



The University of Southern Queensland

Course specification

Description: Psychosocial Foundations of Nursing 2

| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
|---------|---------|-------|---------|------|-------|----------|
| NUR | 2070 | 40938 | 1, 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

OTHER-REQUISITES

Recommended prior study: NUR1020 and NUR2010

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 nursing and sociological theories to explore the psycho-social, spiritual and cultural needs of people requiring nursing care. Students are encouraged to apply theory based on researched evidence to develop a deeper understanding of, and appreciation of, the needs of people from a variety of backgrounds, who need individualised, sensitive nursing care during an episode of vulnerability. This course also explores ways in which nurses can preserve integrity in their patients, through the provision of holistic care.

OBJECTIVES

On successful completion of this course, students will be able to:

1. apply sociological theory to understand inequality in health and health care, and the health needs of people in disadvantaged groups of society;

2. apply nursing research to develop an appropriate knowledge base of the psycho-social, spiritual and cultural experiences and needs of people experiencing vulnerability because of an acute or chronic illness;
3. develop and document a plan of nursing care designed to preserve integrity by addressing the psychosocial, spiritual and cultural needs of individuals experiencing a chronic illness; and
4. demonstrate skills of scholarly inquiry, critical thinking and professional writing.

TOPICS

| Description | Weighting (%) |
|--|---------------|
| 1. The Social Model of Health - Health as a social product, Health inequalities: class, race and gender, working with difference, assisting people who are vulnerable & marginalised through culture, racial, gender, sexual identity, age or religious differences. | 40.00 |
| 2. Preserving Integrity: experiences of and responses to health and illness, sexuality in health and illness, experiences of ageing, living with a chronic illness, living through an acute illness, living with a terminal illness, death and dying/loss and grief | 60.00 |

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).

Rogers-Clark, C, McCarthy, A., & Martin-McDonald, K (eds) 2004, *Living with Illness: Psychosocial Challenges*, Elsevier, Sydney.
(revised edition)

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.

Alexander, T 2000, *Adjustment and Human Relations: A lamp along the way*, Prentice Hall, New Jersey.

Barnes, M & Maple, N 1996, *Women and Mental Health: Challenging the Stereotypes*, Venture Press, Brimingham.

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

Cheek, J et al 1996, *Society and health: social theory for health workers*, Longman, Melbourne.

Commonwealth Department of Human Services and Health 1996, *National Men's Health Conference: Proceedings from the National Men's Health Conference*, Australian Government Publishing Service, Canberra.

(August 1995)

Ellis, C 1995, *Final Negotiations: A Story of Love, Loss and Chronic Illness*, Temple University Press, Philadelphia.

Germov, J (ed) 2002, *Second Opinion: An Introduction to Health Sociology*, 2nd edn, Oxford University Press, Melbourne.

Gorman, L.M 2002, *Psychosocial Nursing for General Patient Care*, 2nd edn, F.A. Davis Co. Philadelphia.

Grbich, C (Ed) 1999, *Health in Australia: Sociological Concepts and Issues*, 2nd edn, Prentice Hall, Sydney.

Hafen, B et al 1996, *Mind/Body Health: The Effects of Attitudes, Emotions and Relationships*, Allyn and Bacon, Boston.

Kleinman, A 1988, *The Illness Narratives: Suffering, Healing, and the Human Condition*, Basic Books, New York.

Niven, N 2000, *Health Psychology: An Introduction for Nurses and Other Health Care Professionals*, 3rd edn, Churchill Livingstone, Edinburgh.

Pauwels, A 1995, *Cross-cultural Communication in the Health Sciences: Communicating with Migrant Patients*, MacMillan, Australia.

Rogers-Clark, CA & Smith, A (Eds) 1998, *Women's Health: A Primary Health Care Approach*, McLennan & Petty, Sydney.

Sheldon, F 1997, *Psychosocial Palliative Care: Good Practice in the Care of the Dying and Bereaved*, Stanley Thornes, Cheltenham.

STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY | HOURS |
|-----------------|--------------|
| Lectures | 26.00 |
| Private Study | 120.00 |
| Tutorials | 26.00 |

ASSESSMENT DETAILS

| Description | Marks out of | Wtg(%) | Due date |
|---------------------------------|--------------|--------|-------------|
| CASE STUDY ASSIGNMENT PART 1 | 5.00 | 2.00 | 11 Apr 2005 |
| CASE STUDY ASSIGNMENT PART 2 | 10.00 | 15.00 | 26 Apr 2005 |
| CASE STUDY ASSIGNMENT PART 3 | 10.00 | 13.00 | 09 May 2005 |
| CASE STUDY ASSIGNMENT PART 4 | 10.00 | 15.00 | 23 May 2005 |
| CASE STUDY ASSIGNMENT PART 5 | 15.00 | 15.00 | 06 Jun 2005 |
| PT A OF 1.5HR REST EXM MULTI/CH | 20.00 | 10.00 | END S1 |
| PT B OF 1.5HR REST EXM SHT/ANS | 40.00 | 30.00 | END S1 |

IMPORTANT ASSESSMENT INFORMATION

- 1 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.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete an assessment item satisfactorily, students must obtain at least 50% of the marks available for that item.
- 3 Penalties for late submission of required work:
If students submit the assignment after the due date without prior approval then a penalty of 20% of the total marks gained by the student for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must gain at least 50% of the available marks for each of the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
The only materials, other than writing materials, that candidates may use in the restricted examination for this course are translation dictionaries. Students whose first language is not English, may, with the Examiner's approval, take an appropriate non- electronic translation dictionary into the examination. Candidates who wish to use a translation dictionary MUST request and receive written approval from the Examiner at least one week before the examination date. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary

action is completed if found to contain material that could give the candidate an unfair advantage.

- 7 Examination period when Deferred/Supplementary examinations will be held:
Any deferred or supplementary examinations for this course will be held in the third semester exam period 2005.
- 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 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 10 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.
- 11 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).
- 12 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.