THE UNIVERSITY OF
NOTRE DAME
AUSTRALIA

School of Nursing, Sydney

SCHOOL OF NURSING STUDENT HANDBOOK

Contents

Dean's Welcome

Welcome to the University of Notre Dame Australia and to the School of Nursing. First, I would like to acknowledge and pay respect to the Traditional Owners of the land on which we study; the Gadigal people of the Eora Nation. It is upon their ancestral lands that Notre Dame Darlinghurst and Sydney Campus stands.

Nursing has a unique and specialised body of knowledge, which defines it as a profession and underpins the foundations of its practice. The knowledge of the nursing discipline is complex and is developed through a combination of theoretical and practical knowledge. The Bachelor of Nursing programme provides a balance of theoretical and practical knowledge that nurtures the development of competent and capable nurses who are equipped to practice in a diverse range of clinical settings both within and beyond the hospital.

Dean
Professor Sally Robertson

The School of nursing prides itself on producing graduates who are equipped to provide quality nursing care in any health care setting and who are committed to upholding the rights of the individual and to maintain patient dignity at all times. To this end the curriculum has a focus on values and fostering the student's capacity to act on the values of the nursing profession.

All Staff of the School of Nursing and the University are dedicated to developing students who will be the professionals of the next generation. On successful completion of the programme you will be able to meet the requirements of the Nursing and Midwifery Board of Australia to become a registered nurse and be able to work as a beginning practitioner within a variety of health care environments. We believe that by joining us at Notre Dame you will be undertaking one of the best nursing programs in Sydney. Our graduating students continue to secure employment in a variety of areas across the NSW Health system.

This booklet is designed to assist in your transition to university life. Please also browse through our website at www.notredame.edu.au/ for more detailed information on our courses and do not hesitate to contact our academic or administrative staff.

I warmly welcome you to the School of Nursing.

Professor Sally Robertson

Dean of Nursing, Sydney

The School of Nursing

The School of Nursing operates out of NDS/14, the Main Building at the Darlinghurst site of the Notre Dame Sydney Campus. NDS/14 is located at 160 Oxford Street, Darlinghurst NSW 2010. The Nursing Administration Office is found on Level 7 and is open Monday to Friday, 9am - 4.30pm.

Mailing Address

School of Nursing
The University of Notre Dame Australia
PO Box 944
Broadway NSW 2007

Do not mail items to the street address of the Darlinghurst site because we cannot guarantee it will reach us. All mail must be addressed to the PO Box listed above.

School Administration

Email: sydney.nursing@nd.edu.au

Senior Administrative Officer	Ivana Mrsic
	Ph: (02) 8204 4219
	Email: ivana.mrsic@nd.edu.au
Administrative Officer	Lucienne Wainwright
	Ph: (02) 8204 4640
	Email: lucienne.wainwright@nd.edu.au
Administrative Assistant	Catherine Sammut
	Ph: (02) 8204 4275
	Email: catherine.sammut@nd.edu.au

Clinical Administration

Email: clinical.office@nd.edu.au

Senior Administrative Officer	Amy Lee
	Ph: (02) 8204 4160
	Email: amy.lee@nd.edu.au

Technical Staff

Senior Technical Officer	Rodney McAloon
	Ph: (02) 8204 4286
	Email: rodney.mcaloon@nd.edu.au
	Lala Cuevas
	Ph: (02) 8204 4980
	Email: lala.cuevas@nd.edu.au

Academic Staff

Dean and Associate Dean

Dean   Professor Sally Robertson

Associate Dean   Mrs Lynn Thompson

Clinical Coordinator

The Clinical Coordinator, Anne McArthur, is your primary contact for all matters regarding the six professional practice courses.

Staff Directory

Name	Phone	Email
Professor Sally Robertson	(02) 8204 4289	sally.robertson@nd.edu.au
Mrs Lynn Thompson	(02) 8204 4282	lynn.thompson@nd.edu.au
Mr Darren Conlon	(02) 8204 4196	darren.conlon@nd.edu.au
A/Prof Bethne Hart	(02) 8204 4294	bethne.hart@nd.edu.au
Mr Graham Hextell	(02) 8204 4273	graham.hextell@nd.edu.au
Mrs Helen Kelly	(02) 8204 4279	helen.kelly@nd.edu.au
Mrs Susan Liakatos	(02) 8204 4292	susan.liakatos@nd.edu.au
Ms Lesley McNab	(02) 8204 4285	Lesley.mcnab@nd.edu.au
Dr Angela Owens	(02) 8204 4281	angela.owens@nd.edu.au
A/Prof Joanna Patching	(02) 8204 4287	joanna.patching@nd.edu.au
Mr Mark Rosenthal	(02) 8204 4154	mark.rosenthal@nd.edu.au
Ms Jenny Salopek	(02) 8204 4284	jenny.salopek@nd.edu.au
Dr Anna Williams	(02) 8204 4167	anna.williams@nd.edu.au
Mr Mark Winn	(02) 8204 4280	Mark.winn@nd.edu.au
Ms Ann Digiglio	(02) 8204 4288	ann.digiglio@nd.edu.au
Dr Helen McCabe	(02) 8204 4637	helen.mccabe@nd.edu.au

Consultation Hours with Academic Staff

Academic staff are available to meet with you during their consultation hours. These times are published in the Course Outlines, on Blackboard - Learnit, and available from Nursing reception. Please make a note of these times as lecturers purposely set-aside times for students. If you need to see your lecturer at a time other than during consultation hours, the best method is to email the lecturer directly using the email address provided in your Course Outline. Alternatively, you can arrange an appointment through Nursing Administrative staff on (02) 8204 4275.

Meeting with the Dean

The Dean of Nursing and Associate Dean/s are available to meet with students by appointment. Please see the administration staff on Level 7 or email Sydney.nursing@nd.edu.au 7 or call (02) 8204 4275 to make an appointment.

Communicating with staff'

Questions relating to your course should in the first instance be directed to your tutor, and only referred to your Course Coordinator if required. However, questions related to assessments or examinations should be directed to your Course Coordinator. Questions relating to course/program enrolments, withdrawal and program progress in the first instance should be directed to the School of Nursing Administration. If you need further assistance you can make an appointment with the course coordinator, the Dean or Associate Dean of Nursing.

All communication with staff at the university should be professional, courteous and respectful. Proper spelling, grammar and punctuation is expected in emails as is the use of formal salutations. Colloquial language, short-form text-speak and general informality in e-mails is strongly discouraged.

Regulations

As a student in the School of Nursing it is important that you are familiar with and understand the regulations that govern processes and decisions. The University General Regulations, Program Regulations and School Regulations can be found through the university's web page www.notredame.edu.au/about/governance/regulations

Bachelor of Nursing Structure

The Bachelor of Nursing is accredited by the Nursing and Midwifery Board of Australia. Table 1 outlines the courses in the Bachelor of Nursing. The Bachelor of Nursing consists of 32 courses of study, making a total of 600 credit points. The academic year consists of 22 weeks theoretical tuition and between 6 – 11 weeks of clinical placement. The School of Nursing Academic calendar can be found on the university website at www.notredame.edu.au/current-students/your-enrolment/calendars-and-timetables

Please note the number of contact hours for each course, including lectures, tutorials, simulated laboratory session and workshops. In addition to these contact hours the expected number of individual study hours, including research and assessment preparation, should be approximately 40 hours for a full time study load. It is essential to pass all courses in your degree. Failure may delay your graduation.

BACHELOR OF NURSING PROGRAM PLANNER 3492

FIRST YEAR

SEMESTER 1 11 week semester			SEMESTER 2 11 week semester + Practicum		
Course Code	**Course Title**	**Units**	**Course Code**	**Course Title**	**Units**
NURS1000	**Human Body 1** 2L:2T	15	NURS1006	**Sociology for Nurses** 2L:1T:1W/S	15
NURS1001	**Professional Practice in Nursing** 2L:1T	15	NURS1007	**Human Body 2** 2L:2T	15
NURS1002	**Nursing Practice 1** 1L: 2T: 2ST	15	NURS1008	**Ethics and Law in Nursing** 2L:1T	15
NURS1003	**Primary Health Care 1** 2L: 1T	15	NURS1009	**Nursing Practice 2** 2L:1T: 2ST	15
NURS1004	**Communication for Nurses** 1L:2T	15	CORE1001	**Logos 1**	25
NURS1005	**Professional Practice 1** 3 Weeks	20	NURS1010	**Professional Practice 2** 3 Weeks	20

SECOND YEAR

SEMESTER 1 11 week semester			SEMESTER 2 11 week semester + Practicum		
Course Code	**Course Title**	**Units**	**Course Code**	**Course Title**	**Units**
NURS2000	**Clinical Therapeutics 1** 3L: 2T	20	NURS2005	**Clinical Therapeutics 2** 3L: 2T	20
NURS2001	**Research for Practice** 2L: 1T	15	NURS2006	**Acute Care Nursing Practice 2** 2L: 2T: 2ST	20
NURS2002	**Acute Care Nursing Practice 1** 2L: 2T: 2ST	20	NURS2007	**Mental Health Care** 2L: 2T	20
NURS2003	**Primary Health Care 2** 2L: 1T	20	CORE1002	**Logos 2**	25
NURS2004	**Professional Practice 3** 5 weeks	20	NURS2008	**Professional Practice 4** 5 weeks	20

