



# Postgraduate Studies **2012**

Graduate Certificate courses and  
distance education subjects

[www.nursing.edu.au](http://www.nursing.edu.au)



The College of Nursing  
creating nursing's future

## About This Handbook

This handbook provides information about the Graduate Certificate courses and subjects offered by The College of Nursing. This handbook sets out the diversity of the College's disciplines and activities. Information about our other courses is available from the College website:

[www.nursing.edu.au](http://www.nursing.edu.au)

# Contacting The College of Nursing

## Course Enquiries

Each College of Nursing Graduate Certificate course has a designated Course Coordinator. For further information regarding course content, selection criteria or assessment procedures, please call the College and ask for the Coordinator for your course.

## Administrative Enquiries

Information relating to the administration of courses, application procedures, payment of fees or the progress of your application is handled by the Student Services Centre administrative staff.

### Street Address

The College of Nursing  
14 Railway Parade  
Burwood, NSW 2134

### Postal Address

The College of Nursing  
Locked Bag 3030  
Burwood NSW 1805

**Tel:** (02) 9745 7500

**Fax:** (02) 9745 7501

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**Hours:** 8.30am–5.00pm, Mon–Fri



[www.nursing.edu.au](http://www.nursing.edu.au)

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## Disclaimer

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# Foreword



Welcome to The College of Nursing

The College is a peak body representing nurses nationally and internationally. As a student you will be studying with Australia's oldest and largest provider of quality postgraduate nursing education programs. I am very pleased to present the postgraduate suite of programs for 2012. These courses have been developed in consultation with a wide range of stakeholders, including specialty nursing organisations, chief nurses, government bodies, clinicians, universities and Australian and international health organisations. All of the subjects outlined in this book are offered at the postgraduate level. These may be undertaken as single subjects which can attract credit towards postgraduate programs or degrees.

Many of our courses are offered in distance education and online modes, allowing the flexibility to study while balancing work and family life. All students are fully supported by education staff and tutors who are committed to facilitating the learning experience.

As a student, you will enjoy the best in quality clinical postgraduate education with electronic and on campus access to the Katie Zepps library, the largest specialist nursing library in the southern hemisphere. Our skilled and friendly library team provides you with access to books, journals, database searches, interlibrary loans and more.

You will also enjoy the combined experience of a large number of educators, nursing leaders, managers and administrators and other health professionals.

As a student at the College, if you are enrolled in a course of more than 35 hours, and have never been a member of the College, a one-year complimentary membership will be offered to you. As a member of the College, you can participate in all functions available to other members and contribute to policy and decision-making at a national level. You will also receive the College's flagship publication, *Nursing.aust*, four times a year.

Over the past 62 years, the College has developed a reputation for innovative thinking in education, teaching and practice across its disciplines. Much of our history is housed in the College's archives and historical collection, curated by eminent nurse leaders and historians. The archives have an enviable reputation and make an important contribution to Australia's nursing and cultural identity.

I commend these courses to you and trust that that you will join us at the College in creating nursing's future.

**Tracey Osmond,**  
**Chief Executive**

# About the College

The College of Nursing is a major provider of professional education for nurses across Australia. The College is a Higher Education Provider (under the Higher Education Act 2001) and is registered and accredited by the NSW Department of Education and Communities for the delivery of higher education courses.

## Our Students

Our graduates have achieved, and continue to achieve, leading roles in their careers. Our high-calibre students join a prestigious and influential body of leading practitioners, thought leaders and change agents in a local and national context.

The College is a community of fellow students, technical and support staff, practitioners and lecturers who are here because they are passionate about nursing and the professional, creative and analytical methods to improve it. You will find an environment of opportunity and a strengthening experience of self awareness and self reliance.

## Our Courses

Our Graduate Certificate courses prepare nurses for a rewarding career in the health and community services sector. Designed to meet contemporary industry needs, the courses provide the knowledge, skills and attitudes directly suited to working in specialist areas of health care. We offer coursework programs that are academically challenging and professionally relevant in an environment that encourages independent learning and interaction amongst peers. Our courses also equip students with a portfolio of skills that are in demand throughout the wider community.

Graduate Certificate qualifications awarded by the College are of an equivalent standard to a qualification at other Australian higher education institutions, including universities. The College's courses articulate into university courses, enabling advanced standing towards higher degrees.

Some courses offer supported positions to NSW Health employees.

Courses are continually reviewed in consultation with educational, clinical and professional experts in the field, to ensure clinical and professional relevance.

## Our Lecturers

The College has developed extensive networks throughout government and non-government agencies and established expert committees to plan and oversee our courses. Approximately 250 expert lecturers drawn from academia, public, private, government and voluntary sectors are involved in teaching and conducting courses. This includes a growing number of people who use their life experience in the educational process. The lecturers seek to inspire you with a lifelong passion for your chosen field that will sustain you throughout your studies and career.

## Course Delivery and Attendance

The College offers a flexible learning environment in order to cater to a diverse student population. Distance learning at the College takes place through the College's learning content management system, *CNnect*. Distance education offers the opportunity to study in ways which suit your specific circumstances and to adapt a flexible approach to learning. Attendance and delivery varies according to the subject, but may be a combination of one of the modes of delivery outlined below. Students should confirm with the College, the dates and times for any face-to-face workshop sessions prior to making any leave or travel arrangements.

NSW Health Department employees who are participating in a course supported by their Local Health District must attend any face-to-face components.

## Modes of Delivery

**Face-to-face:** Delivered on campus at Burwood or at the specified rural venue.

**Resource-based:** Courses offered using resources other than traditional face-to-face delivery methods.

**Distance education:** Traditional, distance education using a variety of web based and printed resources.

**Collaborative:** Courses offered by a partnership with institutions in Australia.

**Online:** Courses offered only through online delivery.

**Professional experience placement:** Where students undertake any supervised practice or professional experience placement.

## Course Dates

All course dates are outlined under each Graduate Certificate course page.

## Student Resources

The College requires its students to have access to a computer and the internet. This does not necessarily mean that students must own a computer. The College provides a range of computer and internet access options, including a computer lab, informal learning spaces and meeting rooms.

It is possible that many of the College's IT services will function on a computer with a lower configuration. The College will attempt to assist students wherever necessary but cannot guarantee success with computers with less than the following **minimum** specifications:

PC	Mac
512MB RAM	512MB RAM
6GB HDD	6GB HDD
300MHz Processor	Intel Based processor
1280 X1024 resolution display preferred (notebooks and net-books may operate on other resolutions)	1280 X1024 display
Windows XP or later operating system	OSX 10.5.x or later
CD drive	CD drive
Speakers (either inbuilt or external) and microphone (preferably external)	Speakers (either inbuilt or external) and microphone (preferably external)
Internet Explorer 6 or Firefox 3.6	Firefox 3.6

The College suggests that while a notebook style computer can meet all the above requirements, the smaller versions do have some limitations as a day to day computer and as such, all devices should have at least a 10" screen.

It is possible that students will also require access to various software programs to interact with some of the College's courses. The College advises that students have the latest versions of: Java, Adobe Reader, Flash player, and QuickTime.

## Student Learning Resources

The College subject and course information books are an essential guide for students. They provide information and guidelines on studying with the College and include assessments, policies and procedures, administrative forms and guidelines for learning. On *CNnect*, you will find the Student Management Policy, course and subject information, resources, discussion forums, links to websites, and study and assessment timetables relevant to your course.

## Study Skills Workshops

Students are encouraged to attend the study skills workshops provided by College, conducted during February and July each year. The study skills sessions include valuable information on academic writing, referencing and assessments. Further details are available in this handbook.

## Website

The College website provides valuable, up-to-date information about courses, workshops, conferences and other activities. Potential and existing students will find valuable information about studying at the College, including our course handbooks, the CPD Training Calendars, staff profiles and electronic copies of administrative forms and policies

## IT Support

The College provides IT Support for students (during business hours) to assist students to access and utilise *CNnect*, including any technological problems you may encounter with *CNnect*.

# Our Educational Philosophy

The College of Nursing's educational philosophy is based on Graduate Outcomes and interdisciplinary knowledge, skills and attributes that equip students and eventually graduates with the ability to live and work in a rapidly changing, contemporary and complex health care world. The College has identified four core outcomes that represent the values of an educated professional graduate and then three principle areas that encompass the College of Nursing.

## Why Graduate Outcomes?

By defining outcomes, the College produces a consolidated and shared understanding of what the College as a whole, and each of our courses, are trying to achieve. This is supported by the Vision, Purpose and Values of the organisation. It is anticipated that this will benefit the College community – which includes students, academics, support staff, and affiliates – because it clarifies the aims of our curriculum, which in turn influences teaching and learning practices. It also assists prospective students, employers of students and graduates, and accreditation bodies to understand what values, knowledge and skills the College seeks to foster.



## The Four Core Outcomes:

### ***Critical, Analytical and Integrative Thinking***

Critical analysis skills relate to the students ability to critically assess information from a variety of sources. It includes the process of making accurate observations based on fact, forming generalisations, applying theory, making predictions and seeking further information. Critical analysis is fundamental in a student's professional life. The importance of reflection to understand one's professional practice and what informs that practice is crucial in today's contemporary nursing profession. Reflection enables the student to examine their beliefs, assumptions, values and attitudes and then understand why they do things in a certain way. Understanding reflection enables and embeds a culture of change within an individual.

### ***Research and Inquiry***

The College of Nursing recognises the need for nurses to have an in-depth understanding of base level research and how research is implemented into every day practice. The College acknowledges that we are not a research institution, however we aim to develop and enhance an inquiry based culture within the education pedagogy. This core element provides the foundation for knowledge inquiry and research skill development.

### ***Information Literacy***

The College believes that information literacy involves developing an ability to source, analyse and use information in a knowledgeable, cultured, informed and well-educated way. The informed, literate graduate recognises the need for information, how to get new information and determines the nature and extent of which the information will be used to change practice as needed. This includes a deep understanding of broad cultural, economic, legal, social and technologically advanced issues. The informed graduate will recognise the need for lifelong learning as part of a community to ensure contemporary practice development is maintained.

### ***Ethical and Professional Understanding***

The College of Nursing is committed to providing courses and developing graduates that are evidence based, contemporary and committed to a shared understanding of professional issues. Our courses challenge principles and beliefs to ensure that our graduates make sound rational decisions and incorporate into practice a deep understanding of the broader professional issues. We believe this core element installs confidence and leadership abilities within our Graduate Outcomes.

## The Three Principal Areas:

- Community
- Practice Development
- Lifelong Learning

We believe that the three principal areas are inherent to what the College of Nursing is about. We are based on a community that provides leadership within the context of nursing and the broader health profession.

We are committed to the practice development of nurses through relevant education courses. We are dedicated to providing lifelong learning opportunities for nursing and the profession.

# College Membership

Enhance your career by joining Australia's peak nursing College.

## Membership

The College of Nursing is run by nurses for nurses, giving you the opportunity to have your say in nursing's future.

By becoming a member of the College you join an impressive group of past, present and future high achievers in the Australian nursing profession. College members play a leading role in the direction of nursing policy and the provision of quality healthcare.

College membership delivers great value for money.

## Benefits of Full Membership

- Complimentary access to the College's Continuing Professional Development (CPD) courses
- 15% discount on all College CPD courses
- 15% discount on all College merchandise
- 15% discount on library literature searches
- Access to the largest nursing library in the Southern Hemisphere
- Regular news and communication via our journal - nursing.aust, mailings, member functions and the College website
- Professional status in the eyes of the health care industry, the wider community and your peers
- Members and Fellows are entitled to use the initials MCN or FCN after their name
- Your annual membership fee is tax deductible
- Convenient membership payment options
- Ongoing career guidance and support
- Networking opportunities
- Affiliation with other health industry and professional organisations
- Valuable input on professional and political issues in nursing

## Types of Memberships

### Full Membership

Available to registered and enrolled nurses. Pre-registration and pre-enrolment students are also able to become student members at a one-off membership fee for the duration of their studies (to a maximum of three years).

### Affiliate Membership

Reciprocal membership is also available to financial members of affiliated nursing organisations at a reduced rate.

### Complimentary Membership

A complimentary one-year period of membership is available to College students who undertake any course in this handbook with a minimum of 35 CPD hours and who have never been a member of the College.

### Fellowship

Fellowship is awarded to nurses who can demonstrate a significant contribution to the profession. Nurses wishing to apply for fellowship should first contact the Membership Officer, who will advise them of how to proceed. Fellowship may be awarded by the Board after careful consideration of a candidate's portfolio of evidence of their contribution to the profession. Fellowship is the highest accolade a nurse can attain. Applications can be made at any time throughout the year.

**Call the Membership Officer on 02 9745 7569 for full details.**

### Membership fees

These prices were correct at the time of printing (Sept 2011); however fees are subject to change without notice.

Type of membership	Fee payable (incl. GST)
Full Membership	\$195.00 (annually)
Undergraduate membership (only applicable to pre-registration and pre-enrolment nursing students for the duration of their studies to a maximum of three years)	\$88.00
Affiliate membership	\$142.00 (annually)
Fellowship	\$215.00 (annually)

# Continuing Professional Development (CPD)

## CPD Program

The College offers an extensive range of CPD learning opportunities for students. CPD programs are short workshops offered on topics of interest or specific skills. These short seminars and workshops are developed in response to identified needs or trends in nursing and health. This option is useful for students who do not want to commit to longer-term study or those who have a particular skill/area of knowledge they wish to develop. All CPD programs **attract professional development hours** which enables participants to maintain a log of activities each calendar year.

The CPD calendar is published twice yearly in January and June. If you would like to be added to our electronic mailing list, please send an email to [ssc@nursing.edu.au](mailto:ssc@nursing.edu.au) asking to be added to the list. The CPD calendar is also available on the College website.

## CPD Distance Education Subjects

Students have the option of undertaking a single subject from our Graduate Certificate courses. This is useful for people who wish to develop more in-depth knowledge in a particular area, or those who want to sample Graduate Certificate course study prior to enrolling in a full Graduate Certificate course.

Single subjects are held over one 20-week semester as a distance education mode of delivery and most consist of a combination of self-directed learning, assessment tasks and online workshops. In some instances, subjects that have been satisfactorily completed as single subjects may be credited towards a College of Nursing Graduate Certificate (subject to entry requirements, satisfactory academic performance and timely enrolment in a Graduate Certificate course).

# Scholarships

Scholarships are available from a number of sources to assist students financially. In collaboration with our industry partners and professional colleagues, the College is pleased to be involved with a number of scholarships and awards.

Please note that not every scholarship is available every year and the range of scholarships on offer varies, depending upon the wishes of the funding or granting organisations or individuals.

Scholarships are announced annually in May and applications close on 31 August each year.

Scholarships may also be available from your state registering authority, health department or branch of the Australian Nurses Federation (ANF). Australian Government scholarships are administered by the Royal College of Nursing Australia ([www.rcna.org.au/scholarships](http://www.rcna.org.au/scholarships)). Many specialty organisations also assist their members by providing small grants.

Scholarships administered by The College of Nursing include, but are not limited to:

## The BARD Scholarship

BARD Australia Pty Ltd develops, manufactures and supplies health care products for vascular, urology and oncology specialties. In collaboration with the College, BARD offers registered nurses a scholarship for the purpose of fostering continued clinical excellence in the use of central venous access devices. Scholarship to the value of \$3,000.

## The Jo Wattleworth Scholarship

This scholarship is available to an undergraduate nursing student who is also a student member of the College. The applicant must produce an essay, learning contract or portfolio of work which emphasises the significance of the psychosocial or humanistic aspects of nursing. Scholarship to the value of \$2,000.

## The Sul Stuart-Fraser Scholarship

This scholarship is open to College members who are registered nurses wishing to undertake postgraduate studies in perioperative nursing. Two scholarships are awarded annually for enrolment in the College's Graduate Certificate in Perioperative Nursing. Successful applicants will commence studies in February 2012. Each scholarship to the value of \$5,250.

## The Maylean Jessie Cordia Memorial Scholarship

In collaboration with The Prince Henry Hospital Trained Nurses Association Incorporated, this scholarship offers a registered or enrolled nurse who is a member of the College of Nursing an opportunity to further his or her professional development in a chosen specialty area of nursing. Scholarship to the value of \$800.

## The St John of God Scholarship

In collaboration with St John of God, Burwood and Richmond, four scholarships are awarded annually in the College's Enrolled Nurse: Advanced Diploma program for nurses undertaking the mental health specialty.

Further information can be obtained from the College's website or by emailing the Student Services Centre at [ssc@nursing.edu.au](mailto:ssc@nursing.edu.au)

# Workshops

## Writing Skills Workshop

The aim of the half-day writing skills workshop is to assist students in developing their academic writing skills. Topics covered include: how to structure an essay; how to develop an argument; appropriate use of language and grammar; critical analysis; and referencing techniques. The writing skills workshops are run as morning sessions.

## Literature Skills Workshop

The half-day literature skills workshop will cover: identifying information sources, how to search using databases, evaluating the literature, referring to the literature, and demonstrating a link between theory and practice. The literature skills workshops are run as afternoon sessions.

The two half-day workshops are held on the same day to allow students to attend one or both workshops.

## Dates and Registration

<b>Semester 1</b>	Thursday 2 Feb 2012	Friday 3 Feb 2012	Monday 6 Feb 2012	Tuesday 7 Feb 2012
<b>Semester 2</b>	Thursday 5 Jul 2012	Friday 6 Jul 2012	Monday 9 Jul 2012	Tuesday 10 Jul 2012

## Bookings are essential

For further information please contact the Student Services Centre [ssc@nursing.edu.au](mailto:ssc@nursing.edu.au)

# Important Semester Dates 2012

The College is required to set a Census Date for each course it offers.

## The Census Date is:

- the date students become financially liable for any subjects in which they are enrolled
- the final day students can withdraw from a subject without financial liability and academic penalty
- the final day the College is allowed to accept upfront payments for fee paying students.

For more detailed information on semester dates see the appropriate Graduate Certificate course page.

