

**Faculty of Science, Medicine and Health**  
**School of Nursing, Midwifery and Indigenous Health**  
**Subject Outlines**

**Subject Name: NMIH207 Developing Nursing Practice 2**

**Section A: Subject Information**

**Subject Code & Name:** NMIH207 Developing Nursing Practice 2  
**Credit Points:** 6  
**Pre-requisite(s):** NMIH201, NMIH202  
**Co-requisite(s):** None  
**Restrictions:** None  
**Equivalence:** None  
**Assessment:** Case Study and Diagram 40%, Tutorial Presentation 25%, Journal Article Bibliographies 15%, , Quiz 20%, 100% attendance labs/workshops and clinical placement, and satisfactory completion of a clinical competency profile.  
**Session:** Spring 2013  
**Campus Locations:** Wollongong, Bega, Shoalhaven, Southern Sydney  
**Delivery Method:** On Campus  
**Contact Hours:** 6 hrs per week, 10 days practicum

**Subject Timetable**

All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. **Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.**

**Subject Coordinator**

Name: Shahla Meedyia  
 Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 223  
 Consultation times: To be advised  
 Telephone: 61 2 4221 3205  
 Email: smeedyia@uow.edu.au

**Student Administration**

Location: 41.152  
 Telephone: 61 2 4221 3492  
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**Prescribed Text**

- Farrell, M & Dempsey, J (ed.) 2011, Smeltzer & Bare's textbook of medical-surgical nursing, 2nd Australia & New Zealand edn, Lippincott, Williams and Wilkins, Broadway, NSW.
- Hunt, R 2012, Introduction to community-based nursing, 5th edn, Lippincott Williams and Wilkins, Philadelphia.
- Marieb, EN & Hoehn, K 2009, Human anatomy and physiology, Pearson international edition, 7th edn, Pearson Benjamin Cummings Publishing Company Inc, Redwood City, California.

**Assessment Tasks**

1- Essay- Case study & Diagram	2- Tutorial Presentation	3- Journal Article Bibliographies	4- Quiz	5- CAPs
Due Date: Wed 4/9/2013 (Week6) Percentage: 40%	Due Date: Week 11 or 12 Percentage: 25%	Due Date: Mon 14/10/2013 (Week 11) Percentage: 15%	Due Date: Week 13 Percentage: 20%	Due date: 20/9/2013 AB pattern 18/10/2013 CD pattern

**eLearning Space**

For information regarding the eLearning spaces please use the following links:  
 Blackboard Vista - <http://www.uow.edu.au/student/elearning/vista/index.html>.  
 Moodle - [http://uowblogs.com/moodlelab/files/2013/05/Moodle\\_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)

## Section A: Subject Information

### Subject Description

Developing Nursing Practice 2 builds on NMIH202 which identified that many people have single episodes of illness or injury requiring intervention by health care professionals and that students of nursing need to be able to care for these people. These problems sometimes affect human functioning and in this subject students will develop further knowledge, skills and behaviours to expand their capabilities in episodic care whether the patient/client is in an institutional setting or being cared for in their own home. Students will have the opportunity to participate in care delivery in practice during a 10 day clinical placement attached to this subject.

### Learning Outcomes

On completion of this subject, students should be able to:

- a) analyse the role played by the body systems in the maintenance of health and wellbeing;
- b) identify the common diseases and disorders and the pathophysiology affecting human functioning that result in episodic illnesses;
- c) identify how trauma can result in alterations in human functioning;
- d) identify assessment data required when formulating nursing care for people with an episodic illness that results in alterations in human functioning;
- e) demonstrate appropriate clinical practice planning and delivery for people with an episodic illness that has resulted in human functioning;
- f) evaluate relevant diagnostics and therapeutic regimens; utilise and evaluate evidence based criteria with which to appraise clinical practice
- g) planning and delivery for people with an episodic illness that has resulted in alterations in
- h) human functioning across the lifespan
- i) demonstrate an ability to assess diversity and to incorporate differences in culture, age, ethnicity, religion in planned care.

