

College of Health, Medicine & Wellbeing

School of Nursing and Midwifery

NURS6711: Palliative Care Practice

Online

Trimester 3 - 2023



OVERVIEW

Course Description

This course is designed to facilitate health professionals to extend their knowledge of palliative care and examine palliative care practice. The course will examine the core concepts related to palliative care, including symptom management, evidenced based practice, psychological states, pharmacology, ethical issues, end of life care and interpersonal skills and pastoral care. The course encourages reflection and critical awareness on the illness experience to end of life care. Students will be encouraged to consider and reflect on the issues and challenges arising when caring for palliative care patients.

Assumed Knowledge

Foundations of health professional knowledge, legal and ethical issues, fundamentals of research, human bioscience, psychology, sociology related to practice. Principles of investigative approaches in health care, concepts and theories relevant to practice, contemporary health care issues. Academic reading and writing skills, ability to access and evaluate information from a variety of sources, skills in critical analysis, critical judgment, synthesis and evaluation. Ability to conceptualise practice.

Contact Hours

Online

Online Activity

Online

2 hour(s) per Week for 12 Weeks starting Week 1

Self-Directed Learning

Self-Directed

8 hour(s) per Week for 12 Weeks starting Week 1

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

CONTACTS

Course Coordinator

Online

Mr Peter Cleasby

Peter.Cleasby@newcastle.edu.au

Availability: Contact via email or Canvas discussion board

Consultation: via email to arrange an appointment, or Canvas calendar. Responses to emails can be expected within 48 business hours. Students are required to check their university email account regularly and to use only their student email (not personal email accounts) for all email correspondence.

School Office

School of Nursing and Midwifery

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CALLAGHAN NSW 2308

Phone: (+61) 2 4921 6304

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

General Enquiries

AskUoN@newcastle.edu.au

(+61) 2 4921 5000

Program & Enrolment Advice

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

The topics covered in this course are:

- Historical and cultural developments
- National palliative care strategy
- Communication in palliative care
- Symptom management
- Pharmacology
- Palliative care emergencies
- Complementary therapies
- Ethical issues in palliative care practice
- Spirituality
- End of life Care
- Self-awareness and care of self

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Demonstrate an in-depth knowledge of palliative care nursing practice;
2. Use an inquiring, creative and analytical approach to palliative care nursing;
3. Examine current issues in palliative care;
4. Critically discuss symptom management;
5. Discuss end of life care;
6. Discuss pharmacological management of the application of the palliative care patient;
7. Examine ethical issues in palliative care practice;
8. Examine the role of complementary therapies in palliative care;
9. Continue to develop critical reflective skills and self-evaluation of your own professional practice.

Course Materials

Required Text: N/A

Recommended Reading:

Links to required readings can be accessed through Canvas.
The University library's short loans online service requires your student number and pin number. For instructions on how to access and use the electronic library go to:
<https://www.newcastle.edu.au/library/learn/new-users>

Other Resources:

Links to web resources of relevance can be accessed through Web Resources in Canvas.

SCHEDULE

Week	Week Begins	Topic	Module	Activity/ Assessment Due
1	21 Aug	Review of Course Outlines Learning in the online environment Referencing tool - Endnote Academic integrity Literature review	1. Introduction to the online environment	
2	28 Aug	Introduction to Palliative and End of Life Care	2. Introduction to Palliative Care and Communication	
3	4 Sep	Communication and care management		
4	11 Sep	Assessment Anxiety Pain Constipation Nausea/Vomiting	3. Symptom management	
5	18 Sep	Delirium vs Terminal restlessness or agitation Breathlessness Fatigue Malignant wounds		Health Assessment / Planning due on 18 th Sep 2023 23:00hrs AEST
6	25 Sep	Common medications used in managing symptoms		
7	2 Oct	Palliative emergencies	4. Palliative Care Emergencies/ Complementary Therapies	
8	9 Oct	Complementary Therapies Cannabis		Pharmacy on-line quiz 9 th -13 th Oct 2023. Closes 13 th Oct 2023 23:00hrs AEDT
9	16 Oct	Ethical and Legal aspects of Care	5. Ethical issues in Palliative Care Practice	
10	23 Oct	Hydration and Nutrition Advanced Care Directives		
11	30 Oct	End-of-Life Care	6. Spirituality and End of Life Care	Literature review due on 31 th Oct 2023 23:00hrs AEDT
12	6 Nov	Grief, bereavement and self-care		