13 Feb 2012–29 Jun 2012 February - Semester 1	
14 Oct 2011	Closing Date for 2012 Semester 1 applications for NSW Health supported applicants*
6 Jan 2012	Closing Date for 2012 Semester 1 applications for all other College Graduate Certificate courses
13 Feb 2012	February 2012 semester commences
27 Feb 2012	Census Date – Semester 1
29 Jun 2012	February semester ends
16 Jul 2012	February semester grade release day
16 Jul 2012–30 Nov 2012 July – Semester 2	
16 Mar 2012	Closing Date for 2012 Semester 2 applications for NSW Health supported applicants*
8 Jun 2012	Closing Date for 2012 Semester 2 applications for all other College Graduate Certificate courses
16 Jul 2012	July 2012 Semester 2 commences
30 Jul 2012	Census Date – Semester 2
25 Nov 2012	College annual Oration (see website for details)
30 Nov 2012	July semester ends
17 Dec 2012	July semester grade release day
15 Oct 2012	Closing Date for 2013 Semester 1 applications for NSW Health supported applicants*
7 Jan 2012	Closing Date for 2013 Semester 1 applications for all other College Graduate Certificate courses
11 Feb 2012	February 2013 Semester 1 commences

\*Late applications will be considered where places are available.

# Eligibility Criteria

Admission to Graduate Certificate courses is based on academic merit and selection. In addition, applicants must satisfy any prerequisites or additional requirements specified for particular courses, including the College's General Eligibility Criteria. Applicants who do not meet the requirements may also be admitted (subject to specific conditions) at the discretion of the College.

## General Eligibility Criteria

All applicants seeking admission to Graduate Certificate courses and distance education subjects are required to:

1. hold a Bachelor of Nursing or registered nurse equivalent qualification
2. be currently registered with the Australian Health Practitioner Regulation Agency
3. have a minimum of one year postgraduate experience
4. be currently employed in an appropriate clinical setting

## Language Proficiency Requirements

International students are also required to meet the College's English Proficiency Requirements prior to entry. Students must have undertaken an International English Language Testing System (IELTS) and achieved an overall score of 7.0, with an individual score of 7.0 in all tests.

## International Applicants

Applicants residing outside of Australia must hold current registration in the country in which they practice throughout their enrolment in College courses. Enrolment in, or successful completion of, a course at the College does not entitle students to practice nursing in Australia. Students wishing to practice nursing in Australia must seek registration and/or assessment for eligibility to register through the Australian Health Practitioner Regulation Agency (AHPRA).

Applicants with overseas qualifications require equivalent qualifications to those above. Any course specific eligibility criteria will be included with the course/subject descriptor.

## Professional Experience Placement (Clinical Placement) Requirements

Professional experience placements are a significant and sometimes mandatory component of a number of programs at the College. The College relies upon state, territory and private health providers for access to clinical training facilities. Access to these facilities is regulated by the operators of the facilities and co-ordinated by the administration staff within the Tertiary Education Service at the College. The College of Nursing's Student Clinical Placement policy outlines mandatory requirements for clinical placement. All students who have a Professional experience placement component in their program will be required to obtain the following, prior to placements commencing:

- Undertake a National Criminal Record Check (CRC)
- Show proof of vaccination and immunisations relevant to the state or territory where the clinical placement is being undertaken
- Satisfy and comply with any other requirements (Student declarations, Code of conduct, etc.) needed by the individual health facilities and relevant to the state and territory governments facilities where the professional experience placement is being undertaken

## International students

International students must also obtain a Police Certificate (with English translation) from their home country and any country that they have resided in, incorporating any charges the student may have against their name. If the student is unable to provide a Police Certificate, they must complete a Statutory Declaration stating that he or she has no pending criminal charges or convictions.

The student is responsible for any fees and costs associated with meeting the mandatory requirements.

**Students who require information on Professional experience placements should email: [clinicalplacement@nursing.edu.au](mailto:clinicalplacement@nursing.edu.au)**

# Applications

## Graduate Certificate Courses

Applications from Australian citizens, New Zealand citizens and permanent visa holders for Graduate Certificate courses and subjects are made through the College's Student Service Centre. Application forms can be obtained online at [www.nursing.edu.au/Apps/](http://www.nursing.edu.au/Apps/)

## How to Apply

1

### Seek Course Advice

If you would like advice on which course you should attend or whether you meet the selection criteria for a particular course, please **refer to the course descriptions in this handbook or contact the Course Coordinator or Student Services Centre at the College on 02 9745 7500**

2

### Submit an Application Form

**Available at [www.nursing.edu.au/Apps](http://www.nursing.edu.au/Apps).** Forward the completed form to the College before the Closing Date (where vacancies exist, late applications may also be considered).

**3**

### Await Confirmation of Enrolment Letter

Following the Closing Date for a course, the Course Coordinator and the Course Selection Committee will review applications. Successful applicants will be sent a Confirmation of Enrolment letter detailing any outstanding payment, dates, venue and course requirements.

**4**

### Accept your Position

Your position must be accepted in writing. Students are required to return the signed and completed Acceptance of Position form to confirm their place (sent with Confirmation of Enrolment Letter). Students wishing to withdraw or defer after submitting an acceptance of position MUST notify the College in writing. Penalties apply where withdrawal/deferment occurs with less than five (5) working days' notice before commencement of the course.

**Please note the following important information in regards to enrolment:**

## Applying Through Your Employer

If you are seeking payment for a course from your employer, you will need to pay for the course in full in the first instance and then seek reimbursement through your employer. The College of Nursing will provide you with a receipt for payment in full.

## Scholarship Recipient

If you are the recipient of a scholarship and wish to use your scholarship funds to pay for the course, you may do so. If your scholarship has not been received prior to the course commencement or your scholarship is released in instalments, you will need to pay the course fees in full in the first instance.

## Advanced Standing Applications

To view the College's information on advanced standing or recognition of prior learning please review the College's Student Management Policy. Please be aware that under the Higher Education Act, 2001, advanced standing may only be granted for 50% of a course. For information on how to apply for advanced standing, please visit our website at [www.nursing.edu.au](http://www.nursing.edu.au) or call the Student Services Centre to discuss.

## Deferred Enrolment

Students who have submitted to be deferred will be sent a letter detailing the dates and subjects that they have deferred into.

## Workshop/Subject/Course Cancellation

The College reserves the right to cancel a workshop/subject/course if there are insufficient applications. A full refund will be made of all fees paid. A decision to cancel a workshop/subject/course will be made ten (10) working days prior to workshop/subject/course commencement.

## Application Process for NSW Health Supported Places

Nurses employed by NSW Health who meet the eligibility criteria can apply for Graduate Certificate courses that are supported by NSW Health.

- ### 1 Seek Course Advice

If you would like advice on which course you should attend or whether you meet the selection criteria for a particular course, please **refer to the course descriptions in this handbook or contact the Course Coordinator or Student Services Centre at the College on 02 9745 7500**
- ### 2 Complete the NSW Health Application Form

Available from your nursing administration or from our website at [www.nursing.edu.au/Apps](http://www.nursing.edu.au/Apps). Both you and your Nurse Unit Manager must complete the relevant sections and forward the application form to your Director of Nursing and Midwifery, by the advertised Closing Date. Priorities will be assigned to applicants by the Local Health District, based on Local Health District needs.
- ### 3 Submit an Application Form

The completed application will be forwarded to the College by the Local Health District before the Closing Date (where vacancies exist, late applications may also be considered). It is essential that all sections of the form are completed. Incomplete forms will be returned to your District office
- ### 4 Student Selection

A panel comprising College and NSW Health representatives will convene in November and June of each year to determine student selection for NSW Health supported courses. Selection is made according to the priorities and workforce needs of Local Health Districts (provided the applicant meets the course admission criteria).
- ### 5 Await Confirmation of Selection Letter

Following student selection, successful applicants will be sent a Confirmation of Selection Letter, detailing requirements for accepting the offer. Directors of Nursing & Midwifery at the Local Health Districts are advised in writing of the outcomes within one week of the selection process occurring.
- ### 6 Accept your Position

Your position must be accepted in writing. Students are required to return the signed and completed Acceptance of Position form to confirm their place (sent with Confirmation of Enrolment Letter). Students wishing to withdraw after submitting an acceptance of Position MUST notify the College in writing.\*

\* Please note: NSW Health supported students generally cannot defer from a course unless they can demonstrate and provide evidence of extenuating circumstances.

# Fees and Payments

The course fee covers education materials, educator/tutor support and assessment marking where applicable. The fee also has an administration fee included.

Course fees do not cover the supply of recommended and prescribed texts, or salary supplementation for face-to-face components. Course fees may be tax deductible. Speak with your tax advisor for further details.

## Fee Paying Applicants

Course fees are payable on acceptance of a position in a course and must be paid prior to course commencement. Students have the option of paying in full or in two installments. The latter option incurs a non-refundable accounting fee of \$150.00.

Failure to pay course fees by course commencement date will result in the cancellation of course enrolment.

All applications to withdraw from a course/subject must be made in writing to The College of Nursing.

## NSW Health Supported Students

Employees of NSW Health whose applications are successful when made through District Health offices are not required to pay course application fees. Through a separate arrangement, the College receives payment for course fees of these NSW Health employees directly from NSW Health. Where applicable, salary supplementation for students attending compulsory face-to-face components is paid directly to District Health offices by NSW Health. NSW Health supported places are offered subject to funding availability. NSW Health employees will be required to pay a recommencement fee, if they deferred their course due to extenuating circumstances.

## Recommencement Fees

Reinstatement of enrolment following a deferral will only be completed on receipt of a completed Re-instatement Form, including payment of the recommencement fee. This fee covers the administration component of re-enrolling, producing materials and contracting your tutor/marker.

## Refund Policy

Applicants are advised to familiarise themselves with the College Refund Policy, available on the College's website.

## Transcripts

Students receive their Academic Transcript free of charge on completion of all the requirements of their course.

## Replacement Testamur

There is a charge for the issue of a replacement College testamur and award certificates. Contact Student Services Centre for details.

## Library Fines

Fines imposed by the Library will result in the imposition of sanctions and may halt your progression within a course.

These sanctions remain until such time as proof is received that the debt has been paid.

### **If a sanction is imposed, a student is:**

- not permitted to receive a result in any course or subject completed
- not permitted to enrol, re-enrol or vary enrolment in any course or subject completed
- not permitted to graduate from any course or receive a transcript or testamur

## Withdrawal from a Course or Subject

Notification of a student's intention to withdraw either before or after the commencement of a course/subject must be made in writing. Withdrawal by telephone or by implication is not acceptable under any circumstances.

Withdrawals with less than five (5) working days' notice prior to Census Date are subject to a non-refundable administrative fee as outlined in the fee schedule.

Students who withdraw from a course/subject after the commencement of the course/subject, will be liable for fees. This rate is applicable from the commencement date to the date of receipt of notice and includes an administration fee on the Full Fee for the course/subject.

If withdrawal occurs after Census Date there is no refund. See the Student Management Policy and Refund Policy on the College website.

Refer to the Important Semester Dates 2012 on page 12 for Census Date. For further information, contact the Student Services Centre on 02 9745 7500.

## Advanced Standing

Students who have been granted advanced standing, leading to an exemption from one subject (6 credit points), will not be charged for the subject. Applications for advanced standing must be made in writing on application to the course and must include supporting documentation.

Advanced standing cannot be sought for more than 50% of a graduate certificate course.

## Recognition of Prior Learning (RPL)

Eligible students seeking RPL for other courses into a Graduate Certificate course will be charged a fee. RPL fees are equivalent to the standard tuition fees for the course/s for which RPL is sought.

## Collection of Unpaid Fees

Students with outstanding fees who have received notification of the amount owing will be referred to the appropriate debt recovery agency for recovery action. Please note that students will be liable for recovery costs incurred.

## Fee Schedule

These prices are effective from 1 January 2012 and were correct at the time of printing; however, fees are subject to change without notice. Please enquire about course fees at the time of application.

Type of course	Non-refundable administration fee	Fee Balance	Total course fee
Graduate certificate courses for students residing in Australia	\$575.00	\$5,175.00	\$5,750.00
Graduate certificate courses for students living overseas	\$600.00	\$5,400.00	\$6,000.00
Single subjects, see pages 54-99 for descriptors	\$175.00	\$1,575.00	\$1,750.00

# How to Pay

Payment details can be submitted on a Course Application Form via Visa and MasterCard or by sending a cheque or money order. Payments such as EFTPOS and BPAY can be made in person at the College in Burwood, or via telephone.

Students are reminded that fees are payable in advance and that all course fees must be paid when accepting an offer of course placement. Students supported through scholarship or alternative arrangements must submit these details on application.

Please refer to Important Semester Dates 2012 on page 12.

# Enrolment

Following admission, students are required to identify the subjects that will constitute their enrolment. Please refer to the course outlines for the core/elective/specialty subjects for Graduate Certificate courses.

Correct enrolment in subjects is the responsibility of the student. Additions and deletions can be made to an enrolment by contacting the Student Services Centre before Census Date. Failure to notify the College of withdrawal from a subject before Census Date can result in subject failure and incurs financial liability.

Students should be aware that it is their responsibility to notify student services to ensure that:

- their personal details, postal address and contact telephone numbers are correct, and that the College is informed of any changes as they occur
- their enrolment details are correct
- they are registered into activities (online, *CNnect*, etc.)
- their subject enrolment is consistent with the completion rules of the course.

**Further information is available from the Student Services Centre.**

# Guidelines and Overview

The Graduate Certificate courses are professional development programs for nurses currently employed in the health care sector. They are designed to be undertaken part-time. The following information will assist students in the process of deciding which course to undertake and which subjects are required to successfully complete each Graduate Certificate. These guidelines apply to all of the Graduate Certificate courses offered by the College and should be read in conjunction with the general information found in the earlier sections of this handbook on **Course Delivery & Attendance**, **How to Apply** and **Fees & Payments**.

## Structure of Courses

In order to graduate, students must successfully complete all the requirements for the course. The courses are usually structured around a number of core (compulsory), specialty and elective subjects. Each Graduate Certificate course contains four subjects, each worth 6 credit points (total of 24 credit points). Students undertake two subjects each semester (unless by special arrangement).

## Course Duration

Normal course duration is conducted over two 20 week semesters. A single subject comprises 150 hours over one semester.

## Workload

It is recommended that students study 12-15 hours per week. The actual amount of time will be determined by individual learning needs and the sequence of assessment items.

## Course Sequence

The core, specialty and elective subjects indicated for each course are found in the following pages of the handbook. The courses are considered to be consecutive, where each level of the course is designed to build and further develop the skills and knowledge gained at the previous level. This structure enables students to meet the range of learning needs associated with the nursing health workforce. The mixture of core, specialty and elective subjects ensures the development of fundamental shared skills and knowledge while encouraging students to begin to develop skills and knowledge associated with their chosen area of specialisation/interest. As the student progresses through the course they are encouraged to think more widely and more critically. All students at this level are required to demonstrate an understanding of evidence-based practice and basic research principles.

## Course completion

Students must obtain the total credit points required for their course and pay any outstanding debts to be eligible to complete their course. Students who have completed prior studies should ensure that subjects for RPL or advanced standing have been credited accordingly and reflected on their records well before their last semester of studies. Students are advised to contact the Student Services Centre for further advice or assistance with determining and confirming their eligibility for completion.

# College Policies and Guidelines

The policies and guidelines of the College have been written to provide guidance on the responsibilities of students to their studies. Students should read and be familiar with the policies and guidelines of the College, especially the Student Management Policy. All relevant policies and guidelines for students can be found on our website.

## Student Complaints and Appeals

The College is committed to providing a learning and working environment in which complaints are responded to promptly, with minimum distress and maximum protection to all parties. All students and staff have a responsibility to contribute to the achievement of a productive, safe and equitable study and work environment at the College.

The Student Management Policy outlines what a complaint or grievance is and contains information about how to make a complaint or appeal and the process associated with appeals.


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Graduate Certificate in Acute Care Nursing		
<b>Award</b>	GradCertAcuteCareNurs	
<b>Course Code</b>	10 001 1227	10 001 1228
<b>Mode of Delivery</b>	Distance Education/Face-to-Face/Online/Professional Experience Placement	
<b>Course Duration</b>	Two semesters at 20 weeks/semester	
<b>Course Dates</b>	February Intake	July Intake
	13 Feb 2012 to 3 Dec 2012	16 Jul 2012 to 28 Jun 2013
<b>On Campus Dates</b>	Medical/Surgical & Renal streams:*	
	27 Feb to 2 Mar 2012 16 to 20 Jul 2012 22 to 26 Oct 2012	17 to 21 Sept 2012 4 to 8 Mar 2013 27 to 31 May 2013
	Orthopaedic stream:	
	19 to 23 Mar 2012 23 to 27 Jul 2012 8 to 12 Oct 2012	

\*NOTE: The Medical/Surgical & Renal stream is offered at a Rural venue only: Tamworth

 NSW Health Supported course

## Course overview

The Graduate Certificate in Acute Care Nursing is designed to enhance the skills of nurses across a broad number of disciplines. This course provides registered nurses with the knowledge and skills as a specialist in acute care nursing practice. The content is directed to participants' current roles, directions and career aspirations and equips participants with the knowledge, skills and attitudes needed to deal confidently with the diverse nature of healthcare and the multifactorial nature of illness and injury. Students achieve an advanced level of clinical and professional competency in their chosen clinical specialty through a program of integrated and clinically based learning strategies, in addition to on campus clinical and professional development. The course helps students to critically evaluate their practice and incorporate research findings and technologies appropriate to the professional practice setting.

The Graduate Certificate in Acute Care Nursing offers three specialist streams:

**Medical/Surgical Nursing:**

The focus of learning in this acute care stream is the nursing management of adults admitted to health care facilities with acute episodic medical-surgical conditions. Students analyse and apply their knowledge and problem-solving skills to clinical case scenarios based on commonly encountered medical-surgical problems. The subjects provide students with an opportunity to extend their ability to undertake increasingly complex nursing activities in a range of medical and surgical care settings.

Students select the three core subjects and one elective subject.

**Renal Nursing:**

This stream offers opportunities for registered nurses to enhance their knowledge, experience, clinical expertise and technical skills necessary to function competently in the specialised renal environment. The course focuses on adults experiencing alterations in renal function and provides theoretical and practical knowledge related to haemodialysis and peritoneal dialysis in the treatment of both acute and end-stage kidney disease.

Students select the four core subjects.

**Orthopaedic Nursing: Adult or Paediatrics:**

The orthopaedic nursing stream aims to provide students with the opportunity to develop their specialist nurse role through applying advanced knowledge, skills and attitudes when caring for patients within the orthopaedic context. The subjects aim to develop the students' knowledge and understanding of orthopaedics, related clinical skills and clinical judgment in order to enhance their ability to care for the physical, psychological, social and spiritual needs of orthopaedic patients. It focuses on the prevention and care of neuromusculoskeletal disorders, disease, injury, or significant impairment to muscles, bones and joints.

This stream has an adult and paediatric pathway for students to choose from. Students select the two core subjects and two specialty subjects.