THIRD YEAR

SEMESTER 1 11 week semester			SEMESTER 2 11 weeks + Practicum		
Course Code	**Course Title**	**Units**	**Course Code**	**Course Title**	**Units**
NURS3000	**Aboriginal and Torres Strait Islander Peoples Health** 2L: 1T	15	NURS3005	**Leadership and Governance** 2L: 1T	20
NURS3001	**Chronic Illness, Rehabilitation and Palliation** 2L: 2T	20	NURS3006	**Transition to Practice** 2L: 1T	20
NURS3002	**Assessing and Managing the Deteriorating Patient** 2L: 2T: 2ST	20	CORE1003	**Logos 3**	25
NURS3003	**Mental Health Nursing** 2L: 2T	20	NURS3007	**Perioperative Nursing** 2L: 2T	20
			NURS3008	**Maternal and Newborn Nursing** 2L: 2T	20
			NURS3009	**Paediatric and Adolescent Nursing** 2L: 2T	20
			NURS3010	**Palliative Care Nursing** 2L: 2T	20
			NURS3011	**Advanced Mental Health Nursing** 2L: 2T	20
			NURS3012	**Critical Care Nursing** 2L: 2T	20
NURS3004	**Professional Practice 5** 6 weeks	**20**	NURS3013	**Professional Practice 6** 5 weeks	20

L = Lecture   T = Tutorial   ST = Simulated Tutorial   W/S = Workshop

Choose 1 Elective

Post Graduate Courses

Graduate Certificate in Ophthalmic Nursing

Ophthalmic Nursing is a highly specialised area that requires registered nurses to possess advanced knowledge and skills. The Graduate Certificate in Ophthalmic Nursing is designed to prepare registered nurses to practice in this field and is run in conjunction with Sydney Hospital and the Sydney Eye Hospital. The standard duration of the Graduate Certificate in Ophthalmic Nursing is one year of part time study. During this time students can be full time employees and also be enrolled in this program.

Students who have completed the Certificate in Ophthalmic Nursing at the Sydney Hospital and the Sydney Eye Hospital may receive advanced standing for Ophthalmic Nursing 1 and Ophthalmic Nursing 2.

This program is delivered online with intensive on-campus workshops.

Ophthalmic Nursing 1 and Ophthalmic Nursing 2 are conducted at the Sydney Hospital and the Sydney Eye Hospital and students attend workshops including a number of clinical days.

Program Structure

Course Code	Course Title	Units of Credit	Mode
Semester 1			
NURS4000	Advanced Health Assessment	25	Online with Webinars
NURS4010	*Ophthalmic Nursing 1	25	Online with Intensive on Campus
Semester 2			
NURS4011	*Ophthalmic Nursing 2	25	Online with Intensive on Campus
NURS4006	Professional Development Assessment	25	Online with Webinars

*These courses are conducted at the Sydney Hospital and Sydney Eye Hospital

General Information

Student Academic Information Portal

Your student portal can be accessed on the University website via https://my.nd.edu.au. Please bookmark this as you will use it often. From this portal you can see confirmation of your enrolment for each semester, your academic grades for each semester, a personalised program timetable, and a booklist. To log in, enter your 'Username' (which is your Student ID), and password. By default, your password is 'Nd' followed by your date of birth, (*e.g.*, if your birthday is 13 July 1995, your password will be Nd13071995). You should keep the University informed of any change to your contact details. You can do this by emailing the details of your new address or phone numbers to sydney.studentadmin@nd.edu.au.

Student E-Mails (MyND Portal)

All students at Notre Dame have their own University email account. This service, 'MyND Portal' is accessed from the University home page via the Webmail link: http://www.nd.edu.au/portal.shtml. When logging into MyND Portal, enter your 'Student ID' number, and password. MyND Portal also provides students and alumni with a 10GB lifetime email account, a 25GB online storage solution, collaboration workspace, event planning and instant messaging tools.

Students are expected to check their student e-mail account **at least three times each week** as the university will communicate **all** important information to you via this address. All email correspondence that you send to the university **must** be via your student email account

University Identification / Library Cards

New students will be photographed for their ID card on enrolment day. Your ID card will provide you with access to the library, photocopying and printing. You also need your Student ID card to attend exams and it is a compulsory part of the Notre Dame School of Nursing uniform on clinical placements.

Timetable

In the weeks leading up to commencement of each semester you will be advised of the timetable sign-up date. This will enable you to nominate online your own class days and times. Please be aware this is a quota-based system and once a tutorial or lecture is full you must choose another one.

The University expects a student who is studying full-time to allocate around 40 hours per week to study. It is possible that students will need to come to University on four or five days a week to attend classes.

Changes to individual timetable will only be considered in exceptional circumstances. It is not possible to accommodate students external work commitments.

Calendars dates and deadlines

It is important to continually check the University and School of Nursing calendars for important dates and deadlines that affect you and your studies. If you are unsure of how certain dates may affect you, please contact the School Administration staff. The School of Nursing calendar also has the examination dates noted. Please be aware that students are expected to be available during the entire exam period. Calendars can be accessed at the following link under helpful information:

www.notredame.edu.au/about/schools/sydney/nursing

Advanced standing and credit transfer

Students may be eligible to apply for Advanced Standing in accordance with the General Regulations, for any tertiary study that they have completed previously that aligns with the learning outcomes and content of the program. An application for Advanced Standing must be submitted to the Dean for consideration. The following must be provided before an assessment for credit can proceed:

- Transcript from previous institution

- Complete course outlines that includes course description, learning outcomes, content and assessment activities.

Students should enrol in all courses in their degree structure and then withdraw from those (prior to the academic and financial penalty dates) if Advanced Standing is approved.

Enrolled Nurses

Enrolled Nurses with a Diploma of Nursing (HLT54115 & HLT51612) or a Certificate IV in Nursing (HL43407) may be awarded credit, you must apply for this credit as it will not be automatically applied. A program planner is available from the School of Nursing reception. The following must be provided before credit will be considered:

- Transcript from previous institution

- Diploma documents

- AHPRA registration

To change your enrolment

During the course of your studies, you might change your original pathway of study. Discuss your reasons for change of enrolment with either the Nursing Administration staff, the Associate Dean or Dean. Please be aware that *you are accountable for your own enrolment*.

To withdraw from a course

To withdraw from a course you need to complete a green Change of Enrolment form available from the Nursing Reception or on the website. There is a census dates set each semester after which you cannot withdraw from a Course without financial and/or academic penalty. If you are thinking of withdrawing from a course you should seek advice from either the Course Coordinator or the School Administrative staff.

2019 Penalty Dates

A full list of census dates is available on the website:

https://www.notredame.edu.au/current-students/your-enrolment/calendars-and-timetables

Census (Financial Penalty) Date

The Census (or Financial Penalty) Date is the last date that you are able to withdraw from a course without incurring financial liability. At this date, your liability under FEE-HELP or HECS-HELP will be reported to the Australian Taxation Office. The Census Dates vary for each course of study. Please see the list of Census Dates on your Invoice/Confirmation of Enrolment for Semester 1, 2019 or at the following link: www.notredame.edu.au/__data/assets/pdf_file/0021/44175/Sydney-P1-2019.pdf

The Census Dates for Semester 2, 2019 are available at: www.notredame.edu.au/__data/assets/pdf_file/0022/44176/Sydney-P2-2019.pdf

Academic Penalty Date

The Academic Penalty Date is the final date students can withdraw from a course and have a withdrawal grade (W) rather than a withdrawn-fail grade (WF) recorded on their transcript.

Financial (Census) and Academic Penalty Dates (including dates for non-standard length courses) can be found on the University web page:

Please note that some Nursing courses are non-standard courses, so census and academic penalty dates will differ from many other courses.

Leave of absence

Domestic Students may apply for a leave of absence of up to four semesters during their program of study. The form for this leave can be obtained off the website or from the School of Nursing. If you are an international student, you cannot take a Leave of Absence unless there are exceptional extenuating circumstances beyond your control.

International Students

It is a condition of your Student Visa that you inform the University within 7 days of any change of address or other contact details. This is done via an Amendment to Student Record form, which is to be lodged with the Student Administration Office. Please note that international students must also maintain a full time program enrolment load to satisfy their visa conditions.

Travel concessions

Information about travel concessions can be found at:http://www.transportnsw.info/tertiary-students

Centrelink

Centrelink checks the study loads of students receiving Centrelink Assistance. You should be careful to maintain a full-time study load if you wish for your Centrelink assistance to continue, it is your responsibility as a student to notify Centrelink of any changes to your enrolment. If you require a confirmation of enrolment for Centrelink, please contact Student Administration at sydney.studentadmin@nd.edu.au or call (02) 8204 4466.

Student counselling and support services

The Academic Support Office offers assistance in a range of areas including writing, referencing and numeracy.

www.notredame.edu.au/current-students/support/academic-support/academic-support-sydney
Please email sydney.aso@nd.edu.au.

