

Nursing

Undergraduate Handbook 2020



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**MEDICAL AND
HEALTH SCIENCES**
SCHOOL OF NURSING

Welcome

Kia ora, congratulations on being accepted into the Bachelor of Nursing programme, your first step to becoming a registered nurse. We extend to you a warm welcome and hope that you will enjoy the kind and friendly atmosphere of the School of Nursing, where students can pursue study under the guidance of highly-qualified, caring and experienced teachers.

The Faculty of Medical and Health Sciences has a commitment to health professionals working together for the benefit of our communities. We respect the roles of others with knowledge and understanding. To this end, the Bachelor of Nursing programme provides an opportunity for health professional students to learn together in an environment of excellence in research and scholarship. We place emphasis on creating a safe and nurturing learning experience. Our teaching, research and scholarship practices have close links with our clinical partners in hospitals and community settings. We trust that you will find learning with us both enjoyable and rewarding in terms of your career goals. Haere Mai and Good luck with your studies.

Dr Julia Slark,
Head, School of Nursing



Our programmes

The School of Nursing offers the following programmes:

- Bachelor of Nursing – BNurs
- Bachelor of Nursing/Bachelor of Science – (BNurs/BSc)
- Bachelor of Nursing/Bachelor of Health Sciences – (BHSc/BNurs)
- Bachelor of Nursing (Honours) – BNurs (Hons)
- Bachelor of Advanced Science (Hons)/Bachelor of Nursing – BAdvSci(hons)/BNurs
- Postgraduate Certificate in Health Sciences – PGCertHSc
- Postgraduate Diploma in Health Sciences – PGDipHSc
- Master of Health Science – MHSc
- Master of Nursing – MNurs
- Master of Nursing Practice – MNursPrac
- Masters of Nursing Science
- Doctor of Philosophy – Nursing – PhD

Bachelor of Nursing curriculum

The intent is that the Bachelor of Nursing degree will prepare our students for registration with the Nursing Council of New Zealand (NCNZ) as a Comprehensive Nurse.

The overall curriculum has three major focuses. The focuses and the organising principles for each area are stated below:

The knowledge base and its integration into nursing practice

- Provides a foundation base of knowledge from the biological, behavioural and social sciences that will complement knowledge and skill development in nursing practice.
- Facilitates independent learning skills.
- Provides an opportunity for nursing students to study alongside other health professional students.
- Utilises an evidence-based emphasis in teaching and learning.
- Facilitates integration of learning and application of knowledge to nursing practice.
- Facilitates the development of broad graduate capabilities such as analysis, critique and synthesis.

Nursing practice

- Nursing is related to health care delivery. As such, nursing skills are developed in association with the application of knowledge. Relevant and significant periods of clinical experiences provide the foundation for this.
- Nursing is concerned not only with the care of people who are ill, but also with health promotion, ill-health prevention and enabling and empowering people to be able to manage their own health.
- The student focuses first on relatively normal individual and population functioning so that actual and potential deviations can then be recognised and responded to with appropriate nursing interventions.
- The student progressively develops nursing capabilities which are applied in increasingly complex situations.

The New Zealand Health Care System

- Describes the evolving NZ health and disability support services with interprofessional health care teams and with a focus on clinical, cost-effective and quality care.
- An understanding of areas of health priority in NZ, in particular Māori health needs. Māori health issues are emphasised in individual courses.

BNurs Graduate Profile

A Graduate Profile reflects a set of attributes, knowledge, skills and attitudes that graduates will develop to equip them for future education and employment. The following themes represent the capabilities that will be fostered through learning experiences in this programme:

Disciplinary knowledge and practice

1. Demonstrate knowledge, skills and resilience associated with safe, effective nursing practice.
2. Apply theory to practice and demonstrate knowledge and understanding of the different contexts of health care delivery and the role of nursing.

Critical thinking

1. Demonstrate sound clinical judgement based on evidence and contribute to nursing knowledge development through reflective and research based practice.
2. Recognise when evidence is less than adequate, identify areas of practice that require further examination, and demonstrate the ability to present reasoned arguments for improvements in health care.
3. Understand and value the professional imperative to base practice on evidence in order to access trustworthy sources.

Solution seeking

1. Utilise knowledge to problem solve in the health environment in order to prioritise patient safety, independence, quality of life and health.
2. Demonstrate the ability to systematically address complex problems, applying appropriate models of care which are individually tailored to suit client needs.

Communication and engagement

1. Engage with and advocate for diverse groups in order to attain and maintain good health.
2. Effectively articulate theoretical ideas and nursing knowledge to patients, families and peers, appreciating the centrality of interpersonal processes to the practice of nursing.

Independence and integrity

1. Promote a nursing perspective within the interprofessional activities of the health care team, and reflect on one's own culture of practice and that of other health professionals to inform care.
2. Practice nursing autonomously within a scope of practice and in accordance with relevant legislation and ethical principles.

Social and environmental responsibilities

1. Work in a culturally safe and competent manner for all.
2. Actively incorporate the principles of the Treaty of Waitangi in clinical practices with the aim of improving health outcomes for Māori.
3. Respect the world views of clients and their right to hold personal beliefs, values and goals and view each client relationship as unique.

Course structure

The Curriculum Model

The model is three-dimensional consisting of:

1. Areas of practice:
 - Fundamentals of nursing practice
 - Nursing clients with a pathophysiological problem
 - Mental health, addictions and disability
 - Child and family health practice
 - Transition to professional nursing practice
2. Capabilities or abilities that the student demonstrates. These reflect the graduate outcomes of the programme and relate to Nursing Council competencies. They are written in terms of practice abilities.
3. The content threads that move through each semester and build throughout the three year programme.

