you okay?"

Q4: What should you do if a casualty is unresponsive? **A4**: If the casualty is unresponsive, call for help and begin CPR (Cardiopulmonary Resuscitation).

Q5: What is the purpose of a primary survey in first aid? **A5**: The primary survey assesses and addresses life-threatening conditions in a systematic manner.

Q6: In the primary survey, what does "ABC" stand for? **A6**: "ABC" stands for Airway, Breathing, and Circulation.

Q7: How can you check a casualty's airway in the primary survey? **A7**: Tilt the casualty's head back and lift the chin to open the airway.

Q8: What should you do if a casualty is not breathing in the primary survey? **A8:** Start rescue breathing or CPR, depending on the situation.

Q9: In the primary survey, how do you assess circulation? **A9**: Check for signs of a pulse and severe bleeding.

Q10: What is the purpose of a secondary survey in first aid? **A10**: The secondary survey assesses and addresses non-life-threatening injuries and medical conditions.

Q11: What steps should you follow during a secondary survey? **A11**: Check for any other injuries, obtain a medical history (if possible), and provide appropriate care for identified conditions.

Q12: When should you reassess a casualty's condition in first aid? **A12**: Reassess the casualty's condition regularly to ensure their condition is not deteriorating.

**BURNS**

Q1: What is a burn? **A1**: A burn is an injury to the skin or underlying tissues caused by heat, chemicals, electricity, or radiation.

Q2: What are the three main types of burns? **A2**: The three main types of burns are first-degree burns, second-degree burns, and third-degree burns.

Q3: What should you do immediately for a burn? **A3:** For any burn, the immediate action is to cool the burn under running cool (not cold) water for about 10-20 minutes.

Q4: How do you differentiate between first-degree, second-degree, and third-degree burns? **A4**:

* First-degree burns: Superficial burns with redness and minor pain.
* Second-degree burns: Burns with blisters, redness, and moderate to severe pain.
* Third-degree burns: Full-thickness burns with white or charred skin, often painless due to nerve damage.

Q5: Should you pop blisters from a burn? **A5**: No, it's generally not recommended to pop blisters from a burn as it can increase the risk of infection. Keep the blister intact to protect the underlying skin.

Q6: How should you protect a burn wound after cooling it? **A6**: Cover the burn with a clean, non-stick bandage or a sterile dressing to prevent infection.

Q7: When should you seek medical attention for a burn? **A7**: Seek medical attention for burns if they are large, deep, on the face, hands, feet, genitals, or over major joints, or if there are signs of infection, like increased redness, swelling, or pus.

Q8: What should you do if clothing is stuck to a burn? **A8**: Do not try to remove stuck clothing. Instead, cut or carefully remove clothing from around the burn and leave any adhered fabric in place.

**HAEMORRHAGE**

Q: What is haemorrhage? **A**: Haemorrhage is the medical term for bleeding, often referring to excessive or uncontrolled bleeding.

Q: What are the common signs of external haemorrhage? **A**: Common signs of external haemorrhage include bleeding, swelling, and a visible wound.

Q: What is the first step in managing severe bleeding? **A**: The first step in managing severe bleeding is to apply direct pressure to the wound.

Q: How can you apply direct pressure to a bleeding wound? **A:** Use a clean cloth, bandage, or your hand to apply firm, continuous pressure directly over the bleeding site.

Q: When should you elevate a bleeding limb? **A:** Elevate a bleeding limb if it does not interfere with injury stabilization and if it helps control bleeding.

Q: What is a tourniquet, and when should it be used for bleeding control? **A:** A tourniquet is a device used to stop severe bleeding when direct pressure and other methods are ineffective or impractical. It should be a last resort and applied only when life-threatening bleeding cannot be controlled otherwise.

Q: How long can a tourniquet remain in place? A: **A** tourniquet should not remain in place for longer than 2 hours. Regularly reassess the need for the tourniquet and release it if bleeding is controlled.

Q: What is shock, and why is it a concern in haemorrhage cases? **A:** Shock is a life-threatening condition where the body's vital organs do not receive enough blood and oxygen. It's a concern in haemorrhage cases because severe bleeding can lead to shock.

Q: How can you help prevent shock in a haemorrhage victim? **A:** To prevent shock, keep the person lying down, elevate their legs if possible, and cover them with a blanket to maintain body heat.

