

## NURS2103: Essentials of Mental Health Nursing

Callaghan and Gosford  
Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# OVERVIEW

### Course Description

An introductory knowledge about mental health is essential for all nursing graduates. The establishment and maintenance of an empathic therapeutic person-centred relationship with consumers is central to all aspects of mental health nursing. Concepts covered in this course are informed by evidence and promote the rights of mental health consumers and carers to be fully engaged in their health promotion, assessment, treatment, and recovery in collaboration with health professionals who provide mental health care. By the end of the course students will be able to contribute to the facilitation of recovery of mental health consumers by focussing on incorporating strengths and wellbeing in mental health care delivery in the nursing context.

### Requisites

This course is only available to students who are active in the Bachelor of Nursing [11725] or the Bachelor of Nursing [40298] programs.

### Assumed Knowledge

Students in Bachelor of Nursing [11725] should have successfully completed NURS1101 and NURS1103 and successfully completed or are concurrently enrolled in NURS1201, NURS1202, NURS2101.  
Students in Bachelor of Nursing [40298] should have successfully completed NURS1001, NURS1002 and NURS1003 and successfully completed or are concurrently enrolled in NURS1004, NURS1005, NURS1006, NURS2001, NURS2003.

### Contact Hours

#### Lecture

Online  
12 hour(s) per Term Full Term starting Week 1

#### Self-Directed Learning

Self-Directed  
6 hour(s) per Week for Full Term starting Week 1

#### Tutorial

Face to Face On Campus  
24 hour(s) per Term Full Term starting Week 1  
Face to Face On Campus: 6 Tutorials x 2 hour(s)  
Online: 6 Tutorials x 2 hour(s)

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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

CRICOS Provider 00109J

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# CONTACTS

## Course Coordinator

### Callaghan and Gosford

Dr Sherphard Chidarikire (Shep)

Email: [Shep.Chidarikire@newcastle.edu.au](mailto:Shep.Chidarikire@newcastle.edu.au)

Phone: 02 49217854

Consultation: Contact via email to arrange a suitable time

Consultation can be either Face-to-Face (Callaghan Campus) or via Zoom

Please Check Canvas for scheduled weekly drop-in sessions

**NOTE:** Responses to emails can be expected within 3 working days unless the tutor or course coordinator is off campus.

General course questions should be posted to Canvas where the answer may be of benefit to other students. Students are required to check their UON email account regularly and to use their student-mail accounts for all email correspondence with the University.

## Teaching Staff

Other teaching staff will be advised on the course Canvas site.

## School Office

### School of Nursing and Midwifery

Richardson Wing

University of Newcastle

University Drive

CALLAGHAN NSW 2308

Central Coast Clinical School

77 Holden Street

GOSFORD NSW 2250

Manning Education Centre

69A High Street

TAREE NSW 2430

(+61) 2 4921 6304

Web: <http://www.newcastle.edu.au/school/nursing-midwifery>

## General Enquiries

[AskUoN@newcastle.edu.au](mailto:AskUoN@newcastle.edu.au)

(+61) 2 4921 5000

## Program & Enrolment Advice

[ProgramAdvice@newcastle.edu.au](mailto:ProgramAdvice@newcastle.edu.au)

## Student Support

For academic and personal support services for students, visit

<https://www.newcastle.edu.au/current-students/support>

# SYLLABUS

## Course Content

Module 1: The lived experience of mental health consumers, carers and their partnership in recovery, care, and treatment.  
Module 2: Aboriginal and Torres Strait Islander social and emotional wellbeing  
Module 3: Mental health assessment, health promotion and early intervention.  
Module 4: Building therapeutic relationships with mental health consumers, carers, and families.  
Module 5: Psychopharmacology  
Module 6: Legal, professional, and ethical issues in mental health.

## Course Learning Outcomes

1. Identify the rights of mental health consumers, carers and significant others to lead their treatment and the recovery process.
2. Demonstrate relevant knowledge, skills and attributes in mental health nursing.
3. Discuss the rights of mental health consumers to live free from discrimination and social exclusion.
4. Identify strategies to develop empathic, compassionate and professional therapeutic relationships with mental health consumers, carers, and significant others.
5. Plan, develop, and evaluate evidence-based initiatives that promote mental health, prevent and intervene early in illness, facilitate recovery and promote wellbeing.
6. Explain how the recovery of mental health consumers is facilitated by focussing on their strengths and wellbeing.