Part One

The curriculum is organised to allow for foundation studies in Part One, where the student focuses first on relatively normal individual and population functioning and a base of knowledge from the biological, behavioural and social sciences. This base then complements knowledge and skill development in nursing practice. There are two nursing courses in Part One which provide an introduction and preparation to professional nursing practice. A compulsory three week block of learning in which clinical practice skills are consolidated is scheduled at the completion of Year One examinations. This provides an essential preparation for entry into Part Two.

Part One allows the student to:

- Develop the knowledge base from the biological, behavioural and social sciences that underpins nursing practice.
- Develop an understanding of the scope and nature of the nursing profession.
- Demonstrate safe and competent beginning nursing practice.

Parts Two and Three

Parts Two and Three focus on the profession and practice of nursing, including medical/surgical, mental health and addictions, disability, child and family health nursing. Parts Two and Three provide for an integrated approach to learning. The nursing profession has its own body of knowledge; however the knowledge base for the nursing profession also draws on a number of disciplines and professions. This includes disciplines such as anatomy, physiology, pathophysiology, microbiology, psychology, sociology and professions such as medicine and physiotherapy. This integrated approach also facilitates the integration of theory and practice. The curriculum is organised around individuals or groups with specific health deficits.

Parts Two and Three allow the student to:

- Progressively develop the personal and professional capabilities of a nurse.
- Become confident, self-motivated independent learners.

The integrated approach allows the student to:

- Develop an overview of health care problems and the way that various disciplines contribute to knowledge and health care practice.

- Develop an understanding that the problems and issues of health care today do not observe traditional boundaries between disciplines.
- See how disciplines relate to each other.

The integrated courses reflect the way health care operates, presenting an interprofessional view of health care rather than a fragmented, subject, or discipline-oriented view. The students learn that health care is multifaceted and dynamic, and that no one discipline functions in isolation.

The integrated courses provide a context in which the student can acquire the fundamental principles of nursing, and recognise the strengths and limitations of health related disciplines and the contribution of those disciplines to the NZ health and disability support services environment.

The structure of the integrated courses in Parts Two and Three provide for campus blocks and extensive periods of clinical practice.

During campus blocks the student has the opportunity to acquire foundation knowledge to support learning in clinical situations. During clinical practice blocks students will focus on learning and application of theory knowledge within the context of nursing practice.

The timetable for semesters in Parts Two and Three allows for 16 week semesters with Semester One commencing in late January or early February and Semester Two finishing late November. Details of semester dates are provided to students in a separate document, however students should be aware of the longer semesters for Parts Two and Three when planning out study commitments. Students in Part One are also required to complete 3 weeks of clinical placement at the end of the Semester Two examination period. Clinical practice periods will necessitate timetabled hours different from campus blocks.

Summary of papers

Part One		Points
Semester One		
BIOSCI 107	Biology for Biomedical Science: Cellular Processes and Development	15
POPLHLTH 111	Population Health	15
NURSING 104	Applied Science for Nurses	15
General Education		15
Semester Two		
HLTHPSYC 122	Behaviour, Health and Development	15
MEDSCI 142	Biology for Biomedical Science: Organ Systems	15
NURSING 105	Nursing in Practice	30
Part Two		
NURSING 201	Nursing Clients with a Pathophysiological Problem	60
NURSING 202	Nursing in Mental Health, Addictions and Disability	60
Part Three		
NURSING 301	Child and Family Health Nursing	60
NURSING 302	Professional Nursing Practice	60

Courses and prescriptions

BIOSCI 107 Biology for Biomedical Science : Cellular Processes and Development

15 points (Semester One)

This course introduces the cellular basis of mammalian form and function including embryology and development. Particular emphasis will be placed on the cellular components of the blood, neural, muscular, immune, and supporting systems and how they contribute to the structure and function of the body as a whole.

Required texts:

Tortora, G. J., & Derrickson, B. H. (2018). *Principles of anatomy and physiology: Asia-pacific Edition*. (2nd ed.) NSW, Australia: John Wiley & Sons

Course Director:

Dr Suzanne Reid

Email: biosci107@auckland.ac.nz

POPHLTH 111 Population Health

15 points (Semester One)

This course introduces future health professionals (both clinical and non-clinical) to the principles and uses of population health sciences, in particular epidemiology. It will demonstrate the application of epidemiological methods and tools in generating evidence about the determinants of population health and disease, and the application of this evidence to inform clinical, health service and public health action. The course will provide an introduction to the social context of health and illness and discuss selected local and global population health issues.

Recommended text:

Webb, P. (2017). *Essential epidemiology : an introduction for students and health professionals* (Third ed.): Cambridge, United Kingdom : Cambridge University Press.

Course Director:

Dr Roshini Peiris-John

Email: pophlth111@auckland.ac.nz

Email: r.peiris-john@auckland.ac.nz

NURSING 104

Applied Science for Nurses

15 points (Semester One)

This course provides an opportunity for both the study of concepts from the physical sciences relevant to nursing and the application of specific and selected topics from the biological sciences to be related to beginning nurse practice.

The course introduces students to basic concepts from the physical sciences that are essential as a foundation for the study of physiology, pharmacology and pathophysiology and relevant to the functioning of the healthy human body. This includes basic concepts from chemistry, physics, and calculations relating to fluid and drug administration. Electricity and electrical safety will also be covered.