For personal matters the University Counselling Service aims to provide a confidential and safe environment in which students can discuss with a professional counsellor the personal, psychological or study-related issues that are impacting on their ability to study effectively.
www.notredame.edu.au/current-students/health-and-wellbeing/counselling/counselling-sydney

On the Broadway site the Counselling Service is open 9.00am to 5.00pm Monday to Friday during semester, and Monday, Tuesday and Friday during the breaks. On the **Darlinghurst site** there are counsellors available on Thursdays and by appointment on other days. If you would like to make an appointment to see a counsellor please call (02) 8204 4220 or email sydney.counselling@nd.edu.au.

There are also various support services available at the University for students with individual learning needs. Any student with a disability or medical condition who may require assistance is encouraged to seek advice as early as possible in the academic year from the Student Life Office.

Library

As a nursing student your main library is the Benedict XVI Medical Library, which provides access to more than 5000 print items, 20,000 e-books, and 70 databases and clinical reference tools, primarily in the areas of nursing and medicine. You will also have access to St Benedict's Library at Broadway which caters to the other schools on the Sydney campus - it may be useful for you to borrow resources for the Core Curriculum (Logos) courses, or simply as a more convenient location to study or return books when you do not have classes at the Darlinghurst site.

To access Library resources, go to the Library home page http://library.nd.edu.au/home
Summon provides a quick way to access resources. Summon incorporates the Library's print collection, eBooks, and Journals and is an effective search too when you are looking for something quickly.
For more controlled and in depth searching, check out the nursing subject guide at
http://libraryonline.nd.edu.au/nursing for resource recommendations, database tutorials, referencing guides, and more. For a complete list of external databases in all subject areas, please visit
http://library.nd.edu.au/home/eresources. CINHAL and Medline are two useful databases.

The Library is located on the entry level (level two) of the main building on the Darlinghurst site. During semester the Library is open from 7.30 am to 7:00pm, Monday to Friday and 12 midday to 500pm on Saturday. The friendly library staff are always willing to help you find the information you need.

Fire Safety Procedure

In the event of an emergency an alarm tone will sound and you will be asked to evacuate the building. When you hear the alarm you should proceed calmly but quickly to the nearest available fire exit, and obey any directions given to you by the emergency wardens identifiable by their hard-hats or staff. If you are able to quickly take your belongings with you, you are welcome to do so, but large items will need to be left behind, otherwise you will be refused entry to the fire stairs until all others have safely evacuated. When you leave the building proceed directly to the emergency meeting point at Green Park, near St Vincent's Public Hospital, without crossing the road or blocking public walkways. The emergency wardens will inform you when it is safe to return to the building.

The University is fitted with smoke detectors, which can be triggered by smoke and other airborne particles (*e.g.,* dust, aerosol sprays etc.). Smoke detector can be triggered by a non-emergency situation such as interfering with the detector, using candles inside, smoking, cutting plaster *etc*.

Academic Practice

Learning Management System - Blackboard -Learnit

The University uses the Learning Management system Blackboard. Blackboard Learnit is used by all staff in the School of Nursing. Course coordinators will post announcements, put information about assignments, and link to resources and readings you will be required to upload your assignments to Blackboard – Learnit. You may also undertake online quizzes and other assessments. You are required to check Blackboard - Learnit daily. If you are having troubles using Blackboard - Learnit do not hesitate to contact the IT Helpdesk on (02) 8204 4444.

Blackboard - Learnit is available on your desktop computer, laptop and mobile devices. However, please note that some activities such as quizzes cannot be completed on mobile devices.

Course outlines

A Course Outline for each course will be available on Blackboard - Learnit one week before the commencement of semester. The course outline provides details the learning outcomes, content, assessment details, weekly program of lectures and tutorials and the texts and required readings. It is each student's responsibility to ensure they read the Course Outline before the first lecture.

Textbook and readings

Required texts for each semester are found in the Course Outlines and on the Notre Dame Website. Textbooks are available from the Co-op Bookshop. Other links to readings are on Blackboard - Learnit.

LOGOS programme

All undergraduate students at the University of Notre Dame Australia enrol in the University's Logos programme. This essential component of your degree comprises of three courses that are spread out over the course of your study. The three courses are:

- CORE1001 Logos I
- CORE1002 Logos II
- CORE1003 Logos III

Attendance

In accordance with the School of Nursing Regulations Chapter IV, *it is compulsory for students to attend all scheduled lectures and teaching sessions.* Please refer to the School of nursing regulations*:* www.notredame.edu.au/__data/assets/pdf_file/0019/3736/School-of-Nursing-Regulations-Sydney.pdf

Assessments

Assessments are clearly stated in the Course Outlines and on Blackboard - Learnit. Any queries relating to assessment should be directed to your Course Coordinator.

In order to pass a course, students must complete **all** specified assessment items. Failure to submit assessment items will result in a Fail due to Non-Completion (FN) grade for the course, regardless of your marks on other assessment items. Guidelines for assessment submission ad grading rubrics are found in the course outlines and/or on Blackboard – Learnit.

Requests for extensions of time are approved only in exceptional circumstances and must be made to the Course Coordinator 48 hours **BEFORE** the due date of the assignment. Note: It is advisable to include supporting evidence with the extension request (*e.g.*, medical certificate).

An assessment item submitted after the due date without an approved extension is subject to penalty. The standard penalty of 10% of the total value of the assessment item will be imposed for each day that it is overdue (weekends included).

A student who, due to serious illness, misadventure, trauma, compassionate grounds or Compulsory Community Commitment(s) is unable to complete an assessment; or whose performance in an assessment, including a final Invigilated Examination, may be impaired, can apply in writing to the Dean for special consideration. See **General Regulations 6.10.**

Students must ensure they have read and understood the University's General Regulations and School Regulations. Students must also ensure they are familiar with all policies, guidelines and procedures relating to assessment and examinations including:

- Assessment – refer to General Regulations and School Regulations

- Late submission and penalties for pieces of assessment – refer to General Regulations and School Regulations

- Extension on submission of a piece of assessment – refer to General Regulations and School Regulations

- Requesting re-submission of a piece of assessment – refer to General Regulations

- Requesting re-marking of a piece of assessment – refer to General Regulations

- Deferred and Supplementary Examinations – refer to General Regulations and the *Guideline: Deferred and Supplementary Examination*

- Access to Examination Scripts – refer to General Regulations

- Appeals – refer to General Regulations

    www.notredame.edu.au/about/governance/regulations

Key terms for assignment writing

The following are definitions of common terms that are used in assignment writing.

Essay term	Definition
Analyse	Break an issue into its constituent parts. Look in depth at each part using supporting arguments and evidence for and against as well as how these interrelate to one another.
Assess	Weigh up to what extent something is true. Persuade the reader of your argument by citing relevant research but also remember to point out any flaws and counter-arguments as well. Conclude by stating clearly how far you are in agreement with the original proposition.
Clarify	Make something clearer and, where appropriate, simplify it. This could involve, for example, explaining in simpler terms a complex process or theory, or the relationship between two variables.
Comment upon	Pick out the main points on a subject and give your opinion, reinforcing your point of view using logic and reference to relevant evidence, including any wider reading you have done.

Compare	Identify the similarities and differences between two or more phenomena. Say if any of the shared similarities or differences are more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
Consider	Say what you think and have observed about something. Back up your comments using appropriate evidence from external sources, or your own experience. Include any views which are contrary to your own and how they relate to what you originally thought.
Contrast	Similar to compare but concentrate on the dissimilarities between two or more phenomena, or what sets them apart. Point out any differences which are particularly significant.
Critically evaluate	Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with and contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.
Define	To give in precise terms the meaning of something. Bring to attention any problems posed with the definition and different interpretations that may exist.
Demonstrate	Show how, with examples to illustrate.
Describe	Provide a detailed explanation as to how and why something happens.
Discuss	Essentially this is a written debate where you are using your skill at reasoning, backed up by carefully selected evidence to make a case for and against an argument, or point out the advantages and disadvantages of a given context. Remember to arrive at a conclusion
Elaborate	To give in more detail, provide more information on.
Evaluate	See the explanation for 'critically evaluate'.
Examine	Look in close detail and establish the key facts and important issues surrounding a topic. This should be a critical evaluation and you should try and offer reasons as to why the facts and issues you have identified are the most important, as well as explain the different ways they could be construed.
Explain	Clarify a topic by giving a detailed account as to how and why it occurs, or what is meant by the use of this term in a particular context. Your writing should have clarity so that complex procedures or sequences of events can be understood, defining key terms where appropriate, and be substantiated with relevant research.
Explore	Adopt a questioning approach and consider a variety of different viewpoints. Where possible reconcile opposing views by presenting a final line of argument.
Give an account of	Means give a detailed description of something. Not to be confused with 'account for' which asks you not only what, but why something happened.
Identify	Determine what the key points to be addressed are and implications thereof.
Illustrate	A similar instruction to 'explain' whereby you are asked to show the workings of something, making use of definite examples and statistics if appropriate to add weight to your explanation.