## Course Materials

### Required Text.

Procter, N., Wilson, R. L., Hamer, H. P., McGarry, D., Loughhead, M., & Cambridge Higher Education. (2022). *Mental health: A person-centred approach* (3rd ed.). Cambridge University Press.

### Recommended Text

Evans, K. Nizette, D. & O'Brien, A. (2017). *Psychiatric and Mental Health Nursing* (4th Edn), Elsevier, Australia

Moxham, L., Hazelton, M., Muir-Cochrane, E., Heffernan, T., Kneisl, C., & Trigoboff, E. (2018). *Contemporary psychiatric-mental health nursing: Partnerships in care*. Pearson Australia.

# SCHEDULE

Week	Week Begins	Learning Activity	Delivery	Assessment Due
1	17 Jul	Tutorial 1: Introduction to mental health nursing  Tutorial 2: Recovery principles, living with a mental health illness and the role of care givers	Face-to-Face	
2	24 Jul	Tutorial 3: A person living with a severe mental health illness  Tutorial 4: Mental health and Aboriginal and Torres Strait Islander peoples	Face-to-Face	<b>Quiz 1</b> Opens: Monday 24 <sup>th</sup> July 2023 at 0800 hours (AEST). Closes: Sunday 30 <sup>th</sup> July 2023 at 2300 hours (AEST)
3	31 Jul	Tutorial 5: Social determinants of mental health, culture, stigma, and discrimination	Online	

4	7 Aug			
5	14 Aug	Tutorial 6: Mental health promotion, lifespan, and early intervention strategies	Online	<b>Quiz 2</b> Opens: Monday 14 <sup>th</sup> August at 0800 hours (AEST) Closes: Sunday 20 <sup>th</sup> August at 2300 hours (AEST)
6	21 Aug			
7	28 Aug	Tutorial 7: Comprehensive mental health assessment and the MSE  Tutorial 8 Suicide and assessment of risk	Face-to-Face	
8	4 Sep	Tutorial 9: Therapeutic relationships, communication, and the nursing process (Online)	Online	<b>Quiz 3</b> Opens: Monday 4 <sup>th</sup> September at 08:00 hours (AEST) Closes: Sunday 10 <sup>th</sup> September at 23:00 hours (AEST)
9	11 Sep			<b>Assessment 2- Report</b> Due: Monday 11 <sup>th</sup> September at 2300 hours (AEST)
10	18 Sep	Tutorial 10: Self-awareness and the mental health nurse (Online)	Online	<b>Quiz 4</b> Opens: Monday 18 <sup>th</sup> September at 08:00 hours (AEST) Closes: Sunday 25 <sup>th</sup> September at 23:00 hours (AEST)
<b>Mid Term Break</b> <b>Mid Term Break</b>				
11	9 Oct	Tutorial 11: psychopharmacology and mental health nursing (Online)	Online	<b>Quiz 5</b> Opens: Monday 9 <sup>th</sup> October at 0800 hours (AEDT) Closes Sunday 15 <sup>th</sup> October at 2300 hours (AEDT)
12	16 Oct	Tutorial 12: The rights of people with a mental illness (Online)	Online	<b>Quiz 6</b> Opens: Monday 16 <sup>th</sup> October at 08:00 hours (AEDT) Closes: Sunday 22 <sup>nd</sup> October at 23:00 hours (AEDT)
13	23 Oct			<b>Assessment 3- Case Study</b>  Due: Monday 23 <sup>rd</sup> October at 2300 hours (AEDT)
<b>Examination Period</b> <b>Examination Period</b>				

## COMPULSORY REQUIREMENTS

To pass this course students **must attain an overall grade of 50% or higher**. Progressive marks on Canvas do not necessarily indicate final grades.

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Quiz	<b>Quiz 1</b>	Individual	30%	2, 5, 6

		<p>Opens: Monday 24<sup>th</sup> July 2023 at 0800 hours (AEST). Closes: Sunday 30<sup>th</sup> July 2023 at 2300 hours (AEST)</p> <p><b>Quiz 2</b> Opens: Monday 14<sup>th</sup> August at 0800 hours (AEST) Closes: Sunday 20<sup>th</sup> August at 2300 hours (AEST)</p> <p><b>Quiz 3</b> Opens: Monday 4<sup>th</sup> September at 08:00 hours (AEST) Closes: Sunday 10<sup>th</sup> September at 23:00 hours (AEST)</p> <p><b>Quiz 4</b> Opens: Monday 18<sup>th</sup> September at 08:00 hours (AEST) Closes: Sunday 25<sup>th</sup> September 23:00 hours (AEST)</p> <p><b>Quiz 5</b> Opens: Monday 9<sup>th</sup> October 0800 hours (AEDT) Closes Sunday 15<sup>th</sup> October 2300 hours (AEDT)</p> <p><b>Quiz 6</b> Opens: Monday 16<sup>th</sup> October 08:00 hours (AEDT) Closes: Sunday 22<sup>nd</sup> October 23:00 hours (AEDT)</p>			
2	Report	Monday 11 <sup>th</sup> September 2300 hours (AEST)	Individual	20%	1, 2, 5
3	Written Assessment	Monday 23 <sup>rd</sup> October 2300 hours (AEDT)	Individual	50%	3, 4

#### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Quiz

**Assessment Type** Quiz

**Description** The online individual quizzes will be composed of 5 multiple choice questions. Questions will be drawn from readings, lectures, tutorials, and self-directed learning activities. Each quiz will be accessible on Canvas for five days before the due date. Once commenced, students will have 10 minutes to complete and submit the assessment. Each individual quiz will contribute to the final grade of 30%.

**Weighting** 30%

**Due Date**

**Quiz 1**  
Opens: Monday 24<sup>th</sup> July 0800 hours (AEST).  
Closes: Sunday 30<sup>th</sup> July 2300 hours (AEST)

**Quiz 2**  
Opens: Monday 14<sup>th</sup> August 0800 hours (AEST)  
Closes: Sunday 20<sup>th</sup> August 2300 hours (AEST)

**Quiz 3**  
Opens: Monday 4<sup>th</sup> September 08:00 hours (AEST)  
Closes: Sunday 10<sup>th</sup> September 23:00 hours (AEST)

**Quiz 4**  
Opens: Monday 18<sup>th</sup> September 08:00 hours (AEST)  
Closes: Sunday 25<sup>th</sup> September 23:00 hours (AEST)

**Quiz 5**

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Opens: Monday 9<sup>th</sup> October 0800 hours (AEDT)  
Closes Sunday 15<sup>th</sup> October 2300 hours (AEDT)  
**Quiz 6**  
Opens: Monday 16<sup>th</sup> October 08:00 hours (AEDT)  
Closes: Sunday 22<sup>nd</sup> October 23:00 hours (AEDT)

**Submission Method** Via Canvas  
**Assessment Criteria** N/A  
**Return Method** Via Canvas  
**Feedback Provided** N/A

## Assessment 2 – Report

**Assessment Type** Report  
**Description** In this assessment you will apply recovery-oriented principles when promoting mental health in the community. You will write a mental health report (500 words) on the application of a recovery-oriented principle (such as uniqueness of the individual, promoting hope, promoting autonomy and self-determination) to suicide prevention and education. In this report, you will reflect on the benefits and challenges of implementing suicide prevention and education initiatives whilst integrating the chosen recovery-oriented principle.

**Word Count** 500 words (+/- 10% allowance).

**Weighting** 20%.  
**Due Date** Monday 11<sup>th</sup> September 2300 hours (AEST)  
**Submission Method** Via Canvas  
**Assessment Criteria** See Appendix 1  
**Return Method** Via Canvas  
**Feedback Provided** Via Canvas 15 University working days after submission

## Assessment 3 - Written Assessment

**Assessment Type** Case Study  
**Description** This assessment task requires students to apply the clinical reasoning cycle to the case study provided on the Canvas site. Students will use the template provided to prepare a plan of care (based on the clinical reasoning cycle) for the person with a mental illness in the case study. Further instructions and the assessment template will be provided on the Canvas site under Assessments.

**Word Count** 2000 words (+/- 10% allowance).  
**Weighting** 50%  
**Due Date** Monday 23<sup>rd</sup> October 2300 hours (AEDT)  
**Submission Method** Via Canvas  
**Assessment Criteria** See Appendix 2  
**Return Method** Via Canvas  
**Feedback Provided** Via Canvas 15 University working days after submission.

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High	Outstanding standard indicating comprehensive knowledge

	Distinction (HD)	and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

#### **Withdrawal from Course**

You can withdraw from a course without financial penalty on or before the census date **Friday 11th August 2023**. If you withdraw after this date, it is considered you have been enrolled in the course and will be liable for HECS-HELP payment or degree fee. For further information see University Key dates.