### Subject Contacts

#### Subject Coordinator/Lecturer

Name: Shahla Meedya

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#### Lecturer

Name: Maria Mackay

Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 113

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#### Clinical Placement Coordinator

Name: Rebekkah Middleton

Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 218

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Telephone: 61 2 4221 3724

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Name: Moira Stephens

Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 215

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## Subject Timetable

All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

## Attendance/Study time

**On-campus delivery:** It is expected that students will allocate 12 hours per week to this subject, including class attendance. Class attendance is not an assessable component for the purposes of accumulating marks, but attendance at certain classes may be compulsory and failure to meet attendance requirements may result in a Technical Fail for the subject– please see Section B: Assessment Information for details.

Please see the following pages.

## Timetable of Topics

Patterns A & B (Wollongong tutorial groups 1, 2, 3, 4 & 5), Bega, Shoalhaven Patterns A & B, Southern Sydney Patterns A & B

Week	Week start date	Lecture 1	Lecture 2	Tutorial	Laboratory	Assessment Task
1	29/7/2013	1. NMIH207 Overview and the 'C's of Caring	2. Nursing documentation	Introduction and Identification of patient problem/nursing diagnosis with appropriate clinical practice planning	<b>Laboratory 1</b> <ul style="list-style-type: none"> <li>▪ Patient Assessment</li> <li>▪ Protective Personal Equipment (PPE)</li> <li>▪ Central Line care</li> </ul>	
2	05/08/2013	3. Blood transfusion	4. Cancer	Febrile Neutropaenia Case Study	<b>Laboratory 2</b> <ul style="list-style-type: none"> <li>▪ Enteral feeding</li> <li>▪ Altered faecal elimination (stoma care)</li> <li>▪ Blood transfusion</li> </ul>	
3	12/08/2013	5. Blood and blood disorders	6. Infection Control	Comfort / Paediatric End of Life case Study  <b>Online tutorial</b>		
4	19/08/2013	<b>Clinical Practicum AB</b>				
5	26/08/2013					
6	2/09/2013					Assessment task 1
7	9/09/2013					
8	16/09/2013	7. Biology of Bone Repair	8. Nursing care of a patient with arthritis and a patient with fractures	Arthritis/ Orthopaedics Case Study	<b>Laboratory 3</b> <ul style="list-style-type: none"> <li>▪ Movement of patient post-operatively</li> <li>▪ IV medication administration</li> </ul>	
9	23/09/2013	9. Gastro-intestinal Bleeds (Patho-physiology and Nursing Care)	10. Sexuality	Gastro-intestinal case study, care planning.	<b>Laboratory 4</b> <ul style="list-style-type: none"> <li>▪ Skill consolidation and Formative assessment</li> </ul>	
Break	30/09/2013	<b>Recess Pattern AB</b>				
10	7/10/2013*	11. Arterial Blood Gases and nursing application Re-visited	12. Nursing Care of the Patient with a Stoma	Gastro-intestinal Case study, stoma <b>Online tutorial</b>		
11	14/10/2013	13. Models of Care	14. ANMC Guidelines Re-visited	Tutorial Presentations		Assessment task 2 &3
12	21/10/2013	No lecture	No lecture	Tutorial Presentations		
13	28/10/2013	No lecture	No lecture	In class Quiz		Assessment task 4

There are no face-to-face lectures. They are recorded for eduStream.

\*Monday 7/10/2013 is a public holiday

## Timetable of Topics

Patterns C & D (Wollongong tutorial groups 6, 7, 8, 9 & 10), Shoalhaven Patterns C & D,  
Southern Sydney Patterns C & D

