



The University of Southern Queensland

Course specification

Description: Psychosocial Foundations of Nursing 1

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	1020	44376	2, 2005	ONC	1.00	Wide Bay

Academic group:	FOSCI
Academic org:	FOS004
Student contribution band:	National Priority Nursing
ASCED code:	060301

STAFFING

Moderator: Jill Scanlan

RATIONALE

Nurses work with people who are experiencing changes in their lives relating to a potential or actual alteration in health status, or who are experiencing a normal life transition (such as childbirth), as well as with people who wish to maintain their good health. Consequently, students of nursing need to develop a strong awareness of, respect for, and insight into the psychological, social, spiritual and cultural aspects and needs of people. To do this, nursing students must focus on self-awareness and self-development, to make possible the therapeutic use of 'self' in the nurse-patient relationships. Psychosocial Foundations of Nursing 1 and 2 offer a theoretical basis for the study of self and people across the lifespan as individuals, members of a family, community and society, and consumers of health care.

SYNOPSIS

Using a situated learning approach, this course uses a range of theoretical perspectives to explore how people maintain integrity in the psychological, social, spiritual and cultural realms. Students are encouraged to apply theory based on researched evidence to first explore dimensions of themselves, and secondly, to develop a deeper understanding of, and appreciation of, the needs of people from a variety of backgrounds, who are experiencing vulnerability. Students will be encouraged to adopt a partnership model in their professional relationships with patients, based on self-awareness, and using principles of therapeutic communication.

OBJECTIVES

On completion of this course students will be able to:

1. use personal strategies which foster self-awareness, insight and compassion;
2. apply a holistic, person-centred approach to understand the psychological, social, spiritual and cultural aspects of integrity for individuals, families, groups and communities;
3. discuss caring as central to the healing work of nursing, and begin to develop personal and professional attitudes and attributes central to caring;

4. apply communications theory to establish, maintain and terminate caring therapeutic and effective interpersonal relationships with individuals across the lifespan; and
5. demonstrate the beginning skills of scholarly inquiry and critical thinking.

TOPICS

Description	Weighting (%)
1. Self-awareness and Caring: Identity, Body Image, Self-Esteem, Role Performance.	25.00
2. Aspects of the individual: personality, perception and memory, motivation and emotions, attitudes, stress and adaptation, relating to others, growth and development.	50.00
3. Therapeutic communication techniques: Basic elements of communication, Forms of communication, communication and nursing care.	25.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Crisp, J & Taylor, C (Eds) 2005, *Potter & Perry's Fundamentals of Nursing, Australian Adaptation*, 2nd edn, Harcourt, Sydney.

Smith, B & Summers, J (Eds) 2004, *Communication Skills Handbook: How to succeed in written and oral communication*, 5th edn, John Wiley & Sons, Milton.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Beilharz, P & Hogan, T (ed) 2002, *Social Self, Global Culture: An Introduction to Sociological Ideas*, 2nd edn, Oxford University Press, Melbourne.

Berman, J 2001, *Risky Writing: Self disclosure and self-transformation in the classroom*, University of Massachusetts Press, Amherst.

Corcoran, P & Spencer, V 2000, *Disclosures*, Ashgate, Aldershot.

Goethals, GR, Worchel, S & Heatherington, L 1999, *Pathways to Personal Growth: Adjustment in Today's World*, Allyn & Bacon, Boston.

Johns, C 2002, *Guided Reflection; Advancing Practice*, Blackwell, Oxford.

Luck, M, Bamford, M & Williamson, P 2000, *Men's Health; Perspectives, diversity, and paradox*, Blackwell, Malden.

(August 10-11 1995)

Niven, N 2000, *Health Psychology for Health Care Professionals*, 3rd edn, Churchill Livingstone, Edinburgh.

- Ogden, J 2000, *Health Psychology: A Textbook*, 2nd edn, Open University Press, Buckingham.
- Pauwels, A 1995, *Cross-cultural Communication in the Health Sciences: Communicating with Migrant Patients*, MacMillan, Australia.
- Peterson, C 2004, *Looking Forward Through the Lifespan*, 4th edn, Pearson Australia, Sydney.
- Rogers-Clark, CA & Smith, A (Eds) 1998, *Women's Health: A Primary Health Care Approach*, McLennan & Petty, Sydney.
- Tacey, D 2003, *The Spirituality Revolution*, Harper Collins, Sydney.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Lectures	26.00
Private Study	110.00
Tutorials	26.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
COMMN PORTF SELF & PEER ASS	100.00	25.00	12 Sep 2005
2000 WORD ESSAY	100.00	75.00	24 Oct 2005

IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the available marks for each assessment item.
- Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of marks gained by the student for the assignment will apply for each working day late.
- Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must have completed all assessment items satisfactorily.
- Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- Examination information:
There is no examination in this course.
- Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 9 Students must retain a copy of each item submitted for assessment. If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.
- 10 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 11 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 12 The Faculty will NOT accept submission of assignments by facsimile.
- 13 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).