Certificate IV in Health (Nursing) C4077

Program Handbook

2003

Postal Address
Bundoora Campus
RMIT University
Department of Health & Biosciences
Atten:
Building 201 Level 9
PO Box 71
Bundoora 3083
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Foreword

Welcome to the Department of Health and Biosciences

Our Department is part of the Faculty of Life Sciences and is committed to the provision of quality vocational education and training for a range of technical and patient service occupations in the health industry. As part of RMIT's commitment to continuous quality improvement for the programs and other services which it provides, our Department has implemented a range of quality improvement strategies to ensure that our services adapt to the changing needs which continuously emerge in education, technology and the industry specific areas.

An important aspect for the success of the programs offered by the Department is the collaboration and partnership between the Department, industry and learners. By working collaboratively these groups facilitate the implementation of education and training programs based on learning experiences which are appropriate, accessible, challenging and worthwhile. The learning experiences that you will participate in are designed to prepare you for:

- your specialised nursing role in the health care team
- your responsibility for maintaining continuous professional development
- your role in the management of changes which occur in workplace organisation, practice and procedures

Learners come to the program with a range of learning styles and needs and vocational expectations. The learning experiences provided in your program are designed to include a variety of learning strategies to:

- suit individual and group learning styles and needs
- prepare you for your role as a member of a work team
- focus on the required competencies identified in the curriculum.

As a learner your role is to ensure that you maximise the learning opportunities which are available to you. This will require that you make a personal commitment to achieving success in your studies by:

- applying sustained effort and motivation
- seeking appropriate assistance as required
- self-evaluation of your performance

To assist us meet your learning needs we hope that you will take the opportunity to provide regular feedback on your learning experiences to the program staff.

On behalf of the Department of Health and Biosciences and the RMIT University I wish you an enjoyable and productive time during your studies of this program.

Louise Palmer
Head of Department
Introduction to the Department

This student handbook and program guide has been developed to provide you with an overview of the facilities and policies of the University and details of your program. The program detail information provided in this document should be supplemented by the information that is provided in the course specific Study Guides which you will receive throughout the program. For further details relating to general University matters you should take the opportunity to read the information relating to the University’s services, facilities and policies which are outlined in the Student Diary and the RMIT Staff and Student Handbook. You will receive a copy of both of these documents at your enrolment. You may also access the Staff and Student Handbook on the RMIT Web Page at: http://www.rmit.edu.au/handbook.

We appreciate that this may seem a confusing number of sources of information, however each document has been provided for your benefit to assist in facilitating your learning. While your Program Coordinator will explain the role of each of these documents as part of your induction to the program, if at any time you require clarification on any issue you are encouraged to seek assistance from the education and/or administration staff and/or Head of Department.

The Department offers a range of programs in the education and training of health personnel. These programs include:

- Advanced Diploma in Myotherapy
- Advanced Diploma of Dental Prosthetics
- Diploma of Laboratory Technology (Pathology Testing)
- Diploma of Applied Science (Biotechnology)
- Diploma of Health (Orthotic/Prosthetic Technology)
- Diploma of Dental Health Work (Dental Technology)
- Diploma of Clinical Neurophysiology
- Certificate IV in Health (Nursing)
- Certificate IV in Health (Dental Technology)
- Certificate IV in Optical Dispensing
- Certificate IV in Pathology Collection
- Certificate III in Dental Assisting
- Certificate III in Laboratory Skills

We encourage liaison between staff and students of all programs as it helps to foster the team approach to health care. Department staff promote a learning environment which is competency based, student centred, flexible in its delivery and assessment and focussed on meeting the individual needs of its learners. We hope that you will maximise the learning opportunities that this approach offers so that you will find your studies with us both personally and professionally rewarding.
General Program Description

Program Title: Certificate IV in Health (Nursing)
Program Code: C4077

Program Duration
The Certificate IV in Health (Nursing) course is conducted as a full time and part time program and is of 850 hours in duration.

Program Purpose:
The Certificate IV in Health (Nursing) is designed with the specific vocational purpose of training you to competently assume your role as a Division 2 nurse who provides support to registered nurses and/or medical and/or health personnel in many areas, such as hospitals, medical, psychiatric, aged care or community care health facilities.