Interpret	Demonstrate your understanding of an issue or topic. This can be the use of particular terminology by an author, or what the findings from a piece of research suggest to you. In the latter instance, comment on any significant patterns and causal relationships.
Justify	Make a case by providing a body of evidence to support your ideas and points of view. In order to present a balanced argument, consider opinions which may run contrary to your own before stating your conclusion.
Outline	Convey the main points placing emphasis on global structures and interrelationships rather than minute detail.
Review	Look thoroughly into a subject. This should be a critical assessment and not merely descriptive.
Show how	Present, in a logical order, and with reference to relevant evidence the stages and combination of factors that give rise to something.
State	To specify in clear terms the key aspects pertaining to a topic without being overly descriptive. Refer to evidence and examples where appropriate.
Summarise	Give a condensed version drawing out the main facts and omit superfluous information. Brief or general examples will normally suffice for this kind of answer
To what extent	Evokes a similar response to questions containing 'How far...'. This type of question calls for a thorough assessment of the evidence in presenting your argument. Explore alternative explanations where they exist.

Source: University of Leicester

http://www2.le.ac.uk/offices/ld/resources/study-guides-pdfs/writing-skills-pdfs/essay-terms-explained

Assignment presentation

Instructions for the presentations of assessments is clearly explained in each course outline.

Assignment submission

Generally assignment are submitted electronically via your course in Blackboard. If you are required to submit a hard copy assessment there is an assignment box located on level 7 where you put your assignment by

Electronic submission to Blackboard

Please use either Firefox or Chrome as your browser. Instructions for how to upload an assignment to Blackboard is available in your course outline.

Submission to TURITIN

Turnitin, is an online text matching service. It matches text in your assignment to those of other students and resources on the internet. It is a useful tool for both students and staff. You will receive an originality report which shows if your work is matched to the work of others. This may indicate that you have inadequately paraphrased your work or in serious cases show your work has been plagiarised.

A copy of any assignments submitted will be retained for future checking of other students' work, however they will not be reproduced in any form.

Referencing Style

The School of Nursing uses the American Psychology Association (APA) referencing style.

The APA manual is available in the reference section of the University library and is available on line at http://library.nd.edu.au/referencing. You may also refer to your lecturer or the academic enabling and support office if you need help or clarification with referencing. The library staff may also be of assistance

Academic Integrity

Students are advised to carefully read the university Policy: Student Academic Integrity, and ensure that all work submitted is their own with all resources thoroughly and precisely acknowledged.

See University's Policy: Academic Integrity

www.notredame.edu.au/__data/assets/pdf_file/0012/2037/POLICY-Student-Academic-Integrity.pdf

Exams

Most of the courses you enrol in will have an invigilated (supervised) examination as a part of the assessment. The University advertises the examination period for each teaching semester before the commencement of the year. You must be available to sit your examination at any time during the examination period. This may include public holidays, evening and Saturdays.

Students are not usually provided with access to their examination scripts. If a student wishes to see their script they should place a request in writing to the Dean: See **General Regulations 6.25, 6.26**.

A Student may apply for a Deferred Examination on medical or compassionate grounds if the Student believes that illness, psychological factors, disability through accident or other special circumstances are likely to prevent or have prevented their attendance at the scheduled final examination. See **General Regulations 6.7**.

Students must achieve **no less than 50%** in the final invigilated exam to pass the course.

Grading

Notification of the number, nature, weighting, and due dates of assessment tasks are provided in the course outline. Final grades for each course are ratified at the Board of Examiners meeting. One of the following grades will be awarded. See General Regulations 6.18.

Grade		Mark
HD	High Distinction	80+
D	Distinction	70 – 79
C	Credit	60 – 69
P	Pass	50 – 59
F	Fail	Less than 50

N.B. These grade descriptors are also used to determine grades on specific assessments items

Please note that this is not a comprehensive list, and other grades may be awarded in particular circumstances, such as failing to meet additional requirements of the course.

See General Regulations 6.18.Final Grades for a detailed description of each of these grades.

Code of Conduct

All students are expected to abide by the University Code of Conduct: www.notredame.edu.au/__data/assets/pdf_file/0010/2035/CODE-OF-CONDUCT-Students.pdf and, the Nursing and Midwifery Board of Australia Code of Professional Conduct, Code of Ethics and Standards for practice. http://www.nursingmidwiferyboard.gov.au/Codes-Guidelines-Statements/Professional-standards.aspx

Professional Workplace Experience for Nursing Students

A major part of the Bachelor of Nursing programme is the participation in professional workplace experience. Throughout the program you are required to successfully complete 27 weeks full-time professional workplace experience. Notre Dame has developed a variety of clinical partnerships, in both the public and private sector. Whilst on professional workplace experience you must abide by the hospital/health care agency and the University Regulations and Code of Conduct. Please refer to the School of Nursing policy: Professional Practice experience which can be found on the University of Notre Dame website https://www.notredame.edu.au/about/schools/sydney/nursing/professional-workplace-experience

Professional Practice Settings

The areas listed below are some examples of the professional practice settings you may experience during the professional practice. The type of experience will largely depend on the course of study you are enrolled in, together with the expected learning outcomes for the course and the availability of places. Types of professional Practice settings you may experience include:

1. Aged Care
2. Community Care
3. Adult & Paediatric Hospitals
4. Mental Health
5. Rural settings

Uniforms

The School of Nursing, Sydney's uniforms are to be purchased by students. Fittings will be done on Orientation Day (if you are unable to attend Orientation Day please contact the uniform providers to organise a fitting).

You are required to wear the full Notre Dame School of Nursing uniform when attending the professional workplace experience. The professional workplace experience courses are full time and you are expected to wear a clean uniform each day, therefore you will need to purchase a least 2 shirts and 2 pants. You are also required to wear university photo identification, name badge and have all supporting documents with you at all times, unless indicated otherwise. Exemptions may include placements in a corrective service, community and mental health facilities where a student may be requested to wear neat casual attire with enclosed shoes. Please note that University identification must be carried at all times. Please refer to the website for information about purchasing the uniforms.

https://www.notredame.edu.au/about/schools/sydney/nursing/professional-workplace-experience

The Clinical Facilitator

The primary responsibility of the Clinical Facilitator is to support you during the workplace experience by assisting you to link theory to practice. They are also responsible for your assessment during the professional workplace experience and providing support and feedback as required. You should expect to have contact with your Clinical Facilitator every day and you must be aware of how to contact them in the event that you need assistance.

If you have any problems during your professional workplace experience your facilitator should be your initial contact. The Clinical Coordinator will assist should your problem not be resolved. All of this information is detailed in the Professional Practice Record book.

Assessment in the Professional Workplace Environment

Your Clinical Facilitator will use a range of techniques to assist your learning during the professional practice courses. You are also responsible for assessing your own practice and it is important that you reflect on your clinical practice, your knowledge and attitudes within the context of the course that you will study. You are also responsible for your own learning during your clinical practicum – do not stand back and wait for the learning to come to you – BE PROACTIVE – and seek out learning opportunities for yourself.

All assessment activities are found in the Professional Practice Record Book.

Documentation of Professional Workplace Experience

Professional Practice Record Book

The professional workplace experience course outline and Professional Practice Record Book includes all the information required for the successful completion of the clinical courses. You must be familiar with both the course outline and Professional Practice Record Book. You must complete all activities and documentation in these books. Where required your Clinical Facilitator and/or Nurse Educator must sign to confirm your completion of activities and evidence of competence.

The Professional Practice Record Book must be returned by you to the university on completion of each professional practice (as per due date in the Professional Practice Record Book). Failure to submit or complete the assessment activities to an expected standard will result in a fail grade for the professional practice.

Skills Textbook

You will be required to purchase a clinical skills textbook (details provided on the textbook list) It is a resource and record book used throughout your nursing course to document your clinical skills progression in the professional practice courses. It is important that you have these skills signed off by your Clinical Facilitator or an experienced Registered Nurse.

Absences from Professional Practice Experience

Please refer to the Professional Workplace Experience Policy found at https://www.notredame.edu.au/__data/assets/pdf_file/0027/17757/Professional-Workplace-Policy-2016.pdf

Discipline and Code of Conduct

Whilst on professional workplace experience you will be required to observe the University, NSW Ministry of Health and the health care facilities' by-laws, rules and regulations and to act in accordance with and be familiar with the facilities' safety procedures and regulations. Health care facilities', hospitals and community services reserve the right to exclude individual students from the clinical setting on the basis of behaviour which it considers would adversely affect patient care and safety. Any such exclusion would be reported immediately to the Clinical Coordinator and/or Dean of the School of Nursing. Where unacceptable behaviour has occurred, students will be reassessed regarding their suitability to continue with the course. Please refer to the Professional Workplace Experience Policy found at https://www.notredame.edu.au/__data/assets/pdf_file/0027/17757/Professional-Workplace-Policy-2016.pdf

School of Nursing Staff

Professor Sally Robertson – Dean

RN (Div 1),, BN, ICCert, MEd(Adult), Post Grad Cert Higher Education in E-learning, Cert IV TAA, FACN. PhD candidate.