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Course Assessment Requirements:

- Assessment 1 - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 2 - Quiz: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- Assessment 3 - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

Assessments:

If you need to apply for an extension for an assessment: You should follow the process described in your Course Outline under the heading "Adverse Circumstances". Please note you will be required to submit documents to support your application.

Please do not email your tutor or course coordinator to request an extension because they cannot approve applications for extensions unless they have been submitted using the Adverse Circumstances process.

Formatting your assessments:

General advice - Use standard (default) margins, double line spacing and 12 point font in your assessments. Please do not use justified text, use left alignment.

If you have additional instructions about using headings or an essay format or other formats (such as blogs) – please follow instructions provided for individual assessments.

Word Count:

The length of the assessment is an indication of the number of words needed to address the assessment task. This is a guide, however, some students have difficulty keeping their writing within the specified word count. If your assessment exceeds the word count by 10%, the entire assessment will be marked. Tutors may stop marking if your assessment exceeds the word count by more than 10%.

Please note the following information from the UON Course Management and Assessment Procedure Manual (Item 250 and 251):

"Word limits include headings, sub-heading, in-text citations, quotes and referencing but does NOT include the list of references, appendices and footnotes. The Course Co-ordinator will allow a tolerance of at least 10% of the word limit" (<https://policies.newcastle.edu.au/document/view-current.php?id=183>).

Referencing:

Your assessments must be appropriately referenced. Assessments that are not correctly referenced may have lower marks awarded.

Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another person's work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the Student Academic Integrity Policy (<https://policies.newcastle.edu.au/document/view-current.php?id=35>).

Referencing your Assessments

What should be referenced?

- All sources of published information including textbooks, journal articles, course readings, websites, guidelines, policies and government documents that have been used to prepare an assessment MUST be included in the assessment as an in-text citation AND on the reference list.
- Any documents provided to you to use in the preparation of an assessment must be referenced.
- Direct quotes MUST be referenced. However, please note direct quotes should be used sparingly and should not constitute more than 10% of an assessment.
- Information that you have paraphrased in your assessment must also be referenced.
- Correct citation of sources and referencing is expected in scholarly writing at Masters level. Assessments that are not correctly referenced may be penalised (lower marks awarded).

Correct Referencing style

You are required to use APA 7th Referencing Style in all of your assessments (unless otherwise stated).

- Check this link for details about using APA 7th Style: <https://libguides.newcastle.edu.au/apa-7th>
- Check this link for details about referencing your course modules: <https://libguides.newcastle.edu.au/apa7th/course> and select the “Course outlines & notes” tab.

Making Referencing Easier

Referencing your assessments is easier if you use a Reference Management Program such as “Endnote”. There is information in Canvas that will assist you to access and use the Endnote referencing program. Select: “Library Essentials” at the top right of your screen, then select “Referencing” from the list of options on the left side of the screen, and then scroll down to select “Endnote”. Or click on this link: <http://libguides.newcastle.edu.au/endnote>

Academic Integrity

All new students must complete the Academic Integrity Module (AIM), which can be accessed via the Dashboard in Canvas.

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	Health Assessment/ Planning*	Week 5 Monday 18 th September 2023 23:00hrs AEST	Individual	40%	1, 2, 4, 5, 6, 9
2	Pharmacy on-line quiz*	Week 8 Monday-Friday 9 th -13 th October 2023 23:00hrs AEDT	Individual	15%	6
3	Literature Review*	Week 11 Tuesday 31 st October 2023 23:00hrs AEDT	Individual	45%	1, 2, 3, 4, 7, 8

* This assessment has a compulsory requirement.