#### **Communication Methods**

Communication methods used in this course include:

- Canvas announcements
- Canvas discussion board
- Email
- Drop in appointments
- Zoom Drop-in sessions

#### **Course Evaluation**

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. This is the first offering of this course and your involvement in course evaluation will be greatly appreciated

#### **Oral Interviews (Vivas)**

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

#### **Academic Misconduct**

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

#### **Adverse Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting

**Important Policy  
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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## Appendix 1: Assessment 2 – Report – Rubric

Criterion	High Distinction	Distinction	Credit	Pass	Fail	Mark
Outline five central concepts of recovery as it relates to mental health.  (10 marks)	(8.5-10 marks)  The central concepts of recovery as it relates to mental health are comprehensively described.  The information is clearly presented and engages the reader.  Literature has been used to support the response.	(7.5-8 marks)  The central concepts of recovery as it relates to mental health are mostly described.  The information is well presented and engages the reader.  Literature has been used to support the response.	(6.5-7 marks)  The central concepts of recovery as it relates to mental health are adequately described.  The information presented is good and engages the reader.  Minimal literature has been used to support the response.	(5-6 marks)  The central concepts of recovery as it relates to mental health are partially described.  The information is generally presented and sufficiently engages the reader.  Minimal literature has been used to support the response.	(0- 4.5 marks)  The central concepts of recovery as it relates to mental health are poorly or not described.  The information presented is somewhat unclear and minimally engages the reader.  Relevant literature has not been used to support the response	/10
Identify two (2) challenges and two (2) enablers for implementing one chosen recovery principle.  (5 marks)	(5 marks)  Comprehensively identifies two (2) challenges and (2) enablers for implementing a recovery principle.  The challenges and enablers are justified with reference to relevant literature	(4 marks)  Identifies two (2) challenges and (2) enablers for implementing a recovery principle.  The challenges and enablers are supported with relevant literature.	(3.5 marks)  Identifies and describes two (2) challenges and (2) enablers for implementing a recovery principle.  Reference is made to literature.	(2.5 marks)  Identifies two (2) challenges and (2) enablers for implementing a recovery principle.  Reference is made to minimal literature.	(0-2 marks)  Identifies minimal or no challenges or enablers for implementing a recovery principle.  Relevant literature has not been used to support the response	/5
Discuss how you would effectively use the chosen principle in your future practice? (5 marks)	(5 marks)  Provides a comprehensive discussion of how the student would effectively use the chosen principle in their future practice.	(4 marks)  Provides a detailed discussion of the student would effectively use the chosen principle in their future practice.	(3.5 marks)  Provides a clear discussion of how the student would effectively use the chosen principle in their future practice.	(2.5 marks)  Provides a general discussion of they would effectively use the chosen principle in their future practice.	(0-2 marks)  Provides a poor discussion of they would effectively use the chosen principle in their future practice.	/5
<b>Total</b>						/20

## Appendix 2: Assessment 3 – Report – Rubric

Criteria	High Distinction	Distinction	Credit	Pass	Fail	Marks
<b>Consider the situation of the person with a mental illness.</b>  Provide an overview of the scenario. (Identify and describe the person, context, and situation of the person with a mental illness).	<b>8.5 – 10 marks</b>  A holistic approach has been used to identify the situation of the person with a mental illness. An in-depth explanation is provided that demonstrates how components of the person's context will impact upon care.	<b>7.5 – 8 marks</b>  A holistic approach has been used to identify the situation of the person with a mental illness. An explanation is provided that demonstrates how components of the person's context will impact upon care.	<b>6.5 – 7 marks</b>  The situation of the person with a mental illness has been summarised.  The facts and the person's context have been adequately identified and described.	<b>5-6 marks</b>  The situation of the person with a mental illness has been paraphrased.  The content identifies some of the facts relating to the person's context.	<b>0 – 2 marks</b>  The situation of the person with a mental illness has not been identified or described.  There is minimal paraphrasing of the content of the case study. Important facts of their situation have been missed.	/10
<b>Collect cues/ information.</b>  Identify relevant cues related to current information.	<b>5 marks</b>  Ten (10) relevant cues have been identified.	<b>4 marks</b>  Nine (9) relevant cues have been identified.	<b>3.5 marks</b>  Eight (8) relevant cues have been identified.	<b>2.5 marks</b>  Seven (7) relevant cues have been identified.	<b>0 – 2 marks</b>  Less than Five (5) relevant cues are identified.	/5
<b>Process Information</b>  Identify five (5) priority cues and explain why the cues are a priority for the situation of the person with a mental illness. Reference/s needed.	<b>12.5 – 15 marks</b>  Five (5) cues have been prioritised. Subtle patterns and deviations of the cues for the person with a mental illness have been identified. There is a differentiation between relevant and irrelevant cues.  A detailed explanation that integrates a range of academic sources.	<b>11 – 12 marks</b>  Five (5) cues have been prioritised. Patterns and deviations of the cues for the person with a mental illness have been identified. There is a differentiation between relevant and irrelevant cues. A clear explanation that integrates relevant course resources and journal articles is provided.	<b>9.5 – 10.5 marks</b>  Five (5) cues have been prioritised. Patterns and deviations of the cues for the person with a mental illness have been identified and used to provide a brief explanation for their prioritisation.  The explanation draws upon course resources to support the explanation.	<b>7.5 – 9 marks</b>  Five (5) cues have been prioritised. Some patterns and deviations of the cues for the person with a mental illness have been identified and used to describe their prioritisation.  The description draws upon course resources to support the explanation.	<b>0 – 7 marks</b>  Five (5) cues have not been identified. Explanation for the cues identified for the person with a mental illness have not been provided.  No supporting referencing.	/15