Week	Week start date	Lecture 1	Lecture 2	Tutorial	Laboratory	Assessment task
1	29/7/2013	1. NMIH207 Overview and the 'C's of Caring	2. Nursing documentation	Introduction and Identification of patient problem/nursing diagnosis with appropriate clinical practice planning		
2	05/08/2013	3. Blood transfusion	4. Cancer	Febrile Neutropaenia Case Study		
3	12/08/2013	5. Blood and blood disorders	6. Infection Control	Comfort / Paediatric End of Life case Study  <b>Online tutorial</b>		
4	19/08/2013	7. Biology of Bone Repair	8. Nursing care of a patient with arthritis and fractures	Arthritis/ Orthopaedics Case Study	<b>Laboratory 1</b> ▪ Patient Assessment ▪ Protective Personal Equipment (PPE) ▪ Central Line care	
5	26/08/2013	9. Gastro-intestinal Bleeds (Patho-physiology and Nursing Care)	10. Sexuality	Gastro-intestinal case study, care planning.	<b>Laboratory 2</b> ▪ Enteral feeding ▪ Altered faecal elimination (stoma care) ▪ Blood transfusion	
6	2/09/2013	11. Arterial Blood Gases and nursing application Re-visited	12. Nursing Care of the Patient with a Stoma	Gastro-intestinal Case study, stoma <b>Online tutorial</b>		Assessment task 1
7	9/09/2013	<b>Recess Pattern CD</b>				
8	16/09/2013	<b>Clinical Practicum Pattern CD</b>				
9	23/09/2013	<b>Clinical Practicum Pattern CD</b>				
	30/09/2013	<b>Clinical Practicum Pattern CD</b>				
10	7/10/2013*	<b>Clinical Practicum Pattern CD</b>				
11	14/10/2013	13. Models of Care	14. ANMC Guidelines Re-visited	Tutorial Presentations	<b>Laboratory 3</b> ▪ Movement of patient post-operatively ▪ IV medication administration	Assessment task 2 and 3
12	21/10/2013	No lecture	No lecture	Tutorial Presentations	<b>Laboratory 4</b> ▪ Skill consolidation and Formative assessment	
13	28/10/2013	No lecture	No lecture	In class Quiz		Assessment task 4

There are no face-to-face lectures. They are recorded for eduStream.

\*Monday 7/10/2013 is a public holiday

## Textbooks and Supplementary Materials

### Prescribed Text

Farrell, M & Dempsey, J (ed.) 2011, Smeltzer & Bare's textbook of medical-surgical nursing, 2nd Australia & New Zealand edn, Lippincott, Williams and Wilkins, Broadway, NSW.

Hunt, R 2012, Introduction to community-based nursing, 5th edn, Lippincott Williams and Wilkins, Philadelphia.

Marieb, EN & Hoehn, K 2009, Human anatomy and physiology, Pearson international edition, 7th edn, Pearson Benjamin Cummings Publishing Company Inc, Redwood City, California

### Supplementary Materials to Be Purchased by Students

Nil

### Recommended Additional Readings

Galbraith, A, Bullock, S & Manias, E 2011, Fundamentals of pharmacology, 6th edn, Pearson education Australia, Frenchs Forest.

Kee, J 2010, Laboratory and diagnostic tests with nursing implications, 8th edn, Prentice Hall, New Jersey.

Recommended readings are not intended as an exhaustive list and students should use the Library catalogue and databases to locate additional resources.

Distance students studying within Australia should refer to the information and resources found via the Library link on the UOW homepage regarding off-campus library services available.

Distance students studying outside Australia should contact their subject coordinator, as arrangements for library services may be available within their own country.

## eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column.

For information regarding the eLearning spaces please use the following links:

Blackboard Vista - <http://www.uow.edu.au/student/elearning/vista/index.html>.

Moodle - [http://uowblogs.com/moodlelab/files/2013/05/Moodle\\_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)

## eReadings

Electronic readings for this subject are available through the library website. Visit the Catalogue via the Library link on the UOW homepage or see staff at the Information Desk in the Library for information and help with eReadings.

## Graduate Qualities

Information on the UOW Graduate Qualities can be found at via the Learning and Teaching link on the UOW homepage. The University of Wollongong has developed five graduate qualities which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities in particular will be enhanced by their participation in this subject:

1. **Informed:** Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.
2. **Independent learners:** Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem solvers:** Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.

4. **Effective communicators:** Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.
5. **Responsible:** Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

### **Recent Improvements to this Subject**

Change: The subject was reduced from 14 weeks to 13 weeks duration.

Reason: To bring the subject duration into line with the majority of other subjects in the university

## Section B: Assessment

### Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, students must meet all of the minimum performance requirements as listed below. Failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject even where total marks accumulated are greater than 50%.

**Minimum Academic Performance:** A Technical Fail (TF) grade **will** be awarded for the subject even where a student gains a total mark that would otherwise allow a passing grade if a student meets one or more of the following criteria:

- does not attempt all assessment tasks
- does not pass the final assessment task

**Minimum Attendance:** Student attendance at tutorials is compulsory and only one tutorial absence is permitted. Student attendance at clinical placement and laboratories is compulsory and students must attend 100% of classes. Absences will require a medical certificate or other suitable documentation which must be presented to Student Central along with completion of academic consideration as soon as practical after the absence has occurred. Students who do not meet minimum attendance requirements may be awarded a Technical Fail (TF) for this subject.

