

NURS6101: Nurse Practitioner Professional Practice

Online

Trimester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description Registered nurses begin their formal journey towards endorsement as a Nurse Practitioner in Australia with this course. Students will enhance their understandings of the legal, political, social and health factors underpinning the evidence-informed health service provision of advanced clinical practice. A review of major pathology is undertaken so as students may then apply advanced understandings to the culturally, legally and ethically safe clinical assessments undertaken by Nurse Practitioners. This is foundational to the use of the diagnostic and clinical intervention work of Nurse Practitioners studied in later courses. This course utilises Integrated Professional Practice hours and diverse clinical practice experiences, including embedded clinical supervision, to grow advanced capabilities in clinical interviewing and assessment as the students begin to take up the identity of the Nurse Practitioner.

Academic Progress Requirements

Nil

Requisites

Students must be enrolled in the Master of Nurse Practitioner [40336] program.

Contact Hours

Online Clinical*

Face to Face Off Campus

100 hour(s) per term

100 hours integrated professional practice

Lecture

Online

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

Tutorial

Online

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

Workshop*

Online

8 hour(s) per day for 3 day(s) starting Week 3

Workshops will be held over three days in week 3 of term.

**This contact type has a compulsory requirement*

Unit Weighting

20

Workload

Students are expected to spend on average 240-280 hours of effort (contact and non-contact) including assessments per 20-unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online Brandi Cole Brandi.Welsh@newcastle.edu.au Phone: 0405050834
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 (+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, please visit https://www.newcastle.edu.au/current-students/support

SYLLABUS

Course Content	Module 1: Nurse Practitioner Identity Module 2: Primary Health Care Module 3: Review of major pathophysiology Module 4: Comprehensive health assessment Module 5: The deteriorating patient Module 6: (Intensive Module A): Health inequities Module 7: (Intensive Module B): Evidence-informed health services
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">critically evaluate the evidence underpinning the Nurse Practitioner Scope and Standards of Practice, in light of primary health care, and professional, cultural, geographical, technological, political, legislative and ethical frameworksdemonstrate advanced knowledge of pathophysiology, particularly as it applies to an individual Nurse Practitioner metaspecialtyapply advanced understanding, specialised skills and evidence-informed judgements to the safe undertaking of complex history taking and comprehensive clinical examinationdisplay advanced capability in high-level communication, consultation and referral, and with emerging technologiescritically analyse Nurse Practitioner and other health services for Aboriginal and/or Torres Strait Islander peoples, vulnerable populations, and individuals and communities with diverse needs
Course Materials	Recommended Reading: Craft, J., & Gordon, C. (Eds.). (2022). <i>Understanding Pathophysiology ANZ</i> (4th ed.). Elsevier.

Grossman, S. C., & Valiga, T. M. (2020). *The New Leadership Challenge: Creating the Future of Nursing*. F. A. Davis Company

Salem, L & Harvie, B. (2022). *Nurse Practitioner Resource for Ordering Pathology Tests*, October. Self published, New South Wales. (Available at <https://www.lesleysalem.com.au/shop/p/booklet-nurse-practitioner-resource-for-ordering-pathology-tests>)

Talley, N. J., & O'Connor, S. (2021). *Clinical Examination - 2-Volume Set* (9th ed.). Elsevier.

COMPULSORY REQUIREMENTS

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

Contact Hour Requirements:

- Workshop - Has compulsory attendance
- Clinical - Has compulsory attendance. 100 hours of Integrated Professional Practice, focussing on clinical assessment.

Course Assessment Requirements:

- Assessment 1 - Online Pathophysiology Quizzes: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 2 - Literature Review: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 3 - Reflexive Journal: Submit assessment item - Must submit this assessment to pass the course.
- Assessment 4 - Professional Practice Evidence: Pass requirement - Must pass this assessment item to pass the course.

Compulsory Placement and WHS Requirements:

- AHPRA Requirement - Provisional or full registration with the Australian Health Practitioner Regulation Agency (AHPRA). Current registration as a Registered Nurse with the Nursing and Midwifery Board of Australia

SCHEDULE

Week	Week Begins	Topic*	Assessment Due
1	29 Jan	Module 1: Nurse Practitioner Identity <ul style="list-style-type: none">• Program philosophy and aim• Person-centred care• Global to local: International, national, and regional health priorities• Partnering with consumers• Cultural safety• NP Scope of Practice• NP Standards for Practice	
2	5 Feb	Module 2: Primary Health Care <ul style="list-style-type: none">• Primary Health Care: philosophy and model:<ul style="list-style-type: none">○ social determinants of health○ health promotion○ preventing and controlling health problems	