The main aims of the education and training program are to ensure learners develop the requisite knowledge, skills and attitudes to facilitate:

- The provision of care and comfort for individuals and groups
- The provision of support for individuals and groups in the activities of daily living
- The provision of assistance in meeting the basic human needs
- The observing and reporting of changes in individual and group behaviours

This program facilitates students in the development of the knowledge, skills and attitudes required for:

- employing a holistic ‘client-centred’ approach to service provision
- task and contingency management
- work team cooperation
- quality customer/client service
- adapting to changes in technology and work practices
- problem solving
- effective written and verbal communication
Health and safety issues are stressed throughout the program with a major focus on:

- infection control
- hygiene practices
- quality control and quality assurance methodologies

The Program is designed to provide a broad-based education and training program for the learner which enhances integration of knowledge, attitudes and skills gained in the off-the-job training with real world experiences gained during practical placement in the workplace.

**Entry Prerequisites:**

**General:**

Students must be able to demonstrate:

- successful completion of Year 12 (or equivalent)
- English language literacy skills to the standard required for successful completion of Year 12 VCE English
- Basic numeracy skills to the standard required for successful completion of Year 10.
- Mature age applicants either currently employed in industry or with evidence of experience and/or ability to meet the demands of this program are also invited to apply.

Students without this background may be directed to bridging or supplementary programs that already exist in RMIT to acquire the necessary competencies.

Additionally students are required as part of their professional obligations to clients, colleagues and the community to be aware of their general health status including their immunisation status for infectious diseases. Students will be required to conform to the Department’s policy on Student Immunisation and Screening (see Appendix E).
STATEMENT BY NURSES BOARD OF VICTORIA

PHILOSOPHY

Together with other Australian Nurse Registration Authorities, the Nurses Board of Victoria asserts that:

- Nursing is a service, which is authorised and valued by society.
- The focus of nursing is health. Nurses are concerned with enabling people to remain healthy, return to a state of optimum function, behaviour or state of mind, and with assisting the dying to achieve a dignified death,
- Nursing addresses the complexity and uniqueness of the whole person in the environmental context.
  - Nurses provide care, simultaneously attending to the biological, psychological, social and spiritual needs of the person, and by being acutely aware of the inter-relationships between these needs.
- The effect of nursing care should be positive and should result in benefit, physically, emotionally and/or spiritually, to an individual or group.
- In circumstances of ill health, nurses focus on the response of individuals and groups to health problems, and their ability to contend with these responses.
- Nursing is an art and a science. The essence of nursing lies in a unique interplay of knowledge, intuitive and logical thought and compassion for others.
- The interaction of cognitive, affective and psychomotor skills is essential for nursing practice.
- Nursing knowledge is derived from qualitative and quantitative research and from the experience of others.


STATEMENT PERTAINING TO THE ROLE OF THE NURSE REGISTERED IN DIVISION 2 OF THE REGISTER (ENROLLED NURSE)

The Division 2 nurse is the second level nurse who provides nursing within the limits specified by education and registration.

The major aims of education are the development of skills in providing care and comfort for individuals and groups; in supporting individuals and groups in the activities of daily living; in assisting meeting basic human needs, and in observing and reporting changes in individual or group behaviours.

The Division 2 nurse practices with and under direction and supervision of the professional nurse, and assists in the provision of nursing care. Division 2 nurses retain responsibility for their personal actions whilst remaining accountable to the professional nurse for all delegated functions.

Supervision means the direction and guidance given by a professional nurse to a Division 2 nurse. The supervision may be direct or indirect according to the nature of the work delegated to the Division 2 nurse.
The Board expects the Division 2 nurse to work under the supervision of a professional nurse, to provide patient care in all relatively stable nursing situation and assist the professional nurse with patient care in less stable nursing situation.

* Professional nurse refers to a nurse registered in Division 1, or Division 4 of the register.

The above statement is adapted from ANRAC National Competencies for the Registration and Enrolment of Nurses in Australia. May 1990, p.11, reflecting nomenclature used in Victoria.

**GENERAL STATEMENT FOR NURSES UNDERTAKING CLINICAL PRACTICE**

Each nurse is accountable for his/her practice and in the exercise of this practice should act in such a manner as to enhance the general health and harmony of the community, justify public trust and confidence, enhance the reputation of the profession and safeguard the interests of individual clients.

Accordingly,

- Nurses should carry out only those clinical procedures for which they have been prepared. This preparation should include theory and supervised practice until the nurse has been assessed as competent.

- Maintenance of knowledge and skill in performing clinical procedures is essential and measures should be in place to ensure regular review of competence.

- Nurses are at all times responsible for their own acts. They are expected to be aware of the limits of their abilities and to function within these limits.