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 - Health Assessment / Planning

Assessment Type

Written Assignment

Purpose

The purpose of this assessment is to provide students with an opportunity to demonstrate their in-depth understanding of assessment / planning from a palliative care perspective within their area of practice.

Description	<p>You are required to identify a patient who is approaching or reaching the end of their life to determine unmet palliative care needs and present an evidence-based plan of care in response to your assessment. You will need to utilise the Supportive and Palliative Care Indicators Tool (SPICT) as a screening instrument to determine unmet needs, and then an assessment tool or method of your own choice to further assess key needs (e.g., uncontrolled symptoms or planning ahead requirements etc.).</p> <p>For the purpose of this assignment you may choose to present a current or retrospectively a recent patient. If you are unable to do this then contact the course coordinator to arrange an alternative strategy.</p> <p>Your written report will need to address the following elements:</p> <ol style="list-style-type: none">1. Introduce your patient and context (e.g., age, medical diagnosis, care location (hospital, community, residential care, other) family or carer context).2. Summarise the outcome from use of the SPICT screening tool.3. Select, justify and apply an assessment tool or approach (of your choice) to identify key presenting needs for the patient or carer/family.4. Discuss two priority patient and/or family needs, supporting your selection.5. Present a plan of care for these identified needs that is evidence based and has achievable care goals (e.g., SMART goals). <p>'SPICT' is available in Assessment in Canvas.</p> <p>Any clinical decisions made in the process of your assessment / planning should be supported by relevant literature.</p>
Weighting	40%
Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Length	1200 words
Due Date	Closes 23:00 hrs on Monday 18 th September 2023 (AEST)
Submission Method	Online. Submit through Canvas
Assessment Criteria	See Appendix A
Return Method	Canvas
Feedback Provided	Online
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

Assessment 2 - Pharmacy On-line Quiz

Assessment Type	Quiz
Purpose	The purpose of this quiz is to demonstrate your understanding of pharmacological management for palliative care patient.
Description	<p>Complete the on-line quiz about psychopharmacology issues in palliative care practice.</p> <ul style="list-style-type: none">– The quiz will be available for 1 week, during 9th and 13th October 2023.– This assessment is designed to be taken under open book exam conditions.– You will need to allocate one uninterrupted hour. Once commenced, the quiz cannot be interrupted. It can only be taken once. It will shut down if the answers are not submitted within this hour.– There is no opportunity to open the quiz for previewing purposes.– Once opened, the system detects that you are taking the quiz. <p>If you experience computer breakdown or an ISP interruption, contact the course coordinator immediately.</p>
Weighting	15% for 15 questions

Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Length	Not applicable
Due Date	Opens Monday 9 th October – Closes 23:00 hr on Friday 13 th October 2023 (AEDT)
Submission Method	Canvas
Assessment Criteria	Not applicable
Return Method	Canvas
Feedback Provided	Online
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

Assessment 3 - Literature Essay

Assessment Type	Written Assignment
Purpose	<p>The purpose of the 'Literature Essay' is for you to conduct a limited literature review on a chosen topic that critically analyses key issues (or information or consensus) related to current best practice in palliative and end of life care in order to implement evidence-based care responses on your chosen topic in your chosen location of care. You may revisit one of the care needs you identified in Assessment 1 or you may select any palliative or end of life care symptom management / care process item of interest.</p>
Description	<p>You are required to choose a topic that is relevant to care provision in your care setting, and conduct a limited literature review to inform your analysis and conclusion.</p> <p>You should address the following points:</p> <ol style="list-style-type: none">1. Identify and give full details of the chosen topic and relevance to your care setting. Provide a "question" to guide your review of the literature.2. Provide evidence of systematic approach to search for the source of information of the chosen topic (Illustration of the key words and a table of search results for your search strategy must be included.);3. Demonstrate a critical analysis and synthesis of selected literature;4. Apply and discuss how you would realistically implement the findings of your review in your care setting. <p>See Course Materials for further details on how to develop a literature review and a template for reporting your search results.</p>
Weighting	45%
Compulsory Requirements	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
Length	1600 Words
Due Date	23:00 hr on Monday 31 st October 2023 (AEDT)
Submission Method	Online. Submit the Literature review online through Turnitin
Assessment Criteria	See Appendix B
Return Method	Canvas
Feedback Provided	Online
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge 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).