		<ul style="list-style-type: none"> ○ early intervention ○ chronic disease management ○ wellness across the lifespan ○ vulnerable populations, and individuals and communities with diverse needs ● Primary Health Care as a cross-curriculum theme 	
3	12 Feb	<p>Intensive Module A: Health inequities</p> <p>Health inequities caused by the impact of colonisation and other factors on the lives of Aboriginal and/or Torres Strait Islander peoples including:</p> <ul style="list-style-type: none"> ● systemic racism ● social factors ● cultural factors ● behavioural factors ● economic factors <p>Intensive Module B: Comprehensive health assessment</p> <ul style="list-style-type: none"> ● Holistic assessment ● Head to toe physical assessment ● Nursing assessment at advanced level ● Interviewing skills and history taking ● Current and emerging technologies for healthcare <p>Intensive Module C: Knowledge Translation</p> <p>Review, applying to Nurse Practitioners' work:</p> <ul style="list-style-type: none"> ● Improving clinical care by research and quality improvement ● Types of research questions ● Finding the best evidence ● Critiquing and synthesising information ● Qualitative research design ● Quantitative research design 	
4	19 Feb	<p>Module 5: Review of major pathophysiology</p> <p>Review of major pathophysiology as it relates to the deteriorating patient, particularly in systems:</p> <ul style="list-style-type: none"> ● Cardiovascular ● Respiratory ● Neurological ● Endocrine ● Immune 	
5	26 Feb		
6	4 Mar		<p>Pathophysiology Quiz 1 Closes Monday March 4 2024 23:00hr AEDT</p>
7	11 Mar		<p>Pathophysiology Quiz 2 Closes Monday March 11 2024 23:00hr AEDT</p>

		<p>Review of these systems/topics:</p> <ul style="list-style-type: none"> • Gastrointestinal • Renal • Musculoskeletal • Pain • Genetics • Paediatrics • Geriatrics 	
8	18 Mar	Recap	Pathophysiology Quiz 3 Closes Monday March 18 2024 23:00hr AEDT
9	25 Mar	<p>Module 6: The deteriorating patient</p> <ul style="list-style-type: none"> • A to G assessment • Escalating pathways • Advanced life support • Rural, remote and austere environments • Across the lifespan • Advanced care directives • Virtual care 	
10	1 Apr	<p>Module 7: Evidence-informed health services</p> <ul style="list-style-type: none"> • Personal, professional, political, geographical, technological, social, ethical and cultural factors in advanced clinical practice • Knowledge translation (Intensive Module C) • Person centred care • First Nations Peoples' care • Care for people with specific ethnic and other diverse needs • Demographic flexibility: Adjusting care modalities to specific regions and populations 	Written Assignment Due Monday April 1 2024 23:00hr AEDT
11	8 Apr		
12	15 Apr	Trimester 1 Review and celebration	<p>Reflexive Journal Due Monday April 15 2024 23:00hr AEST</p> <p>Professional Practice Evidence Due Monday April 15 2024 23:00hr AEST</p>

**Occasionally timing of content may change due to circumstances beyond our control. Students will be notified via Canvas.*

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Pathophysiology Quizzes*	Quiz 1 due week 6: Monday March 4 2024 at 23:00hr Australian Eastern Daylight Time (AEDT) Quiz 2 due week 7: Monday March 11 2024 at 23:00hr AEDT Quiz 3 due week 8: Monday March 18 2024 at 23:00hr AEDT	Individual	Total of 30% (10% x 3)	2
2	Literature Review*	Due week 10: Monday April 1 2024 at 23:00hrs AEDT	Individual	50%	1, 4, 5
3	Reflexive Journal*	Due week 12: Monday April 15 2024 at 23:00hrs Australian Eastern Standard Time (AEST)	Individual	20%	1, 3, 4, 5
4	Professional Practice Evidence*	Fully complete by week 12: Monday April 15 at 23:00hr AEST	Individual	Satisfactory/ Unsatisfactory	3, 4, 5

* 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.

POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

Assessments

1 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.

2 Formatting your assessments:

- General advice - Use standard (default) margins, double line spacing and 12 point font in your assessments.
- 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.

3 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>).

4 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/apa-7th/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 that contain information from other sources that have not been referenced and where it appears that the student is presenting another persons' work or ideas as their own, will be referred to the SACO officer. This constitutes a potential breach of the university Academic Integrity policy.