- Nurses should be aware of the policies and procedures of their employing organisation. However, it should be noted that acting within a guideline or policy statement of an employer, any other organisation or professional group does not relieve them of responsibility for their own acts and may not proved immunity in case of negligence.

The above statements are from the Nurses Board of Victoria (Nurses Act 1993) Policies, Procedures and Guidance for accreditation of programs which provide qualifications for Registration in Division 2 of the Register - approved 12th October 1994.
Program Structure:  C4077 – Certificate IV in Health (Nursing)

The following table shows the courses, which will be offered during your program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5007</td>
<td>Nursing: The Profession</td>
<td>20</td>
</tr>
<tr>
<td>PUBH 5127</td>
<td>Workplace Safety</td>
<td>40</td>
</tr>
<tr>
<td>OIHTH 5011</td>
<td>Workplace First Aid - Level 2</td>
<td>20</td>
</tr>
<tr>
<td>BIOL 5033</td>
<td>Anatomy and Physiology I</td>
<td>40</td>
</tr>
<tr>
<td>BIOL 5035</td>
<td>Anatomy and Physiology II</td>
<td>40</td>
</tr>
<tr>
<td>NURS 5009</td>
<td>Society, Culture and Nursing</td>
<td>30</td>
</tr>
<tr>
<td>NURS 5011</td>
<td>Law and Ethic</td>
<td>30</td>
</tr>
<tr>
<td>NURS 5013</td>
<td>Clinical Measurements</td>
<td>30</td>
</tr>
<tr>
<td>NURS 5015</td>
<td>Nutrition &amp; Elimination</td>
<td>40</td>
</tr>
<tr>
<td>NURS 5017</td>
<td>Hygiene, Mobility and Rest</td>
<td>40</td>
</tr>
<tr>
<td>BIOL 5037</td>
<td>Microbiology &amp; Defence Systems</td>
<td>40</td>
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<tr>
<td>SOSP 5052</td>
<td>Disability</td>
<td>20</td>
</tr>
<tr>
<td>NURS 5019</td>
<td>Nursing &amp; Psychiatric Care</td>
<td>30</td>
</tr>
<tr>
<td>HWSS 5004</td>
<td>Aged Care</td>
<td>40</td>
</tr>
<tr>
<td>ONPS 5102</td>
<td>Medications</td>
<td>30</td>
</tr>
<tr>
<td>NURS 5023</td>
<td>Clinical Nursing I</td>
<td>40</td>
</tr>
<tr>
<td>NURS 5025</td>
<td>Clinical Nursing II</td>
<td>40</td>
</tr>
<tr>
<td>COMM 5281</td>
<td>Presenting Information</td>
<td>20</td>
</tr>
<tr>
<td>MKTG 5320</td>
<td>Client Interaction</td>
<td>20</td>
</tr>
<tr>
<td>MDES 5001</td>
<td>Medical/Nursing Terminology</td>
<td>20</td>
</tr>
<tr>
<td>EMPL 5093</td>
<td>Clinical Experience I</td>
<td>120</td>
</tr>
<tr>
<td>EMPL 5094</td>
<td>Clinical Experience II</td>
<td>120</td>
</tr>
</tbody>
</table>

Completion:  Students who successfully complete the program will receive their RMIT Certificate at the annual department presentation ceremony.

Recognition:  The program is recognised by the Nurses Board of Victoria. Successful completion of the on-the-job and off-the-job training requirements entitles the learner to register with the Nurses Board of Victoria in Division 2 of the Nurses register. Appropriate forms will be filled out on completion of the program. Registration is not automatic and is not the responsibility of RMIT. To be fully registered a fee will apply.

Graduation:  Students who have been successful in passing the Certificate IV in Health (Nursing) program will be presented with a certificate at a presentation ceremony in the subsequent year. Information regarding the venue, time and seating arrangements will be sent to students several weeks prior to the function. If you change your address, please notify the Program Co-ordinator. Applications for Certificates to be presented on Graduation night are filled out on completion of the program.
General Program Information

Public Holidays for 2003 Academic Year:

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Australia Day</td>
<td>Monday 26 January</td>
</tr>
<tr>
<td>Labour Day</td>
<td>Monday 10 March</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday 18 April</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>Monday 21 April</td>
</tr>
<tr>
<td>Easter Tuesday</td>
<td>Tuesday 22 April</td>
</tr>
<tr>
<td>Anzac Day</td>
<td>Friday 25 April</td>
</tr>
<tr>
<td>Queen’s Birthday</td>
<td>Monday 9 June</td>
</tr>
<tr>
<td>Melbourne Cup Day</td>
<td>Tuesday 4 November</td>
</tr>
</tbody>
</table>

Text Books:

- NHMRC. *Guidelines for Infection Control in Health Care Facilities*. AGPS.