Aspects of body function related to biochemistry and physiology will be covered in relation to nursing, both for health and disease states. For some topics a case study approach will be utilised.

Required texts:

Foss, M., & Farine, T. (2007). *Science in nursing and health care* (2nd ed.). Harlow, England: Pearson Education 2007.

Course Director:

Dr Kim Ward

Email: k.ward@auckland.ac.nz

HLTHPSYC 122 Behaviour, Health and Development

15 points (Semester Two)

The Behaviour, Health and Development course in the first year provides the conceptual foundations for understanding the behaviour of people. The course is structured around the biopsychosocial model which provides a framework for integrating the biological, psychological and social perspectives on human behaviour, health and development. For instance, a behaviour such as aggression can only be fully understood if we

take into account biological factors such as the role of testosterone, psychological factors such as reinforcement for aggressive acts, and social factors such as role models. Similarly, a complete understanding of an illness such as schizophrenia can only be obtained by taking into account genetic predispositions, alterations to brain functions, and exposure to psychosocial stressors.

Required text:

Lilienfeld, S. O., Lynn, S. J., Namy, L. L., Jamieson, G., Marks, A. & Slaughter, V. (2019).

Psychology: *From inquiry to understanding* (3rd ed.). Melbourne, Victoria: Pearson Australia

Course Director:

Dr Suzanne Stevens

Email: hlthpsyc122admin@auckland.ac.nz

MEDSCI 142 Biology for Medical Science: Organ Systems

15 points (Semester Two)

This course complements the first semester course BIOSCI 107 Biology for Biomedical Science: Cellular Processes and Development. The understanding of cellular structure and function gained in the first semester will be extended in the second semester to the structure and function of human organs.

This course is organised system-by-system. Within each topic an integrated account of both anatomy and physiology will be presented. It is expected that students will gain an understanding of macroscopic structure (as seen with the naked eye), of microscopic structure (at the level of tens or hundreds of cells), of the way in which cells co-operate to form functional units within an organ, and of the integrated functioning of the system as a whole within the body. Topics to be covered in lectures are the musculoskeletal, nervous, respiratory, cardiovascular, renal, digestive, endocrine and reproductive systems.

Six laboratories accompany the lectures. Each laboratory spans several lecture topics. These sessions will require hands-on manipulation of laboratory equipment and of animal and human tissue. The laboratories are essential in developing a full understanding of structure and function. They will be assessed during the labs, in the mid-semester test, and in the final examination.

Required text:

Tortora, G. J., & Derrickson, B. H. (2018). *Principles of anatomy and physiology: Asia-pacific Edition*. (2nd ed.) NSW, Australia: John Wiley & Sons

Course Directors:

Angela Tsai

Email: a.tsai@auckland.ac.nz

Peter Riordan

Email: p.riordan@auckland.ac.nz

NURSING 105 Nursing in Practice

30 points (Semester Two)

This course provides an introduction to the profession of nursing and the dimensions of nursing practice together with an introduction to the context in which nursing is practiced. Students will explore what it means to be a nurse and the culture that is nursing, concepts of health and illness and the context of nursing and health care. Interpersonal skills essential to nursing practice

are also introduced in this course. Preparation for clinical nursing practice is included. Skills and knowledge are developed to a level of competency that will ensure safe nursing practice. Students are introduced to safety aspects of working and managing a health care environment.

The emphasis is on the acquisition of skills and attitudes appropriate for beginning nursing practice together with the knowledge needed to safely undertake practical skills. The skills needed to undertake a health assessment of an individual are introduced. The course completes with a three week block of clinical experience where students have the opportunity to become competent with nursing practice skills.

Required texts:

Hill, R., Hill, H., & Glew, P. (2017). *Fundamentals of nursing and midwifery: A person centred approach to care*. Sydney: Wolters Kluwer Health Lippincott Williams & Wilkins.

Jarvis, C. (2012). *Jarvis's physical examination & health assessment* H. Forbes & E. Watt, Adapting eds. Australian and New Zealand ed. Chatswood, NSW, Australia: Saunders Elsevier.

Polit, D. F., & Beck, C. T. (2018). *Essentials of Nursing Research Methods. Appraising evidence for nursing practice*. (9th ed.). Sydney: Wolters Kluwer Health Lippincott Williams & Wilkins.

Additional course readings will be supplied.

Course Coordinator:

Linda Jackson

Email: linda.jackson@auckland.ac.nz



Clinical practice

Clinical experience

High quality teaching and learning in the clinical context is essential for students in practice-based disciplines such as nursing. Clinical experience prepares students for their professional role and promotes the development of the skills, attitudes and knowledge necessary to function as a registered nurse.

An integrated teaching approach is used to encourage the application of theory to practice. Classroom and clinical teaching are closely linked and teaching methods include clinical experience in health care agencies, clinical laboratories, skills workshops and clinical tutorials.

A collaborative model of clinical teaching is used to enhance and strengthen student learning in clinical practice. Students work and learn with registered nurses appointed as mentors in the clinical setting. Mentorship involves the registered nurse working with and teaching the student on a one-to-one basis within the clinical setting. Nursing lecturers are also involved in the supervision and assessment of students, tutorial teaching, maintaining the educational standards and ensuring collaboration with clinical staff.