<b>Identify the problems</b> Identify one (1) nursing diagnosis for the person with a mental illness based on the prioritised cues. Present the diagnosis using a “ <i>related to</i> ” and “ <i>evidenced by</i> ” statement.	<b>5 marks</b> One (1) nursing diagnosis for the person with a mental illness is clearly identified. The diagnosis is presented using a “ <i>related to</i> and <i>evidenced by</i> ” statement. This statement includes all prioritised cues.	<b>4 marks</b> One (1) nursing diagnosis for the person with a mental illness is clearly identified. The diagnosis is presented using a “ <i>related to</i> and <i>evidenced by</i> ” statement. This statement includes most of the prioritised cues.	<b>3.5 marks</b> One (1) nursing diagnosis for the person with a mental illness is identified. The diagnosis is presented using a “ <i>related to</i> and <i>evidenced by</i> ” statement. This statement includes some prioritised cues.	<b>2.5 marks</b> One (1) nursing diagnosis for the person with a mental illness is identified. The diagnosis is presented using a “ <i>related to</i> and <i>evidenced by</i> ” statement. This statement includes a few prioritised cues.	<b>0 – 2 marks</b> One (1) nursing diagnosis for the person with a mental illness has not been identified or has not been presented using a “ <i>related to</i> and <i>evidenced by</i> ” statement. No prioritised cues are included.	/5
<b>Establish (SMART) Goals</b> Identify two (2) recovery-oriented goals for the person with a mental illness that are linked to the mental health nursing diagnoses. Present the goals using SMART criteria.	<b>8.5 – 10 marks</b> Two (2) recovery-oriented goals that are strongly linked to the mental health nursing diagnoses are provided. Each goal is presented using all components of SMART criteria.	<b>7.5 – 8 marks</b> Two (2) recovery-oriented goals that are linked to the mental health nursing diagnoses are provided, but one SMART element is missing from one or both goals.	<b>6.5 – 7 marks</b> Two (2) recovery-oriented goals that are linked to the mental health nursing diagnoses are provided, but they are not presented in a SMART format  OR More than one SMART element is not presented.	<b>5 – 6 marks</b> Two (2) recovery-oriented goals that are minimally linked to the mental health nursing diagnoses are provided, but they are not presented in a SMART format  OR More than two SMART elements are not presented.	<b>0 – 4.5 marks</b> Less than two (2) recovery-oriented goals are presented or not presented using SMART criteria or not related to the mental health nursing diagnoses.	/10
<b>Select a course of action</b> Outline three (3) nursing interventions for each identified goal that will assist the person with a mental illness to meet the desired outcomes. Provide brief evidence-	<b>12.5 – 15 marks</b> Three (3) nursing interventions have been identified for each goal. The actions are related to the nursing diagnosis and are addressed in detail. A Succinct	<b>11 – 12 marks</b> Three (3) nursing interventions have been identified for each goal. The actions are related to the nursing diagnosis. The rationales are clearly explained and	<b>9.5 – 10.5 marks</b> Three (3) nursing interventions have been identified for each goal. The actions are related to the nursing diagnosis but are lacking some detail. The rationales are not clearly explained	<b>7.5 – 9 marks</b> Three (3) nursing interventions have been identified for each goal. The actions are mostly related to the nursing diagnosis but are lacking in detail. The rationales are	<b>0 – 7 marks</b> Less than three (3) nursing interventions have been identified, or the interventions are not relevant and/or not supported by the evidence to improve outcomes. No supporting evidence.	/15