**Minimum Participation:** Student participation in clinical placement is an assessable component of this course. Students who do not meet minimum participation requirements may be awarded a Technical Fail (TF) for this subject.

Students who do not meet the overall minimum performance level requirements outlined above may be given a Technical Fail (TF) grade on their academic transcript even where the total marks accumulated are 50% or higher. Where a Technical Fail is awarded, the grade is displayed as TF but a mark is not displayed on the academic transcript. For the purposes of calculating a Weighted Average Mark (WAM) a TF is allocated a mark of 49.

### Details of Assessment Tasks

Assessment 1	Written Assignment and Diagram
Format	Case Study
Due date	4/09/2013
Weighting	40%
Pass mark	NA
Length	2000 words plus 1 (one) A4 size page diagram
Details	<p>Assignment Objectives</p> <p>The purpose of this assignment is to facilitate students in:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understanding the patho-physiological process involved in a patient with a febrile neutropaenia</li> <li><input type="checkbox"/> formulating a holistic nursing care plan for the management of a patient with a febrile neutropaenia. This care plan will address the specific needs of Orla O'Carriagan.</li> </ul> <p>Instructions</p> <p>There are two parts to this assessment task and they relate to the case study of Orla O'Carriagan.</p> <p>Part A: You are to construct a computer formatted diagram no larger than one A4 page detailing your understanding of the patho-physiological processes associated with febrile neutropaenia. You also need to integrate the assessment findings in Orla O'Carriagan's case study to these processes on the diagram.</p>



	<p>From these patho-physiological processes you will identify at least 5 appropriate patient problems / nursing diagnoses. These patient problems / nursing diagnosis must be one of the approved nursing diagnoses by NANDA and a link to the list has been provided on the eLearning site. These should be identified and highlighted on your diagram. Orla O'Carriagan's medical and social history including lifestyle, culture, age and ethnicity and activities of living should be considered when identifying your patient problems/nursing diagnoses</p> <p>Part B: Using the patient problems/ nursing diagnoses you have identified you are to comprise a plan of care for Orla O'Carriagan including patient problem / nursing diagnoses, goals, strategies to be implemented and how you would evaluate the outcomes</p> <p>Please note:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This care plan is to be in essay format. It should have an introduction, a body and a conclusion. You need to use full sentences. The use of bullet points and headings are NOT permitted.</li> <li><input type="checkbox"/> No more than three web based resources are to be used for this assignment. You will have marks deducted if you do not adhere to this. (Note – journal articles that you download from an electronic database eg Proquest are acceptable resources and are not considered web based resources).</li> <li><input type="checkbox"/> You must use current literature, less than 10 years old, texts/journal articles and/or other resources. Resources chosen and language used should be of a professional nature, NOT targeted at consumers.</li> </ul> <p>Case study:</p> <p>Orla O'Carriagan may be already known to you as she is the subject of a case study in NMIH207.</p> <p>Orla O'Carriagan is a 16 year old female who has been admitted to the oncology ward with febrile neutropaenia. Orla was diagnosed with Acute Lymphoblastic Leukemia at 9 years of age. She had a relapse approximately 12 months after her initial treatment and received a bone marrow transplant. Orla had been well up until 2 months ago when she was diagnosed with a central nervous system relapse. She is currently undergoing a chemotherapy regime to treat this relapse. Orla also suffers from headaches believed to be stress related and has been prescribed propranolol 10mgs orally to be taken twice a day.</p> <p>Orla lives at home with her Mother and two sisters, aged 17 and 20 years of age. Orla's parents are divorced and her Father has been an active member of her family since her parents' separation. Orla's Mother is her primary care giver.</p> <p>Orla was admitted to ED (Emergency Department) with a temperature of 37.6 degrees celcius; however, the cause of her fever has not yet been identified. Her other vital signs on admission are BP 119/68, heart rate 46bpm, SpO2 100% on room air and respiratory rate of 16 breaths per minute.</p> <p>Laboratory analysis showed haemoglobin 101 g/L, platelet count 98 x 109/L and leukocyte count 28 x 109/L with 80% circulating lymphoblasts and fewer than 1% neutrophils.</p> <p>Orla has been commenced on empirical broad spectrum intravenous antibiotics: Piperacillin-tazobactam 100mg/kg (max 4gm) 6 hourly and Gentamycin 7.5 mg/kg 24 hourly (The Royal Children's Hospital Melbourne Guidelines available here <a href="http://www.rch.org.au/clinicalguide/cpg.cfm?doc_id=5201">http://www.rch.org.au/clinicalguide/cpg.cfm?doc_id=5201</a> ).</p> <p>During the night Orla's condition becomes unstable, where her vital signs are now BP 67/39, heart rate 72bpm, temp 38.1, SpO2 89% on room air and respiratory rate of 29 breaths per minute. Orla has cold hands and feet.</p> <p>Orla has been seen by the medical team and is currently undergoing a fluid resuscitation.</p> <p>Refer to marking guide at the end of this Subject Outline.</p>
<b>Submission</b>	Please refer to detailed information on Submission of Assignments specific to your campus/ education centre located within this document.