Communication Methods

Communication methods used in this course include:

- Email: Students will receive communications via their student email account.
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

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.

As a result of student feedback, the following changes have been made to this offering of the course:

The assessments and marking criteria were changed.

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

You are entitled to apply for special consideration because adverse circumstances have had an impact on your performance in an assessment item. This includes applying for an extension of time to complete an assessment item. Prior to applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure, available at

<https://policies.newcastle.edu.au/document/view-current.php?id=236>. All applications for Adverse Circumstances must be lodged via the online Adverse Circumstances system, along with supporting documentation

**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 A. Marking Criteria for Assessment 1. Health Assessment / Planning

Criteria	High Distinction (100%-85%)	Distinction (84%-75%)	Credit (74%-65%)	Pass (64%-50%)	Fail (49%-0.1%)	Fail 0%	Mark
Introduce your patient and/or family (primary carer) (e.g. age, medical diagnosis, hospital, community, residential care etc). (5 marks)	Range: 5.0-4.3 marks Introduction of the patient and/or family (primary carer) identifies all aspects of demographic, diagnosis, history and situational data, with thorough, methodical presentation.	Range: 4.2-3.8 marks Introduction of the patient and/or family (primary carer) identifies all aspects of demographic, diagnosis, history and situational data, with adequate detail.	Range: 3.7-3.3 marks Introduction of the patient and/or family (primary carer) identifies aspects of demographic, diagnosis, history and situational data, missing limited data or not enough detail for introduction.	Range: 3.2-2.5 marks Introduction of the patient and/or family (primary carer) identifies aspects of demographic, diagnosis, history and situational data, missing limited data or not enough detail for introduction.	Range: 2.4-0.1 marks No introduction of the patient and/or family (primary carer).	0 marks Did not attempt	/5
Knowledge of the field: palliative care Summarise SPICT findings and discuss care implications from a palliative care perspective. (9 marks)	Range: 9.0-7.7 marks All elements of the use of the SPICT have been completed, with evidence of insightful, logical assessment and thorough, methodological presentation of findings.	Range: 7.6-6.8 marks The SPICT is applied, critical elements of the assessment and findings are appropriately developed, however more subtle elements are ignored or unaccounted for.	Range: 6.7-5.9 marks The SPICT is applied, critical elements of the assessment and findings are missing, incorrectly developed or unfocused.	Range: 5.8-4.5 marks The SPICT is applied, critical elements of the assessment and findings are missing, incorrectly developed or unfocused.	Range: 4.4-0.1 marks No summary SPICT assessment and/or its findings.	0 marks Did not attempt	/9
Solving complex problems: Identify and discuss at two priority patient and/or family needs and the assessment process for these. (10 marks)	Range: 10.0-8.5 marks Insightful, logical, methodological presentation and discussion of two priority patient and/or family needs and their related assessment.	Range: 8.4-7.5 marks Identification and discussion of two priority patient and/or family needs and related assessment; critical elements are appropriately developed; however more subtle elements are ignored or unaccounted for.	Range: 7.4-6.5 marks Identification and discussion of two patient and/or family needs and related assessment, critical elements are missing, incorrectly developed or unfocused.	Range: 6.4-5.0 marks Identification and discussion of two patient and/or family needs and related assessment, critical elements are missing, incorrectly developed or unfocused.	Range: 4.9-0.1 marks No identification and discussion of patient and/or family needs or related assessment.	0 marks Did not attempt	/10
Critical thinking skills: Provide a plan of care demonstrating best palliative care practice management/ interventions for the identified priority symptoms/ needs. (10 marks)	Range: 10.0-8.5 marks Insightful, logical, methodological examination and discussion of evidence based best practice plan of care.	Range: 8.4-7.5 marks Coherent and critical presentation and discussion of evidence based best practice plan of care - critical elements are appropriately developed, however more subtle elements are ignored or unaccounted for.	Range: 7.4-6.5 marks Presentation of relevant evidenced based best practice plan of care - critical elements are missing, incorrectly developed or unfocused.	Range: 6.4-5.0 marks Presentation of relevant evidenced based best practice plan of care - critical elements are missing, incorrectly developed or unfocused.	Range: 4.9-0.1 marks No plan of care provided.	0 marks Did not attempt	/10