## Learning outcomes

**This course is designed to develop specific learning outcomes. It enables students to:**

1. demonstrate competent, clinical, ethico-legal, interpersonal and specialist nursing care to patients/clients, having acquired the requisite knowledge and clinical experience
2. identify, appraise and apply research evidence to inform clinical nursing practice and develop professional accountability and responsibility commensurate with the delivery of specialist nursing practice
3. critically evaluate and apply available knowledge to guide the assessment, planning, prioritisation, implementation and evaluation of evidence-based nursing care
4. promote continuity of care and maintain effective therapeutic relationships by contributing to multidisciplinary collaboration within the context of acute care nursing practice
5. develop a critical understanding of research methodologies and evidence-based practice to inform acute care nursing practice
6. develop a sound theoretical base and clinical decision making skills for the application of nursing practice in diverse health care environments using appropriate clinical judgment and skills

7. contribute to the development of an effective clinical learning environment and the dissemination of knowledge and skills mentorship in the specialist role
8. demonstrate leadership and management skills and participate in policy development, service provision and quality improvement within the specialist context.

## Graduate outcomes

### Graduates of this course will:

1. enhance their professional, social and ethical understanding in a specialist area of practice
2. extend their general theoretical preparation in nursing knowledge and research to apply skills in clinical decision making and prioritisation in the acute care nursing environment
3. provide leadership and exert a positive influence on the health of the community and workplace
4. reflect on learning experiences, including an analysis of their own learning needs and outcomes to develop lifelong learning in the context of specialist nursing practice.

## Eligibility

**General eligibility requirements** outlined on page 13 **AND**

**Renal Nursing Stream** – Applicants must be currently employed in a haemodialysis setting **AND**

**Professional experience placement requirements** on page 13 for relevant subjects, as listed below.

PTO for Subject list and Special consideration/mandatory requirements

## Subjects

## Streams

Subject Code	Subject Name	Availability	Medical Surgical	Renal	Orthopaedic
011*	Applied clinical physiology	1	C	C	S
038	Principles of acute care nursing	1	C		
042	Principles of orthopaedic nursing	1			C
260	Introduction to renal nursing - Renal unit 1	1	E	C	
261*	Principles of renal nursing - Renal unit 2				
233*	Principles of renal replacement therapy - Renal unit 3	2	E	C	
901	Clinical issues in acute care nursing	Y	C	C	
910	Clinical issues in orthopaedic nursing	Y			C
036	Respiratory nursing	2	E		
045*	Continence management	2	E		
050	Wound management	2	E		
054	Assessment of the older person	2	E		
069*	Emergency nursing	2	E		
092	Symptom management in advanced disease states	2	E		
113	Assessing and managing adult pain	2	E		S
117	Principles of infection control	2	E		
120	Chronic and complex care	2	E		
137*	Paediatric assessment: Physiology and development	2			S
187	Communication: Applied strategies for health care professionals	2	E		
190	Men's health	2	E		
197	Paediatric pain: Assessment and management	2			S
243	Medical imaging	2	E		

**C** = Core **E** = Elective **S** = Specialty **Y** = Year long

\*Special considerations/mandatory requirements

011	Co-requisite 113 – Orthopaedic stream only
045	Professional Experience Placement 40hrs
069	Must work in an emergency room setting
137	Co-requisite 197 – Orthopaedic stream only
233	Pre-requisite 260 & 261
261	Co-requisite 260

Graduate Certificate in Advanced Nursing	
Award	GradCertAdvNurs
Course Code	10 002 1223
Mode of Delivery	Distance Education/Online/Professional Experience Placement
Course Duration	Two semesters at 20 weeks/semester
Course Dates	February Intake
	13 Feb 2012 to 3 Dec 2012

## Course overviews

The Graduate Certificate in Advanced Nursing aims to cultivate excellence in the delivery of nursing care in a diverse range of clinical practice and primary health care settings. The course aims to facilitate the generalist nurse working in specialist areas to become a more knowledgeable, analytical, reflective and caring nurse, capable of assessing, planning, implementing and evaluating specialist nursing care based on research and evidence-based practice.

The course is diverse enough to accommodate professionals from a wide range of nursing backgrounds and specific enough to provide an individualised program of academic professional development. Students negotiate their choice of electives in discussion with the course coordinator and these can be linked to particular career aspirations, areas of clinical expertise or professional interest.

## Learning outcomes

**This course is designed to develop specific learning outcomes in a variety of specialist nursing areas. It enables students to:**

1. develop specialist clinical practice within a work based setting, enhancing their ability for clinical reasoning and use of additional diagnostic tools with advanced decision making skills for the assessment and management of patients
2. demonstrate effective holistic patient care and collaborative practice and function as an integral member of the health care team
3. demonstrate critical thinking and reflection to provide comprehensive patient care based on current literature and best practice in their area of specialisation
4. develop confidence and competence in undertaking the professional, ethical and social responsibilities commensurate to the specialist nursing role and facilitate nursing practice that helps empower the client/patient to play an active role in their health care
5. develop their ability to reflect on their own values, attitudes and beliefs in relation to their role within the health care team
6. contribute to the development of an effective clinical learning environment through the dissemination and fostering of specialist knowledge and skill
7. develop the ability to critically evaluate approaches and methodologies appropriate for researching theoretical and practical issues relating to clinical practice.

## Graduate outcomes

The exploration and integration of theoretical knowledge into practice will ensure graduates are prepared for practice as specialist nurses in contemporary settings within the Australian healthcare landscape. Graduates from this course will:

- demonstrate the ability to critically evaluate professional development and plan future development within the framework of contemporary healthcare practice
- develop and promote professional and ethical understanding and knowledge through critical analysis and reflection on practice
- nurture their skills to be lifelong learners and lead and develop best practice within their specialist nursing community.

## Eligibility

General eligibility requirements outlined on page 13 **AND**

Professional experience placement requirements on page 13 for relevant subjects, as listed below.

## Subjects

Subject Code	Subject Name	Availability	Advanced Nursing
263	Developing nursing practice	1	C
011	Applied clinical physiology	1 or 2	E
016	Financial management	2	E
017	Quality in action	2	E
018	Child development in the family context	1 or 2	E
026	Electrocardiography: Clinical application	1 or 2	E
029	Human resource management	2	E
036	Respiratory nursing	1 or 2	E
045*	Continence management	1 or 2	E
050	Wound management	1 or 2	E
053	Healthy ageing	1 or 2	E
054	Assessment of the older person	1 or 2	E
064	Dementia care	1 or 2	E
092	Symptom management in advanced disease states	1 or 2	E

## Subjects

Subject Code	Subject Name	Availability	Advanced Nursing
113	Assessing and managing adult pain	1 or 2	E
117	Principles of infection control	1 or 2	E
120	Chronic and complex care	1 or 2	E
187	Communication: Applied strategies for health care professionals	1 or 2	E
190	Men's health	1 or 2	E
214	Palliative care nursing: Principles and practice	1 or 2	E
231*	Sexual health nursing: Clinical practice	2	E
233*	Principles of renal replacement therapy – Renal unit 3	2	E
241	Audiometry nursing	1	E
242	Clinical issues in audiometry nursing	2	E
243	Medical imaging nursing	1 or 2	E
245	Sexual health nursing: Principles and practice	1	E
258*	Issues in drug and alcohol addiction	2	E
259	Drug and alcohol nursing practice	1	E
260	Introduction to renal nursing – Renal unit 1	1	E
261*	Principles of renal nursing – Renal unit 2		
262	Foundational perspectives of women's health	1 or 2	E
264	Aboriginal and Torres Strait Islander history, health and nursing – A contemporary approach	1 or 2	E
265	Primary health nursing	2	E
266	Practice nursing	1 or 2	E

**C** = Core   **E** = Elective

\*Special considerations/mandatory requirements

045	Professional Experience Placement 40hrs
231	Pre-requisite 245/Professional Experience Placement 30-60hrs
233	Pre-requisite 260 & 261
258	Pre-requisite 259
261	Co-requisite 260

Graduate Certificate in Aged Care Nursing	
Award	GradCertAgedCareNurs
Course Code	10 003 1245
Mode of Delivery	Distance Education/Face-to-face/Online
Course Duration	Two semesters at 20 weeks/semester
Course Dates	February Intake
	13 Feb 2012 to 3 Dec 2012
On Campus Dates	12 to 16 Mar 2012
	20 to 24 Aug 2012

 NSW Health Supported course

## Course overview

The Graduate Certificate in Aged Care Nursing studies the complex needs of the older person being cared for within diverse healthcare environments. The aim of this course is to strengthen and develop the knowledge, skills and attitudes of nurses caring for the older adult. The course provides an advanced grounding in methods of research, in addition to developing the theoretical and practical aspects of management, clinical practice and education in aged care nursing. The single subjects in this course draw upon the student's nursing experience in aged care and combine this experience with theory, current research and best practice guidelines to enhance the student's specialist knowledge and skills, critical thinking and analysis abilities and clinical decision making within aged care environments.

## Learning outcomes

**This course is designed to develop specific learning outcomes in graduates of the course. It enables students to:**

1. develop an increased specialist knowledge base, assessment skills and the ability to integrate information to support an improved standard of client care
2. demonstrate enhanced clinical decision making skills using multiple modes of inquiry and collaborative approaches
3. demonstrate an ability to establish and maintain effective therapeutic relationships with aged care clients, families, professional colleagues and stakeholders
4. enhance leadership and educational skills
5. enhance their ability to critically analyse literature and nursing practice toward the development of evidence-based practice in aged care
6. raise awareness and promotion of the aged care nurse's role within the multidisciplinary team

7. facilitate, empower, promote and advocate for aged care clients within aged care environments
8. appreciate the value of life-long learning and research contribution toward professional development
9. enhance educational development toward achieving the Competency Standards of Australian Nurse Practitioners.

## Graduate outcomes

This course is designed to provide graduates with critical, analytical and integrative thinking skills to extend their problem solving and clinical decision making abilities. Graduates of this course will:

- develop skills in locating, appraising and integrating information from research and nursing practice, providing them with a foundation for evidence-based nursing
- extend their knowledge, skills and attitudes within their context of practice by adopting life-long learning and reflective practice philosophies
- enhance their professional, social and ethical understanding of contemporary aged care nursing practice.

## Eligibility

**General eligibility requirements** outlined on page 13 **AND**

**Professional experience placement requirements** on page 13 for relevant subjects, as listed below.

## Subjects

Subject Code	Subject Name	Availability	Aged Care
054	Assessment of the older person	1	C
055	Clinical issues in the care of the older person	1	C
903	Professional issues in aged care nursing	Y	C
045*	Continence management	2	E
050	Wound management	2	E
053	Healthy ageing	2	E
064	Dementia care	2	E
113	Assessing and managing adult pain	2	E
117	Principles of infection control	2	E

**C** = Core **E** = Elective **Y** = Year long

\*Special considerations/mandatory requirements

045	Professional Experience Placement 40hrs
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Graduate Certificate in Breast Cancer Nursing	
Award	GradCertBreastCancerNurs
Course Code	10 004 1210
Mode of Delivery	Distance Education/Online
Course Duration	Two semesters at 20 weeks/semester
Course Dates	July Intake
	16 Jul 2012 to 28 Jun 2013

## Course overview

Breast cancer is the most common cancer diagnosed in women. In Australia, one in nine women will be diagnosed with breast cancer in their lifetime. The Graduate Certificate in Breast Cancer Nursing is aimed at developing the registered nurses' repertoire of knowledge and skills for professional practice in the care of patients with breast cancer. This course is particularly aimed at preparing the nurse to assume the role of clinical nurse specialist. It enables students to progressively build upon current knowledge, skills and attitudes and acquire the theoretical foundation and competencies required of a nurse in an extended cancer practice role. This course prepares qualified nurses to care for people with breast cancer - from the time of screening to diagnosis and throughout the disease trajectory. It incorporates the latest developments in research, treatments and psychosocial support. The subjects promote the role of the nurse in the management of breast cancers and further equip participants to integrate evidenced based practice and develop clinical decision making skills, expertise and problem solving skills necessary to comprehensively care for patients diagnosed with breast cancer.

## Learning outcomes

**This course is designed to develop an understanding of specialist practice with a workplace focus. It enables students to:**

1. demonstrate a specialist knowledge base within breast cancer nursing, to improve comprehensive assessment skills and demonstrate an ability to integrate information to provide a high standard of patient care
2. develop a greater understanding of the theory which underpins breast cancer nursing practice to promote comprehensive evidence-based care for patients and their families
3. develop and enhance their clinical decision making skills, using multiple modes of inquiry including a collaborative approach
4. develop the ability to establish and maintain effective interpersonal relationships with patients, their significant others and other members of the multidisciplinary breast cancer care team
5. demonstrate leadership and educational skills in the clinical setting, provide support for other clinicians and provide an overall contribution to the multidisciplinary breast cancer care team

6. increase their ability to critically analyse current literature and nursing practice to provide evidence-based contemporary care for patients
7. increase their ability to reflect on their own values and attitudes in relation to the care of patients with breast cancer, their family, significant others and carers.

## Graduate outcomes

### Graduates of this course will:

- develop a positive attitude to lifelong learning, by being empowered to expand their knowledge, skills, attitudes and values within the context of specialist breast cancer nursing
- extend their professional and ethical understanding and knowledge through critical analysis and reflection on breast cancer nursing practice
- develop professional development, personal growth and experiences that affirm the student's capacity to be a self-directed learner and critical thinker as a necessary process in the context of the professional role in breast cancer nursing.

## Eligibility

General eligibility requirements outlined on page 13.

## Subjects

Subject Code	Subject Name	Availability	Breast Cancer
112	Breast cancers	1	C
114	Breast cancer: Interventions in breast cancer care	1	C
118	Breast cancer: Role of the nurse in the management of breast cancer care	2	C
187	Communication: Applied strategies for health care professionals	2	C

**C** = Core

Graduate Certificate in Cancer Nursing		
Award	GradCertCancerNurs	
Course Code	10 005 1218	10 005 1219
Mode of Delivery	Distance Education/Face-to-face/Online	
Course Duration	Two semesters at 20 weeks/semester	
Course Dates	February Intake	July Intake
	13 Feb 2012 to 3 Dec 2012	16 Jul 2012 to 28 Jun 2013
On Campus Dates	26 to 30 Mar 2012	27 to 31 Aug 2012
	17 to 21 Sept 2012	18 to 22 Feb 2013
	22 to 26 Oct 2012	29 Apr to 3 May 2013



NSW Health Supported course

## Course overview

Cancer is the single largest cause of premature death in Australia and represents nearly one-fifth of the total burden of disease in Australia. In this context, there is increasing recognition that specialist cancer services improve out-comes and benefit both survival and optimal recovery for cancer patients. The Graduate Certificate in Cancer Nursing provides specialist education for nurses who work in all areas of cancer and haematology care. The course specifically explores opportunities to progress the development of clinical cancer and haematology practice, build the profile of nurses in these areas of practice and meet the growing demands for specialist practitioners in cancer and haematology care. The course is designed to offer students strong, evidence-based theoretical knowledge, supported by appropriate clinical skills development. It provides a range of opportunities for students to develop a deeper understanding of cancer nursing through systematic analysis and reflection on the relationships between theory and practice. The subjects in this course have been structured to provide students with knowledge and skills deemed essential for nursing management of the cancer patient. The focus is on all aspects of the prevention, diagnosis and management of cancer, future treatment trends and the exploration of the impact of these illnesses on the individual, family and community.

## Learning outcomes

**This course is designed to develop an understanding of cancer nursing with a strong clinical focus. It enables students to:**

1. demonstrate a specialist knowledge base within cancer nursing in the provision and coordination of complex cancer care
2. develop and enhance clinical decision making using multiple modes of inquiry including a collaborative approach
3. develop and maintain effective therapeutic relationships with patients, their significant others and other members of the multidisciplinary health care team

4. develop leadership and educational skills in the clinical setting to provide support for other clinicians and pro-vide an overall contribution to the multidisciplinary health care team
5. develop and demonstrate nursing knowledge through critical enquiry of relevant professional and scholarly evidence to describe, explain and apply key nursing concepts in cancer care
6. examine their ability to reflect on personal and professional values and attitudes in relation to the care of patients with cancer and their family.

## Graduate outcomes

Graduates from this course will be recognised as having specialist knowledge relevant to cancer and haematology nursing. Graduates of this course will:

- contribute to the community of cancer nursing at a specialist level
- provide professional and ethical understanding in practice development
- demonstrate critical analysis and reflection to become lifelong learners in cancer nursing practice.

## Eligibility

General eligibility requirements outlined on page 13

## Subjects

Subject Code	Subject Name	Availability	Cancer
011	Applied clinical physiology	1	C
217	Chemotherapy and other systemic treatments in cancer care	1	C
909	Clinical issues in cancer care nursing	Y	C
092	Symptom management in advanced disease states	2	E
112	Breast cancers	2	E
113	Assessing and managing adult pain	2	E
185	Haematology nursing	2	E
186	Blood and marrow transplantation	2	E
187	Communication: Applied strategies for health care professionals	2	E

**C** = Core **E** = Elective **Y** = Year long

Graduate Certificate in Child and Family Health Nursing		
Award	GradCertChild&FamilyHealthNurs	
Course Code	10 006 1225	10 006 1226
Mode of Delivery	Distance Education/Face-to-face/Online/Professional Experience Placement	
Course Duration	Two semesters at 20 weeks/semester	
Course Dates	February Intake	July Intake
	13 Feb 2012 to 3 Dec 2012	16 Jul 2012 to 28 Jun 2013
On Campus Dates	20 to 24 Feb 2012 6 to 10 Aug 2012	23 to 27 Jul 2012 11 to 15 Mar 2013

 NSW Health Supported course

## Course overview

Knowledge of family dynamics, social, cultural and environmental influences are required by child and family health clinicians to support the facilitation of quality parenting and to add to their understanding of child development and promote early intervention. The Graduate Certificate in Child and Family Health aims to foster competent, independent and reflective practice to promote nursing leadership and best practice in the care of children 0–6 years and their families. Through the exploration and integration of theoretical knowledge to practice, child and family health clinicians are prepared for their partnership role with families, the community and multidisciplinary health service teams and other agencies. The course has a strong clinical focus and the compulsory professional experience placements will expand the nurses' health assessment knowledge and skills applied to the care of children and their families.