<b>Assessment 2</b>	<b>Tutorial Presentation</b>
<b>Format</b>	Presentation
<b>Due date</b>	Weeks 11 and 12. All students should be prepared to present in Week 11
<b>Weighting</b>	25%
<b>Pass mark</b>	NA
<b>Length</b>	4 minutes minimum and 5 minutes maximum.
<b>Details</b>	<p>Tutorial presentation</p> <p>Pusari (1998) describes how caring elements can be incorporated into nursing care and identifies the 8 'c's of caring. These elements have been identified as confidence, compassion, competence, communication, culture, conscience, commitment and courage. These caring elements are embedded throughout this subject and will be explored in detail during tutorial sessions. One caring element not identified by Pusari (1998) is comfort. The theory of comfort was explained by Kolcaba &amp; DiMarco (2005).</p> <p>Kolcaba, K &amp; DiMarco, M 2005, 'Comfort theory and it's application to paediatric nursing', Paediatric Nursing, vol. 31, no. 3, pp.187-194.</p> <p>Pusari, N 1998, 'Eight "Cs" of caring: a holistic framework for nursing terminally ill patients', Contemporary Nurse, vol. 7, no. 3, pp.156-160.</p> <p>The case study about Orla O'Carriagan (Kolcaba &amp; DiMarco 2005) which was used to explore the comfort theory provides a good example of how these elements contribute to the delivery of quality nursing care.</p> <p>Drawing on these elements you are to present an individual tutorial presentation which will use the following statement as the foundation for your presentation.</p> <p>'When I was on clinical placement recently, I observed nursing care which I would perform differently.'</p> <p>Using this/these experience(s), your presentation should outline the following information:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brief outline of what occurred and what you observed as the strength points</li> <li><input type="checkbox"/> What you would do differently</li> <li><input type="checkbox"/> Why you would do it differently, providing a logical argument with references to support your argument</li> <li><input type="checkbox"/> How these actions relate to the caring elements listed above</li> </ul> <p>You must also:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use journal articles for at least two (2) of your references</li> <li><input type="checkbox"/> provide a list of the references used to your tutor prior to your presentation</li> </ul> <p>Refer to marking guide at the end of this Subject Outline.</p>
<b>Submission</b>	Normal Tutorial Classroom. Full reference list to be submitted at time of tutorial presentation

<b>Assessment 3</b>	<b>Journal article annotated bibliographies</b>
<b>Format</b>	Essay
<b>Due date</b>	14/10/2013
<b>Weighting</b>	15%
<b>Pass mark</b>	NA
<b>Length</b>	1200
<b>Details</b>	<p>Two (2) annotated bibliographies of journal articles, related to the topic for your tutorial presentation. The annotated bibliography for each article is to include the full citation of the journal article, a concise description with a critical analysis of the article. Students will also submit a brief description and critique of the search strategy used to identify the resources used in the tutorial presentation</p>

	<p>Your paper must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a search strategy outlining the method undertaken to locate the 2 journal articles;</li> <li><input type="checkbox"/> the bibliographic information outlined below. Use the following headings to present your annotations for the two journal articles: <ul style="list-style-type: none"> <li><input type="checkbox"/> Bibliographic reference as per SNMIH preferred guidelines</li> <li><input type="checkbox"/> Clear and concise description of the journal article</li> <li><input type="checkbox"/> Who is the intended audience</li> <li><input type="checkbox"/> Aim(s) of article</li> <li><input type="checkbox"/> Method of investigation: Acceptable article types include literature reviews, editorials, descriptive articles, research articles</li> <li><input type="checkbox"/> Limitations</li> <li><input type="checkbox"/> The results/findings</li> <li><input type="checkbox"/> Author's Conclusions and recommendations</li> <li><input type="checkbox"/> How does this article support your topic</li> </ul> </li> </ul> <p>Refer to marking guide at the end of this Subject Outline.</p>
<b>Submission</b>	Please refer to detailed information on Submission of Assignments specific to your campus/ education centre located within this document