<p>Writing is authentic and clearly expresses ideas and sound reasoning.</p> <p>Uses correct spelling and paragraph structure throughout.</p> <p>Structured as per requirements in Course outline. (3 marks)</p>	<p>Range: 3.0-2.6 marks</p> <p>Exemplary writing with very high levels of authenticity and independent thought. Ideas and reasoning are clearly expressed.</p> <p>Introductory sentence used at the start of paragraphs. Main subject matter is developed within each paragraph. Concluding sentence used at the end of paragraphs.</p> <p>Exemplary spelling, grammar and syntax with no errors. Meets all style requirements.</p>	<p>Range: 2.5-2.3 marks</p> <p>Evidence of superior academic writing skills. Authentic and original writing that clearly synthesises the key points of the assignment. Expression of ideas and reasoning is clear.</p> <p>Correct use of paragraphs. Discussion in each paragraph provides sufficient depth to demonstrate understanding.</p> <p>Superior spelling, grammar and syntax < 5 minor errors. Meets all style requirements.</p>	<p>Range: 2.2-1.9 marks</p> <p>Evidence of sound academic writing. Authentic and original writing that clearly addresses the key points of the assignment. Expression of ideas and reasoning is satisfactory.</p> <p>Paragraphs are 5-7 sentences in length and sentences are clear and concise.</p> <p>Minor errors only in syntax, spelling and grammar. Meets all style requirements.</p>	<p>Range: 1.8-1.5 marks</p> <p>Authentic writing that attempts to show independent thought. May struggle with expression of ideas and reasoning.</p> <p>Attempts to use paragraphs. Some sentences may be too long/short.</p> <p>Meets almost all style requirements including spacing, page numbers, font, headings.</p>	<p>Range: 1.4-0.1 marks</p> <p>Lacks authenticity.</p> <p>Language hinders the effective flow of ideas and meaning.</p> <p>Sentences lack structure and are consistently too short or too long.</p> <p>Multiple errors in spelling, grammar and style. Not structured as per requirements in Course Outline.</p>	<p>0 marks</p> <p>Did not attempt</p>	<p>/3</p>
<p>Wide range of contemporary and relevant sources are used in text and listed in reference list.</p> <p>Uses APA 7 style. (3 marks)</p>	<p>Range: 3.0-2.6 marks</p> <p>Sources are appropriate, contemporary and from a range of journals and databases.</p> <p>Complies with all the referencing style requirements. There are no errors in referencing throughout.</p>	<p>Range: 2.5-2.3 marks</p> <p>Sources are appropriate, contemporary and from a range of journals and databases.</p> <p>APA 7 referencing style is consistently accurate. Less than 5 minor referencing errors.</p>	<p>Range: 2.2-1.9 marks</p> <p>Sources are appropriate, mostly contemporary and from a narrow range of journals and databases.</p> <p>Complies with referencing style requirements. Some referencing errors in in-text and/or referencing list (5-7).</p>	<p>Range: 1.8-1.5 marks</p> <p>Sources are mostly relevant however there are too few to demonstrate wide reading.</p> <p>Attempts to use APA 7 style. Some errors in in-text and/or referencing list (8-10).</p>	<p>Range: 1.4-0.1 marks</p> <p>Sources are inappropriate and/or absent.</p> <p>In-text referencing and/or reference list contains major errors (>10).</p>	<p>0 marks</p> <p>Did not attempt</p>	<p>/3</p>
Total							/40