The Student Academic Integrity Policy is available via this link:

<https://policies.newcastle.edu.au/document/view-current.php?id=35>

Assessment 1 - Online Pathophysiology Quizzes

Assessment Type	Quiz
Description	You are to undertake three (3) pathophysiology quizzes, one each in Weeks 6, 7 and 8. Each quiz is based on a case study and has 10 questions. The quizzes will be online and timed. You have one attempt at each of your three quizzes.
Weighting	30%
Compulsory Requirements	Submit assessment item - Must submit this assessment to pass the course
Length	3 quizzes of 1 hour duration, 10 questions each
Due Date	All quizzes need to be completed by: Week 6: Monday March 4 2024 at 23:00hr Australian Eastern Daylight Time (AEDT) Week 7: Monday March 11 2024 at 23:00hr AEDT Week 8: Monday March 18 2024 at 23:00hr AEDT
Submission Method	Online. Canvas
Assessment Criteria	N/A
Return Method	Online
Feedback Provided	The quizzes are non-returnable, but general feedback will be given
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

Assessment 2 - Literature Review

Assessment Type	Literature Review
Purpose	A literature review raises questions by evaluating literature on a topic in your field. It is a useful, well-planned, critical piece of writing, organised into themes, to combine and evaluate the literature about a topic. A literature review is often used to situate a thesis, a research question, or a point of practice. The aim in this assignment is to deepen understandings of the evidence upon which Nurse Practitioner practices/roles stand. Therefore, the topic for this literature review is 'the Nurse Practitioner'.
Description	<p>'Literature' in an academic context, and for the purposes of this assignment, means peer reviewed published books and journal articles, government reports, theses, and <i>published</i> guidelines. A literature review analyses what has already been said on the topic, who the key writers are, what the prevailing theories are, what is useful to practice, and where the silences are.</p> <p>By providing a critical discussion on the existing literature of a topic, your literature review will include rhetorical purpose, augmentation, synthesis and voice:</p> <ol style="list-style-type: none">Rhetorical purpose The purpose of the literature review is to demonstrate immersion in, and understanding of, the field of knowledge on this topic and to provide an authoritative overview, a critical summary, and, potentially, a context for research. Example questions to deepen immersion in the field could be:<ul style="list-style-type: none">What are the key sources, theories, and concepts?How is knowledge on the topic structured and organised?What are the common methodologies?What are the main questions and answers that have been addressed to date?What are the current debates/issues?Argumentation The literature review presents an argument that leads to an identifiable 'gap' in existing research.Synthesis and voice It is essential that students include their own critical voice

threaded throughout the literature. Simply including a list of quotes or ideas from existing literature will not suffice. Students must provide the critical discussion, analysis and evaluation of the state of the literature.

(From Literature Reviews, University of Newcastle Library
https://www.newcastle.edu.au/data/assets/pdf_file/0005/827726/Literature-Reviews.pdf)

This literature review must begin by giving a broad overview of the literature. It may then narrow to a particular sub-topic related to Nurse Practitioners, or it may remain broad throughout.

For this review, 25-30 titles will most likely be an appropriate number to consider as each piece of literature deals with a different aspect of the topic.

References: APA 7th format.

Weighting	50%
Compulsory Requirements	Submit assessment item - Must submit this assessment to pass the course
Length	2,000 words
Due Date	Week 10: Monday April 1 2024 at 23:00hrs Australian Eastern Daylight Time (AEDT)
Submission Method	Online. Canvas
Assessment Criteria	In Canvas
Return Method	Online
Feedback Provided	Online - Within 15 university working days
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

Assessment 3 - Reflexive Journal

Assessment Type	Journal
Purpose	Becoming reflexive encourages learners to feel able to look at both themselves and the systems that produce them, to make considered and lasting change (Dawson et al, 2022). Reflexivity is an intentional intellectual activity in which individuals explore or examine a situation, an issue, or object based on their past experiences, to develop new understandings that will ultimately influence their actions or in which they critically analyse the field of action as a whole (Tremblay et al., 2014, p. 539 quoted in Alexander, 2020). Reflexive journal writing can deepen understandings of context, clarify connections between theory and practice, assist with self-evaluation, improve supervision, and practice development, and potentially deepen understandings for already endorsed/registered clinicians (Barry & O'Callaghan, 2009).

Description This Reflexive Journal assessment requires you to briefly describe and then critically analyse episodes/events/situations related to clinical assessment from your current Nurse Practitioner practice. Thoughtfully choose a minimum of two (2) and a maximum of three (3) episodes/events/situations to allow the demonstration of your reflexive skills, including:

- critical analysis on your own beliefs, prejudices, power, and privilege, related to the chosen episodes/events/situations concerning clinical assessment
- analysis of the social, historical, political, and discursive factors that shaped the episode/event/situation related to the chosen episodes/events/situations
- academic style writing with quality sources to support deliberations/analyses/new understandings

(based on Dawson et al, 2022, p.16).