Australian Red Cross
- RMIT (2001) *Clinical Experience Record Book*. *

*May be available for purchase at Departmental Office

One of the following Dictionaries:

- Dirckx. (2001) *Stedman’s Concise Medical Dictionary for the Health Professions*. 4th ed. Lippincott Williams & Wilkins (comes with CD rom)
RESOURCES – REFERENCES  BOOKS


**BRUNNER & SUDDARTH’S TEXTBOOK OF MEDICAL-SURGICAL NURSING**  8th Ed., Smeltzer & Bare, Lippincott, 1996


**NURSING AIDE TO ENROLLED NURSE**  Jan Bassett  M.S.E.N. (1993)


**PERSON TO PERSON: A GUIDE FOR PROFESSIONALS WORKING WITH PEOPLE WITH DISABILITIES**  2nd Ed., L. Gething McLennan & Petty (1992)

**DOCUMENTATION & ACCOUNTABILITY MANUAL**  Commonwealth Dept. of Human Services & Health


**AUSTRALIAN DRUG GUIDE**  J. Upfal (1995)


**INTRODUCTION TO HUMAN DISEASES**  Crowley, C.V. 4th Edition Boston, Jones & Bartlett


Library  - CINHL
         - MEDLINE  For Nursing Journals – Articles relevant to topic
RESOURCES – REFERENCES continued

VIDEOS:

Vital Signs Mosby
FRONTLINE, NURSING RESEARCH (videorecording) RMIT Communications Services Unit (1993)
(ASV 610.73 N974)
RUNNING OUT OF PATIENCE (videorecording) ANF
Bed Making Mosby
Bathing Mosby
Showering a person
Lifting, Moving a Patient in bed, Moving a patient from bed to chair, Lifting Machines.
Safety
Care Videos No 1, 2 & 3
Living Body Water – Thirst and the amazing ability of the Kidney Cassette 2 No 6 AVK 612 L785
The Healthy Pyramid AVK 613 20994 H434
Nutrition Mosby
Living Body Breakdown : The transformation of our food into ourselves
Cassette 2 No 8 AVK 612 L785
Catheterisation and Urinary Care Mosby
Promoting Bowel Elimination Mosby
Hygiene and Personal Hygiene Mosby
Constipation Dept Video
Naso Gastric Feeding Dept Video
Living Body Dream Voyage Cassette 1 Part 4 AVK 612 L785
Images of Health AV 306 461 131
Anyway What is an Australian AV 305 800 944 A37
Prejudice AV 331 4133 P924
Values and the Traditional Family AV 305 85 V215
Who killed Malcolm Smith AV 364 349 91 W628
Seen One Seen ‘em All AV 305 800 94 S453
The Living Body ‘Accident the Boy’s Own Repair Kit’ AVK 612 L785
Understanding Wound Healing AV 617 14 U55
Medical Asepsis and Infection Control AV 617 14 U55
Universal Precautions AV 610 730 693 M894
You’ve got what? AV 6116 9 Y83
The Living Body ‘Internal Defenses. How we protect Ourselves from Foreign Invaders’ AVK 612 L785
Two Hearts that Beat as One AVK 612 L785
Coronary Heart Disease 616 123 C822 L5
Help yourself to Health – Risk Factors AV 616 123 H483
The Living Body ‘Life under pressure’ AVK 613 L785
Pathophysiology of Cerebrovascular Accident AV 616 8107 P297
Pre Operative Skills AV 610 730 M894
Post Operative Skills AV 610 730 M894
I am Joe’s Lung AV 612 21 11
Smoking and Human Physiology AVK 613 85 S666
The Living Body ‘Breakdown’ AVK 612 L785
Nursing Care of a Patient with a Cast Part 1 AV 617 309 N947
You must Remember This AV 618 976 Y67 R7
The Heart Has No Wrinkles AV 306 70846 H436
Mortal Thoughts AV 362 175 M887
CONTRACTS

Information Technology Contracts:

At the induction session for the program, you will be required to sign a Faculty of Life Sciences Information Technology User Agreement which provides evidence that you understand and agree to abide by the conditions for students undertaking the use of the Faculty Learning Centres. Appendix B of this Handbook contains the Information Technology Agreement which must be completed prior to using the Faculty’s Learning Centre facilities. The Faculty Learning Centres are located at the following locations:

<table>
<thead>
<tr>
<th>City</th>
<th>Bundoora</th>
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<tbody>
<tr>
<td>Bdg 9, Level 4, Rms 28 (PC) &amp; 31 (Mac)</td>
<td>Bdg 203.3.42 (Mac), Siddons Building, Level 4, Rm 21 (PC),</td>
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<tr>
<td>Building 51, Level 4 (PC)</td>
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</tbody>
</table>
Location of Program

BUNDOORA CAMPUS

The office for the Certificate IV in Health (Nursing) programs are located at the Bundoora West Campus on level 9, in RMIT Building 201, Plenty Road, Bundoora. A map of RMIT’s Bundoora West campus is provided below to assist you in locating this, and other relevant locations.

Street address: Plenty Road, Bundoora, Vic 3083.
Melway map 9 grid reference J8 to map 10 B7 (Bundoora West site), map 10 ref. B6 to E9 (Bundoora East site), map 10 ref. B7 to H10 (RMIT Technology Estate).
UBD map 165 grid reference L13 to G14 (Bundoora West), N12 to L13 (Bundoora East), map 165 L13 to map 166 F17 (RMIT Technology Estate).
Postal address: PO Box 71, Bundoora, Vic 3083.
Public transport: tram route 86 from Bourke Street to the Plenty Road terminus; or take an Epping line train to Thomastown station then a connecting bus to McKimmies Road (which runs along the north-western edge of the campus).
Parking is available on campus: see the campus map. Parking Fees for 2001 are $45 per year or $1.50 per day.
The Bundoora campus is about 45 minutes north-east of the central business district.

This map can also be found in the Student /Staff Handbook page 56, along with other maps of RMIT Campuses.
Staff Contact Details:

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone</th>
<th>Facsimile</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Louise Palmer</td>
<td>9925 4274</td>
<td>9925 4144</td>
<td><a href="mailto:louise.palmer@rmit.edu.au">louise.palmer@rmit.edu.au</a></td>
</tr>
<tr>
<td><strong>BUNDOORA OFFICE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Administration Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms Ann Baker</td>
<td>9925 7381</td>
<td>9925 7173</td>
<td><a href="mailto:ann.baker@rmit.edu.au">ann.baker@rmit.edu.au</a></td>
</tr>
<tr>
<td><strong>Program Coordinator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate IV in Health (Nursing) Full Time / Part Time Program</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ms Carol Fraser</td>
<td>9925 7532</td>
<td>9925 7173</td>
<td><a href="mailto:carol.fraser@rmit.edu.au">carol.fraser@rmit.edu.au</a></td>
</tr>
<tr>
<td>Certificate IV in Pathology Collection</td>
<td></td>
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<tr>
<td>Education Staff for Certificate IV in Health (Nursing) – Full Time / Part Time Program</td>
<td></td>
<td></td>
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<tr>
<td>Ms Jan Johnstone</td>
<td>9925 7383</td>
<td>9925 7173</td>
<td><a href="mailto:j.johnstone@rmit.edu.au">j.johnstone@rmit.edu.au</a></td>
</tr>
<tr>
<td>Ms Kate Puls</td>
<td>9925 7539</td>
<td>9925 7173</td>
<td><a href="mailto:kate.puls@rmit.edu.au">kate.puls@rmit.edu.au</a></td>
</tr>
<tr>
<td>Ms Lynne Edwards</td>
<td>9925 4932</td>
<td>9925 4144</td>
<td><a href="mailto:lynne.edwards@rmit.edu.au">lynne.edwards@rmit.edu.au</a></td>
</tr>
<tr>
<td>Education Staff for Certificate IV in Pathology Collection</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ms Katie Fox</td>
<td>9925 7643</td>
<td>9925 7173</td>
<td><a href="mailto:katie.fox@rmit.edu.au">katie.fox@rmit.edu.au</a></td>
</tr>
<tr>
<td><strong>Postal Address</strong></td>
<td></td>
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</tr>
<tr>
<td>RMIT is a large University with many campus and departments. To assist in a safe delivery of any correspondence you are required to use the full details of the postal address given below:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Name of Teacher</td>
<td></td>
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<tr>
<td>Certificate IV in Health (Nursing)</td>
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<tr>
<td>Department of Health &amp; Biosciences - 201.9.9</td>
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<td></td>
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</tr>
<tr>
<td>RMIT University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO Box 71</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Bundoora 3083</td>
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Student Handbook and Program Guide