<b>Assessment 4</b>	<b>In-Class quiz</b>
<b>Format</b>	Online quiz
<b>Due date</b>	Week 13
<b>Weighting</b>	20%
<b>Pass mark</b>	50% is required in the quiz to pass this subject
<b>Length</b>	60 min
<b>Details</b>	This multiple choice quiz containing fifty (50) questions will examine all content covered in lectures, tutorial, simulation/workshops and preparation activities that have been delivered in NMIH207 from Weeks 1-12.
<b>Submission</b>	Students are to present to usual tutorial classroom and will move as a group to the computer laboratory. Students will access the quiz via the eLearning site using the password provided by their tutor

<b>Assessment 5</b>	<b>Clinical Assessment Profile</b>
<b>Format</b>	Clinical Assessment Profile
<b>Due date</b>	Pattern A/B, Friday 20 September, 2013 & Pattern C/D Friday, 18 October, 2013
<b>Weighting</b>	Choose %
<b>Pass mark</b>	Compulsory satisfactory completion
<b>Length</b>	Compulsory satisfactory completion
<b>Details</b>	To be completed during the clinical practicum period. A fail grade will be awarded for unsatisfactory completion. Students submit their clinical assessment profile to HBS central as per submission guidelines.
<b>Submission</b>	Please refer to detailed information on Submission of Assignments specific to your campus/ education centre located within this document

## Scaling

Scaling will not occur in this subject.

## Submission of Assignments

Specific submission instructions have been included in the assignment details section of this outline. An assignment cover sheet must be attached to all assignments and all sections of the cover sheet must be completed by the student. Receipts will be issued on submission of assignments and students are required to retain this receipt until they have received the final mark for that assessment task. The receipt is the only proof of submission of assignments and students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Note that if assignments are submitted in the after-hours slot in SMAH Central or via post, the receipt must be filled out and left attached to the coversheet. The receipt will be stamped and retained under the counter at SMAH Central for later collection during business hours. You must collect your receipt personally and you will be required to show your student card at the counter of SMAH Central to obtain your receipt. Any assignments received without the coversheet attached, receipt section completed in full or receipt missing will not be receipted.

Students may post their assignments in to:

SMAH Central (41.152)  
University of Wollongong  
Wollongong NSW 2522

*Bega Education Centre assignment submission:* Students should obtain a plain sheet of pink paper from on top of the assignment box and attach it to the assignment so that it covers the SMAH assignment submission cover sheet at the Bega Education Centre in Auckland Street.

*Southern Sydney Education Centre assignment submission:* Coversheets are available from the computer lab (G04). Assignments may be submitted to the student administration desk (room G02) between 9am-5pm Monday-Friday. Receipts will be issued on submission. An after hours mailbox (labelled Uni of Wollongong) is located adjacent to the car park boom gate (external to the building). Students may collect a receipt from the student administration desk (room G02) the following working day for assignments submitted after hours.

*Shoalhaven Campus assignment submission:* Each assignment should be submitted to the Administration Officer in the Nursing Education Centre (NU.03) (9.30am-4pm) and placed in the Nursing Assignment Box. If an assignment is placed in the Assignment Box after hours, students may collect the receipt from the Nursing Administration Officer in NU.03 the next working day after submission.

The responsibility for ensuring that work is submitted by the due date lies with the student. **Students must keep a copy of their assignments - the onus of proof of submission is on the student, not the lecturer. Students should retain the stamped Student Copy of the receipt as evidence of submission.**

## Due Date

Unless otherwise specified, assignments are due by 4:00pm on the due date specified for the assessment task.

The date of submission by post for students will be considered to be the postmark date stamped on the assignment envelope. Note that it is not generally necessary to use Express Post as long as the envelope is clearly postmarked. However, approved late submission or other requirements of the Subject Coordinator may necessitate use of Express Post. If Express Post is used you will need to specifically request that the Post Office postmark your envelope, as Express Post envelopes do not normally carry a postmark.

