
Patricia A. Logan¹, Judith Anderson¹, Elspeth Hillman², David van Reyk³, Jennifer L. Cox¹, Judith Salvage-Jones¹, Amy N.B. Johnston⁴
¹Charles Sturt University, ²James Cook University (Institutional Partner), ³University of Technology Sydney (Institutional Partner), ⁴Griffith University and Gold Coast University Hospital

Background
There is evidence of a progression slump for nursing students moving from level 1 human bioscience to level 2 pathophysiology and pharmacology courses. Surface learning techniques are reinforced for those entering directly to level 2 with recognised prior learning due to an increased cognitive load associated with foundational science revision. In order to develop a website of revision resources that targeted key areas necessary for the study of pathophysiology and pharmacology, we set out to identify necessary core concepts that assist students with foundational knowledge and help them self-identify revision needs.

Aim
Develop a checklist of core concepts for nursing student self-determination of revision needs.

Method
A modified Delphi consensus process was undertaken utilising two face-to-face meetings and email communication between team members. The team consisted of seven tertiary academics with a combined experience of more than 70 years teaching pre-registration nursing students. The team included four Registered Nurses and five scientists (all held PhDs). The consensus process began with a draft tool created for a pilot program undertaken in 2014 (Logan & Cox, 2015).

Results
A detailed checklist of 101 human bioscience core concepts was finalised after five rounds of communication. A further nine concepts relating to transition of understandings from normal biology to aberrant function and drug intervention were added.

Conclusion
The tool highlights level 1 human bioscience key core concepts necessary for successful study of level 2 pathophysiology and pharmacology. It alerts students with advanced standing, who are 1st year university students enrolled directly to 2nd year subjects, to the discipline language they may have forgotten and enables self-determination of revision needs. It will be utilised on the BioScienceEssentials2BRN website (http://bioscienceessentials2brn.com) dedicated to facilitating the Enrolled Nurse’s transition from vocational to university study.


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