## Learning outcomes

**This course is designed to develop specific learning outcomes. It enables students to:**

1. demonstrate specialist child and family health nursing practice that is benchmarked against the Child and Family Health Nurses Association (CAFHNA) competency standards and the Child and Family Health Nursing Professional Practice Framework
2. develop knowledge of best practice models, standards and evidence-based practice to provide contemporary practice within the child and family nursing service delivery
3. demonstrate an awareness of and sensitivity towards the social, cultural, including Aboriginal and Torres Strait Islander, environmental and political factors that influence the practice of child and family health nursing
4. demonstrate effective therapeutic relationships with families, within the professional boundaries of ethical nursing practice and contemporary health care responsibilities
5. analyse the principles of primary health care, health promotion and relationship based nursing practice

6. discuss the importance of the role of the child and family health nurse in working in a strengths based partnership within the child and family health nursing context to facilitate and promote optimal health for infants, young children and their families.

## Graduate outcomes

This course is designed to provide graduates with the skills to be lifelong learners and thus able to extend their professional and ethical understanding and knowledge through critical analysis and reflection on practice within the contemporary child and family health environment. Graduates of this course will:

- contribute to the community of child and family health at an advanced level
- provide input to practice development
- demonstrate critical analysis and reflection to become lifelong learners in the context of caring for infants, young children and their families.

Graduates of this course are eligible for membership to the Child and Family Health Nurses Association (CAFHNA)

## Eligibility

General eligibility requirements outlined on page 13 **AND**

Professional experience placement requirements on page 13 for relevant subjects, as listed below.

## Subjects

Subject Code	Subject Name	Availability	Child & Family Health
018	Child development in the family context	2	C
040	Family and child health	1	C
201	Infant and child nutrition and feeding	1	C
905*	Clinical practice in child and family health	Y	C

**C** = Core   **Y** = Year long

\*Special considerations/mandatory requirements

905	Professional Experience Placement 60hrs
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Graduate Certificate in Clinical Management	
Award	GradCertClinicalManagement
Course Code	10 007 1117
Mode of Delivery	Distance Education/Online/Resource
Course Duration	Two semesters at 20 weeks/semester
Course Dates	July Intake
	16 Jul 2012 to 28 Jun 2013

## Course overview

Capable clinical leaders and managers are pivotal to the health care system as they are required to manage human and financial resources to provide quality patient care. The Graduate Certificate in Clinical Management is designed for registered nurses and midwives aspiring to management positions, as well as for those already holding such positions who wish to enhance their professional practice through formal study. The course aims to develop knowledge, skills and attitudes relevant to clinical leadership and management incorporating human resource management, financial management and quality processes. Through the exploration and integration of theoretical knowledge and concepts, nurses are prepared for their role as leaders and managers within the contemporary healthcare landscape. The subjects encourage students to draw upon their experiences, providing opportunities to reflect on and critique their knowledge and abilities, in light of current literature, research and best practice guidelines.

## Learning outcomes

**This course is designed to develop specific learning outcomes. It enables students to:**

1. develop a deeper awareness of theories and approaches to human resources development, leadership, quality and financial management through critical analysis of current literature and evidenced based practice
2. enhance leadership, management and educational skills in the workplace setting to mentor and coach other staff and provide a significant contribution to the health care team
3. develop an appreciation of the effects of social, political, ethical, legal, environmental and personal factors that impact on the role of a leader and manager
4. enhance and build on fundamental academic and personal attributes to encourage the leader and manager to establish and maintain effective therapeutic relationships
5. understand the nature and strategic importance of leadership and management in the achievement of an organisation's business objectives, productivity, quality and people outcomes
6. develop and enhance the clinical manager's decision making skills using multiple modes of inquiry to manage and coordinate services within a dynamic health care environment.

## Graduate Outcomes

### Graduates of this course will:

- develop social, ethical and professional understanding of contemporary healthcare environments to successfully lead and manage change in the healthcare context
- develop superior critical thinking and analysis to promote and encourage practice development within the clinical environment
- develop capabilities in their chosen profession to contribute in an entrepreneurial and innovative way within their workplace or community
- extend current knowledge and skills within the context of clinical management and advocate an attitude of lifelong learning through information literacy.

## Eligibility

General eligibility requirements outlined on page 13.

## Subjects

Subject Code	Subject Name	Availability	Clinical Management
016	Financial management	1 or 2	C
017	Quality in action	1 or 2	C
029	Human resource management	1 or 2	C
249	Introduction to leadership and management	1 or 2	C

**C** = Core

Graduate Certificate in Critical Care Nursing		
<b>Award</b>	GradCertCritCareNurs	
<b>Course Code</b>	10 008 1234	10 008 1235
<b>Mode of Delivery</b>	Distance Education/Face-to-face/Online	
<b>Course Duration</b>	Two semesters at 20 weeks/semester	
<b>Course Dates</b>	February Intake	July Intake
	13 Feb 2012 to 3 Dec 2012	16 Jul 2012 to 28 Jun 2013
<b>On Campus Dates</b>	Emergency & Intensive care streams:	
	19 to 23 Mar 2012 13 to 17 Aug 2012 29 Oct to 2 Nov 2012	27 to 31 Aug 2012 4 to 8 Mar 2013 13 to 17 May 2013
	Cardiac stream:*	
	19 to 23 Mar 2012 30 Jul to 3 Aug 2012 29 Oct to 2 Nov 2012	

 \*NSW Health Supported stream

## Course overview

The Graduate Certificate in Critical Care nursing enables students to develop the specialist knowledge and skills required of a nurse in a variety of critical care areas, including emergency departments, cardiac care and intensive care. This course offers experienced nurses the opportunity to develop their personal and professional autonomy within their areas of critical care nursing practice.

The subjects equip participants to integrate theory to practice and further develop clinical decision making skills, necessary to comprehensively care for critically ill patients and their families. The course has a strong emphasis on practical applications and work-related skills and provides four options for specialisation in the three critical care areas:

### *Emergency:*

This stream develops the knowledge and understanding of critical care nursing practice in relation to the management of unstable and critically ill patients with complex, interdependent disorders requiring emergency intervention. The subjects within the emergency nursing stream will provide student's with a broad and critical understanding of the most up-to-date science and practice of emergency and trauma care.

Students select the four core subjects.

***Intensive Care:***

The intensive care stream is designed to enable students to gain theoretical knowledge to support clinical nursing practice in the intensive care setting. Through this experience, students have the opportunity to further develop their expertise in comprehensive patient assessment, complex nursing skills and specialist clinical decision making.

Students select the four core subjects.

***Cardiac:***

This cardiac stream is designed for nurses who wish to advance their clinical practice, develop their professional career and enhance their knowledge of research and evidence-based healthcare relevant to the cardiac nursing environment. The subjects build on existing skills and experience to enable students to lead and support the development and subsequent delivery of evidence-based practice. The stream develops a specialised understanding of cardiac disease and treatment, applying it to advanced care modalities in the sphere of cardiac care.

Students select the four core subjects.

***Concepts in critical care:***

This stream has been designed for Critical Care students to study via distance education only. It allows students to select a specialty subject alongside the Concepts of critical care nursing subject, which explores advanced assessment and management issues related to critical care nursing.

Students select the three core subjects and one specialty subject

## Learning outcomes

**This course is designed for registered nurses wishing to further their education in the practice of critical care nursing. It enables students to:**

1. explore and analyse the application of common patient care interventions in critical care areas
2. demonstrate specialist knowledge and high levels of clinical competence in the critical care setting to facilitate person centered care and to enhance the patient/client experience
3. develop a critical understanding of research methodologies and evidence based practice to inform nursing practice
4. develop a sound theoretical base and specialist decision making skills and application of nursing practice in complex, demanding and unpredictable environments using evolved clinical judgement and skills
5. demonstrate the provision of comprehensive assessment and care delivery in the management and coordination of nursing care for patients with complex critical illness, associated with interdependent life-threatening problems
6. determine, prioritise and justify clinical decisions using evidence-based nursing research skills and current literature
7. understand their role as an integral member of the critical care team and demonstrate professional development, tolerance and integrity
8. develop leadership and educational skills in the clinical setting to provide support for other clinicians, patients and their families and provide an overall contribution to the health care team.

## Graduate outcomes

The Graduate Certificate in Critical Care Nursing is designed to promote lifelong learning, reflective practice, critical thinking and analysis, clinical decision making and the advancement of knowledge and skills in critical care nursing. Graduates of this course will:

- meet the standards of specialist practice relevant to the Australian College of Critical Care Nurses and/or College of Emergency Nursing Australasia
- utilise critical care knowledge, skills, competencies and problem solving skills to promote practice development in the critical care community
- analyse and critique delivery of specialist nursing care in the current health care context
- foster information literacy, research and inquiry to extend professional practice and contribute to the generation of knowledge for critical care nursing practice.

## Eligibility

**General eligibility requirements** outlined on page 13 **AND**

**Emergency Stream:** currently employed in a Level 3 or above Emergency Department **OR**

**Intensive Care Stream:** currently employed in an Adult intensive care level 3, level 2, or level 1 capable of providing mechanical ventilation and invasive haemodynamic monitoring **OR**

**Cardiac Stream:** currently employed in a cardiac unit equipped to provide observation, care and treatment to patients with acute cardiac problems, such as acute myocardial infarction and unstable angina and who may have undergone interventional procedures from which recovery is possible.

## Subjects

## Streams

Subject Code	Subject Name	Availability	Emergency	Intensive Care	Cardiac	Concepts in critical care
011	Applied clinical physiology	1	C	C	C	C
038	Principles of acute care nursing	1	C	C	C	C
039	Concepts in critical care nursing practice	2				C
069	Emergency nursing	2	C			S
067	Cardiac nursing	2			C	S
068	Cardiothoracic nursing	2				S
070	Intensive care nursing	2		C		S
904	Clinical issues in cardiac nursing practice	Y			C	
906	Clinical issues in emergency nursing practice	Y	C			
907	Clinical issues in intensive care nursing practice	Y		C		

**C** = Core **Y** = Year long **S** = Specialty

Graduate Certificate in Neonatal Nursing	
Award	GradCertNeonatalNurs
Course Code	10 010 1214
Mode of Delivery	Online
Course Duration	Two semesters at 20 weeks/semester
Course Dates	February Intake
	13 Feb 2012 to 3 Dec 2012
On Campus Dates	13 to 16 Feb 2012
	16 to 19 Jul 2012

 NSW Health Supported course

## Course overview

It is acknowledged that specialist neonatal nurses are part of a dynamic multidisciplinary team. As such, graduates are prepared through the exploration and integration of theoretical knowledge with clinical nursing practice and must demonstrate that ability in complex neonatal environments. The overarching goal of the Graduate Certificate in Neonatal Nursing is to nurture excellence in the delivery of clinical nursing care to the sick and/or convalescing infant and their family. This course is designed to advance the role of the neonatal nurse, where focus is given to the nursing care of high risk infants within a holistic framework of developmental and family centered care. The course builds up on the existing knowledge and understanding of the neonatal care environment. The course offers one core subject and three elective subjects relevant to the student's specialisation. The subjects reflect contemporary issues and students will participate in online discussions on current themes. This opens the virtual doors of Neonatal units, inviting critical thinking about current practice and encouraging inter-collegial communication.

## Learning outcomes

**This course is designed to develop specific learning outcomes. It enables students to:**

1. demonstrate the use of critical reflection in complex neonatal environments to enhance contemporary practice
2. demonstrate advanced patient assessment skills and integration of knowledge to practice to enhance patient care and promote clinical competence in the workplace
3. apply advanced communication and interpersonal skills to facilitate effective collaborative relationships with infants families and other members of the health care team
4. critically evaluate clinical decision making skills and attitudes by collaboration and multiple modes of inquiry in light of evidence from current literature
5. apply enhanced leadership skills to allow greater contribution to the health care team and other stakeholders
6. demonstrate proficient clinical teaching skills in providing support, mentoring and coaching of colleagues
7. evaluate and engage in ongoing professional development activities locally through the unit, hospital, area health service in which they work and/or through state and national professional bodies.

## Graduate outcomes

### Graduates of this course will:

- extend their professional and ethical understanding and knowledge through critical analysis and reflection in the neonatal environment
- implement information literacy in appraising the value of evidence and research and demonstrate clinical competence against the Australian College of Neonatal Nurses; Competency Standards for Neonatal Nurses.
- apply critical, integrative and analytical thinking to enhance and evaluate clinical practice for the benefit of infants, families and the community.
- integrate research and enquiry with practice to extend neonatal knowledge and to promote an attitude of lifelong learning.

## Eligibility

General eligibility requirements outlined on page 13 **AND**

The applicant must be currently employed in a neonatal setting as follows:

- Neonatal intensive care – level 5 or 6
- Special care nursery – level 2, 3 or 4
- Neonatal Emergency Transport Service
- PICU – nursing high risk and surgical neonates.

## Subjects

Subject Code	Subject Name	Availability	Neonatal
071	Applied neonatal physiology	1	C
255*	Assessment of growth and development	2	C
908*	Clinical competence: Contextual application in neonatal nursing	Y	C
207*	Neonatal special care	2	E
256*	Nursing in the perinatal environment	2	E
257*	Nursing the high-risk newborn	2	E

**C** = Core **E** = Elective **Y** = Year long

\*Special considerations/mandatory requirements

207	Pre-requisite 071 & Co-requisite 255
255	Pre-requisite 071
256	Pre-requisite 071 & Co-requisite 255
257	Pre-requisite 071 & Co-requisite 255
908	Pre-requisite 071 & Co-requisite 255

Graduate Certificate in Paediatric Nursing Studies		
Award	GradCertPaedNursStudies	
Course Code	10 012 1215	10 012 1216
Mode of Delivery	Distance Education/Online	
Course Duration	Two semesters at 20 weeks/semester	
Course Dates	February Intake	July Intake
	13 Feb 2012 to 3 Dec 2012	16 Jul 2012 to 28 Jun 2013

 NSW Health Supported course

## Course overview

The Graduate Certificate in Paediatric Nursing Studies is designed to meet the educational needs of nurses working within the diverse contexts of contemporary paediatric healthcare. The course aims to cultivate excellence in the provision of nursing care to sick infants, children and young adults, within a family-focused framework. Through the exploration and integration of theoretical knowledge and clinical nursing, graduates are prepared for practice as specialist paediatric nurses within multidisciplinary health care teams. The course is designed to foster a purposeful and child-centered approach that makes a real difference to children's services and student career satisfaction. This course is aimed at those with an interest in pursuing paediatric studies from a variety of perspectives. There are four specialist streams to meet the individual needs of students including General Paediatrics, Paediatric Emergency, Paediatric Intensive Care and Paediatric Oncology. These streams will allow nurses within these areas to share a common body of knowledge whilst also advancing their specific knowledge and clinical expertise.

### **General Paediatrics:**

The aim of the general paediatric stream is to challenge and extend the knowledge base, skills and attitudes of those working in, or interested in, the field of children and young people. It will focus on a critical analysis of the evidence-base for working with children and families and will identify interventions and strategies that are linked with positive evidence-based clinical outcomes.

Students select the two core subjects and two elective subjects.

### **Paediatric Emergency:**

The paediatric emergency stream pathway develops the knowledge and understanding of critical care nursing practice in relation to the management of critically ill children with complex, interdependent disorders requiring emergency intervention. These subjects will provide a broad and critical understanding of the most up-to-date science and practice of paediatric emergency and trauma care.

Students select the two core subjects, one specialty subject and one elective subject.

### ***Paediatric Intensive Care:***

The paediatric intensive care stream focuses on advanced skills in evidenced-based practice and encourages nurses to lead the delivery of high quality, evidence-based, advanced nursing services in the current, complex, service delivery landscape. The subjects aim to develop the paediatric nurses' ability to assess and manage the wide variety of conditions that present in paediatric critical care settings.

Students select the two core subjects, one specialty subject and one elective subject.

### ***Paediatric Oncology:***

The paediatric oncology stream is aimed at advancing the registered nurses' repertoire of knowledge and skills for professional practice in the care of children with cancer. The subjects are particularly aimed at preparing the nurse to assume the role of cancer nurse specialist. Particular emphasis is placed on recent national and international research findings and/or evidence-based guidelines and recommendations, aimed at ensuring optimal outcomes for children with haematological or oncological conditions.

Students select the two core subjects, one specialty subject and one elective subject.

## Learning outcomes

### **Completion of this course will enable the student to:**

1. develop a sound theoretical base and specialist decision making skills to provide a legal, ethical and culturally sound application of nursing practice in diverse paediatric health care environments
2. critically appraise current literature and nursing practice and demonstrate the ability to integrate new information to support the provision of contemporary evidence-based paediatric nursing care
3. identify, appraise and apply research evidence to inform clinical nursing practice and develop professional accountability and responsibility, commensurate with the delivery of specialist nursing practice
4. enhance leadership and education skills in order to provide mentorship and positive role modelling for other clinicians within the paediatric health care team
5. critically evaluate and apply available knowledge to guide the assessment, planning, prioritisation, implementation and evaluation of evidence-based nursing care
6. promote continuity of care and maintain effective therapeutic relationships by contributing to multidisciplinary collaboration within the context of practice
7. develop a critical understanding of research methodologies and evidence-based practice to inform nursing practice.

## Graduate outcomes

**This course is designed to provide graduates with critical, analytical and integrative thinking skills to extend their problem solving and clinical decision making abilities. Graduates of this course will:**

- develop skills in locating, appraising and integrating information from research and nursing practice, providing them with a foundation for evidence-based nursing
- extend their knowledge, skills and attitudes within their context of paediatrics by adopting lifelong learning and reflective practice philosophies
- enhance their professional, social and ethical understanding of contemporary paediatric nursing practice.