Student Service Support Information

Counseling Service
The Counselling Service consists of a team of educational and counselling psychologists whose role is to assist students to develop their full potential and achieve success in their studies at RMIT. The counsellors provide a free individual, confidential service. The service is available to students to discuss any wide range of problems and decisions that affect life at RMIT. This service may be accessed at:
City Campus – Building 43. Telephone: 9925 4365

Dental Service
RMIT Union’s Dental Clinic provides subsidised dental care for students. The highly qualified staff operate the clinic Monday to Friday 8.45 am to 1.00 pm and 2.00 pm to 4.45 pm in Building 45, 33 Lygon Street, Carlton. To book an appointment, bring your student card and the booking fee ($25).
Telephone 9925 4876.
To access the Bundoora Dental Service, call in to the RMIT Union Administration office located in Ross House on Level 3. Telephone 9925 7273

Financial Advice
The Student Financial Adviser can help you with a range of matters including: student loans, financial counselling, social security, deferment of fees. Bookshop grants are available to financially disadvantaged students. Students will be assessed by application and an interview with the Financial Adviser. You can contact the Financial Adviser in the Student Services Centre:
Bundoora Campus – Building 202 Level 3. Telephone 9925 7280.
City Campus - Building 14 Level 4. Telephone: 9925 2963.

Health Service
The nursing staff provide a free service to all students and staff from 8.00 am to 6.00 pm Monday to Thursday during semesters and 9.00 am to 5.00 pm on Friday and TAFE student vacations and 9.30am to 12.00 noon every Saturday. The services include:
- An emergency service and general medical care
- Immunisation programs e.g. Hep A & B
- Contraception advice and pregnancy testing
- Health promotion and education programs
- Nutrition and dietetics advice
- Needle and syringe exchange

The Health service doctors bulk-bill all clients. Please bring your Medicare card.
The Health Centre is located at: Bundoora Campus - Building 202 Level 3. Telephone 9925 7959
City Campus – Building 13. Telephone: 9925 2297
Learning Skills Unit
The RMIT Learning Skills Unit (LSU) can provide assistance to help you do better in your program. Staff can help you gain skills in: essay and assignment writing, oral presentations, fast and efficient reading, spelling, English grammar, general study skills, touch typing, time management, maths and science. Workshops and individual consultations are available to all students. Self-help booklets are also available. This is a free service located at:
Bundoora Campus - level 4, Building 202 Room 19. Telephone: 9925 7525
Students can also access teachers and request assistance at any time by emailing: dearteacher@rmit.edu.au

Libraries
As soon as you enrol as an RMIT student you may use the facilities and services available at the seven RMIT libraries. The following RMIT libraries offer items of which are of particular relevance to your studies in this course:
- The Carlton (TAFE) Library – Building 94, level 3, 23 – 25 Cardigan Street, Carlton South
- Bundoora West Library – Building 210 (Hayes Building)
For further information visit their website: www.lib.rmit.edu.au.

General Information
All RMIT libraries provide extensive services, facilities, study space and comprehensive collections of print based resources, books, periodical and microform collections as well as audiovisual, electronic and multimedia resources to support your studies.

Information desk staff at every library can provide individual assistance and information skills training. Access to the ever expanding virtual library of electronic resources and networks including CD ROMs, data base products, full text electronic access to numerous journal titles and the RMIT Libraries’ on-line public access catalogues is also available.

Opening Hours
During the academic year, February to November, some libraries are open for over 70 hours per week. During the long vacation however, these hours are reduced. Always check the notice boards in the library foyers to confirm library opening hours

Library Guides
These are available from each library and give details of services, resources and opening hours. Knowing how to use the many library resources can be of great benefit, so please use your Library Guide when necessary and seek advice from library staff if you need it.
Loans

Books and some audiovisual materials can be borrowed but periodicals cannot as they are for reference use only. To borrow books or materials from the libraries you will need to show your student card as this is also your library borrower’s card. All loans issued on your card are your responsibility and the library must be notified immediately if you lose your card. Please note that loan periods and the number of items you can borrow at any one time do vary depending on the material you wish to borrow.

CAVAL (Cooperative Action by Victorian Academic Libraries)

RMIT Libraries are part of this reciprocal borrowing program whereby students and staff of participating libraries are able to borrow material from other participating Victorian libraries. In order to borrow you must first register as a CAVAL reciprocal borrower at an RMIT library. If you borrow from another library you are subject to the borrowing conditions and regulations of that library. If you would like more details pick up a CAVAL brochure from one of the libraries.