The student's clinical activities are guided by written clinical learning outcomes for each of the courses. These also provide guidance for the preceptors. The clinical context is a rich learning environment with multiple learning opportunities and while there are specific learning outcomes that must be achieved in each clinical block, there is also an expectation that the student will make the most of all available learning opportunities.

Clinical placements

Clinical placements are provided throughout the Auckland region including Waitematā Health on the North Shore, West Auckland and Counties Manukau in South Auckland. **Consideration must be given to transport to enable your attendance at these clinical sites.**

Professional insurance indemnity

The student nurse is responsible to the Registered Nurse in their placement area for the quality of patient care and must operate under their supervision.

Once a student accepts some independent responsibility for patient care, even under careful supervision, they also accept a liability for negligent or accidental practice. This will usually be shared by the supervising preceptor in general practice, or by the clinical agencies and the Faculty of Medical & Health Sciences.

There could be circumstances where a student nurse would be held personally liable for their negligent act. As a protection against such liability, student nurses **must take out individually suitable professional negligence cover before commencing their first clinical assignment.** Such cover should relate to clinical activities carried out by the student nurse both within and outside of the hospitals.

The New Zealand Nurses Organisation and the College of Nurses Aotearoa (NZ) have introduced a Student Membership to cover these requirements.

Police vetting

The Vulnerable Childrens Act 2014 requires organisations to ensure safety checks are completed for persons working with vulnerable members of society. Collection and consideration of a range of information including a referee check, interview and police vetting that will occur during the student's first year. Nursing students will undergo another safety check in Year 3 by the Nursing Council of New Zealand prior to sitting the State Registration Exam.

Approximate costs

UOA Nursing Tunic: \$89
Stethoscope: approx. \$150
Indemnity Insurance Y1: Free **Y2 & Y3:** \$40
Shoes: \$40
Black dress pants: \$40
NCNZ State Registration Exam (final year): \$240
Laboratory coat (if needed): \$35 from UBIQ

Code of conduct

Nursing students must maintain standards of practice in the interests of public safety and the profession. All students must adhere to a Code of Conduct which is based on the Code of Conduct for Nurses and Midwives (Nursing Council, 1999).

Immunisations

All students are required to undertake immunisation testing. Please be aware that our clinical partners require that you have received a primary course of vaccines. Compromised immunity may mean that you are excluded from clinical areas and therefore unable to complete the nursing programme.

Which students	Testing for	Results recorded on ISR* form	Further action	Comment
Year 1	Varicella zoster virus antibody	Clear history of chicken pox exists or antibody +ve	None	If a clear history of chicken pox exists no testing is needed. Otherwise testing is required. If exposed, non-immune contacts pose risks to vulnerable patients and risk being stood down with consequent significant disruption to clinical training schedule.
		-ve	Vaccinations X 2 with follow up blood test required	
Year 1	Measles/ Mumps/ Rubella antibodies	+ve	None	See above for immune contact risk.
		-ve	MMR 11 vaccination(s) & follow up with further blood test	
Year 1	Hepatitis B antibody	+ve	None	See above for immune contact risk.
		-ve	Vaccination (X3) & follow up with further test	
	Hepatitis B surface antigen	-ve	None	Refer to Programme Director (see pg. 26) for referral for career advice
		+ve	Refer to hepatologist for discussion regarding management	
Year 1	Hepatitis C antibody	-ve	None	If further testing (HCV RNA) confirms HCV infection, refer to Programme Director for referral for career advice
		+ve	Refer to hepatologist for discussion re management	

Which students	Testing for	Results recorded on ISR* form	Further action	Comment
Year 1	Quantiferon TB Gold test	-ve	None	
		+ve	Assess in conjunction with questionnaire - may suggest follow up with chest x-ray	Follow public health guidelines*
Year 1	Pertussis	Vaccination date	There is no reliable test for Petussis immunity so evidence of vaccination less than 4 years ago is required.	If exposed, non-immune contacts are very likely to become infected after exposure to patients with the disease and then pose risks to vulnerable patients. These students risk being stood down after such exposures, with consequent significant disruption to clinical attachment schedules.

***Public health guidelines:**

<https://www.health.govt.nz/publication/guidelines-tuberculosis-control-new-zealand-2010>

Other immunisations highly recommended

Target Group	Vaccination	Record on ISR*	Further action	Comment
All students annually	Seasonal Influenza	Not applicable	Vaccination highly recommended	Recommended annually to protect themselves and patients and reduce community spread
All students	Diphtheria Polio Tetanus	Not applicable	Vaccination highly recommended	Most students will have completed vaccination in childhood. Booster recommended around age 20.
All students	Meningococcal C	Not applicable	Vaccination recommended	Particularly recommended for those living in hostel situations
Females	HPV	Not applicable	Highly recommended for young women	Many students will have completed vaccination
At-risk students	BCG Haemophilus influenzae B Pneumococcal vaccine Polyvalent Meningococcal vaccine Hepatitis A Typhoid Yellow Fever	Not applicable		

FMHS will cover charges only for tests ordered through the University Health Service at programme entry.

Any further vaccinations/immunisations incurred will be at students own cost.

Assessment guidelines

Introduction

The principles which guide assessment are as follows:

- Assessment measures student achievement of learning outcomes.
- Assessment is an integral part of the learning process.
- Assessment must help the student to become an independent learner.
- Assessment records student attainment.
- Assessment is monitored to ensure that it is valid, reliable and appropriately facilitating student learning.
- Assessment methods, as far as possible, reflect professional nursing practice.