## Eligibility

**General eligibility requirements** outlined on page 13 **AND**

**Paediatric Intensive Care Stream** – Must be employed in a paediatric ICU, capable of providing mechanical ventilation, extra-corporeal renal support services and invasive haemodynamic monitoring for an indefinite period to infants and children less than 16 years of age **OR**

**Paediatric Emergency Stream** – The student must be working in an emergency department that has a paediatric casemix.

## Subjects

Subjects		Streams				
Subject Code	Subject Name	Availability	General	Emergency	Intensive Care	Oncology
138	Principles of acute paediatric nursing	1	C	C	C	C
248	Professional issues in paediatric nursing	2	C	C	C	C
017	Quality in action	1or2	E	E	E	E
057	Paediatric emergency nursing	2		S		
260	Introduction to renal nursing - Renal unit 1	1or2	E		E	
261*	Principles of renal nursing - Renal unit 2					
137	Paediatric assessment: Physiology and development	1or2	E	E		E
139	Paediatric intensive care nursing	2			S	
185	Haematology nursing	2			E	S
186	Blood and marrow transplantation professionals	2			E	S
187	Communication: Applied strategies for health care professionals	2	E	E	E	E
197	Paediatric pain: Assessment and management	1or2	E	E		S
201	Infant and child nutrition and feeding	1or2	E	E		
217	Chemotherapy and other systemic treatments in cancer care	2	E		E	S
233*	Principles of renal replacement therapies - Renal unit 3	2	E		E	

**C** = Core **E** = Elective **S** = Specialty

\*Special considerations/mandatory requirements

261	Co-requisite 260
233	Pre-requisite 260

## Graduate Certificate in Perioperative Nursing

<b>Award</b>	GradCertPeriopNurs
<b>Course Code</b>	10 011 1205
<b>Mode of Delivery</b>	Distance Education
<b>Course Duration</b>	Two semesters at 20 weeks/semester
<b>Course Dates</b>	February Intake
	13 Feb 2012 to 3 Dec 2012

 NSW Health Supported course

### Course overview

The Graduate Certificate in Perioperative Nursing is designed to encourage the development of a perioperative nurse who is able to provide holistic, patient-centred care during anaesthesia, surgery and recovery. It promotes a deep understanding of complex perioperative issues as they relate to patient outcomes. The course combines theory and practice to meet the educational needs of clinicians working in diverse perioperative environments. The foundation subject highlights the practice and philosophies of perioperative nursing. Pre-, intra- and postoperative nursing assessment and care are explored in depth, as well as the broader aspects of technological issues associated with the surgical environment. Students may choose a relevant specialty in operating room nursing or anaesthetic nursing depending on the area of specialisation. Students will develop advanced nursing knowledge, clinical skills and judgement to facilitate best outcomes for perioperative patients.

Students select the core subject, two electives and the specialty subject.

### Learning outcomes

#### Completing this course will enable students to:

1. demonstrate competency standards and practice as developed by the Australian College of Operating Room Nurses (ACORN)
2. apply knowledge and understanding of legislation, professional and ethical standards and healthcare policies within contemporary perioperative nursing practice environments
3. develop a specialist knowledge base to promote the safe and comprehensive provision and coordination of patient care within contemporary perioperative environments
4. develop a deeper understanding of some of the underpinning theoretical constructs associated with the care of patients experiencing surgery, in particular the incidence of adverse events and risk management, as well as examining the wider issues that impact on surgical care delivery and patient safety
5. contribute to the development of an effective clinical learning environment and the dissemination of knowledge and skills through direct teaching and acting as a specialist role model
6. demonstrate leadership and management skills and participate in policy development, service provision and quality improvement within the perioperative context

7. critically evaluate and apply available knowledge to guide the assessment, planning, prioritisation, implementation and evaluation of evidence-based nursing care in complex perioperative environments
8. promote continuity of care and maintain effective therapeutic relationships by contributing to multidisciplinary collaboration within the context of practice.

## Graduate outcomes

### Graduates of this course will:

- demonstrate a positive attitude to lifelong learning, by being empowered to expand their knowledge, skills, attitudes and values within the context of perioperative nursing
- develop a sound understanding of the professional and ethical role of the perioperative nurse in complex perioperative environments
- promote and encourage practice development and information literacy in the perioperative community.

## Eligibility

General eligibility requirements outlined on page 13.

## Subjects

Subject Code	Subject Name	Availability	Perioperative
219	Practice and philosophy of perioperative nursing	1 or 2	C
011	Applied clinical physiology	1 or 2	E
113	Assessing and managing adult pain	1 or 2	E
117	Principles of infection control	1 or 2	E
197	Paediatric pain: Assessment and management	1 or 2	E
220	Operating room nursing	1 or 2	E
221	Anaesthetic nursing	1 or 2	S
222*	Post anaesthetic care unit nursing	2	E
234	Principles of perioperative management	1 or 2	E
235	Day surgery and day procedure: Principles and practice	1 or 2	E
243	Medical imaging nursing	1 or 2	E

**C** = Core **E** = Elective **S** = Specialty

\*Special considerations/mandatory requirements

221 Pre-requisite 221

Graduate Certificate in Stomal Therapy Nursing	
Award	GradCertStomalTherapyNurs
Course Code	10 013 1214
Mode of Delivery	Distance Education/Online/Professional Experience Placement
Course Duration	Two semesters at 20 weeks/semester
Course Dates	July Intake
	16 Jul 2012 to 28 Jun 2013

## Course overview

The Graduate Certificate in Stomal Therapy nursing provides the opportunity to develop the attributes of a specialist nurse, adopting an active role in stomal therapy, wound management and continence management. The course aims to provide students with the broad theoretical framework for the stomal therapy nurse role and the ability to competently provide comprehensive nursing care for clients who have had, or are about to have, stoma formation, wounds or fistulae. The subjects provide the knowledge, skills and attitudes necessary to provide holistic nursing care to promote continence, effectively evaluate stomal therapy interventions with particular attention to the patient's adaptation in the long term and the ability to effectively assess, manage and evaluate wounds or incontinence in a variety of healthcare settings. The course has a strong clinical focus and the compulsory professional experience placement will expand the nurses' health assessment knowledge and skills applied to care of patients with stomas, wounds or incontinence problems.

## Learning outcomes

**This course is designed to develop specific learning outcomes. It will enable students to:**

1. demonstrate a specialist knowledge base through the development of comprehensive assessment skills and the competent provision, coordination and management of care for stomal patients and their families
2. develop and enhance clinical decision making skills using multiple modes of inquiry and a collaborative approach
3. develop the skills to establish and maintain effective therapeutic relationships with stomal therapy clients, family and/or significant others
4. demonstrate advanced critical thinking and reflection to provide comprehensive patient care based on current literature and best practice
5. develop confidence and competency in undertaking the professional, ethical and social responsibilities commensurate to the stomal nursing role and develop their ability to facilitate nursing practice that helps empower the person to play an active role in their healthcare
6. develop leadership and educational skills in the clinical setting in order to provide coaching and support for other clinicians and an overall contribution to the health care team.

## Graduate outcomes

### Graduates from this course will:

- develop critical enquiry skills and research mindedness through the implementation of evidence-based nursing
- apply critical reasoning to issues through independent thought and informed judgement related to stomal therapy nursing
- develop an understanding of the professional and ethical responsibilities of the stomal therapy nurses' role in complex health environments
- develop a positive attitude to lifelong learning and extend knowledge, skills and attitudes within the context of stomal therapy nursing.

Graduates of this course are eligible for membership to the Australian Association of Stomal Therapy Nurses (AASN).

## Eligibility

General eligibility requirements outlined on page 13 AND

Professional experience placement requirements on page 13 for relevant subjects, as listed below.

## Subjects

Subject Code	Subject Name	Availability	Stomal Therapy
044*	Principles of stoma care	1	C
045*	Continence management	2	C
050	Wound management	1	C
078*	Professional issues in stomal therapy nursing	2	C

**C** = Core

\*Special considerations/mandatory requirements

044	Professional Experience Placement 40hrs
045	Professional Experience Placement 40hrs
078	Professional Experience Placement 40hrs

# Subject Descriptors

Aboriginal and Torres Strait Islander history, health and nursing – A contemporary approach .....	57
Anaesthetic nursing .....	58
Applied clinical physiology .....	58
Applied neonatal physiology .....	59
Assessing and managing adult pain .....	59
Assessment of growth and development .....	60
Assessment of the older person .....	60
Audiometry nursing .....	61
Blood and marrow transplantation .....	61
Breast cancer nursing: Interventions in breast cancer care .....	62
Breast cancer: Role of the nurse in the management of breast cancer care .....	62
Breast cancers .....	63
Cardiac nursing .....	63
Cardiothoracic nursing .....	64
Chemotherapy and other systemic treatments in cancer care .....	64
Child and adolescent mental health nursing: Clinical assessment .....	65
Child and adolescent mental health nursing: Intervention and management .....	65
Child development in the family context .....	66
Chronic and complex care .....	66
Clinical competence: Contextual application in neonatal intensive care nursing .....	67
Clinical issues in acute care nursing .....	67
Clinical issues in audiometry nursing .....	68
Clinical issues in cancer care nursing .....	68
Clinical issues in cardiac nursing practice .....	69
Clinical issues in care of the older person .....	69
Clinical issues in emergency nursing practice .....	70
Clinical issues in intensive care nursing practice .....	70
Clinical issues in orthopaedic nursing .....	71
Clinical practice in child and family health .....	71
Communication: Applied strategies for health care professionals .....	72
Concepts in critical care nursing practice .....	72
Continence management .....	73
Day surgery and day procedure: Principles and practice .....	73
Dementia care .....	74
Developing nursing practice .....	74
Drug and alcohol nursing practice .....	75
Electrocardiography: Clinical application .....	75
Emergency nursing .....	76
Family and child health .....	76
Financial management .....	77

Foundational perspectives of women’s health	77
Haematology nursing	78
Healthy ageing	78
Human resource management	79
Infant and child nutrition and feeding	79
Intensive care nursing	80
Introduction to leadership and management	80
Introduction to renal nursing – Renal unit 1	81
Issues in drug and alcohol addiction	81
Medical imaging nursing	82
Men’s health	82
Mental health nursing: Clinical assessment	83
Mental health nursing: Practice and philosophy	83
Neonatal special care	84
Nursing in the perinatal environment	85
Nursing the high risk newborn	85
Operating room nursing	86
Paediatric assessment: Physiology and development	86
Paediatric emergency nursing	87
Paediatric intensive care	87
Paediatric pain: Assessment and management	88
Palliative care nursing: Principles and practice	88
Post anaesthetic care unit nursing	89
Practice and philosophy of perioperative nursing	89
Practice nursing	90
Primary health nursing	90
Principles of acute care nursing	91
Principles of acute paediatric nursing	91
Principles of infection control	92
Principles of orthopaedic nursing	92
Principles of perioperative management	93
Principles of renal nursing – Renal unit 2	93
Principles of renal replacement therapy – Renal unit 3	94
Principles of stoma care	94
Professional issues in aged care nursing	95
Professional issues in paediatric nursing	95
Professional issues in stomal therapy	96
Quality in action	96
Respiratory nursing	97
Sexual health nursing: Clinical practice	97
Sexual health nursing: Principles and practice	98
Symptom management in advanced disease states	98
Wound management	99



# Subject Descriptors

The following pages detail the subject that the College offers within the Graduate Certificate courses, as well as those available for study as a CPD Distance Education subject.




## Subject Fees

Member	\$1,375.00
Non-member	\$1,750.00




## Subject Enrolment

Please refer to Important Semester Dates 2012 on page 12 for the relevant enrolment dates.


### Key:

-  Graduate Certificate (refer to the relevant course page for subject availability)
-  CPD – February intake
-  CPD – July intake


## Aboriginal and Torres Strait Islander history, health and nursing – A contemporary approach

Subject code	264
Available as	GC Advanced Nursing/CPD Distance Education   
Pre-requisite	N/A
<p>This subject responds to the increasing awareness of governments and the community at large, of the particular healthcare challenges facing the Aboriginal and Torres Strait Islander populations. The subject is designed to provide the student with insight into some of the legal, ethical, social and cultural considerations that may arise when caring for a patient from an Aboriginal or Torres Strait Islander background. In addition it explores the relationship between colonisation and related legislation in conjunction with other social and physical determinants of health.</p>	
Prescribed texts:	Nil

## Anaesthetic nursing

<b>Subject code</b>	221
<b>Available as</b>	GC Perioperative Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject prepares students to plan, assess and manage patients receiving anaesthesia. Through a series of activities and readings, students will investigate the necessity of planning in peri-anaesthesia nursing. Commencing with the importance of physical assessment and interviewing techniques, the student then applies these findings to the preparation of patients for their surgical and anaesthetic experience. Topics such as the use, care and maintenance of anaesthetic equipment, techniques used in anaesthesia and the pharmacology of anaesthesia are discussed. Through the acquisition of theoretical knowledge and skill development the student will be able to achieve those competencies required to practice as an anaesthetic nurse within the framework of the ACORN competencies and ANZCA standards. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Applied clinical physiology

<b>Subject code</b>	011
<b>Available as</b>	GC Acute Care/GC Advanced Nursing/GC Cancer Nursing/ GC Critical Care Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject aims to build on the student's undergraduate understandings of physiology. Advanced concepts in physiology are applied to, and integrated with, clinical practice through the use of case studies and the context of the student's own practice. The comparison between normal and altered physiology in clinical practice will provide a framework to prepare the student for advanced patient assessments and help with predicting patient problems. The purpose is to encourage the student to anticipate, recognise and make informed management decisions for patients in their care. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Marieb, E.N. and Hoehn, K. 2010 <i>Human anatomy and physiology</i> . 8th edn, Pearson Benjamin Cummings, San Francisco.

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)



## Applied neonatal physiology

Subject code	071
Available as	GC Neonatal Nursing/CPD Distance Education ● ●
Pre-requisite	<p><b>Applicant must be currently employed in a neonatal setting as follows:</b></p> <ul style="list-style-type: none"> <li>Neonatal intensive care – level 5 or 6</li> <li>Special care nursery – level 2, 3 or 4</li> <li>Neonatal Emergency Transport Service</li> <li>PICU – nursing high risk and surgical neonates</li> </ul>
<p>This subject is designed for registered nurses and registered midwives working in neonatal nursing. The purpose of this subject is for students to develop a greater understanding of normal physiology which will in turn facilitate the development of advanced clinical assessment skills. This is achieved by providing essential grounding in embryological and neonatal development and physiology. Students are guided through the processes involved in foetal to neonatal transition and adaption. The concepts of oxygenation, thermoregulation and metabolism are discussed in relation to the early neonatal period. These concepts underpin the neonatal nurse's ability to interpret clinical assessment findings for both term and preterm infants. This subject has a compulsory online component.</p>	
Prescribed texts:	Blackburn, S.T. 2007 <i>Maternal fetal and neonatal physiology: A clinical perspective</i> . 3rd edn, Saunders, St Louis.




## Assessing and managing adult pain

Subject code	113
Available as	GC Acute Care/GC Advanced Nursing/GC Aged Care Nursing/ GC Cancer Nursing/GC Perioperative Nursing/CPD Distance Education ● ● ●
Pre-requisite	N/A
<p>This subject is designed for registered nurses wishing to expand their understanding of the physiology, assessment and management of pain. A 'principles' approach is used to explore the concepts of acute, chronic and cancer pain. Pharmacological and non-pharmacological therapies are addressed. There is a compulsory online component for this subject.</p>	
Prescribed texts:	Nil

## Assessment of growth and development

<b>Subject code</b>	255
<b>Available as</b>	GC Neonatal Nursing/CPD Distance Education  
<b>Pre-requisite</b>	071 Applied neonatal physiology
<p>The purpose of this subject is to build on and consolidate knowledge achieved in the pre-requisite subject Applied neonatal physiology (071).</p> <p>Students are challenged to consider issues specifically related to assessment, growth and normal development of the neonate. This subject is composed of three themes: neonatal assessment, family centred developmental care and neonatal nutrition.</p> <p>The first theme examines the various assessment processes and tools applicable to the newborn admitted to the Neonatal Intensive Care Unit (NICU) or Special Care Nursery (SCN). In the second theme the student will review literature relating to the impact of family on neonatal outcomes; parent infant interaction and developmental care are discussed. Today's neonatal nurse is challenged to provide family-centred, developmentally supportive care for the ELBW infant and their family within this highly technological environment. The final theme reviews all aspects of infant nutrition relevant to newborns admitted to hospital, from electrolyte imbalances and feeding assessment to enteral feeding and lactation.</p>	
<b>Prescribed texts:</b>	Nil

## Assessment of the older person

<b>Subject code</b>	054
<b>Available as</b>	GC Acute Care/GC Advanced Nursing/GC Aged Care/CPD Distance Education   
<b>Pre-requisite</b>	N/A
<p>This subject takes a case study approach to clinical assessment to promote a better understanding of the ageing process, theories of ageing and changes in physiology. It is designed to provide the student with the skills and knowledge that will be needed to effectively assess older people. This subject includes methods of clinical assessment for older people, evaluation of a variety of assessment tools and the interpretation and integration of assessment findings relevant to care. The subject encourages the student to look at older people in their clinical setting by critically examining their practice and the assessment tools they currently use, reflecting on their current knowledge and skills related to the assessment of older people and referring to current literature and best practice models to critically evaluate current clinical practice. There is a compulsory online component for this course.</p>	
<b>Prescribed texts:</b>	Meiner, S.E. and Lueckenotte, A.G. <i>2006 Gerontologic nursing</i> , 3rd edn, Mosby Elsevier, St Louis.

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)



## Audiometry nursing

<b>Subject code</b>	241
<b>Available as</b>	GC in Advanced Nursing/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject is designed to facilitate the development of the audiometry nurse's understanding of the hearing process and client assessment. Content covered within this subject includes the anatomy, physiology and pathology of hearing, alterations to hearing, assessment and monitoring hearing. The subject is designed to meet the needs of audiometry nurses working within a variety of settings and caring for clients across the lifespan. There is a compulsory online component for this course.</p>	
<b>Prescribed texts:</b>	Kramer, S. 2008 <i>Audiology: Science to practice</i> . 1st edn, Plural Publishing, San Diego.