I commenced my nursing journey at Royal Prince Alfred Hospital and as a registered nurse found my passion in intensive care and neuroscience nursing. I undertook studies in Intensive Care nursing and moved into clinical education. Clinical education was rewarding and it was here that I found a love for teaching. I moved into education, coordinated post graduate courses in critical care nursing. I was the Editor of Australian Critical Care and was active in the Australian College of Critical Care Nurses. I was the Chair of the research group that developed the Specialist Competency Standards for Critical Care Nurses. I then moved into education development and acquired expertise in curriculum design and course development. I have extensive experience in post-graduate nursing education and have had opportunities to work with many clinical experts in a wide range of specialties. I commenced working at Notre Dame in 2010 as a Senior Lecturer and the Associate Dean Learning and Teaching. It is a joy to work with student nurses and assist them to become competent, capable registered nurses, to develop their capacity for reflection, to become lifelong learners and to be the professionals of the future.

Lynn Thompson – Associate Dean

RN (Div 1), RM, DipTeachNurs, Cert Child and Family Health, Cert IV Workplace Training and Assessment, Cert IV Training and Assessment, MEdLead (UNSW).

I commenced my nursing at Royal Prince Alfred Hospital and studied midwifery in Scotland before moving into the area of nursing/midwifery education and education management. Underpinning my approaches to teaching nursing are my values of evidence based practice, continuing competence, critical reflection and life-long learning. Over the years I have come to understand that teaching and learning are interconnected and both can impact on student achievement. I seek to create positive learning environments, built on mutual trust and respect, where students feel valued and supported. I have been affiliated with the School of Nursing at the University Notre Dame since 2010 and teach across first and third year Units of the curriculum.

Darren Conlon – Lecturer

RN (Div 1), BN, BCL (Hons.), LLM, Grad.Cert. University Teaching, Grad.Dip. Legal Practice

I have a B.Nursing (UTS), BCL (Hons.)(University College Cork), LLM (UTS), Graduate Certificate in University Teaching (UNDA) and Graduate Diploma in Legal Practice (College of Law, Sydney). I completed my new graduate program in St Vincent's Hospital Sydney and have experience in emergency, mental health and medical surgical nursing. I undertook the practical training component of my legal studies in criminal defence at the Aboriginal Legal Service. I have post-qualification experience as a solicitor in both insurance law and general practice and I continue to practice as a registered nurse.

Ms Ann Digiglio - Lecturer

RN (Div.1); Master of Nursing (Clinical Education); Bachelor of Nursing; Diploma of Applied Science (Nursing); TAE Certificate IV Training and Assessment; Certificate ICU Nursing

I am a Registered Nurse whose clinical experience is in the areas of general, cardiac and neurological intensive care at St George, Hornsby and The Royal North Shore Hospitals as well as aged care and more recently general community nursing at Southcare, The Sutherland Hospital. She has also worked in the areas of coronary care and the cardiac catheter lab at St George Private Hospital. Ann has previously held positions as Deputy Director of Nursing and Nurse Educator and has nursing education experience in both undergraduate and postgraduate programmes and has previously held positions as nursing lecturer at the Australian Catholic University and the University of Sydney. Ann has a keen interest in primary health care, particularly relating to community nursing and the role of the nurse in promoting health and wellbeing in community settings.

Associate Professor Dr Bethne Hart – Lecturer

RN (Div 1), Cert IV TAA, Dip Clin Hypnotherapy, BS (Soc.Sci), MPHEd, PhD (UNSW).

I am a mental health nurse and sociologist, and psychotherapist. I have taught in the University sector for over 15 years; in sociology, nursing, interdisciplinary gender studies, Aboriginal and Torres Strait Islander health, and ethics. My career history includes mental health nursing, palliative care and bereavement services, alcohol and other drug education, women's health, rural remote health, and psycho-oncology. I have implemented and co-ordinated a nurse-led transdiciplinary mental health therapy unit, and provided clinical supervision to mental health therapists in a range of clinical settings.

Graham Hextell – Lecturer

RN (Div 1), Dip App Sci (Nursing); DipHigherEd (CritCare); Cert IV Workplace Training & Assessment, Graduate Certificate in University Teaching.

I have practiced in Australia and the United Kingdom and in both the public and private sector. I was the New Graduate Nurse Coordinator & Undergraduate Nurse Clinical Coordinator at St. Vincent's Hospital, as well as South Eastern Sydney Illawarra Health (SESIH) Project Officer for the Perioperative Education Program for Enrolled Nurses.

I have a post-graduate Diploma in Higher Education in Critical Care from Oxford Brookes University in Oxford where I received a full academic scholarship, a Certificate IV in Workplace Training & Workplace and Assessment and I have recently completed the Effective Leadership Program delivered through SESIH in conjunction with the University of Wollongong. I have extensive experience in perioperative and acute care nursing. I worked in the United Kingdom's premier cardiothoracic transplant unit at Harefield Hospital, where over 200 transplants are performed annually. I also established an e-learning platform for nursing education at St Vincent's and am actively involved in humanitarian projects within the Pacific through Orthopaedic Outreach & the Australian Orthopaedic Association.

Ms Helen Kelly – Lecturer

RN (Div 1), BN with Honours, Graduate Certificate in Cardiac Nursing, Graduate Certificate in University Teaching, MACN.

I began teaching at the University of Notre Dame Sydney, in the foundation year of 2006. My teaching roles have included being a unit coordinator as well as a lecturer where I use my ongoing clinical experiences to educate nursing students. I am a registered nurse with over 16 years of clinical nursing experience, primarily in Cardiac Nursing. Most of my clinical experience has been gained whilst working as a clinical nurse specialist and clinical nurse educator at St Vincent's Public Hospital in Sydney. I have worked in both the public and private sectors within NSW and QLD as a Clinical Nurse educator since 2001. Whilst living and working in North Queensland, I was employed by James Cook University as a subject coordinator for their post graduate Cardiac Nursing course and have been a guest lecturer at The College of Nursing on numerous occasions.

Susan Liakatos – Lecturer

RN (Div 1), Bachelor of Health Science Nursing (UWS), Certificate IV in Assessment & Workplace Training, Graduate Certificate in University Teaching.

I have 29 years nursing experience across various clinical areas including medical, surgical, emergency and critical/acute care. My main focus is Surgical High Dependency & and I have held positions as Surgical Clinical Nurse Specialist and Clinical Nurse Educator. My affiliation with the School of Nursing at the University of Notre Dame commenced in 2010. I teach across first, second and third year with a particular interest the simulated tutorial environment and clinical facilitation. I have extensive experience in facilitating clinical learning of undergraduate student nurse, enrolled nurses and overseas qualified and refresher/re-entry nurses. My experience also extends to assessment of competence using the National Competency Standards for the Registered Nurse assessment process for both registered (Division 1) and enrolled (Division 2) nurses.

Rodney McAloon – Senior Technical Officer

I began my career as a laboratory assistant in the Faculty of Nursing at the University of Sydney in 1993. In 2007, I commenced working at The University of Notre Dame, School of Nursing, Broadway as Senior Technical Officer. The following year, I was responsible for the relocation and setting up of the Nursing Care and Science laboratories at the newly built Darlinghurst site. I enjoy working at the School of Nursing where I am responsible for the day to day management of the laboratories.

Anne McArthur – Clinical Co-ordinator

RN (Div 1), Dip App Sci (Nursing), Grad Cert (Oncological Nursing), Cert IV Training and Assessment, Grad Dip (Palliative Care), MEd (Adult).

I studied at the University of Newcastle and completed the New Graduate Program at St Vincent's Public Hospital in 1991. My interests include medical/surgical oncology, head and neck and palliative care. I have over 14 years' experience in these fields and held positions as Clinical Nurse Specialist and Clinical Nurse Educator. I have also practiced in the private and public sector in the UK primarily in HIV Dementia. For nine years I have been in the position of Nurse Educator at St Vincent's Hospital and have held several positions in this capacity including; Coordinator for the Trainee Enrolled Nurse Program, Nurse Educator for Continuing Education Programs, including skills based and introductory programs at SVH, and Nurse Educator for Undergraduate Clinical placements. Most recently, I have been a sessional tutor at UNDA and guest lecturer at the Australian College of Nursing. I am currently the Clinical Coordinator and teaching in the areas of primary healthcare, chronic illness and palliative care.

Dr Helen McCabe - Lecturer

PhD; M.A in Applied Ethics in Health Care; BHA (UNSW); RN (Div. 1)

I am a Registered Nurse with nearly 30 years of clinical nursing experience, the main focus of which has been surgical and medical oncology, HIV/AIDS, and palliative care. I have worked in both the public and private sector in NSW and South Australia, and have earned degrees in health care administration and health care ethics. My post-doctoral research has addressed justice in the administration of health care services and the ethical aspects of end-of-life decision-making. I've also provided ethics consultations and contributed to ethics policies for Catholic Health Care Services, St Vincent's Hospital and NSW Health. Since 2010, I have taught both undergraduate and post-graduate students in the faculty of health sciences at the Australian Catholic University and am committed to working with students to fulfil their learning and professional aspirations".