Assessment throughout the courses is used to assist your learning, to provide you and the community with evidence of your level of achievement and to promote your autonomy as a university student.

Learning is enhanced when you receive frequent feedback on your performance and an indication of your strengths and weaknesses. Regular formative assessment encourages you to reflect on your success in achieving learning outcomes and to focus on areas requiring further work. Summative assessment measures your success in achieving learning outcomes and reports them in ways that are meaningful to you and to the wider community.

As professional nurses, graduates must be able to evaluate their own performance and that of colleagues in a realistic and constructive manner. The use of self and peer assessment will be developed throughout the course.

Assessment of your learning in clinical settings will involve a variety of assessment methods including case review, assessment of competency standards in addition to verbal and written presentations.

Students and clinical staff together with Faculty staff will contribute to assessment.

Assessment of your learning in theoretical components will include examinations, assignments, and written and verbal presentations. Assessors will include students, peers, Faculty staff and other experts.

Passing individual courses

For each course, the marks you gain from coursework assignments, practical tests, mid-semester tests and final examinations are added together to give a total mark which is converted into a grade. Pass grades are A+, A, A-, B+, B, B-, C+, C, and C-. Fail grades are D+, D or D-. In converting marks into grades the pass/fail boundary is set at 50% (i.e., 50% becomes C-), but individual departments may differ slightly in how they calculate grades above C-.

Students must achieve a pass in all clinical practice assessments. A majority of assessments within the BNurs are a combination of practice and theory.

At the end of each semester a Committee of Examiners discusses marginal failures (D+) and clinical fails.

Grading (nursing papers only)

Recommended guidelines for grades are:

A+ 90-100	C+ 60-64
A 85-89	C 55-59
A- 80-84	C- 50-54
B+ 75-79	D+ 45-49 (marginal fail)
B 70-74	D 40-44 (clear fail)
B- 65-69	D- 0-39 (serious fail)

Exchange of information regarding student progress through the semester

The Bachelor of Nursing is an integrated and comprehensive programme which includes a number of first year courses offered from departments other than the School of Nursing.

The marks gained from coursework, assignments, and tests will be provided to the programme director from the other courses. These marks will be used only to advise and assist students and the receipt of these progress results will not adversely impact on progression in the Bachelor of Nursing programme.

Passing the year as a whole

In the University at large, courses are the units of study, which are passed or failed. Students accumulate points gained semester by semester until they have enough (for example, 360) to qualify for a bachelor's degree. This will take three years if students pass all their courses at the first attempt or longer if they do not.

The Bachelor of Nursing degree is slightly different. Here you must normally pass each part of the degree as a whole before progressing to the next part. To pass a part you must gain at least 120 points.

Part One

Where a student does not pass all part one papers, there are three possible outcomes:

Students must normally pass all courses before proceeding to part two. In exceptional circumstances a student **MAY**, where the failure is marginal (D+) and up to 30 points, be allowed to enroll in the failed courses, in addition to the part

two courses. **Failure of the repeated course for part one will normally result in exclusion from the programme.**

If the student has passed all theoretical assessments, but failed to meet the requirements for nursing clinical practice, the examiners **MAY** defer results for this course and allow the student to be re-examined during the semester break. Failure to satisfy the examiners in these components requires the student to repeat the course.

Conceded passes may be awarded by a meeting of the Committee of Examiners, provided that the Dean has the power to award where such power is authorised by the Examiners, in accordance with the following provisions:

1. that by award of a conceded pass the student will complete that part
- and
2. a maximum of 30 points in the part be conceded
- and
3. that to be eligible for the award of a conceded pass the student must have achieved a grade of D+ in that course (or courses) and an overall GPA of 2.5 or better in the Part. Where a candidate has a fail grade of D or D+ in a course (or courses) and the Examiners deem that the failure(s) may be redeemable by satisfactory completion of additional work then a pass in that part may be awarded under the following provisions:
 - a. that the award of a grade for that course (or courses) be deferred until a prescribed course of additional study and/or examination be completed to the satisfaction of the Examiners
 - and
 - b. deferred results be limited to a maximum of 30 points in any part
 - and
 - c. that to be eligible for a deferred result a student must achieve an overall GPA of 2.5 or better
- and

- d. that the reassessed grade in that course (or courses) be no greater than a grade of C+.

Parts Two and Three

- Where a student does not pass all Part Two and Part Three courses the student will be deemed to have failed the part and must repeat the failed course.
- **No student may enroll in NURSING 302 until all other courses have been satisfactorily completed.**
- Failure of a repeat year will result in exclusion from the course.

The notes above supplement information in the University Calendar, (the Examination Regulations and the BNurs Regulations).

Note that the Calendar contains the definitive regulations.

Notification of results

Results from assessment points will be posted on CANVAS. Return of assessed work is through the BNurs programme administrator.

Procedure when illness affects performance in exams; test and coursework requirements

The University is sympathetic towards students whose performance in examinations is affected by illness or other exceptional or unforeseen difficulties, especially if their previous results are of a high standard. The procedure to be followed varies according to whether the exam is a major end-of-semester examination, or an in-course test, including such as a mid-semester test or assignment. The following notes are a guide; you should check with staff responsible for a particular course, or with the Bachelor of Nursing Director.

1. When illness or other exceptional circumstances prevent you from sitting a major examination, or impairs your performance during the exam.

You may apply for an Aegrotat Pass (in the case of illness) or a Compassionate Consideration (exceptional circumstances) online following the directions on the University website. The application must be made within one week of the examination.