Appendix B. Marking Criteria for Assessment 3. Literature Essay

Criteria	High Distinction (100%-85%)	Distinction (84%-75%)	Credit (74%-65%)	Pass (64%-50%)	Fail (49%-0.1%)	Fail 0%	Mark
Identify and give full details of the chosen topic and relevance to your care setting. Include a clear research question. (7 marks)	Range: 7.0-6.0 marks Topic is a priority area for examination in relation to the care plan, is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Clear research question.	Range: 5.9-5.3 marks Topic is a relevant area for examination in relation to the care plan, is stated, described, and clarified so that understanding is not seriously impeded by omissions. Clear research question.	Range: 5.2-4.6 marks Topic is a relevant area for examination in relation to the care plan, but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined. Research question present but less refined.	Range: 4.5-3.5 marks Topic is relevant area for examination in relation to the care plan and/or without clarification or description. Research question is present but underdeveloped.	Range: 3.4-0.1 marks No identification of details of the chosen topic and relevance to the care plan and topic is irrelevant to area of examination. Absence of research question.	0 marks Did not attempt	/7
Independent learning: Provide evidence of the systematic approach to search for the source of information of the chosen topic. (7 marks)	Range: 7.0-6.0 marks Evidence of systematic approach to search for the source of information of the chosen topic. Evidence of effective, well designed search strategies and most appropriate information sources.	Range: 5.9-5.3 marks Evidence of systematic approach to search for the source of information of the chosen. Uses a variety of search strategies, some relevant information sources, demonstrates ability to conduct and refine search.	Range: 5.2-4.6 marks Evidence of systematic approach to search for the source of information of the chosen topic uses simple search strategies, retrieves information from limited and similar sources. Missing critical elements.	Range: 4.5-3.5 marks Evidence of systematic approach to search for the source of information of the chosen is random, lacks relevance and quality.	Range: 3.4-0.1 marks No evidence of systematic approach to search for the source of information of the chosen topic.	0 marks Did not attempt	/7
Demonstrate a critical analysis and synthesis of selected literature. (10 marks)	Range: 10.0-8.5 marks Critical analysis and synthesis of selected literature, synthesizes in-depth information from relevant sources representing various points of view. Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Range: 8.4-7.5 marks Critical analysis and synthesis of selected literature presents in-depth information from relevant sources representing various points of view. Organises evidence to reveal important patterns, differences, or similarities related to focus.	Range: 7.4-6.5 marks Critical analysis and synthesis of selected literature, presents information from relevant sources representing limited points of view. Organises evidence, but organisation is not effective in revealing important patterns, differences or similarities related to focus.	Range: 6.4-5.0 marks Critical analysis and synthesis of selected literature, presents information from some irrelevant sources representing limited points of view/approaches. Is not organised and/or is unrelated to focus.	Range: 4.9-0.1 marks No or poor demonstration of a critical analysis and synthesis of selected literature.	0 marks Did not attempt	/10
Apply and discuss how you will implement the findings in your care for the patient. (15 marks)	Range: 15.0-12.8 marks Application and/or discussion of how the findings will be implemented in patient care are detailed, focused, realistic and manageable and addresses significant aspects of the topic.	Range: 12.7-11.3 marks Application and/or discussion of how the findings will be implemented in patient care are focused and manageable/realistic and appropriately addresses relevant	Range: 11.2-9.8 marks Application and/or discussion of how the findings will be implemented in patient care while manageable/doable, are too narrowly focused and leaves out relevant aspects.	Range: 9.7-7.5 marks Application and/or discussion of how the findings will be implemented in patient care are too general and wide-ranging as to be manageable. and doable and/or are possibly	Range: 7.4-0.1 marks No application and/or discussion of how the findings will be implemented in patient care.	0 marks Did not attempt	/15