Lesley McNab – Lecturer

RN (Div 1), RMN, RNT, BSc (Professional Development), MSc (Health Care Education)

I moved to Glasgow from the east coast of Scotland in 1990 to embark on my nursing career and qualified as a Registered Mental Health Nurse in 1993. My experience in mental health nursing is mostly in the acute setting although working in a rehabilitation unit, I also gained experience in care of the older adult. I joined the mental health team in Glasgow Caledonian University in 2008. My role there was as a lecturer and year leader for 1st year of the Bachelor of Nursing degree programme. I am registered as a Teacher with the UK Nursing Midwifery Council and also a Fellow of the Higher Education Academy in the UK. Since moving to Sydney in May 2015 I have worked as an RN within mental health services as well as an external marker and Clinical Facilitator for Western Sydney University. My particular area of interest in the field of mental health is suicide and self-harm and I am also a qualified in Applied Suicide Intervention Skills Training (ASIST). I also enjoy all aspects of teaching but in particular small group and clinical simulation training.

Dr Angela Owens – Senior Lecturer

RN (Div 1),, CCC, BSc(Hons), PhD(Syd), Cert IV in Workplace Training and Assessment,   Graduate Certificate in University Teaching.

I have extensive clinical experience in the United Kingdom and Australia as a general registered nurse and as a Clinical Nurse Specialist in cardiology. I have a Science degree with First Class Honours in Biochemistry and a PhD in Molecular Biology from the University of Sydney. Previous to coming to Notre Dame, I was teaching undergraduate science students at the University of Sydney. Research areas include finding better ways to teach and learn Anatomy and Physiology in the Bachelor of Nursing.

Associate Professor Dr Joanna Patching – Associate Professor (Mental Health) and Higher Degree by Research Coordinator

RN(Div 1), Dip.RM, BA (Soc Sci), MCH, PhD, MACMHN, MNCFA, FACN.

I am registered nurse and a registered psychologist. I have over 20 years of clinical experience working as an Inpatient Mental Health Nurse, a Community Mental Health Nurse, a Clinical Nurse Consultant (Mental Health), and a Private Psychologist. Since 2000 I have also worked as an academic, teaching both undergraduate, postgraduate and research students. In these academic roles I have engaged in curriculum development, under-graduate and post-graduate teaching, supervision of research students and on-going research projects. I have co-ordinated Bachelor of Nursing (Honours) programs, Master of Nursing (Mental Health) Programs and held the position of the Director of Research Students. My teaching interests include; Mental Health, Law and Ethics in Nursing, and Research Methodologies. My research interests include; Mental Health, Eating Disorders including obesity and body image, Body Products, and Organ Transplantation.

I hold a Bachelor of Nursing, a Bachelor of Arts (Psychology) and a Master of Letters (Psychology) from the University of New England and a PhD, from the University of Sydney 'Women's experiences of developing and recovering from an eating disorder: A life history study'.

Mark Rosenthal – Lecturer

BN, RN(Div 1), Grad Cert (Intensive Care Nursing), Grad Cert in Education (Clinical Simulation), MPhil, HBNA.

After completing a Bachelor of Nursing at QUT my nursing career started in the Respiratory Medical Unit at the Royal Brisbane Hospital. From there I entered into the specialty of critical care nursing and have more than 20 years' experience in various Intensive care units within Australia and the United Kingdom. I have also worked within the private sector training and developing emergency rescue techniques and products for various health care specialists. I am also heavily involved with wound care and underwater medicine working as a Hyperbaric Nurse Attendant at the Prince of Wales Underwater Hyperbaric Medicine Unit. My passion for education commenced as Project Manager establishing the High Dependency Unit at the Prince of Wales Hospital.

Jenny Salopek – Lecturer

RN(Div1), BN, Grad Dip Midwifery, Certificate IV Workplace Training and Assessment, MEd (Adult).

My nursing career has been varied and exciting. I have worked across many disciplines from community and hospital nursing on the South Coast to work in major metropolitan hospitals including Westmead and the Mater hospitals. During that time I gained experience in operating theatres, medical/surgical nursing, community nursing, midwifery and more recently many years working in oncology nursing. I have also been a preceptor for graduate nursing students in the clinical area. I have nursed and cared for people from many diverse cultures during my years of practice. I have had several years' experience as a Clinical Facilitator for UTS and ACU and I have also worked with international students for the University of Technology, Queensland. I am passionate about excellence in nursing practice and my goal is to contribute to undergraduate nursing students becoming competent nurses.

Dr Anna Williams – Post-Graduate Coordinator

RN (Div1), BHlthSc (Syd), MPH (UNSW), PhD (UNSW)

I am a Registered Nurse, Lecturer and population health researcher. My clinical background includes experience in critical care, cardiopulmonary transplantation, neurosurgery, drug and alcohol, aged and community health nursing. Over the past twenty years, I have engaged in research focused on the implementation and evaluation of complex interventions within primary health care, community health and general practice settings; including the assessment and management of lifestyle risk factors by clinicians and the prevention and management of chronic illnesses. I have led or coordinated a number of evaluations of national, state government and non - government organisations, primary health care initiatives. My PhD developed a conceptual model of patient engagement in the self-management of chronic illnesses. I hold a conjoint appointment as a Lecturer in the Faculty of Medicine at UNSW and have previously taught in both undergraduate and postgraduate education at UNSW, UTS and USYD. I am the discipline lead for Primary Health Care, the Post Graduate Coordinator and I coordinate the postgraduate course *Professional Development* (evidenced-based practice) in the Graduate Certificate in Ophthalmic Nursing.

Mark Winn – Lecturer

RN (Div1), Dip of Applied Science (Nursing), Grad Cert in Critical Care, Grad Cert in University Teaching

With over 20 years of experience I have a strong clinical background in the area of Neurosurgical Intensive Care Nursing. I have also worked in NSW Health as a Clinical Nurse Consultant (CNC) for Organ and Tissue Donor Coordination, in Nursing Management and as a Clinical Nurse Educator (CNE). Since 2013, I have worked as a sessional tutor for Notre Dame University, supporting Acute Care, Pathophysiology and Pharmacology for undergraduate nursing students. I have supported student nurses as a clinical facilitator during this time and now I look forward to the challenge of being the Course Coordinator for Clinical Therapeutics. I am currently enrolled in the Masters of Philosophy at NDU.

Courses in the Bachelor of Nursing 3492

First Year, Semester 1

NURS1000 - Human Body 1

The study of anatomy and physiology is fundamental to nursing practice. It is the foundation for understanding alterations in health as well as client / patient assessment and management. The course addresses medical terminology and the basic concepts in science that form the basis for understanding the human body. Homeostasis is explored to demonstrate the dynamic nature of the human body and how it is maintained through a complex interplay between the cells, tissues and different organs. The body systems covered in this course are respiratory, cardiovascular, renal, integumentary, skeletal and digestive. Fluids, electrolytes, nutrition and metabolism are also included. This subject is based on the scientific method of enquiry and aims to nurture a critical way of thinking that is the basis of evidence-based practice.

NURS1001 – Professional Practice in Nursing

This course of study examines the role of the nurse and introduces the student to nursing as a profession. The history of nursing professionalisation, and contemporary frameworks for nursing practice are examined. The central tenets of nursing law and health law are presented as core components of professional and ethical nursing practice. The regulation of nursing as a profession and its professional practice will also be discussed and evaluated. In this evaluation, case studies of unprofessional practice and impaired nursing will highlight the principles and processes of the regulation of health care practice. The course will also focus on cultural competence as a core component of professional practice, and as a case study of ethical and legal care.

NURS1002 – Nursing Practice 1

In this course students are introduced to fundamental nursing care activities that form the foundation for nursing practice across the lifespan. This includes the notion of holistic care and managing the activities of living needs of patients. Students are introduced to essential work health and safety practices for both the protection of the individual and staff. The *Clinical Reasoning Cycle* is used as the underpinning framework on which the student begins to build their problem identification and problem solving abilities. The role of the nurse in gathering and documenting health status data, including health history and functionality and measurement of vital signs is also introduced.

NURS1003 – Primary Health Care 1

This course has a focus on primary health care with emphasis on the care of older adults in the community and aged care facilities. Students are introduced to the concepts of health and wellness and the role of the nurse in health promotion and illness prevention. Human growth and development is explored with emphasis on adulthood and challenges faced by adults as they transition to older adults. Principles of primary health care are examined and the role of health promotion and health promotion strategies explored. Healthy ageing and aged related changes are key focus areas with an emphasis on creating safe living for people in the community.

NURS1004 – Communication for Nurses

Communication is fundamental to nursing practice. This course is designed to develop the student's ability in oral and written communication for both academic and clinical practice. This course will address the concepts of language, literacy and learning styles that are required for both academic and professional life. It will also address communication strategies and communication for the workplace. Students are introduced to cultural awareness; sensitivity and safety that facilitate appropriate intercultural communication within the context of contemporary healthcare.

NURS1005 – Professional Practice 1

Professional Practice 1 is the first workplace experience that introduces the student to the professional workplace environment as well as socialising the student to nursing culture. It expands on the knowledge and skills developed in Nursing Practice 1.and provide students with opportunities to integrate and contextualise this learning. This professional workplace experience also introduces the student to the multidisciplinary team.

First Year, Semester 2

NURS1006 - Sociology for Nurses

This course of study introduces the student to major sociological concepts and theories within the sociology of health and illness and upholds a social model; emphasising the social distribution, social construction and social organisation of health, illness and health care.