Apply for an aegrotat pass:

aegrotat.auckland.ac.nz/apply

A Medical Certificate or other evidence will be required, and it must relate to the actual day(s) of the examination(s) affected. For advice, you can contact:

Examinations Office

Phone: 09 923 7557

Email: exams@auckland.ac.nz

Student Health and Counselling Service

Phone: 09 923 7681

www.auckland.ac.nz/student-health-counselling

If your evidence meets the criteria, your application is considered on the basis of your previous academic performance in the course.

Your work needs to be well above the minimum pass standard (normally a C+ or better) in all coursework. The Examiners will assess whether your examination mark is lower than expected. They will pay particular attention to your grades in written tests as these are held under examination conditions, but will also consider other coursework. Therefore it is important that you are conscientious in your approach to in-course tests and assignments.

Aegrotat or Compassionate Passes are not available for clinical assessment and where a student is prevented from undertaking a final clinical assessment it may be possible to arrange an alternative assessment time.

2. When illness or other exceptional circumstances prevent you from sitting an in-course test, or impairs your performance during the test, or prevents you from handing in an assignment on time, or prevents you from completing a clinical assessment.

See the staff member responsible for the course.

3. When illness or misfortune affects your study prior to examinations, tests, or coursework assignments.

The Aegrotat and Compassionate Consideration regulations also apply to students whose study has been seriously affected within the fortnight before examinations.

The requirements for a successful application are stringent, and students must have seen a doctor (aegrotat) or counsellor (compassionate) so that the degree of impairment can be properly assessed.

In all situations involving illness, accidents or family circumstances where your work may be affected, you are encouraged to talk with the Bachelor of Nursing director.

Student attendance

Each course comprises a series of planned learning experiences plus assessments. Although attending lectures and seminars is not compulsory, students are expected to attend all classes to foster a co-operative and collaborative learning environment. If a student ceases to attend lectures, complete assignments or sit examinations without formally withdrawing, a fail grade will be recorded on their academic record.

To meet Nursing Council of New Zealand requirements, students must have completed a minimum of 1,100 hours in the clinical environment prior to registration.

Student Learning Services

The University of Auckland Student Learning Services (SLS) focuses on supporting students with assessments, in particular assignment writing. This service is designed to help students who may be having difficulty in this area. However, the Centre staff will not help students write the assignment but assist them to understand the assignment requirements for a particular course.

To make an appointment, contact:

Student Learning Services

City campus
Level 3, Kate Edger Information Commons

Email: sls@auckland.ac.nz

Phone: 09 373 7599 (ext. 88850)

www.auckland.ac.nz/student-learning-services

If you receive feedback from a lecturer suggesting you contact the SLS for assignment writing support, you will be expected to follow this advice.

Students in difficulty

It is recognised that students have complex lives and at times have problems meeting course requirements. If students are experiencing difficulties, they are encouraged to talk to their course coordinator as soon as possible.

FMHS Student Support Advisor

Daniel Heke

FMHS Student Centre

Email: d.heke@auckland.ac.nz

Phone: 9237021

MAPAS Student Support Advisor

Margaret Moala

Building 532, 93 Grafton Road

Email: m.moala@auckland.ac.nz

Phone: 9233657

Examinations

Dates and times for examinations are set by the University and occur during the 2-3 weeks after lectures finish. Details of each examination are available on the University Examination website. The information pamphlet "Examination Instructions and Regulations" is available online and contains information on:

- Aegrotat and compassionate consideration
- Missed examinations.
- Out of time examinations
- Special requirements.

www.calendar.auckland.ac.nz/examination

Plagiarism & intellectual dishonesty

The University has very strict guidelines that are designed to prevent students gaining an unfair advantage by copying all or part of the work of others, by allowing all or part of your own work to be copied, or by collaborating together in preparing all or part of an assignment. In any thesis, dissertation, report or project, unacknowledged copying or plagiarism is not acceptable and is treated as an examination offence. The University mandates penalties for all of the parties involved ranging from cancellation of any marks for the test or assignment concerned, to possible exclusion from attendance at lectures and tutorials, and even to failure in the paper and suspension from the University. See Calendar for full details. The students can discuss assignments with each other but once you sit down to actually prepare, write and format your individual assignments, you must do this on your own.

Plagiarism means using the work of others in preparing an assignment and presenting it as your own without explicitly acknowledging or referencing where it came from. Plagiarism can also mean not acknowledging the full extent of indebtedness to a source. Work can be plagiarised from many sources including books, articles, the internet, and other students' assignments. Plagiarism can also occur unconsciously or inadvertently.

Note: Plagiarising is taking and using another person's words, writings, drawing, paintings or music and presenting them as if they were your own. In the fields of both art and science, original ideas are valued very highly, so the act of presenting someone else's work as your own is theft.

Students are required to submit assignments electronically through "Turnitin", a programme designed to identify material quoted from other sources. Students who fail to appropriately acknowledge other authors work will be considered guilty of plagiarism. Each case will be considered individually and options include referral to the Discipline Committee of The University of Auckland:

www.fmhs.auckland.ac.nz/nursing-regs

Assignment guidelines for nursing courses (including referencing)

For comprehensive information on layout and formatting for nursing assignments please refer to Formatting Guidelines for Written Assignments on CANVAS.

Please check the assignment guidelines and requirements for your other courses with the relevant department. Assignment presentation and referencing style requirements may be different.