## Late Submission

Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.05 x number of days late. For example:

Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply ( $100 \times 0.05 \times 7$ ). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment ( $85$  (original mark) –  $35$  marks (late penalty) =  $50/100$  (final mark)).

Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ( $(20 \times 0.05 \times 3)$ ). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report ( $17$  (original mark) –  $3$  marks (late penalty) =  $14/20$  (final mark)).

For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

No marks will be awarded for work submitted either: a) after the assessment has been returned to the students or b) more than two weeks after the due date, whichever is the sooner. Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

## Extensions

An extension of time to submit assignments can only be granted by the subject coordinator in exceptional circumstances. Pressure of work, either from employment or from other studies, is not an acceptable reason for seeking an extension of time. Carefully note the due date for each assignment and plan your work so that deadlines can be met.

Students seeking an extension must submit an application for academic consideration through SOLS with appropriate documentation PRIOR to the deadline for submission of the assessment task.

## Assessment Return

Marked assignments will be handed out in class or be available for collection during academic consultation hours OR according to the arrangement announced by the Subject Coordinator. In accordance with University Policy marked assignments will usually only be retained by the Subject Coordinator/Tutor for 21 days after the declaration of the marks for that assignment. After that time any uncollected assignments will be destroyed.

## Supplementary Assessments

Students can log on to SOLS and click on the link titled "Supplementary Assessment" to view any applicable offers or use the following link; <http://www.uow.edu.au/student/exams/suppassess/index.html>.

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

## Examination Rules

In 2012, there were a number of changes to the University Examination Rules that affect all current students. You can find this information at the following link; <http://www.uow.edu.au/student/exams/index.html>.

## Supplementary Examinations

You can find the information for supplementary examinations at the following link; <http://www.uow.edu.au/student/exams/aboutsupp/index.html>.

## Student Academic Consideration Policy

Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student's control which significantly impair a student's ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student's academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as relevant documentation which is submitted in person to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request once you have submitted documentation and they will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible by whatever means practical at the time, and follow with a formal academic consideration request as soon as you are able to.

The full policy on Student Academic Consideration is found in the Policy Directory on the UOW website.

## System of Referencing Used for Written Work

The School uses the Harvard system of referencing, unless otherwise specified for a particular assignment – check Details of Assessment Tasks. A summary of Harvard system can be accessed via the Library homepage, Related Links, Referencing and citing:

<http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

## Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

## Plagiarism

Plagiarism means using the ideas of someone else without giving them proper credit. ALL work submitted for assessment MUST BE YOUR OWN. The other person may be an author, a lecturer or another student. The work may previously have been published in print or on the Web.

Plagiarism will not be tolerated and may result in the imposition of severe penalties. The University of Wollongong has the power to reprimand and penalise any student found guilty of such offences. If plagiarism is suspected, this will result in appropriate investigations.

“Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding by the University’s Academic Integrity and Plagiarism Policy as set out in the University Handbook, the University’s online Policy Directory and in Faculty Handbooks and subject guides. . Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism has led to the expulsion from the University.”

To avoid plagiarism when using other people’s work, take care to reference appropriately. For assistance with correct referencing technique, consult with your tutor or lecturer. The Learning Development Centre also provides assistance to students on how to correctly reference.

Please note that you are required to sign a declaration on the assignment cover sheet, stating that you have read and met the requirements for the assignment, that (except for group assignments) you have not collaborated with other students, that you have not plagiarised and that, where you have used the work of others, you have referenced it appropriately. Academic staff will return your assignment unmarked if you have not signed the declaration.

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

## Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.



## NMIH207 Developing Nursing Practice 2

### Assessment task 1: Case study assignment and Diagram **Marking Guide**

ATTACH THIS MARKING GUIDE AT THE END OF YOUR ASSIGNMENT

Name .....Student Number .....