This course focuses on the development of a sociological imagination as a central form of nursing analysis in understanding the social world, and the profession and practise of nursing. Public Health and Global Health Frameworks are explored to identify historical and social changes, and to understand the social determinants of health. Social inequalities are further analysed; with a particular focus on rural remote health differences and inequalities. Students will be encouraged to question their own beliefs, values and attitudes about health and well-being, illness, and health care, as well as those represented by others around them. This reflection will be supported through the development of sociological thinking and the awareness of its relevance to nursing theory and praxis.

NURS1007 - Human Body 2

This course along with Human Body 1 provides the foundation of anatomy and physiology that is required to understand disease processes and treatments that determine patient care. The subject builds on Human Body 1 by introducing more sophisticated concepts such as cellular reproduction and cellular communication. Homeostasis is revisited and expands on how the functioning of one organ system can affect the workings of another. This facilitates a better understanding of the nursing practices that assist patient health and nurtures a level of critical thinking that is the basis of evidence based practice. The body systems covered in this course are reproduction, muscular, nervous, endocrine, immune and lymphatic. Genetics and human development are also included.

NURS1008 – Ethics and Law in Nursing

This course extends the student's knowledge of legal and ethical principles and the relationship to nursing practice. Legal principles and types of law are explained and the relationship of these to nursing practice examined. Relevant Acts of parliament will be identified and the nurse's responsibility in being compliant with these Acts emphasised. Students will be encouraged to identify nursing situations where moral obligation and moral responsibility, moral anguish, ethical dilemmas and conscientious doubt are likely to arise. This course of study also addresses traditional and contemporary ethical theory and moral decision- making. Students will also explore the values held by professionals, as the concepts of rights and responsibilities increasingly impact on professional nursing practice. Students will also explore the Giving Voice to Values framework.

NURS1009 – Nursing Practice 2

This is the second nursing care course and builds on the knowledge and skills achieved in Nursing practice 1. The students will use the *Clinical Reasoning Cycle* framework, and further develop their problem identification and management skills and provide safe, competent and responsible nursing care for patients/clients at various stages of development and life phases. Students are introduced to the importance of asepsis and wound management. Medication management will be introduced with emphasis on the quality use of medicines and the nurse's legal responsibilities when administering medications. This course will also address pain assessment and caring for the immobile patient.

NURS1010 – Professional Practice 2

Professional practice 2 expands on the knowledge and skills covered in Nursing Practice 2 enabling the student to build on the clinical assessment and nursing skills developed in the simulated learning environment. This clinical course provides the student nurse with the opportunity to apply the *Clinical Reasoning Cycle* as well as practice medication administration, asepsis and wound management. Engaging in the professional practice area also enables the student to experience the multidisciplinary team and practice interdisciplinary communication.

Second Year, Semester 1

NURS2000 – Clinical Therapeutics 1

This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies that may be used to treat these pathophysiological processes; with a return to homeostasis and how this relates to nursing practice. Using a systems-based approach, the course uses a problem-based learning and critical thinking/clinical reasoning cycle to enable effective and holistic nursing management and care of the person, the family, carers and the community. This course aligns with the National Health Priority areas.

This course is run concurrently with Acute Care Nursing 1 to assist students to make links between the management of patients with acute disruptions to health and the pharmacology of medication administration.

NURS2001 - Research for Practice

This course will introduce students to the major concepts relating to research and evidence based nursing practice and develops the student's capability for being a research consumer by means of locating, appraising, critiquing and selectively using research findings to safely inform everyday clinical practice. The course introduces the student to research concepts and processes, as well as a variety of qualitative and quantitative research methodologies.

NURS2002 - Acute Care Nursing Practice 1

The main focus of Acute Care Nursing Practice 1 is on the assessment of a patient with acute disruptions to health with particular emphasis on patients with disruption to respiratory, cardiac, neurological, gastrointestinal, renal and endocrine function across the lifespan. The *Clinical Reasoning Cycle* is the framework through which the student uses assessment data to predict patient's actual and potential problems and to develop nursing care plans to manage patients with acute disruptions to their health. Pivotal to patient assessment and management is the use of current evidence and research to support nursing decisions. In this unit, students continue their skill development to include intravenous medication administration, intravenous therapy and advanced physical assessment.

NURS2003 – Primary Health Care 2

This course introduces the student to family and community health and the role of the nurse in promoting health and preventing illness through the enhancement of individual/group health literacy. The health of children, adolescents and families are the key focus areas. Students study theories of growth and develop and relate these to the assessment of children and adolescents. Families and the role of families will be examined because they are pivotal to the health and wellbeing of children and adolescents. Finally students will explore the principles for conducting a community needs assessment that forms the foundation for decisions about health promotion.

NURS2004 – Professional Practice 3

This professional workplace experience builds on physical assessment and nursing skills developed in the simulated learning environment during Acute Care Nursing Practice 1. This professional practice experience provides the student with the opportunity to apply the *Clinical Reasoning Cycle* framework to patient assessment and management. In this course, students consolidate their skill development in physical assessment, intravenous therapy and intravenous medication administration.

Second Year, Semester 2

NURS2005 – Clinical Therapeutics 2

This course has been designed to develop the nurses' knowledge of pathophysiology and pharmacology across the lifespan and how this relates to a range of disease processes. This knowledge informs clinical reasoning and decision making and is essential so that nurses provide nursing care based on sound pathophysiological rationales. A body systems approach is used and the neurological, immunological, reproductive, skeletal and integumentary systems are explored. The pathophysiology of cancer, neurophysiology of pain and chromosomal disorders will also be explored.

This course is run concurrently with Acute Care Nursing practice 2 to assist students to make links between the management of patients with acute disruptions to health and the pharmacology of medication administration. This subject builds on the knowledge acquired in Acute Care Nursing Practice 1 (NURS2002) and Clinical Therapeutics 1 (NURS2000).

NURS2006 – Acute Care Nursing Practice 2

The main focus of the course is on management of patient's across the lifespan who have had surgery. The *Clinical Reasoning Cycle* is the framework through which the student uses assessment data to predict patient's actual and potential problems and to develop nursing care plans to manage patients immediately before and after surgery. The course will also address patient education and discharge planning. Pivotal to patient assessment and management is the use of current evidence and research to support nursing decisions. In this course the student will explore common surgical interventions.

NURS2007 - Mental Health Care

This course introduces students to mental health, mental health issues, and needs and is based on the premise that mental health care is fundamental to all nursing practice because people with mental health issues will be encountered by nurses in all health settings. This course will explore the foundations of therapeutic nursing and the therapeutic relationship, which underpin mental health care. The significance of effective communication, interpersonal and intrapersonal skills and self-care within the role of the nurse providing mental health care will be examined to facilitate the development of the skills and strategies required to respond to people with mental health issues. Throughout the course there is particular emphasis on the most prevalent mental health concerns found in a broad range of care settings including anxiety; depression; substance use; and suicide, self-harming, and challenging behaviours.

NURS2008 – Professional Practice 4

This professional practice experience builds on theoretical knowledge and nursing skills developed during Acute Care Nursing Practice 2. It provides the student with the opportunity to apply the *Clinical Reasoning Cycle* framework to the assessment and management of patients immediately before and after surgery. This course will facilitate students to implement strategies developed to address education and discharge planning for patients who have undergone surgical interventions.

Third Year, Semester 1

NURS3000- Aboriginal and Torres Strait Islander Peoples Health

This course further develops the students' understanding of the health care needs and health care status of Australia's Aboriginal and Torres Strait Islander Peoples. Traditional and contemporary world views, values, and life chances of Australia's Aboriginal and Torres Strait Islander Peoples will be explored, along with the historical and social determinants of health. Students will also explore their own cultural backgrounds and how this impacts on their nursing care of others. Students will explore different models of care and cultural protocols that inform culturally safe, competent, and sensitive care and learn about the correct and appropriate uses of language and terminology. Health care practices and protocols will be reviewed and key contacts and support structures within Aboriginal and Torres Strait Islander health services will be identified.

This Course is developed and implemented in collaboration with Aboriginal and Torres Strait Islander educators, researchers, health workers and health professionals. The central organisations of the Nulungu Research Institute (UNDA), CATSIN, LIME and the Aboriginal Health and Medical Research Council (AH&MRC) provide guidance and knowledge regarding the Learning Outcomes, Course Content and Assessment.

NURS3001 – Chronic Illness, Rehabilitation and Palliation

The course will explore the nature of chronic illness, rehabilitation and palliation across the lifespan. The role of the nurse, working within a multidisciplinary team, to support and care for individuals and families/carers living with chronic life-limiting illnesses and disability will be explored. Students will analyse the components of a comprehensive assessment that includes the individual's physiological, psychological, sociological, cultural and spiritual status to develop a plan of care to meet their needs.

NURS3002 - Assessment and Managing the Deteriorating Patient

This course is designed to develop the student's ability to assess and manage patients across the lifespan with complex acute disruptions to health and who are at risk of acute deterioration. The student will further develop their ability to make sound clinical decisions that are based on both physiological and pathophysiological processes as well as current evidence and research. There will be an emphasis on the application of theory to practice through the use of case based scenarios in both tutorial and simulated tutorial sessions. From a theoretical perspective the students will examine clinical decision-making and the early detection of deterioration. From a practical perspective students will hone their skills in clinical assessment to astutely and skilfully assess patients with complex acute disruptions to health. Students will also learn and practice skills required in high acuity nursing.