based rationales for each intervention.	presentation of the rationales is provided that are clear, accurate, and linked to high quality up to date evidence.	accurately presented. They are supported by quality up to date evidence.	and/or accurate. Quality evidence has been included to support the interventions.	not related to the presented actions. Minimal supporting evidence is used.		
<b>Evaluate</b>  Explain the process for evaluating the desired outcomes in the scenario.	<b>8.5 - 10 marks</b> Clear, relevant, and accurate measures have been identified and succinctly explained to evaluate the desired outcomes.	<b>7.5 – 8 marks</b> Clear, relevant and accurate measures have been identified and clearly explained to evaluate the desired outcomes.	<b>6.5 – 7 marks</b> Relevant measures have been identified and explained to evaluate the desired outcomes.	<b>5 – 6 marks</b> Some measures to evaluate the desired outcomes have been mostly explained.	<b>0 – 4.5 marks</b> Evaluation of the desired outcomes have not been identified. Evaluation of the desired outcomes is superficial or not relevant.	<b>/10</b>
<b>Reflection</b>  Use the SPROUT model of reflection to consider what you have learned from completing this task and how it will contribute to your future practice. References needed	<b>12.5 – 15 marks</b> Student clearly identifies and critically analyses significant learning events and reflects critically on them in a deep and significant way by relating the reflections to their learning experiences.	<b>11 – 12 marks</b> Student identifies and analyses significant learning events and reflects on them in a significant way by relating the reflections to their learning experiences.	<b>9.5 – 10.5 marks</b> Some analysis is employed to examine the learning experience but is mostly left at the descriptive level.	<b>7.5 – 9 marks</b> Student describes significant learning events but makes no attempt to provide reasons for their learning experience.	<b>0 – 7 marks</b> Student makes little attempt to personally relate events during the learning experiences and makes few attempts to critically analyse these situations. Few attempts are made to examine the reasons why the learning experience did not work out well or explore alternatives to find ways as to how they could have been improved. No supporting reference.	<b>/15</b>
<b>Academic Writing</b>  Expression and academic writing is authentic and clearly expresses ideas. Uses correct spelling. Structured as per	<b>5 marks</b> Exemplary writing with very high levels of authenticity and independent thought. Ideas are clearly expressed. Exemplary spelling,	<b>4 marks</b> Evidence of superior academic writing skills. Authentic and original presentation that clearly synthesises the key points of the	<b>3.5 marks</b> Evidence of sound academic writing. Authentic and original presentation that clearly addresses the key points of the assignment.	<b>2.5 marks</b> Authentic writing that attempts to show independent thought. May struggle with expression. Presentation too	<b>0 – 2 marks</b> Lacks authenticity. Language hinders the effective flow of ideas and meaning. Presentation lacks structure and is too short or too long. Multiple errors in spelling, grammar and style. Not	<b>/5</b>

requirements in Course Outline.	grammar, and syntax with no errors. Meets all style requirements.	assignment. Expression is clear. Superior spelling, grammar, and syntax < 5 minor errors. Meets all style requirements.	Expression is satisfactory. Minor errors only in syntax, spelling and grammar. Meets all style requirements.	long/short. Meets almost all style requirements including spacing, page numbers, font, headings.	structured as per requirements in Course Outline.	
<b>Use of Evidence and Referencing</b>  Literature sources and referencing. Wide range of contemporary and relevant sources are used in-text and listed in reference list. Uses APA 7 style.	<b>8.5 – 10 marks</b>  Sources are appropriate, contemporary and from a range of journals and databases. Complies with all the referencing style requirements. There are no errors in referencing throughout	<b>7.5 – 8 marks</b>  Sources are appropriate, contemporary and from a range of journals and databases. APA 7 referencing style is consistently accurate. Less than 5 minor referencing errors.	<b>6.5 – 7 marks</b>  Sources are appropriate, mostly contemporary and from a narrow range of journals and databases. Complies with referencing style requirements. Some referencing errors in in-text and/or referencing list (5-7).	<b>5 – 6 marks</b>  Sources are mostly relevant however there are too few to demonstrate wide reading. Attempts to use APA 7 style. Some errors in in-text and/or referencing list (8-10).	<b>0 – 4.5 marks</b>  Sources are inappropriate and/or absent. In-text referencing may be absent and/or reference list and contains major errors	/10
<b>Total</b>						<b>/100</b>