## Blood and marrow transplantation

<b>Subject code</b>	186
<b>Available as</b>	GC Cancer Nursing/GC Paediatric Nursing Studies/ CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>The subject content relates to haemopoietic stem cell transplantation and includes physiology of transplant immunology, patient and donor transplant work up, review of common transplant protocols, treatment and management strategies. The psychological impact of transplantation is threaded throughout the subject and both acute and long-term effects of treatment explored. Content aims to encourage skill development in the student's own clinical practice, for example, assessing, identifying and pre-empting consequences of treatments, such as neutropaenia, sepsis and graft versus host disease. This subject is suitable for nurses working in adult and paediatric specialist haematology and blood and marrow transplant centres, and nurses caring for patients who have undergone haemopoietic transplantation. There is a compulsory online component for this course.</p>	
<b>Prescribed texts:</b>	Nil

## Breast cancer nursing: Interventions in breast cancer care

<b>Subject code</b>	114
<b>Available as</b>	GC Breast Cancer Nursing/CPD Distance Education  
<b>Pre-requisite</b>	N/A
<p>This subject addresses treatment options relevant to individuals diagnosed with breast cancer. Topics include localised treatments such as surgery and radiotherapy, systemic treatments including chemotherapy, hormonal therapy and biological modifiers. Side effects will also be addressed. Broader issues related to culture, body image and sexuality will be discussed along with the role of community support and follow-up. There is a compulsory online component for this course.</p>	
<b>Prescribed texts:</b>	Nil

## Breast cancer: Role of the nurse in the management of breast cancer care

<b>Subject code</b>	118
<b>Available as</b>	GC Breast Cancer Nursing/CPD Distance Education   
<b>Pre-requisite</b>	N/A
<p>This subject explores the role of nurses in the management of breast cancer. Nurses are pivotal to the provision of holistic patient care and require knowledge and skills to work within a multidisciplinary team, caring for patients as their disease progresses. This subject has a symptom management focus, designed to equip nurses to care for patients with metastatic breast disease. The management of specific symptoms and the effects of treatment are addressed as well as end-of-life issues, communication and psychological issues in the continuum of care. The role of the breast specialist nurse is explored within a professional, legal and ethical framework with emphasis on research and evidenced-based practice. There is a compulsory online component for this subject.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Breast cancers

<b>Subject code</b>	112
<b>Available as</b>	GC Breast Cancer Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	N/A
<p>This subject is designed for both breast specialist and generalist nurses. The subject reviews normal anatomy and physiology of the breast in relation to pathological findings associated with the different types of breast cancer. Global issues of epidemiology, aetiology, risk factors, breast cancer screening and diagnostic factors are discussed in detail. Clinical presentation, diagnostic strategies, pathology findings and pathophysiology of specific types of breast cancers are addressed in relation to current treatment guidelines. There is a compulsory online component for this subject.</p>	
<b>Prescribed texts:</b>	Nil


## Cardiac nursing

<b>Subject code</b>	067
<b>Available as</b>	GC Critical Care Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	Students are required to be working in an area that has cardiac patients
<p>This subject is designed to explore issues specific to nursing practice in the cardiac critical care setting. Topics explored in this subject include: heart failure, hypertension, diabetes and heart disease, advanced cardiac pharmacology, valvular heart disease, advanced cardiopulmonary support, diagnostic and interventional cardiology, surgical management of heart disease and secondary prevention strategies. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Cardiothoracic nursing

<b>Subject code</b>	068
<b>Available as</b>	GC Critical Care Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to explore issues specific to nursing practice in the cardiothoracic critical care setting. Concepts explored in this subject include: preoperative assessment and diagnostic procedures of the cardiac surgical patient, surgical management for heart disease, principles of cardiopulmonary bypass and myocardial preservation, assessment and management of the patient following cardiac surgery, mechanical ventilation, management of complications of cardiac surgery (including renal replacement therapies and ventricular assist devices), advanced concepts in haemodynamic monitoring and thoracic surgery. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Chemotherapy and other systemic treatments in cancer care

<b>Subject code</b>	217
<b>Available as</b>	GC Cancer Nursing/GC Paediatric Nursing Studies/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject has been designed to develop the nurse's ability to manage patients receiving various systemic therapies for cancer. Systemic treatment regimens include cytotoxic therapy, immunotherapy, hormonal therapy and supportive therapies. Integral to patient care is an understanding of the complex physiological and psychological effects of diagnosis and treatment and the legal and ethical consideration of these treatment regimes. This subject will meet the needs of nurses who care for cancer patients in a variety of practice settings such as general wards, outpatient departments, acute care, palliative care and community, as well as specialist oncology, haematology and paediatric units. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Wilkes, G.M. and Barton-Burke, M. 2010 <i>Oncology nursing drug handbook</i> . Jones and Bartlett, Boston.

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Child and adolescent mental health nursing: Clinical assessment

<b>Subject code</b>	080
<b>Available as</b>	CPD Distance Education <span style="float: right;">● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject explores mental health problems and disorders, diagnostic categories and the mental health nursing assessment of children and adolescents. Case assessment, planning and implementation are explored. This subject also introduces the mental health nurse to current trends in psychopharmacology, living with mental disorders and the impact of mental disorders on the client and their family/significant others. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Child and adolescent mental health nursing: Intervention and management

<b>Subject code</b>	093
<b>Available as</b>	CPD Distance Education <span style="float: right;">● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject explores different models of therapy including cognitive behavioural therapy, psychodynamic psychotherapy and family therapy. Assessment and interventions across a spectrum of clinical presentations such as early psychosis and conduct disorder are explored. Therapeutic interventions include pathways and phases of recovery, relapse prevention and the relationships between stress and mental illness. Psychopharmacology and the use of ECT are examined in detail. Pathways for recovery discusses phases of recovery, relapse prevention, stress and mental illness. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Child development in the family context

<b>Subject code</b>	018
<b>Available as</b>	GC Child and Family Health/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>The aim of this subject is to help students explore child development within the theory and context of the family's biopsychosocial and cultural environment. Child and family health clinicians working with families with infants and young children must have an in-depth understanding of a child's physical, emotional, cognitive and social development and the contextual and environmental influences on child health. This knowledge assists child and family health clinicians in facilitating parenting strengths and promoting the infant/child carer-relationship, enabling the attachment process, which is a fundamental element in the healthy development of young children. Central to the role of child and family health clinicians is the acquisition of skills in growth and developmental assessment. The interpretation of findings in relation to a child's developmental age within their family, social and cultural context provides a good foundation for optimal developmental assessment, health screening and surveillance and facilitates early intervention when developmental issues are detected. Child and family health clinicians promote the optimal development of children through a partnership approach and the provision of anticipatory guidance to parents; therefore, knowledge of child development helps child and family health clinicians provide client-centered health promotion strategies leading to optimum child health outcomes. There is a compulsory online component for this subject.</p>	
<b>Prescribed texts:</b>	Berk, L.E. 2008 <i>Infants and children: Prenatal through middle childhood</i> . 6th edn, Pearson, Boston.

## Chronic and complex care

<b>Subject code</b>	120
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject explores the impetus for change in conventional health service delivery and the issues related to providing health services for people with chronic disease. Nurses manage patients with chronic and complex issues and, in doing so, need to develop their knowledge and skills in this area. Students explore issues in the management of clients in their care by critiquing appropriate models of care, patient assessment and management. Themes in this subject refer to epidemiology, models of care, collaborative case management, assessment (principles and application), patient management, disease progression, medication management, enhanced primary care, as well as bioethical and psychosocial issues. There is a compulsory online component for this subject.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Clinical competence: Contextual application in neonatal intensive care nursing

<b>Subject code</b>	908
<b>Available as</b>	GC Neonatal Intensive Care Nursing ●
<b>Pre-requisite</b>	N/A
<p>This subject provides opportunities for students to reflect on your own clinical practice. It also affords students with opportunities for discussion with colleagues about current management strategies related to contemporary neonatal nursing practice. Opportunities for professional discourse facilitate not only the sharing of knowledge and clinical experiences, but also mutual support and exposure to a wider variety of clinical neonatal nursing contexts.</p> <p>The second purpose is to provide students opportunities to develop advanced clinical skills that enable better management of context-specific technology and enhanced decision-making skills. Development of these advanced practice skills is achieved through the competency based assessment. The student uses a contextually based competency tool to guide clinical learning, which helps with the integration of theoretical concepts and specialised clinical practice.</p>	
<b>Prescribed texts:</b>	Nil


## Clinical issues in acute care nursing

<b>Subject code</b>	901
<b>Available as</b>	GC Acute Care Nursing ●
<b>Pre-requisite</b>	N/A
<p>This subject is designed to advance the acute care nurse's ability to explore contemporary health care issues impacting on nursing practice. This subject has face-to-face and clinical practice components. Professional experience placement will be undertaken in the student's workplace. Content includes current professional issues, legal and ethical issues, education and research, communication skills, stress management and unit management issues.</p>	
<b>Prescribed texts:</b>	Nil

## Clinical issues in audiometry nursing

<b>Subject code</b>	242
<b>Available as</b>	GC in Advanced Nursing/CPD Distance Education 
<b>Pre-requisite</b>	241 Audiometry nursing
<p>This subject is designed for nurses working in the audiometry setting. The focus of this subject is on integration of theory to practice and the competencies required to work as an audiometry nurse. Concepts covered include communication, professional standards, patient education and hearing promotion. This subject involves the completion of 90 theoretical hours and 60 hours of clinical practice.</p>	
<b>Prescribed texts:</b>	Kramer, S. 2008, <i>Audiology: Science to practice</i> . 1st edn, Pleural Publishing, San Diego, CA.

## Clinical issues in cancer care nursing

<b>Subject code</b>	909
<b>Available as</b>	GC Cancer Nursing 
<b>Pre-requisite</b>	N/A
<p>This subject reviews tumour pathogenesis, psychological, sociocultural and economic factors of health, physical assessment and combined modality therapy. This subject is designed to explore issues and address concepts central to the specialty areas in cancer nursing. This subject will also examine legal and ethical issues, counselling, bereavement and grief counselling, adolescent and child issues. This subject has face-to-face and professional experience placement components. Professional experience placement will be undertaken in the student's workplace.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Clinical issues in cardiac nursing practice

<b>Subject code</b>	904
<b>Available as</b>	GC Critical Care Nursing ●
<b>Pre-requisite</b>	N/A
<p>The subject is designed to advance the cardiac nurse's ability to explore contemporary health care issues impacting on nursing practice. Through the integration of physiological principles and nursing assessment, this subject examines issues in contemporary nursing practice as they relate to nursing assessment, management and special needs of the cardiac patient. This subject has face-to-face and clinical practice components. Professional experience placement will be undertaken in the student's workplace.</p>	
<b>Prescribed texts:</b>	Nil


## Clinical issues in care of the older person

<b>Subject code</b>	055
<b>Available as</b>	GC Aged Care Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	N/A
<p>This subject is designed to allow students to explore, consolidate and apply clinical knowledge of acute and chronic disorders that affect older people. Common disorders are grouped into a 'syndromes' approach, referred to as the five 'I's: instability, immobility, incontinence, iatrogenesis and impaired cognition and sensory input, in recognition of the fact that they cannot be satisfactorily attributed to a condition or body system impairment. Other areas explored include cancer, cardiovascular disease, infections, diabetes and chronic obstructive airways disease. Palliative care is discussed from the perspective of symptom control and the psychosocial aspects of care. In order to meet the needs of older people in acute and residential care, alternative health care delivery models are presented in an attempt to challenge the traditional acute care/disease approach often employed in aged care settings. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Meiner, S.E. and Lueckenotte, A.G. 2006 <i>Gerontologic nursing</i> . 3rd edn, Mosby Elsevier, St Louis.

## Clinical issues in emergency nursing practice

<b>Subject code</b>	906
<b>Available as</b>	GC Critical Care Nursing 
<b>Pre-requisite</b>	N/A
<p>This subject expands the concepts presented in earlier subjects. Emergency nursing practice, as it relates to care of the acutely ill/traumatised adult or paediatric patient and ambulatory patients, is explored. Prioritised care, principles of advanced life support and legal, ethical and professional practice issues are addressed.</p> <p>This subject has a compulsory online component. This subject has face-to-face and professional experience placement components. Professional experience placement will be undertaken in the student's workplace.</p>	
<b>Prescribed texts:</b>	Nil

## Clinical issues in intensive care nursing practice

<b>Subject code</b>	907
<b>Available as</b>	GC Critical Care Nursing 
<b>Pre-requisite</b>	N/A
<p>The subject focuses on issues in intensive care nursing practice. Through the integration of physiological principles and nursing assessment and an understanding of physiological dysfunction, this subject examines issues relating to management of the person with life-threatening illness. Professional and legal issues in nursing are also considered. This subject has face-to-face and professional experience placement components. Professional experience placement will be undertaken in the student's workplace.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Clinical issues in orthopaedic nursing

<b>Subject code</b>	910
<b>Available as</b>	GC Acute Care Nursing – Orthopaedic stream ●
<b>Pre-requisite</b>	N/A
<p>This subject focuses on issues in orthopaedic nursing practice. Through the integration of physiological principles and nursing assessment and an understanding of physiological dysfunction, this subject examines issues relating to management of the person with orthopaedic conditions. Professional, ethical and legal issues in nursing are also considered. This subject has face-to-face and professional experience placement components. Professional experience placement will be undertaken in the student's workplace.</p>	
<b>Prescribed texts:</b>	Nil


## Clinical practice in child and family health

<b>Subject code</b>	905
<b>Available as</b>	GC Child and Family Health ●
<b>Pre-requisite</b>	N/A
<p>Clinical practice in child and family health is conducted over two semesters, through face-to-face study blocks and in the workplace through professional experience placement. The key concepts underpinning this subject are the culture of community health nursing, primary health care and health promotion and family partnership.</p> <p>The face-to-face component of this subject provides opportunities for student networking, as well as the exploration of evidence-based practice and current issues with skilled clinicians in the field. The specialty role and function of the child and family nurse is discussed in relation to the Child and Family Health Nurses Association (CAFHNA) competency standards. In addition, the notion of benchmarking practice is explored. Professional portfolio development and clinical supervision are explored within the context of child and family health nursing.</p> <p>The purpose of the professional experience placement is to provide opportunities for students to learn and build on their existing skills as well as immersing themselves in the role of the child and family health clinician, so that they gain an understanding and an appreciation of the child and family health nursing scope of practice and have opportunities for clinical skill development.</p>	
<b>Prescribed texts:</b>	Nil

## Communication: Applied strategies for health care professionals

<b>Subject code</b>	187
<b>Available as</b>	GC Acute Care Nursing/GC Advanced Nursing/ GC Breast Cancer Nursing/GC Cancer Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to advance existing communication skills and provide the student with the opportunity to develop additional strategies to improve their interpersonal skills when caring for patients facing various health challenges, such as life-limiting illnesses and life-threatening events.</p> <p>Communication is an essential skill for the contemporary nurse. This subject explores the many challenges that may affect the nurse in everyday practice and aims to empower the student to have confidence within themselves and to be an effective communicator. Students are encouraged to explore their own emotional responses to challenges and engage in self-reflection and analysis of their own communication methods and strategies to increase their awareness of sensitive issues. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Concepts in critical care nursing practice

<b>Subject code</b>	039
<b>Available as</b>	GC Critical Care Nursing/CPD Distance Education 
<b>Pre-requisite</b>	038 Principles of acute care nursing or equivalent knowledge
<p>This subject is designed for nurses working in critical care areas. The subject explores advanced assessment and management issues related to critical care nursing.</p> <p>Topics explored in this subject include cardiovascular clinical assessment, cardiovascular support in critically ill people, principles of mechanical ventilation, immunological issues in critical illness, pain management for the critically ill adult, legal issues in the care of critically ill people, assessment and management of the critically ill child and advanced life support. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Continence management

<b>Subject code</b>	045
<b>Available as</b>	GC Acute Care/GC Advanced Nursing/GC Aged Care/ GC Stomal Therapy Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	N/A
<p>Urinary and faecal incontinence affect many patients across the age span; therefore, nurses working across a diversity of practice settings require an understanding of continence management to sensitively plan and implement care. This subject identifies key aspects of continence management and addresses myths and barriers, relevant anatomy, physiology and function, assessment, causes and types of incontinence, management, appliances and aids and community resources.</p> <p>Students are referred to current literature and best practice models to critically evaluate current clinical practice. To meet subject requirements the student must fulfill 40 hours of professional experience placement. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	<p>Getliffe, K. and Dolman, M. (eds) 2003 <i>Promoting continence. A clinical research resource</i>. 2nd edn, Baillière Tindall, London.</p> <p>Norton, C. and Chelvanayagam, S. (eds) 2004 <i>Bowel continence nursing</i>. Beaconsfield Publishing Ltd, Beaconsfield UK.</p>


## Day surgery and day procedure: Principles and practice

<b>Subject code</b>	235
<b>Available as</b>	GC Perioperative Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	N/A
<p>Day surgery involves the care, treatment and management of patients who are admitted for a planned surgical procedure. Day patients may undergo a variety of surgical or anaesthetic procedures in a variety of settings. This subject will explore the history and types of day surgery environments, the issues that directly impact on the care of the day surgery patient, current trends, assessment methodologies, procedures, patient care and discharge. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Dementia care

<b>Subject code</b>	064
<b>Available as</b>	GC Advanced Nursing/GC Aged Care/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed for registered nurses with a specific interest in, or who work with, clients who have dementia. It provides students with opportunities to develop new knowledge or extend their current knowledge in this challenging specialty. The subject explores what is and isn't dementia, behavioural and psychological symptoms of dementia and therapeutic approaches to dementia care. Students will also have the opportunity to examine specific issues related to caring for the person with dementia and caring for the carer. Legal and ethical issues related to end-of-life care will also be considered. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Developing nursing practice

<b>Subject code</b>	263
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>Advanced nursing practice requires not only an understanding of specialist or generalist clinical nursing knowledge, but also broader notions of professional practice, health policy and research.</p> <p>This subject explores the notion of advanced nursing practice within the context of the health care system, the clinical practice domain and the nursing profession. Its purpose is to challenge registered nurses to identify their position in the health care profession, discuss their practice environment and identify the professional development of themselves and of others. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Drug and alcohol nursing practice

<b>Subject code</b>	259
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>Drug and alcohol use impacts on the health and welfare of many Australians, health service delivery and the provision of nursing care across many settings. This subject aims to facilitate the development of the required knowledge and skills to enable the nurse to provide contemporary care to clients with drug and alcohol problems. The concepts of health promotion and harm minimisation are explored and provide a basis for the management of clients with drug and alcohol problems. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Electrocardiography: Clinical application

<b>Subject code</b>	026
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject is designed to provide the student with a framework for the systematic analysis and interpretation of the 12-lead ECG. The subject demystifies electrocardiography and provides students with the opportunity to develop skills in interpreting the ECG and recognise its value as a clinical assessment tool. Students will explore the normal electrical activity of the heart, identify the components of the ECG waveform, systematically analyse and interpret a 12-lead ECG, recognise the common arrhythmias on the 12-lead ECG, identify conduction abnormalities and the potential complications, discuss the management of common arrhythmias, identify the ECG changes associated with acute coronary syndrome and link ECG findings to the management of patients. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Conover, M. 2003 <i>Understanding electrocardiography</i> . 8th edn, Mosby, St. Louis.