Referencing:

All information used to support the assessment work must be referenced. Appropriate sources of information include:

- Government websites or published information
- Textbooks
- Articles from national or international health related journals

Inappropriate sources include anonymous pamphlets and unsubstantiated websites. The School of Nursing uses the APA referencing format. The Publication Manual of the American Psychological Association (latest edition) can be accessed in the Philson Library or on the APA website at: www.apa.org

Tutorials and information are also available at the Student Learning Centre (City and Grafton Campuses).

Acknowledgement of sources is an important aspect of academic writing. The University's Referen@ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs.

Referen@ite explains the essential of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly use references effectively in writing, and gives fast access to some major reference formats with examples.

Assignments not submitted by the due date and time will incur a 5% of the total mark late penalty and an additional 5% per day late (including weekends).

Resolving problems

Difficulties with a particular topic

Take the following steps:

1. First, ask your classmates for help. Do not hesitate; they will feel privileged to be asked, just as you would be.
2. Ask the lecturer concerned. University staff are able to provide a certain amount of individual help to students; many staff are surprised at how seldom this request is made. If you feel intimidated by the lecturer, find a few classmates who would like help with the same topic and go as a small group.

If steps 1 and 2 have not solved the problem, please make an appointment to see Lisa Stewart, BNurs Management Director (see pg. 26).

Difficulties with study in general or the course overall

1. Speak to the counsellors at the Student Health Service or seek help from the Student Learning Centre. Further information will be handed out at orientation.
2. If this does not resolve the problem, make an appointment with Lisa Stewart, BNurs Management Director.

When the whole class has difficulties

1. Form a group and explain the problem to the lecturer. Ask for whatever help you need, e.g., another explanation at a slower pace, a tutorial on the topic, a textbook recommendation, an extra handout, a set of written objectives, etc.
2. Discuss issues with your class representatives.
3. If problems continue, a group including the class rep(s) should make an appointment to see Lisa Stewart, BNurs Management Director (see pg. 26).

Student Liaison Committee

The purpose of this committee is to provide current students within the undergraduate nursing programmes the opportunity to participate and provide formal feedback on potential course and programme curriculum changes and to give general academic and curriculum based feedback regarding the undergraduate nursing programmes.

Membership includes the class representatives, education representatives from Nurses of Auckland Student Association, conjoint students' representative, international students' representative and the Programme Director(s).

Fitness to practice and fitness to registration

Nursing Council requirements for registration as a Comprehensive Nurse

The Nursing Council requirements for registration as a Comprehensive Nurse are that before presenting candidates for the State Examination, the governing body of the Institute offering the programme should ensure that each candidate for registration has achieved the following minimum requirements:

- 1,100 hours of clinical practice
- Clinical experience proportionally structured to theoretical content
- A body of content specific to New Zealand which includes:
 - › The articles of Te Tiriti o Waitangi
 - › Cultural safety
 - › Māori Health
 - › Professional Nursing Practice
 - › Bioscience, social and behavioural science
 - › Health systems and policy
 - › Nursing assessment and nursing practice decision making
 - › Therapeutic communication skills
 - › Pharmacology
 - › Pathophysiology, genetics and disease states
 - › Health promotion

- › Ethics and law
- › Research and evidence-based practice
- › Organisational, supervisory skills and leadership
- › Information technology

Clinical experience which includes nursing related to community health nursing, maternal and infant health nursing, medical nursing, surgical nursing, mental health nursing, disability, rehabilitation and continuing care.

Clinical competence

Every comprehensive nursing student shall be required to reach a satisfactory standard of clinical competence.

Permission to sit for the State Examination

Every School of Nursing shall, in respect of every student who has applied to sit for the State Examination, provide the Council with:

- A record of the student's theoretical achievement throughout the programme and evidence of reaching a sufficient standard.
- An assessment of the student's clinical competence throughout the nursing programme.
- A confidential report on each applicant as being fit and proper for registration, provided by the senior nurse of the school of nursing.

The Nursing Council shall consider the matters set out above in determining whether or not an

applicant may be permitted to sit for the State examination for Comprehensive Nurses. If the senior nurse is not prepared to recommend the applicant, they will not have met legal requirements and will not be eligible to write the State examination.

The University of Auckland requirements to meet these regulations

Regular attendance in all areas of the programme. Student absence may mean that:

- a. the hours required to sit the examination for registration as a Comprehensive Nurse are not attained
- b. the requirements of the Bachelor of Nursing programme are not met.

In either case the student may be required to complete further experience to meet a minimum requirement.

Professional standards of behaviour

Every student is required to meet the standards of behaviour expected of members of the nursing profession. Teachers assist students to achieve this.

Achievement of the standards expected for theoretical knowledge and clinical nursing practice are also required.

Fitness to Practise Requirements

In order to complete the requirements for this degree, a student must meet the applicable fitness to practise requirements for this programme, as outlined in the Faculty of Medical and Health Sciences' Fitness to Practise Policy.

Where a student is being investigated with regard to a fitness to practise matter under the policy, and there is a concern that the student's attitudes or behaviour are inappropriate, offensive, disruptive, or may pose a risk of harm to the welfare of any party, that student's attendance at lectures, classes and any clinical, industry or practise attachments may be suspended by the Deputy Dean of the Faculty of Medical and Health Sciences pending the outcome of the investigation.

If a student is found, after due and fair inquiry, and taking into account any written response from the student, to be not fit to practise, the student's enrolment in the programme may be suspended or terminated in accordance with the policy.