		aspects of the topic.		irrelevant and unsupported.			
<p>Writing is authentic and clearly expresses ideas and sound reasoning.</p> <p>Uses correct spelling and paragraph structure throughout.</p> <p>Structured as per requirements in Course outline. (3 marks)</p>	<p>Range: 3.0-2.6 marks</p> <p>Exemplary writing with very high levels of authenticity and independent thought. Ideas and reasoning are clearly expressed.</p> <p>Introductory sentence used at the start of paragraphs. Main subject matter is developed within each paragraph. Concluding sentence used at the end of paragraphs.</p> <p>Exemplary spelling, grammar and syntax with no errors. Meets all style requirements.</p>	<p>Range: 2.5-2.3 marks</p> <p>Evidence of superior academic writing skills. Authentic and original writing that clearly synthesises the key points of the assignment. Expression of ideas and reasoning is clear.</p> <p>Correct use of paragraphs. Discussion in each paragraph provides sufficient depth to demonstrate understanding.</p> <p>Superior spelling, grammar and syntax < 5 minor errors. Meets all style requirements.</p>	<p>Range: 2.2-1.9 marks</p> <p>Evidence of sound academic writing. Authentic and original writing that clearly addresses the key points of the assignment. Expression of ideas and reasoning is satisfactory.</p> <p>Paragraphs are 5-7 sentences in length and sentences are clear and concise.</p> <p>Minor errors only in syntax, spelling and grammar. Meets all style requirements.</p>	<p>Range: 1.8-1.5 marks</p> <p>Authentic writing that attempts to show independent thought. May struggle with expression of ideas and reasoning.</p> <p>Attempts to use paragraphs. Some sentences may be too long/short.</p> <p>Meets almost all style requirements including spacing, page numbers, font, headings.</p>	<p>Range: 1.4-0.1 marks</p> <p>Lacks authenticity.</p> <p>Language hinders the effective flow of ideas and meaning.</p> <p>Sentences lack structure and are consistently too short or too long.</p> <p>Multiple errors in spelling, grammar and style. Not structured as per requirements in Course Outline.</p>	<p>0 marks</p> <p>Did not attempt</p>	<p>/3</p>
<p>Wide range of contemporary and relevant sources are used in text and listed in reference list.</p> <p>Uses APA 7 style. (3 marks)</p>	<p>Range: 3.0-2.6 marks</p> <p>Sources are appropriate, contemporary and from a range of journals and databases.</p> <p>Complies with all the referencing style requirements. There are no errors in referencing throughout.</p>	<p>Range: 2.5-2.3 marks</p> <p>Sources are appropriate, contemporary and from a range of journals and databases.</p> <p>APA 7 referencing style is consistently accurate. Less than 5 minor referencing errors.</p>	<p>Range: 2.2-1.9 marks</p> <p>Sources are appropriate, mostly contemporary and from a narrow range of journals and databases.</p> <p>Complies with referencing style requirements. Some referencing errors in in-text and/or referencing list (5-7).</p>	<p>Range: 1.8-1.5 marks</p> <p>Sources are mostly relevant however there are too few to demonstrate wide reading.</p> <p>Attempts to use APA 7 style. Some errors in in-text and/or referencing list (8-10).</p>	<p>Range: 1.4-0.1 marks</p> <p>Sources are inappropriate and/or absent.</p> <p>In-text referencing and/or reference list contains major errors (>10).</p>	<p>0 marks</p> <p>Did not attempt</p>	<p>/3</p>
						Total	/45