Penalties

Strict penalties apply to books, which are overdue or not returned. Borrowing privileges may be suspended and a replacement and administrative charge may apply. A complete statement of borrowing conditions is available at the loans desk of any RMIT library.

Photocopying

All RMIT Libraries have card operated photocopiers for student use. The copiers all offer plain paper A4 copies, copy reduction and enlargement, multiple copying and contrast controls. Some copiers also provide A3 and transparency copies.

Security

Personal Safety on Campus

RMIT and the Student Union have been working closely to improve safety on campus for staff and students. While much work has been done to improve things, like making sure lighting on campus is adequate, it is extremely important for students to be aware of their personal safety studying at RMIT.

If you ever feel unsafe on campus, immediately contact RMIT security staff:

- Bundrooa – Gatehouse Telephone: 9925 7599
- City – Security Control Centre (Franklin Street) Telephone: 9925 2051 or 9925 2951, or

Theft

Beware of thieves on campus at all times! Never leave your bags and belongings unattended, especially whilst researching in libraries. It is strongly recommended that bikes be secured by means of ‘hoops’ or ‘U bolts’ rather than chains or wires as the latter are often easily cut resulting in a very quick loss of bikes. At any time a theft is suspected report it immediately to the nearest area counter and then proceed to complete a report. Depending on the nature of a theft you will probably be advised to report to police at the nearest station to your home.
Students’ Rights

The Student Union aims to represent and safeguard students’ interests. It employs staff who provide advice, information and assistance to students with problems which may include: discipline (cheating, misconduct charges), appeals against assessment, special consideration, harassment of any kind, appeals against exclusion, unfair treatment, apprentice issues, health and safety issues etc.

The staff of the Student Union are able to help you to resolve problems in a variety of ways:

- Giving confidential advice
- Assisting in preparing submissions and documentation
- Supplying RMIT regulations and procedures
- Attending meetings with you and administrative or academic staff members
- Helping to clarify issues through discussion
- Identifying your options
- Referring you to appropriate services

All discussions are strictly confidential and no action will be taken without your explicit direction.

- City (TAFE) – Building 57, level 4. Telephone: 9925 4505
- Bundoora – Building 202 Level 3. Telephone: 9925 7226
- Bundoora – Building 254. Telephone: 9925 6151
Policies and Procedures for Students

Responsibilities as a Learner

The Department of Health and Biosciences adopts the philosophy of adult education in which the learner has ultimate responsibility for their individual achievement. While staff give all assistance possible, the student has responsibility for completion of assessments and advising staff of any problems they may be experiencing. The learning experiences provided will involve a variety of methods and will encourage the student to develop skills in research and presentation. Assessment will also be varied and will depend on the stated outcomes of the individual course.

Should the student be experiencing difficulties either with the learning tasks required or the completion of assessments the matter must be addressed and agreement reached (through a learning contract) to rectify the situation. The learning contract will be in writing and signed by the relevant lecturer(s), the student and a witness. A copy of the contract will be provided to the student.

Students must understand that the integration and sequencing of courses in the program, in many instances reflects the requirements for attainment of prerequisites. Failure to ‘keep up’ with the program requirements may present the student with difficulties in continuing with other courses in the program.

Students are required to conduct themselves at all times in a professional manner appropriate to their role as members of the nursing team. They must conform to the University, Departmental and Program policies in relation to Equal opportunity, Sexual Harassment, Occupational Health and Safety and Infection Control.
Assessment Policy

The Program Coordinator will expand and reinforce the Program Assessment Policy. Each course facilitator will provide details specific to the course they are delivering.

Introduction

The Certificate IV in Health (Nursing) is a competency-based program. To receive a grade of ‘pass’ for a course you must be able to demonstrate the knowledge and skills required in each course of the program to the level (standard) required by the Industry.

You will be given two opportunities to achieve a passing grade in each assessment for a course. If at the first attempt of an assessment item, your work is assessed as “Competency not Achieved” you will be given one further attempt to achieve competence in this course.

Where a supplementary assessment is undertaken, and you achieve competence, you will not be eligible to receive other than a passing grade for the course.

A supplementary assessment should be carried out within 2 - 3 weeks of receipt of notice that you have been assessed as not achieving competence in the original presentation of the assessment task. Failure to do this may result in a grade of fail being awarded for the course, which may affect your ability to continue your studies in the program. In the event that a grade of fail is awarded you will be required to re-enrol in the course to enable you to complete your studies. Re-enrolment attracts additional fees.