Q: What information should you provide to emergency responders when calling for help in a haemorrhage situation? **A**: When calling for help, provide your location, the nature and severity of the bleeding, and any first aid measures already taken.

Q: What should you do if the bleeding doesn't stop despite initial first aid efforts? **A:** If bleeding continues despite initial first aid efforts, continue applying pressure and seek immediate medical assistance.

**Head Injury**

1. Question: What is the first step in assessing a head injury? **Answer**: The first step is to ensure scene safety and protect yourself from potential hazards.
2. Question: Why is it important to assess the level of consciousness in a head injury patient? **Answer**: Assessing consciousness helps determine the severity of the injury. A decreasing level of consciousness may indicate a more serious head injury.
3. Question: How should you manage a head injury patient who is unconscious but breathing? **Answer**: Place the patient in the recovery position to maintain an open airway while waiting for medical assistance.
4. Question: When should you suspect a skull fracture in a head injury patient? **Answer:** Suspect a skull fracture if there is bleeding from the ears, nose, or clear fluid (cerebrospinal fluid) leaking from the nose or ears.
5. Question: What is the purpose of immobilizing the neck in a head injury patient? **Answer:** Immobilizing the neck is essential to prevent any potential spinal cord injury if trauma to the head has occurred.
6. Question: How should you control bleeding from a scalp wound? **Answer**: Apply direct pressure to the wound using a sterile dressing or a clean cloth to control bleeding.
7. Question: What is the recommended treatment for a suspected concussion? **Answer:** Rest and close monitoring for any worsening symptoms are recommended for a suspected concussion. Seek medical evaluation.
8. Question: What signs should you look for to assess if a head injury patient is experiencing increased intracranial pressure (ICP)? **Answer**: Signs of increased ICP include severe headache, nausea and vomiting, altered mental status, and unequal pupil size.
9. Question: What should you advise a head injury patient regarding activities following their injury? **Answer:** Instruct the patient to avoid strenuous physical or mental activities, alcohol, and medications that can increase the risk of bleeding, and encourage them to follow up with a healthcare professional for further evaluation.

**Fractures and Sprains**

**1**. Question: What is the first step in providing first aid for a suspected fracture or sprain? **Answer:** The first step is to ensure the safety of the injured person and yourself. Check for any hazards in the area and approach the person cautiously.

**2.** Question: How can you distinguish between a fracture and a sprain during a first aid assessment? **Answer:** A fracture typically involves a broken bone, which may cause deformity, swelling, and severe pain. A sprain involves damage to ligaments and is characterized by swelling, bruising, and pain without bone deformity.

**3**. Question**:** What should you do if you suspect a bone is broken (fractured) in a first aid scenario? **Answer:** Immobilize the injured area by using a splint or improvised materials (e.g., a rolled-up newspaper or cardboard) to prevent movement, and call for professional medical help.

**4.** Question**:** In the case of a suspected sprain, what immediate first aid steps can be taken? **Answer:** Apply the R.I.C.E. method: Rest, Ice (apply ice wrapped in a cloth for 15-20 minutes), Compression (use an elastic bandage), and Elevation (elevate the injured limb above heart level) to reduce swelling and pain.

**5.** Question: What should you never do when providing first aid for fractures or sprains? **Answer:** Never try to realign a fractured bone or push it back into place. Also, avoid applying direct ice to the skin without a cloth or towel as it can cause frostbite.

**6.** Question: When should you encourage the injured person to seek professional medical attention for a fracture or sprain? **Answer:** Professional medical attention should be sought if there is significant deformity, an open wound with bone exposure, severe pain, or if the injury doesn't improve with initial first aid measures.

**7.** Question: How can you minimize the risk of further injury when assisting someone with a suspected fracture or sprain? **Answer:** Minimize movement of the injured area, support it with a splint or bandage, and be gentle when helping the person to prevent additional harm.

**8.** Question: What should you do if the injured person cannot move the injured limb due to pain or other reasons? **Answer:** Keep the limb in the position it was found and do not force movement. Immobilize it as best as possible and seek immediate medical help.

**9.** Question: Why is it essential to monitor the injured person's condition after providing first aid for a fracture or sprain? **Answer:** Monitoring allows you to assess for signs of complications such as infection, nerve damage, or impaired circulation. It also helps ensure that the injury is healing properly.