NURS3003 – Mental Health Nursing

This course is designed to develop the skills and knowledge to conduct basic risk and mental health assessments; foster therapeutic relationships with mental health consumers and develop mental health interventions and case management plans within general and mental health care settings. In addition, this course will enable the student to understand the Australian ethico-legal context of mental health nursing to deliver safe, competent, and responsive nursing care to mental health consumers and carers. Students will also explore the assessment and management of a range of mental health disorders.

NURS3004 – Professional Practice 5

Professional workplace 5 is comprised of two modules. Module A is a 3 week advanced acute care workplace experience and Module B is a 3 week workplace experience in either in-patient hospital and community work-based mental health facilities. In Module A, students will build on the practical and theoretical components developed in Assessment and Management of the Deteriorating Patient course. Students will be able to refine their skills in clinical assessment to astutely and skilfully assess patients with complex acute disruptions to health who are at risk of acute deterioration.

In Module B Students will work with members of a multidisciplinary mental health team. Students will have the opportunity to refine, reinforce and relate the nursing activities associated with a collaborative model of care and support for both acute and long-term people with mental health problems.

Third Year, Semester 2

NURS3005 – Leadership and Governance

This course focuses on leadership and governance and how these two concepts relate. The role of leadership in both the provision of quality care and personal and professional development will be analysed. The attributes of leadership will be discussed and students will be encouraged to reflect on the barriers to developing effective leadership. Strategies to assist students, as beginning practitioners, to develop the skills required to supervise and delegate will also be explored. The challenges of clinical governance, including health care reform and the current issues affecting professional nursing practice will be debated and strategies for improving recruitment and retention of nurses will be used as a framework for learning.

NURS3006 – Transition to Practice

This course is designed as a capstone course providing students with an opportunity to critically evaluate their preparedness for registered nurse practice. The course will focus on the nurse in the workplace and address the experience of the transitioning registered nurse. Advanced communication will be addressed because integral to being a registered nurse and a pivotal member of the interdisciplinary team is the ability to use communication to effectively manage both self and others. The nurse as professional will be examined with emphasis on values and ethical decision-making, the nurse's ongoing responsibility as a registered nurse and the nurse's responsibility as an educator.

NURS3007 – Perioperative Nursing

This subject is designed introduce the student to the specialty of perioperative nursing. Perioperative nursing is the care of the patient before, during and after an operative procedure and requires specialist knowledge and skills. This course will address preadmission and preoperative care, the intraoperative environment including anaesthetics and instrument and circulating nurse and post anaesthesia recovery unit nursing. Also included is work health and safety, standard and transmission-based precautions and infection control measures required in the perioperative environment.

NURS3008 – Maternal and Newborn Nursing

This course is designed to develop the students understanding of the care of mothers and babies and to introduce the student to the relevant skills and knowledge needed in this context. The course uses a family-centred approach to the holistic care of mothers and babies. Issues related to maternal-infant health care in diverse clinical settings are explored. The theoretical context examines the link between physiological, psychological aspects of pregnancy, birth and the puerperium for the child bearing woman and her newborn.

NURS3009 – Paediatric and Adolescent Nursing

This course is designed to further the students understanding of child and adolescent health and to introduce the student to the relevant skills and knowledge needed to function as a paediatric nurse. Paediatric and adolescent health is situated within a model of family centred care therefore the role of the family and in particular parents will be examined. A range of common paediatric and adolescent health problems will be explored and their associated assessment and management.

NURS3010 – Palliative Care Nursing

This course focuses on the care of individuals and their family needing palliative care across the lifespan in both the hospital and community, including residential aged care. It focuses on addressing the complex physical, psychosocial cultural and spiritual needs individuals experience as they progress along the illness trajectory and at end of life. Death and dying is explored along with the complex care decisions that health carers, patients and families make. Palliative care has a team approach to patient and care givers care and this is examined with emphasis on the role of the nurse and access to services.

NURS3011 – Advanced Mental Health Nursing Practice

This Course is based upon the NSW Mental Health Services Competency Framework, ensuring all students completing the Mental Health Major are competent to practise as beginning practitioners within mental health services. Completion of this course will provide students with an advanced understanding of therapeutic relationships, contemporary therapeutic modalities and clinical skills needed to work in an empathic and effective way with individuals and families experiencing mental health problems.

NURS3012 – Critical Care Nursing

This introduces the student to the assessment and management of critically ill patients across the lifespan. Students will be introduced to the complexity of critical care nursing in both the Emergency Department and the Critical Care environment. There will be an emphasis on the application of theory to practice by using case based scenarios. From a theoretical perspective the students will examine the nursing management of the critically ill person and their family and from a practical perspective students will further develop their skills in primary and secondary survey as well as develop a beginning knowledge of a range of therapies used in critical care.

NURS3013 – Professional Practice 6

Professional practice 6 is the final clinical course and is designed to assist the student transition to the role of the Registered Nurse. It builds on and consolidates learning from all courses of study throughout the degree program. Students are required to apply and integrate theoretical to practice and perform comprehensive patient assessments to plan and implement nursing interventions. The student is expected to demonstrate competence across all the *National Competence standards for the registered nurse*.

The Logos programme

The three courses of the Logos Program: Logos I (CORE1001: Philosophy), Logos II (CORE1002: Ethics) and Logos III (CORE1003: Theology) aim to bring to life for students the substance and value of the Catholic faith and of philosophy. The Logos Program will provide opportunities for student choice in engaging creatively with deep questions of individual and social life. It will also raise questions which are designed to link faith and philosophy, including ethics, to professional practice in a number of vocational disciplines. In doing so, the Program aims to stimulate students' interest and curiosity, to motivate learning and to have a positive impact upon students' formation as individuals and as members of communities.

CORE1001: Logos I (First year, Semester 2)

To complete CORE1001, students will successfully complete the compulsory module 'Think' plus seven elective modules of their choice.

CORE1002: Logos II (Second year, Semester 2)

To complete CORE1002, students will successfully complete the compulsory module 'Choose' & seven elective modules of their choice.

CORE1003: Logos III (Third year, Semester 2)

To complete CORE1003, students will successfully complete the two compulsory modules 'Live' & 'Learn' plus six elective modules of their choice.

Post Graduate Courses

NURS4000 Advanced Health Assessment

Assessment is the collection of information that relates to a patient's health state. There are many factors involved in collecting the data for a comprehensive nursing assessment. These include: the patient interview, formulating a health history as well as performing a physical, cognitive, psychosocial and behavioural assessment. A comprehensive nursing assessment, however, requires additional processes and these include an ability to analyse, interpret and evaluate the information collected. The information then requires categorising so that the nurse can either effectively manage the patient's health state or alternatively refer the patient on to the appropriate source. The step from information collection to effective nursing care can be difficult; however, the ability to comprehensively assess a patient and link this with

effective nursing care has become an important component of advanced nursing practice. This course will examine some of the assessments that are used in providing effective nursing care. Case studies are used throughout the course to illustrate the close association between history, assessment and practice.

NURS4006 Professional Development Assessment

This course seeks to explore the areas of professional development including reflective practice, the role of research and the development of effective leadership. The course will use a reflective framework; students will be encouraged to continuously reflect both on the literature of their discipline and their own knowledge as a method of advancing professional practice. Students will evaluate a variety of research methodologies and methods and undertake critique of the literature. Opportunities for developing practice will be explored, including the development of a practice project. The impact of leadership on professional development will be discussed and students will be encouraged to understand how they, as leaders of the future, can develop the attributes important to these roles.

NURS4010 Ophthalmic Nursing 1

Ophthalmic Nursing 1 introduces the student to the specialty of ophthalmic nursing. The assessment and management of clients with ophthalmic disorders requires an in-depth understanding of the anatomy and physiology of the eye and the pathophysiological processes that affect eye health. This course addresses these concepts with the application and integration of knowledge related to the assessment and management of clients with ocular disorders. Integral to clinical decision making is a sound understanding of client assessment. This course examines client assessment within the context of ocular diseases and emphasises the importance of assessment for planning and evaluating care. Ocular pharmacology and the associated nursing management is also examined. The course content is underpinned by current evidence and research. Students are expected to critically engage with research evidence and apply it to problem solving and clinical reasoning.

NURS4011 Ophthalmic Nursing 2

This course builds on Ophthalmic Nursing 1 and further develops the nurse's competence in managing clients with ophthalmic disorders. Ophthalmic emergencies will be examined and the associated nursing management. The course will also address the management of patients having eye surgery. Common surgical procedures will be explained including anaesthesia and instrumentation, preoperative and postoperative management. Eye health is important for people of all ages and this course will address specific health concerns across the lifespan. In addition to lifespan concerns this course will also look at eye health in relation to other co-morbidities such as diabetes and cardiovascular disease. This subject will have a strong focus on Vitreo/retinal disease pathways and management.   Pivotal to the nurse's role is health promotion and education and this will be explored from both a local, national and international perspective.