## Emergency nursing

<b>Subject code</b>	069
<b>Available as</b>	GC Critical Care Nursing/CPD Distance Education 
<b>Pre-requisite</b>	CPD only available for College of Nursing graduates of GC Critical Care Nursing or equivalent
<p>This subject is designed to explore issues specific to nursing practice in the emergency setting. Topics explored in this subject include triage, trauma management, medical and surgical presentations, mental health emergencies, disaster management and stabilisation and transfer. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Family and child health

<b>Subject code</b>	040
<b>Available as</b>	GC Child and Family Health/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to deepen the student's understanding of the complexity of contemporary child and family health nursing care in the community setting. The family is examined from a socio-ecological perspective and within the broader environment in which families live. Primary health care and health promotion principles are explored within a strengths-based framework and the importance of family and community in promoting optimal child health in the early years is discussed. Students also explore tools for assessment of families, critical analysis of family theory and models of care that provide a framework for child and family health nursing practice. Students are introduced to the social determinants of health and the concept of working in partnership with families, government, non-government and support agencies to facilitate the transition to parenting, promote resilience, empowerment and community connectedness. Current government guidelines, directives, initiatives and research are examined within the context of child and family health nursing. Professional issues for clinicians working in this framework are critically reviewed and considered. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	McMurray, A. 2007 Community health and wellness: <i>A socio-ecological approach</i> . 3rd edn, Elsevier, Australia.

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Financial management

<b>Subject code</b>	016	
<b>Available as</b>	GC Clinical Management/CPD Distance Education	● ● ●
<b>Pre-requisite</b>	N/A	
<p>This subject is designed to form the basis for a sound understanding of financial management in health care. Funding arrangements in the Australian health care system, including economic principles and decision making and the implications of scarce resources, are outlined. Accrual accounting, cost centre management and major issues in private-versus-public financial management are explored. The subject also provides comprehensive coverage of the impact and place of casemix in contemporary financial management and the principles and practice of budgeting, incorporating casemix-based data and information. Private sector financial management issues and the application of casemix and financial management in the aged care sector are also discussed, providing a sound overview of financial management in healthcare generally. This subject has a compulsory online component.</p>		
<b>Prescribed texts:</b>	Nil	


## Foundational perspectives of women's health

<b>Subject code</b>	262	
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education	● ● ●
<b>Pre-requisite</b>	N/A	
<p>This subject explores the position and role of women from sociological, psychological and political perspectives. By reviewing the issues concerning the position of women, feminism (including the historical and current views) and the discourses surrounding women's health, the student will have the opportunity, through a community needs assessment, to examine issues of access and equity for specific groups of women, including women from diverse cultural backgrounds. This subject has a compulsory online component.</p>		
<b>Prescribed texts:</b>	Nil	

## Haematology nursing

<b>Subject code</b>	185
<b>Available as</b>	GC Cancer Nursing/GC Paediatric Nursing Studies/ CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to meet the learning needs of nurses caring for adults and children with haematological disorders in a variety of clinical areas such as general wards, cancer care, palliative care and the community where nurses care for many patients with haematological disturbances due to bone marrow suppression.</p> <p>The content aims to broaden the student's theoretical knowledge of physiological principles that relate to haematological disorders and diseases such as haemopoiesis, immune function and coagulation processes. The effect of diagnosis and the patient's journey is examined and pathological processes underlying common malignant and non-malignant haematology disorders are explored. Clinical management strategies and nursing issues are also examined. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Grundy, M. (ed) 2006 <i>Nursing in haematological oncology</i> . 2nd edn, Baillière Tindall Elsevier, Edinburgh.

## Healthy ageing

<b>Subject code</b>	053
<b>Available as</b>	GC Aged Care/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to optimise the student's understanding of what it is like to grow old in today's society. It provides an opportunity to critically evaluate attitudes, myths and stereotypes associated with ageing, giving students the opportunity to explore the challenges that an ageing population presents for society and the healthcare system. The subject explores the demographics of the older population, key issues influencing quality of life and independence and health promotion strategies that contribute to a positive ageing experience. Australian aged care reform, legislation and policy are also discussed. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Human resource management

<b>Subject code</b>	029
<b>Available as</b>	GC Clinical Management/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject is designed to provide comprehensive coverage of specific and essential aspects of human resource management. Topics include managing people and employee relations, team building, performance management, recruitment and selection of staff, training and development. This subject also covers dealing with grievance and disciplinary matters, conflict negotiation, dispute resolution and the role of the nurse manager in leadership and motivation, managing change, stress management and debriefing. Relevant legislative requirements such as equal employment opportunity and anti-discrimination are addressed. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Infant and child nutrition and feeding

<b>Subject code</b>	201
<b>Available as</b>	GC Child and Family Health/GC Paediatric Nursing Studies/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject aims to develop student's knowledge and skills in all aspects of infant and child nutrition and feeding and develop clinicians who can work in partnership with the family to promote and maintain breastfeeding and advise on the ongoing nutritional requirements of infants and young children.</p> <p>The subject builds on the student's understanding of family and child development and uses this as a platform for exploring breastfeeding and lactation, formula feeding, solids and other nutritional requirements of infants, toddlers and preschoolers. The student will investigate national and state policies and best practice recommendations relating to infant and child nutrition. The student will build on undergraduate knowledge of breast anatomy and lactation physiology and apply this to the facilitation of the breastfeeding woman and her family. The student will be encouraged to develop a deeper understanding of the social and cultural complexities of the breastfeeding process including an insight to the underlying attitudes and values likely to influence the relationship between the clinician, mother and family. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Riordan, J. (ed) 2005 Breastfeeding and human lactation. 3rd edn, Jones and Bartlett, Boston.

## Intensive care nursing

<b>Subject code</b>	070
<b>Available as</b>	GC Critical Care Nursing/CPD Distance Education 
<b>Pre-requisite</b>	CPD only available for College of Nursing graduates of GC Critical Care Nursing or equivalent
<p>This subject explores advanced assessment and management of patients requiring intensive care nursing. Topics explored in this subject include multi-organ dysfunction syndrome, infection control issues in intensive care, advanced concepts in haemodynamic monitoring, further exploration of mechanical ventilation principles and advanced strategies, advanced cardiac management, management of major trauma and renal replacement therapies. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Introduction to leadership and management

<b>Subject code</b>	249
<b>Available as</b>	GC Clinical Management/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject introduces students to leadership and management in the modern Australian healthcare system. Theoretical ideas around management, leadership, organisations and change management are introduced. Students will reflect on organisational culture, teamwork and motivation. The student will be asked to apply theoretical ideas to practice and to the workplace through practical exercises. The opportunity for deeper learning occurs as students study contemporary economic, social and political issues that influence the Australian healthcare system. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Robbins, S.P. and Judge, T.A. 2008 Essentials of organizational behavior. 9th edn, Prentice Hall, Upper Saddle River.

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Introduction to Renal Nursing - Renal Unit 1

<b>Subject code</b>	260
<b>Available as</b>	GC Acute Care Nursing/GC Paediatric Nursing Studies/ CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	261 Principles of renal nursing
<p>Renal disease is a highly complex condition which makes caring for patients with a renal condition both challenging and rewarding. This subject is designed to provide the nurse with insight into the patho-physiology and systemic implications for the patient experiencing chronic kidney disease or acute kidney injury. There is exploration of the cause and effect of symptomology as well as consideration of management strategies to minimise symptom progression and optimise outcomes.</p> <p>The design of the subject ensures that it is equally appropriate for nurses with limited previous renal nursing experience as well as nurses currently working within a renal speciality. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Thomas, N. 2008 <i>Renal Nursing</i> . 3rd edn Baillière Tindall Elsevier, Philadelphia.


## Issues in drug and alcohol addiction

<b>Subject code</b>	258
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education <span style="float: right;">● ●</span>
<b>Pre-requisite</b>	259 Drug and alcohol nursing practice
<p>This subject explores drug and alcohol addiction, treatment options and relapse prevention. Students will examine the concepts of therapeutic relationships and legal and ethical dimensions of caring for clients with addictions. Case management for clients with a drug and alcohol addiction involves a collaborative approach to service delivery; it involves comprehensive treatment and management to ensure optimum recovery and relapse prevention. This subject explores various community resources available to meet client, family and carer needs. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Medical imaging nursing

<b>Subject code</b>	243
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to facilitate the development of the nurses' understanding of the medical imaging environment. Content covered within this subject includes imaging modalities, nursing responsibilities including pre-, during and post-procedures, safety, medications and professional and legal responsibilities. The subject is designed to meet the needs of medical imaging nurses working within a variety of settings and caring for clients across the lifespan. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Men's health

<b>Subject code</b>	190
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject examines the historical, social, economic and cultural influences on men's health. Themes explored include the epidemiology of men's health and the historical events and cultural contexts that have shaped men and their roles in contemporary society.</p> <p>Students analyse popular stereotypes and examine their own values and attitudes in relation to these stereotypes. Students examine the effects of men's lifespan transitions and the physical, emotional and psychological development of men in relationship to health issues. The last two themes examine health promotion, in particular, communication and men and capacity building. Throughout the subject, policies, legislation and service provision models that impact on men's health, are examined.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)



## Mental health nursing: Clinical assessment

Subject code	074
Available as	CPD Distance Education <span style="float: right;">● ●</span>
Pre-requisite	N/A
<p>This subject explores mental health problems and disorders with particular reference to diagnostic categories of mental illness. The mental health nursing assessment, encompassing a lifespan approach, is examined. Particular attention is given to the cultural issues in planning and delivering care in a variety of contexts including people in crisis and those at risk of self-harm. Assessment for suicide risk and the potential for aggression are also examined in detail. Issues surrounding psychopharmacology as it relates to specialist practice are explored. To conclude, this subject offers insights into the experience of a mental disorder from the consumer's perspective and how this can impact on families, carers and significant others. There is a compulsory online component for this course.</p>	
Prescribed texts:	Nil

## Mental health nursing: Practice and philosophy

Subject code	230
Available as	CPD Distance Education <span style="float: right;">● ●</span>
Pre-requisite	N/A
<p>This subject promotes awareness of the changing clinical and treatment models that underpin mental health nursing practice. Students are encouraged to critically evaluate their practice against theoretical constructs developed within the mental health nursing profession and psychiatry in general. The subject explores the continuum of care that addresses developmental and lifespan issues, promotion, prevention and early intervention and, finally, models of service and care delivery. There is a compulsory online component.</p>	
Prescribed texts:	Nil

## Neonatal special care

<b>Subject code</b>	207
<b>Available as</b>	GC Neonatal Nursing/CPD Distance Education  
<b>Pre-requisite</b>	071 Applied neonatal physiology/255 Assessment of growth and development
<p>The student will be challenged via various case vignettes to make clinical decisions based on evidence-based research. Cases will focus on diagnoses commonly encountered in the Special Care Nursery. Throughout all sections there is an underlying theme of individualised, family focused, developmentally supportive care which is an essential element of contemporary neonatal nursing practice.</p> <p>The ability to stabilise a sick newborn prior to transport, as well as provide comfort and support to families experiencing this crisis, is essential for nurses working in level 2 centres. This subject will extend previous challenges to include the assessment and clinical management of newborns who require emergency resuscitation and on-going stabilisation for a variety of underlying pathophysiological conditions. Clinical management strategies covered within the subject content include modes of respiratory support, such as Continuous Positive Airway Pressure (CPAP) and High Flow nasal cannula oxygen. This subject has a compulsory online component.</p>	
<b>Recommended texts:</b>	<p>Blackburn, S. 2007 <i>Maternal, fetal, and neonatal physiology: A clinical perspective</i>. 3rd edn, WB Saunders, Philadelphia.</p> <p>Gardner, S.L., Carter, B.S., Enzman-Hines, M. And Hernandez, J.A. 2011 <i>Merenstein &amp; Gardner's Handbook of neonatal intensive care</i>. 7th edn, Mosby Elsevier, St Louis.</p> <p>Johnston, P.G.B., Flood, K. and Spinks, K. 2003 <i>The newborn child</i>. 9th edn, Churchill Livingstone, Edinburgh.</p>

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Nursing in the perinatal environment

<b>Subject code</b>	256
<b>Available as</b>	GC Neonatal Nursing/CPD Distance Education ● ●
<b>Pre-requisite</b>	071 Applied neonatal physiology/255 Assessment of growth and development
<p>This subject considers issues specifically related to the special needs of the newborn and family admitted to a perinatal intensive care unit. Babies admitted to perinatal intensive care units are often admitted due to their prematurity or because they require ongoing support for acute illness or post-surgical convalescence.</p> <p>It is important for neonatal nurses to be prepared with the knowledge and skills to link treatment rationales to pathophysiology. This subject is comprised of three themes structured around a series of clinical scenarios. The content areas of theme one cover assessment, clinical considerations for the preterm neonate and common complications of preterm birth. The content areas of theme two discuss the various ongoing concerns for the infant born prematurely. Special consideration is given to the later preterm infant who, despite being born later, has been shown to be at risk for short and long-term complications leading to adverse outcomes. The third theme looks at the additional range of diagnoses warranting the admission of the term newborn to a perinatal intensive care unit. Issues around foetal distress and associated emergency delivery, mechanical ventilation and management of respiratory disease in the term newborn are also explored. The neonatal nurse plays a pivotal role in clinical decision-making and ongoing management of the acutely ill and convalescing term infant and family. Throughout all themes, there is an underlying philosophy of individualised, family-focused, developmentally supportive care, which is an essential element of contemporary neonatal nursing practice. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Nursing the high-risk newborn

<b>Subject code</b>	257
<b>Available as</b>	GC Neonatal Nursing ● ●
<b>Pre-requisite</b>	071 Applied neonatal physiology & 255 Assessment of growth and development
<p>This subject considers issues specifically related to the special needs of the high-risk infant. Babies admitted to level five and level six units often require complex diagnostic investigation and/or surgical intervention.</p> <p>This subject is divided into three themes, each with a distinct purpose. The first theme looks at maladaptive processes in the newborn period, commonly found in Neonatal Intensive Care Units. The second theme focuses on the impact of chromosomal and congenital abnormalities. The third theme considers the infant requiring surgery. Surgical intervention and subsequent clinical management are explored in relation to altered physiology. Throughout all themes there is an underlying philosophy of individualised, family-focused, developmentally supportive care, which is an essential element of contemporary neonatal nursing practice. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Operating room nursing

<b>Subject code</b>	220
<b>Available as</b>	GC Perioperative Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject provides students with opportunities to consolidate and expand their clinical knowledge, skills and attitudes within the specialty of the instrument and circulating nurse in the context of perioperative nursing. It concentrates on patient care in the perioperative environment. In applying theory to practice to provide optimum patient care, students examine such issues as the design of the operating room, the preparation of patients for surgery, advanced aseptic principles including sterilisation, preparation, care and handling of surgical instruments, managing technology specific to the operating theatre environment, the care and handling of specimens and wound closure. The nurse working in the perioperative environment needs a sound foundation of physiology, disease processes, assessment and management options to form the basis for clinical decision-making and problem-solving. Through the acquisition of theoretical knowledge and skill development the student will be able to achieve those competencies required to practice as an instrument and circulating nurse within the framework of the ACORN competencies. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Rothrock, J.C. (ed) 2007 <i>Alexander's care of the patient in surgery</i> , 13th edn, Mosby Elsevier, St Louis.

## Paediatric assessment: Physiology and development

<b>Subject code</b>	137
<b>Available as</b>	GC Paediatric Nursing Studies/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject considers normal childhood development theories along with physiologic and pathophysiological processes. A body systems approach is used to explore anatomical and physiological changes in infants, children and adolescents. A variety of clinical contexts, including oncology, intensive care, emergency and general paediatric settings are used as backdrops for clinical vignettes demonstrating the principles of holistic nursing assessment. This subject provides the student with the knowledge and understanding to anticipate, recognise and manage challenges that arise when normal human physiological function is impaired. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Paediatric emergency nursing

<b>Subject code</b>	057
<b>Available as</b>	GC Paediatric Nursing Studies/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	The student must be working in an emergency department that has a paediatric casemix
<p>This subject has been designed for registered nurses working with children in emergency departments. There is a specific focus on the most common paediatric presentations in emergency departments and working collaboratively with the patient and their family/significant others. Students also have the opportunity to enhance their understanding of the specific issues related to traumatic injury in children. There is opportunity for students to enhance their understanding of issues related to triage, traumatic injury in children and advanced resuscitation and stabilisation techniques. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Paediatric intensive care

<b>Subject code</b>	139
<b>Available as</b>	GC Paediatric Nursing Studies/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	The student must be working in an intensive care setting where there is a paediatric casemix
<p>This subject has been designed to explore issues specific to nursing practice in a specialist paediatric intensive care setting. Topics explored in this subject include multiorgan dysfunction syndrome, advanced concepts in haemodynamic monitoring and modes of assisted ventilation, complex post-operative care, management of major trauma and renal replacement therapies. The subject maintains a focus on the collaborative relationship between the nurse and the family/significant others in providing care to the critically ill infant, child or adolescent. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Paediatric pain: Assessment and management

<b>Subject code</b>	197
<b>Available as</b>	GC Acute Care/GC Paediatric Nursing Studies/ GC Perioperative Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject is designed to examine initiation and perception of pain, pain physiology, pain assessment and management of children experiencing acute, chronic, cancer and procedural pain. Pain assessment tools are evaluated and both pharmacological and non-pharmacological management are explored. Pain management in the paediatric setting is complex and nurses need to consider management in light of current best practice, cultural diversity and belief systems. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Palliative care nursing: Principles and practice

<b>Subject code</b>	214
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>The purpose of this subject is to introduce students to the concepts of palliative care nursing by examining the philosophy and principles of palliative care, holistic client assessment and care planning. Palliative care occurs in a range of clinical and community settings and nurses need to be aware of the framework for the provision of palliative care services. Nurses caring for clients with life limiting illnesses must be able to holistically assess their clients, being cognisant of the palliative approach to care. The palliative approach to care planning is explored, taking into consideration each client's cultural, religious and spiritual needs. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)



## Post anaesthetic care unit nursing

<b>Subject code</b>	222
<b>Available as</b>	GC Perioperative Nursing/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	221 Anaesthetic nursing or equivalent knowledge
<p>This subject prepares students to assess and manage patients in the initial recovery period following surgery or an anaesthetic procedure. Issues and content covered in this subject provide students with an opportunity to develop advanced clinical skills, especially in airway management, respiratory and cardiac assessment, management of context-specific technology and enhanced decision-making skills. Through the acquisition of theoretical knowledge and skill development the student will be able to achieve the competencies required to practice as a PACU nurse within the framework of the ACORN competencies. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil



## Practice and philosophy of perioperative nursing

<b>Subject code</b>	219
<b>Available as</b>	GC Perioperative Nursing/CPD Distance Education <span style="float: right;">● ● ●</span>
<b>Pre-requisite</b>	N/A
<p>This subject provides the student with the opportunity to explore the role of the nurse across a diversity of perioperative settings, as well as identifying professional issues related to specialist perioperative practice. The subject considers contemporary and professional issues related to perioperative nursing through reflective practice, facilitation of clinical teaching and collaboration within the multidisciplinary team. Nursing research is examined to promote evidence-based practice and legal and ethical issues are applied to perioperative nursing practice. Activities within the subject learning guide encourage students to explore contemporary and professional issues within the operating suite environment and reflect on their own clinical and professional needs. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Practice nursing

<b>Subject code</b>	266
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education  
<b>Pre-requisite</b>	N/A
<p>As a student in this program you will utilise health education and health promotion principles with general practice patients, their carers and the wider community. Students will have the opportunity to provide clinical nursing services in the general practice context, improve health outcomes by contributing to and enhancing the management and prevention of ill health, undertake health education and health promotion with general practice patients, their carers and the wider community, coordinate general practice patient services, work effectively as a leader and/or as a member of a primary health care team, meet relevant standards and legislative requirements to manage the general practice environment and sustain general practice by contributing to better management of human and material resources. Students will acquire skills in applying critical appraisal techniques to a wide range of health literature to their own area of professional practice. The concepts, collection and implementation of evidence based practice will be explored. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Primary health nursing

<b>Subject code</b>	265
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education  
<b>Pre-requisite</b>	N/A
<p>This subject aims to equip the primary healthcare nurse to meet the challenges of changing health needs for individuals and patient groups. Graduates of the program will be able to provide clinical nursing services in the primary health care context and improve health outcomes by contributing to and enhancing the management and prevention of ill patients.</p> <p>Students will gain a broad understanding of contemporary issues in primary healthcare, including a history of the development of primary healthcare as an emerging discipline. This subject provides an understanding of issues unique to primary healthcare including an understanding of the relevance of models of primary healthcare in a range of real world and workplace problems. Students will appreciate the benefits of multi-disciplinary approaches in health and human services to promoting and improving health and planning and managing programs to address the social determinants of health. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Principles of acute care nursing

<b>Subject code</b>	038
<b>Available as</b>	GC Acute Care/GC Critical Care Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	Advanced knowledge of applied clinical physiology
<p>The subject is designed to advance the critical care nurse's ability to assess and manage acutely ill adults. Concepts explored in this subject are electrophysiology, principles of electrocardiography, cardiac rhythm and 12-lead ECG interpretation, diagnosis and management of myocardial ischaemia and infarction, respiratory assessment, tissue oxygenation, non-invasive ventilatory strategies such as BiPAP and CPAP, the pathophysiology, diagnosis and management of shock and fluid resuscitation. Physical assessment and clinical issues related to patients with neurological and gastrointestinal disorders are also addressed. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Principles of acute paediatric nursing

<b>Subject code</b>	138
<b>Available as</b>	GC Paediatric Nursing Studies/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	N/A
<p>This subject is designed to explore the stabilisation, ongoing management and collaborative relationship between the nurse and the family/significant others caring for acutely ill infants, children and adolescents. The subject is divided into several sections including fluid and electrolyte disturbances, febrile illness, acute abdominal, neurological, respiratory, cardiac, metabolic, musculoskeletal and immunocompromised presentations, advanced resuscitation, stabilisation and transportation issues.</p> <p>Clinical decision-making is facilitated throughout the subject by identification of links between pathophysiology and treatment rationales. Critique of current clinical practice is also encouraged through the use of an evidence-based approach. This subject has a compulsory on line component.</p>	
<b>Prescribed texts:</b>	Hockenberry, M.J. and Wilson, D., 2011 <i>Wong's nursing care of infants and children</i> . 9th edn, Mosby, St Louis.

## Principles of infection control

<b>Subject code</b>	117
<b>Available as</b>	GC Acute Care/GC Advanced Nursing/GC Aged Care Nursing/ GC Perioperative Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject aims to provide a comprehensive overview of the importance of infection control within the workplace. Students examine the issues related to legislation, quality, prevention, transmission and management of infections. Students will explore some of the specific issues encountered when planning strategies to minimise potential transmission between patients, staff and all personnel involved in the health care system. The subject also examines infection control principles at both local and organisational levels focusing on the process of achieving positive quality health outcomes. There is a compulsory online component for this subject.</p>	
<b>Prescribed texts:</b>	Nil

## Principles of orthopaedic nursing

<b>Subject code</b>	042
<b>Available as</b>	GC Acute Care Nursing – Orthopaedic stream/ CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject aims to provide nurses with the underpinning principles of orthopaedic nursing practice. The subject takes a systems approach to the orthopaedic patient, exploring the impact of acute, chronic and/or disabling conditions on orthopaedic patients and their families/significant others. Topic areas include neuromusculoskeletal physiology, principles of fracture management, complications of trauma, congenital and developmental disorders of the neuromusculoskeletal system, metabolic bone disorders, inflammatory and autoimmune disorders and degenerative disorders. Principles of management of joint replacement surgery and other common orthopaedic procedures are also explored. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Principles of perioperative management

<b>Subject code</b>	234
<b>Available as</b>	GC Perioperative Nursing/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	N/A
<p>Operating suite management involves the comprehensive use of resources as well as the management of people. This subject aims to equip students with the fundamental principles of management and the skills required to manage the unique operating suite environment. Students will review organisational theory. Skills to manage a changing work environment are also examined, from developing business plans to design briefs, business submissions and equipment acquisition. The analytical process for strategic planning and reliance on information systems are also discussed. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil


## Principles of renal nursing - Renal unit 2

<b>Subject code</b>	261
<b>Available as</b>	GC Acute Care Nursing/GC Paediatric Nursing Studies/CPD Distance Education ● ● ●
<b>Pre-requisite</b>	260 Introduction to Renal Nursing - Renal unit 1 (included if 261 is purchased)
<p>This subject builds on Introduction to renal nursing - Renal unit 1. It has been designed to provide the nurse working in either a medical ward or renal dialysis environment with the knowledge and skills required to effectively, assess, monitor, manage and educate a patient with chronic kidney disease (CKD). Throughout the subject there is a strong focus on the patient's journey from stages 1 to 5 of CKD, this includes the transition to renal replacement therapy or conservative management. Significant emphasis is placed on the importance of comprehensive and systems based assessment of the patient with renal disease, models of care, pre-dialysis education and access preparation. Quality of life and ethical considerations are also explored in relation to the patient's 'right' to choose conservative management and palliative care as opposed to RRT. The section on specific populations, explores the implications of CKD for the paediatric and adolescent patient, the Aboriginal and Torres Strait Islander populations, patients living in rural/remote locations and the older person.</p>	
<b>Prescribed texts:</b>	Thomas, N. 2008 <i>Renal Nursing</i> . (3rd edn) Baillière Tindall Elsevier, Philadelphia.

## Principles of renal replacement therapy - Renal unit 3

<b>Subject code</b>	233
<b>Available as</b>	GC Acute Care Nursing /GC Paediatric Nursing Studies/ CPD Distance Education 
<b>Pre-requisite</b>	260 Introduction to Renal Nursing - Renal unit 1
<p>This subject has been designed for nurses working in a renal dialysis unit who wish to explore the holistic care requirements of a patient undergoing renal replacement therapy. It encompasses the physiology, mechanics, potential complications, advantages and contemporary interventions associated with the various modalities of renal replacement therapy. It also provides the registered nurse with the opportunity to explore risk reduction strategies, optimal care initiatives and advanced problem solving skills specific to the individualised therapies. In addition the subject also aims to enhance the registered nurse's understanding of the importance of modality selection, quality of life considerations, advanced care planning and integration of palliative care when appropriate.</p> <p>This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Thomas, N. 2008 <i>Renal Nursing</i> . 3rd edn Baillière Tindall Elsevier, Philadelphia.

## Principles of stoma care

<b>Subject code</b>	044
<b>Available as</b>	GC Stomal Therapy Nursing/CPD Distance Education 
<b>Pre-requisite</b>	N/A
<p>This subject introduces the student to the multifaceted role of stomal therapy nurses as well as providing a theoretical basis for clinical practice and competency development in stoma care. Normal anatomy and physiology and some common pathophysiology that may necessitate stoma formation are discussed. Students explore common medical and surgical treatments that are often experienced by people with stomas. Finally, it examines principles of stoma care and management, thereby laying the theoretical foundations for the student to develop their clinical practice in this area. This subject has a compulsory professional experience placement of 40 hours. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Colwell, J.C., Goldberg, M.T. and Carmel, J.E. 2004 <i>Fecal and urinary diversions: Management principles</i> . Mosby, St Louis.

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)


## Professional issues in aged care nursing

Subject code	903
Available as	GC Aged Care Nursing ●
Pre-requisite	N/A
<p>This subject explores the role of the aged care nurse across a diversity of settings, as well as identifying specialist knowledge and skills related to advanced clinical practice. Students will explore professional issues such as ethics, legislation, euthanasia, guardianship, restraint, interpersonal skills, counselling and conflict resolution and stress management. This subject has a face-to-face component and a professional experience placement component to be undertaken in the student's workplace.</p>	
Prescribed texts:	Nil




## Professional issues in paediatric nursing

Subject code	248
Available as	GC Paediatric Nursing Studies/CPD Distance Education ● ● ●
Pre-requisite	N/A
<p>This subject explores contemporary health care issues impacting on paediatric nursing practice. The aim is to provide the nurse with an understanding of professional issues in this area of practice. Examples of such issues include legal and ethical practice, transition, health promotion, advocacy and multiculturalism. This subject is designed to facilitate the student's personal and professional growth by examining reflective practice, research and evidence-based paediatric nursing practice and further developing communication and teaching skills. This subject has a compulsory online component.</p>	
Prescribed texts:	Nil

## Professional issues in stomal therapy

<b>Subject code</b>	078
<b>Available as</b>	GC Stomal Therapy Nursing 
<b>Pre-requisite</b>	N/A
<p>The purpose of this subject is to explore the professional role of stomal therapy nurses as well as providing opportunities for clinical practice and competency development. This subject has both distance education and clinical components. Students will gain an understanding of advanced nursing practice within the context of stomal therapy nursing and examine the role of quality, research, evidence-based practice and the professional development of self and others. Students will develop clinical skills to help them better manage the care of clients and enhance clinical decision-making through competency-based assessments. This subject has a compulsory professional experience placement of 40 hours. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

## Quality in action

<b>Subject code</b>	017
<b>Available as</b>	GC Advanced Nursing/GC Clinical Management/ GC Paediatric Nursing Studies/CPD Distance Education   
<b>Pre-requisite</b>	N/A
<p>This subject is designed for registered nurses as an introduction to quality management. The promotion and maintenance of quality is vital to all aspects of healthcare. Specific emphasis is given to the difficulties in managing quality in the Australian healthcare environment and to the variety of methods and practices that can be used in quality management. The subject focuses on improving the student's ability to initiate and manage creative and appropriate interdisciplinary, organisation-wide quality in action processes. This subject has a compulsory online component.</p>	
<b>Prescribed texts:</b>	Nil

Key: ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)



## Respiratory nursing

<b>Subject code</b>	036		
<b>Available as</b>	GC Acute Care/GC Advanced Nursing/CPD Distance Education ● ● ●		
<b>Pre-requisite</b>	N/A		
<p>This subject is designed for registered nurses working in a variety of clinical settings where they care for patients with respiratory problems. It addresses key issues relevant to respiratory nursing and reviews respiratory physiology, clinical management of respiratory disorders, oxygen therapy, airway management, tracheostomy care, chronic respiratory conditions, thoracic surgery, sleep and breathing and infectious respiratory disorders. This subject has a compulsory online component.</p>			
<b>Prescribed texts:</b>	Nil		




## Sexual health nursing: Clinical practice

<b>Subject code</b>	231		
<b>Available as</b>	GC Advanced Nursing/CPD Distance Education ● ●		
<b>Pre-requisite</b>	245 Sexual health nursing: Principles and practice		
<p>This subject is designed to provide nurses with a competency based clinical framework leading to sexual health skills accreditation. The competencies addressed include responding to complex communication issues related to sexual health nursing, implementing the sexual health consultation to achieve optimum outcomes, sourcing appropriate health education resources for clients and managing client follow up within service policies, guidelines and competency standards. The subject is designed for nurses currently working in sexual health nursing or nurses who wish to develop advanced clinical skills to work in sexual health settings. This subject has a compulsory professional experience placement of 30-60 hours (depending on applicants' prior experience).</p>			
<b>Prescribed texts:</b>	Bradford, D., Dore, G., Hoy, J., Kidd, M., Matthews, G., Mijch, and Strasser, S. (eds) 2008 <i>HIV, viral hepatitis and STIs: a guide for primary care</i> . Australasian Society for HIV Medicine, Darlinghurst, NSW.		

## Sexual health nursing: Principles and practice

<b>Subject code</b>	245
	GC Advanced Nursing/CPD Distance Education  
<b>Pre-requisite</b>	N/A
<p>This subject is designed to improve nursing practice by providing the theoretical knowledge base required to assess and manage clients in a sexual health setting. Concepts explored in this subject include population health, client education and models of behaviour change, assessment and management of sexually transmitted infections and blood borne viruses and sexual health history taking and risk assessment. The subject is designed for nurses currently working in sexual health nursing or nurses who wish to develop the theoretical knowledge base to work in sexual health settings.</p>	
<b>Prescribed texts:</b>	Bradford, D., Dore, G., Hoy, J., Kidd, M., Matthews, G., Mijch, and Strasser, S. (eds) 2008 <i>HIV, viral hepatitis and STIs: a guide for primary care</i> . Australasian Society for HIV Medicine, Darlinghurst, NSW.

## Symptom management in advanced disease states

<b>Subject code</b>	092
<b>Available as</b>	GC Acute Care Nursing/GC Advanced Nursing/GC Cancer Nursing/CPD Distance Education   
<b>Pre-requisite</b>	N/A
<p>This subject is designed for nurses working in a variety of settings such as general wards, specialist oncology and haematology units, outpatient departments, acute care, palliative care and the community. Content covers a wide range of symptoms and complications experienced in advanced diseases, including various forms of pain, problems related to respiratory and gastrointestinal systems, wound care and the psychological and cognitive effect on patients. Strategies are explored to develop nursing skills in holistic assessment and planning appropriate evidence-based care, such as assessment and management of pain and pain relief strategies. Psychological and social effects of advanced disease on the patient and their family/significant others are examined and appropriate strategies to minimise the effect on the patient's health and well-being are discussed. The physical, psychosocial and cultural aspects of the dying process are explored and the need for self-care and support for nurses addressed.</p>	
<b>Prescribed texts:</b>	Kuebler, K., Heidrich, D. and Esper, P. 2007 <i>Palliative and End-of-Life Care: Clinical Practice Guidelines</i> . 2nd edn, Saunders Elsevier, St Louis.

**Key:** ● Graduate Certificate ● CPD – February intake ● CPD – July intake  
 (refer to the relevant course page for subject availability)

## Wound management

<b>Subject code</b>	050	
<b>Available as</b>	GC Acute Care Nursing/GC Advanced Nursing/GC Aged Care/ GC Stomal Therapy Nursing/CPD Distance Education	● ● ●
<b>Pre-requisite</b>	N/A	
<p>This subject is designed to promote the development of advanced knowledge and skills in wound management. It revises the anatomy and physiology of the skin, examines the physiology of wound healing, wound assessment, principles of wound management and explores specific types of wounds and their management. Professional issues related to wound management practice are also explored. It encourages the use of current literature and best practice models to critically evaluate current clinical practice. This subject has a compulsory online component.</p>		
<b>Prescribed texts:</b>	Carville, K. 2005 <i>Wound care manual</i> . 5th edn, Silver Chain Foundation, Osborne Park, Western Australia.	

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	Association of Nurse Continence Advisers NSW		Australian College of Nurse Practitioners – <a href="http://www.acnp.org.au">www.acnp.org.au</a>		Australian Women's Health Nurses Association Inc – <a href="http://www.womenshealthnurses.com">www.womenshealthnurses.com</a>



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Australasian Sexual Health & HIV Nurses Association Inc.



Cancer Nurses Society of Australia  
[www.cnsa.org.au](http://www.cnsa.org.au)



The Child and Family Health Nurses Association (NSW) Inc.



The Clinical Nurse Consultants Association of NSW



College of Emergency Nursing Australasia Ltd  
[www.cena.org.au](http://www.cena.org.au)



College of Nurses Aotearoa (NZ) Inc  
[www.nurse.org.nz](http://www.nurse.org.nz)



The Community Nurse Audiometrists Association Inc



Council of Children's Nurses Inc  
[www.ccnsnsw.org.au](http://www.ccnsnsw.org.au)



Council of Remote Area Nurses Australia Inc – [www.crana.org.au](http://www.crana.org.au)



Diabetes Australia New South Wales  
[www.diabetesnsw.com.au](http://www.diabetesnsw.com.au)



Drug and Alcohol Nurses Association Inc  
[www.danaonline.org](http://www.danaonline.org)



Enrolled Nurses Professional Association  
[enpansw.org](http://enpansw.org)



Gastroenterological Nurses College of Australia Inc – [www.genca.org](http://www.genca.org)



Holistic Nurses Association of NSW  
[www.achn.org.au/hnansw.htm](http://www.achn.org.au/hnansw.htm)



Infection Control Association NSW Inc  
[www.icansw.org.au](http://www.icansw.org.au)



NSW Operating Theatre Association Inc  
[www.nsw-ota.asn.au](http://www.nsw-ota.asn.au)



NSW Urological Nurses Society  
[www.anzuns.org](http://www.anzuns.org)

#### The Nursing Society of UTS



Nursing Unit Managers Society of NSW Inc  
[www.numssociety.org.au](http://www.numssociety.org.au)



Otorhinolaryngology Head and Neck Nurses Group – [www.ohng.com.au](http://www.ohng.com.au)



The Psychogeriatric Nurses Association Australia Inc – [www.pgna.org.au](http://www.pgna.org.au)



Renal Society of Australasia (NSW Branch)  
[www.renalsociety.org](http://www.renalsociety.org)



Respiratory Nurses Interest Group of NSW



Spinal Injury Nurses Association  
[www.sina.org.au](http://www.sina.org.au)



University of Tasmania – [www.utas.edu.au](http://www.utas.edu.au)



University of Wollongong  
School of Nursing Midwifery and Indigenous Health – [www.uow.edu.au/health/nursing](http://www.uow.edu.au/health/nursing)



School Nurses Association of NSW  
[www.schoolnursesnsw.asn.au](http://www.schoolnursesnsw.asn.au)



Southern Cross University  
[www.scu.edu.au](http://www.scu.edu.au)



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