You may choose your preferred method for undertaking reflexivity from any of the available academically-sound models of reflexivity for this assignment (See Canvas course site for models and suggestions).

References: APA 7th format.

Weighting	20%
Compulsory Requirements	Submit assessment item - Must submit this assessment to pass the course
Length	2,000 words
Due Date	Monday April 15 2024 at 23:00hrs Australian Eastern Standard Time (AEST)
Submission Method	Online. Canvas
Assessment Criteria	In Canvas
Return Method	Online
Feedback Provided	Online - Within 15 university working days
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment

Assessment 4 - Professional Practice Evidence

Assessment Type	Professional Task
Purpose	Our Integrated Professional Practice (IPP) Plan for Nurse Practitioner students is designed to support the attainment of knowledge and clinical skills required to practise safely as a Nurse Practitioner in Australia.
Description	Students are encouraged to obtain IPP hours in professional practice settings to enhance their knowledge in self-identified areas of learning need, mostly within their metaspecialty. Identifying these 'areas of learning need' is an individual process, often in consultation with the Course Coordinator and/or their supervisors, where each student critically analyses their own practice and seeks out opportunities to move themselves towards excellence, enhancing their ability to demonstrate the NMBA Nurse Practitioner standards for practice (2021). Professional practice capabilities are assessed during IPP hours in the practice arena by the student's supervisors. The outcomes of these assessments inform and document the student's satisfactory performance and thus facilitate timely program completion.

Integrated Professional Practice Hours

The *learning emphasis* in IPP is divided across the three professional experience courses (NURS6101, NURS6102 and NURS6103) in the following way:

1. Trimester 1: 100 hours of patient/client clinical assessment work (including pharmacotherapy)
2. Trimester 2: 100 hours of patient/client diagnostic and implementation work (including pharmacotherapy)
3. Trimester 3: 100 hours of advanced profession practice, education, research and leadership.

Documentation of Integrated Professional Practice Hours

This Trimester, students are required to

- ensure their timesheets for 100 hours of IPP per trimester of integrated professional experience are verified via signature by their nominated Clinical Supervisor/Nurse Manager/medical officer
- ensure that their supervisor/s co-sign all timesheets and assessments which have not been undertaken by them
- submit their documentation to SONIA, the School of Nursing and Midwifery's professional practice portal, where the hours will be checked at the end of trimester by the Course Coordinator (or Program Convenor)
- take responsibility for uploading documentation to SONIA

- complete 100 IPP hours by the end of each trimester, focussing on: clinical assessment (NURS6101)

Documentation of professional practice capability

This trimester, students are required to

1. undertake three (3) clinical supervision sessions with their Nurse Practitioner supervisor (in person or via telehealth/Zoom/Teams), using the Metaspecialites Assessment Form as a basis for discussions, and focussing on clinical assessment or clients/patients. Students then submit each completed form to SONIA.

2. arrange and attend a session where the student undertakes one or more patient clinical assessment/s observed by their nominated Clinical Supervisor (or nominated nominee Nurse Manager or medical officer) and documented using the Metaspecialites Assessment Form. Timing: approximately 20-minute observation of clinical assessment, 10 minutes discussion whilst completing the form together. Students then submit the completed form to SONIA.

Please note well

- Names verifying Integrated Professional Practice hours and clinical assessments must be completely legible, and signatures correctly matching names
- Clinical supervisors are not to be asked to complete clinical documentation retrospectively
- Completion of the documentation is a shared responsibility between student and supervisor (or delegate)
- Submission of completed documents is the responsibility of the student
- Academic and professional staff will not remind students to complete their documentation, nor be responsible for results based on incomplete IPP records
- Evidence of unsafe and/or unsatisfactory practice will cause the observation of the student's practice to be ceased by the Supervisor (or delegate) and depending on the seriousness of the circumstances, may/may not be repeated on a later date
- These documented professional practice activities and the Reflexive Journal provide evidence of increasing practice capability over the course of enrolment in NURS6101

Weighting	Satisfactory/Unsatisfactory
Compulsory Requirements	Pass requirement - Must pass this assessment item to pass the course
Due Date	Fully complete by Monday April 15 at 23:00hr Australian Eastern Standard Time (AEST)
Submission Method	Online. SONIA
Assessment Criteria	In Canvas
Return Method	Online
Feedback Provided	Online - Within 15 university working days
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	Excellent standard indicating a very high level of knowledge

	(D)	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:

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

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.

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 Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

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/respect-at-uni/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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