Where a student's enrolment in the programme has been terminated under Regulation 8c, any application to re-enrol may be declined.

A student whose enrolment is suspended or terminated under Regulation 8c or their application to re-enrol declined under Regulation 8d may apply to the Deputy Vice-Chancellor (Academic) for the appeal of that decision in accordance with the policy.



General information

Lockers

Lockers are available on Grafton Campus, downstairs by the Robb Lecture Theatre and on the ground floor, beside the Student Lounge. Put your own padlock on a locker then register it at the FMHS Student Centre.

Notices

Relevant notices will be posted on Canvas or sent to your University of Auckland email address.

Please check these regularly.

Staff/student forum

Each programme at the University provides opportunities for students to discuss issues of concern, make suggestions for improvement and contribute to course and policy development. The nursing class will be asked to nominate a group of students to represent them.

Library

The Philson Library (the Medical and Health Sciences Library) holds books, journals and other materials covering all aspects of medicine, along with relevant catalogues and indexes (computerised, microfiche and course formats). Copies of recommended textbooks are held as desk copies for short-term loan, within the library and overnight.

Card operated photocopiers are available; a discounted rate is given to students.

Philson Library skills programme

Tuition in information retrieval and the literature of medicine is given by the Readers' Services Librarians, in association with assignments throughout the Nursing course.

For Nursing, an orientation session is given early in Semester One. Following this, you will need to sign up with the Library for a session on using the online catalogue (VOYAGER). Early in Semester Two, we will arrange for you to have a session on library databases such as CINAHL (for nursing topics) and Medline.

The University of Auckland Library comprises 15 separate libraries, including the Philson. Students may use all of these libraries, in person, or via the inter-campus document delivery service.

The libraries which hold material of particular interest to nursing students are:

Science Library, City Campus

Computing and Information Sciences, Chemistry, Physics, Mathematics, Statistics

Biological Sciences Library, City Campus

All aspects of the biological sciences

General Library, City Campus

Arts, Commerce, Social Sciences, including psychology and history of science

Tāmaki Library, Tāmaki Campus

All subjects taught at Tāmaki, including sports medicine and physiology.

VOYAGER

This is the library's computerised catalogue, records the books and journals held by all the libraries.

Document Delivery

Students may request delivery to their home library of a book held in any library, or a photocopy of an article from a journal. There is no charge for a book loan; photocopied articles cost \$2.00.

Guides

Guides to the collection and services are available in each library and are on LEARN. Most libraries advertise orientation tours at the beginning of each semester.

Prizes and scholarships

If you are a member of the New Zealand Nurse's Organisation, a small selection of awards are available to help with your studies. To contact the regional office, phone (09) 377 4946.

1. Wolters Kluwer Prize

The Prize will be made annually to the final year student who has achieved the highest academic and clinical practice performance throughout the Bachelor of Nursing programme.

2. ADHB Director of Nursing Prize

The prize will be awarded annually to the final year student who has the most distinguished clinical practice within the Bachelor of Nursing programme, culminating in an excellent performance during the final clinical semester.

3. University of Auckland School of Nursing Prize

The Prize will be given annually to the final year student who has achieved the highest academic performance throughout the Bachelor of Nursing programme.

4. Elizabeth Michael Uniforms Prize

The prize will be made annually to the final year student who has demonstrated exceptional leadership qualities and peer support throughout the Bachelor of Nursing programme, as voted by the completing class.

5. The Dean's Medal

This prize is awarded to a final year student who, in the Dean's opinion, has made an outstanding contribution to the academic development of the Faculty during their time as a student.

6. Te Ākonga Matua (Head of School) Distinguished MAPAS Student Prize

The main purpose of the prize is to acknowledge and reward the two MAPAS students enrolled in the final year of a Bachelor of Nursing who have demonstrated the most distinguished performance throughout the programme.

Summer Research Scholarships

Summer Research Scholarships provide an opportunity for students to gain experience working on specific research projects in a research team supervised by a qualified researcher for 10 weeks over the summer holidays. Undergraduate students at the University of Auckland may apply for these studentships which carry a tax-free stipend of \$6,000. Project outlines are available around the beginning of Semester Two from the Faculty of Medical and Health Sciences. Students apply for a scholarship on a specific project in conjunction with the supervisor for that project.

School of Nursing contacts

Addresses

Physical location

School of Nursing
Faculty of Medical and Health Sciences
The University of Auckland
Grafton Campus.
Level 2 (reception), Building 505
85 Park Road, Grafton
Auckland

Postal address

School of Nursing
Faculty of Medical and Health Sciences
The University of Auckland
Private Bag 92019
Auckland 1142
New Zealand

Key Staff

The following is a list of key people involved in your course.
You may also need to contact individual lecturers or support staff at times.

Contact Sarah and Natalie for all administrative matters, such as enrolment queries, letters, making appointments.

Sarah Dayal

Undergraduate Coordinator

Phone: +64 9 923 4763

E-mail: s.dayal@auckland.ac.nz

Natalie Roffey

Groups Services Administrator

Phone: +64 9 923 3393

Email: n.mason@auckland.ac.nz

Please contact Lisa or Julia for any issues with your overall planned course of study, academic matters, any year one concerns such as leave, absence from class or examinations, learning issues.

Lisa Stewart

Associate Head of School, Undergraduate

Phone: +64 9 923 5346

E-mail: lisa.stewart@auckland.ac.nz

Head of School of Nursing

Dr Julia Slark

Head, School of Nursing

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THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**MEDICAL AND
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