Criteria	Absent	Inadequate	Satisfactory	Good	Excellent	Marks
<b>Diagram (Part A)</b> Layout is creative and logical in presentation The most important information is clearly identified Diagram is visually stimulating and uses graphics Relationship or links between most important information is logical and clearly identified. Uses text to summarise	0	1-14	15-20	20-25	26-30	/30
<b>Content (Part B)</b> Information is correct. Demonstrates knowledge of the topic. Information is comprehensive and balanced. Evidence of reading from relevant academic literature Identifies appropriate goals, strategies and evaluation criteria.	0	1-19	20-28	29-34	35-40	/40
<b>Organisation</b> Assignment logically developed Evidence of linkage and integration of information. Includes introduction, body of work, conclusion.	0	1-4	5-6	7-9	10	/10
<b>Language.</b> Appropriate use of language. Technical terms explained where necessary. Range of vocabulary	0	1-2	2.5	3-4	5	/5
<b>Style.</b> Assignment is easy to read. It catches the reader's attention and promotes the conveying of information. Objective and authentic writing style	0	1-2	2.5	3-4	5	/5
<b>Presentation.</b> Syntax, grammar, punctuation and spelling are correct. Legible presentation Adheres to word limit Referencing as per school guidelines.	0	1-4	5-6	7-9	10	/10

This assignment is worth **40%** of the total assessment for this subject.

**/ 100**

Late Penalty (if applicable):

### COMMENTS

Marker: .....

## NMIH207 Developing Nursing Practice 2

Assessment task 2- Tutorial Presentation **Marking Guide**  
ATTACH THIS MARKING GUIDE AT THE END OF YOUR ASSIGNMENT

Name ..... Student Number .....

Criteria	Absent	Inadequate	Satisfactory	Good	Excellent	Marks
<b>Content</b> Describes the nursing care and the strength points. Describe what would be performed differently and why. Critically evaluates the evidence. Develops a logical argument that supports an appropriate conclusion.	0	1-29	30-41	42-48	49-60	/60
<b>Research</b> Quantity and quality of research. References cited during presentation and list submitted prior to presentation. Referencing as per SNMIH guidelines.	0	1-7	7.5-10	11-13	14-15	/15
<b>Presentation Skills</b> Oral communication skills: clarity, pronunciation, speed, tone, Body language: relaxed, faced audience, eye contact Engagement of tutorial group Appreciation of time limit	0	1-7	7.5-10	11-13	14-15	/15
<b>Language.</b> Appropriate use of language. Technical terms explained where necessary. Range of vocabulary.	0	1-4	5-6	7-8	9-10	/10

This assignment is worth **25%** of the total assessment for this subject.

**/ 100**

Late Penalty (if applicable):

### COMMENTS

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Marker: .....



## NMIH207 Developing Nursing Practice 2

### Assessment task 3- Annotated bibliography **Marking Guide**

ATTACH THIS MARKING GUIDE AT THE END OF YOUR ASSIGNMENT

Name ..... Student Number .....

Criteria	Absent	Inadequate	Satisfactory	Good	Excellent	Marks
<b>Meets aims of assignment.</b> Presents correct number of annotated bibliographies. Provides relevant research articles and correct citation information	0	1 - 4	5 - 6	7 - 9	10	/10
<b>Organises assignment logically and coherently.</b> Logical flow of ideas presented. Headings used as stipulated in template to direct the reader through the assignment.	0	1 - 4	5 - 6	7 - 9	10	/10
<b>Clearly describes content information.</b> Provides a clear and concise overview of journal article outlining a clear description of journal article Identifies: <ul style="list-style-type: none"> <li>▪ search strategy (20 marks)</li> <li>▪ clear and concise description of journal article</li> <li>▪ the intended audience</li> <li>▪ aim(s) of the article</li> <li>▪ method of investigation</li> <li>▪ limitations of the journal article</li> <li>▪ results/ findings</li> <li>▪ authors conclusions and recommendations</li> <li>▪ how articles support presentation topic</li> </ul>	0	1-9	10-14	15-18	19-20	/60
<b>Communicates clearly and uses appropriate academic language.</b> Content is communicated clearly and concisely in a professional academic way. Colloquialisms and non-academic terminology are used only in the context of citing others.	0	1 - 4	5 - 6	7 - 9	10	/10
Adheres to school requirements with regard to presentation, referencing and word limit. Presentation style is in accordance with guidelines. References cited accurately in text and reference list. Adheres to word limit stipulated in guidelines	0	1 - 4	5 - 6	7 - 9	10	/10

This assignment is worth **15%** of the total assessment for this subject.

**/ 100**

#### COMMENTS

Late Penalty (if applicable):

Marker: .....