You must achieve competence in all assessment tasks for the course (theory and practical components) to be awarded an overall grade of ‘pass’

In general, the assessment of your level of competence is made through continuing evaluation of your level or work and your progression in the development of skills. You are encouraged to continually evaluate your progress through set exercises, class discussions, tutorials and using the Library for research to gain further knowledge.

The assessment will be implemented in many forms including:

- Regular written tests
- Practical and tutorial assignments
- Class and individual projects
- Practical exercises
- Oral presentations
- Interviews
- Examinations
- Workplace Assessment
The style of assessment will provide you with:

- Opportunities to demonstrate application of the necessary knowledge, attitudes and skills not just recall information
- Information on your progress throughout your program with an emphasis on encouraging you to monitor your own progress and plan your program of study
- A open system where standards are specified and the required level of competence is known beforehand

Other important points for consideration:

- A time limit is given for assignments and if they are not received by the due date a grade of “Fail” is recorded in the assessment book.
- It is not the policy of this Department to encourage ‘extensions’ for assessment submissions. (See section on Special Consideration in this policy for details)
- If you are absent for an assessment you will be required to produce a medical certificate. (see section on Special Consideration in this policy). It is your responsibility to arrange another assessment time.

**Assignment Presentation**

The following conditions apply as a minimum standard for presentation of written assessment items:

- Your work must be presented on A4 size paper or in the appropriate learning guide
- Each page must be numbered in sequence
- It is preferred that assessment items are word-processed, however this condition may be waived as long as your writing is neat and legible. If hand writing your assignment use lined paper and blue or black ink only for the body of text.
- Provide a ruled 2.5 cm margin on the left hand side of the page.
- Leave two lines between each paragraph of an essay/report or short answer response.
- Ensure all material which is derived from another source (eg lecture notes, text books etc) is appropriately referenced (see section on Plagiarism in this policy)
- Ensure that all pages of your assignment are held together to avoid any loss

Please note where further conditions for presentation or written work is advised by the course facilitator these must also be adhered to before a grade of “Pass” can be awarded.
Assessment Submission

The following conditions apply as a minimum standard for presentation of written assessment items:

- All assessment submissions must be accompanied by a fully completed assessment cover sheet (see Appendix C) which is attached by paper clip (not stapled) to the assignment.
- A booklet of assignment cover sheets will be given out at the commencement of the program. Extra copies will be at a cost to the student.
- You are encouraged to keep the Assessment Receipt Slip (back copy of Appendix C) returned to you, to maintain a record of your submission.
- Assessment submissions (including the assessment cover sheet and if relevant the assessment receipt slip) must be contained in a clear plastic sleeve.
- The due date identified for submission of assessment items is the last date for submission unless special consideration conditions apply. Failure to submit an item by the due date, will result in a grade of ‘fail’ being awarded which may preclude your ability to progress with your studies in the program.
- You are encouraged to take a photocopy of your assessment submission in the event that a situation arises in which evidence of the completion of the assessment item is required.
- No assignment will be accepted without the appropriately completed cover sheet.
- Bundoora Students- Assignments are to be placed in the Assignment/Mail Box on or before the due date. The box is located in Building 201 Level 9 opposite Room 2.
- Assignments must not be submitted directly to the teacher.

Cheating

Cheating will not be tolerated. Any occurrence will be severely dealt with. Employers and State/Territory training authorities will be notified.

Plagiarism

Plagiarism is a form of cheating in assessment. It may occur in oral, written or visual presentations. It is the presentation of work, idea or creation of another person, with attribution, as though it is your own. Plagiarism is not acceptable. The use of another person’s work or ideas must be acknowledged. Failure to do so will result in a charge of academic misconduct which carries a range of penalties including cancellation of results and exclusion from your course. If you are unsure of the appropriate techniques to use, you should seek advice from the staff of the Learning Skills Unit or your teacher/program coordinator.

Students are responsible for ensuring that their work is kept in a secure place. It is also a disciplinary offence for students to allow their work to be plagiarised by another student.

Special Consideration
You may apply for special consideration if you feel you have been disadvantaged in an examination or other form of assessment. Special consideration may be granted for circumstances where factors beyond your control have affected your academic performance. For example:

- You have been unable to attend examinations, present an assignment etc
- You have not met an assessment deadline or have been unduly inhibited in your performance in an examination, assignment etc.

Forms to support your special consideration application are available from Student Administration or the Department Office: Bundoora Campus - located on level 9 Building 201. City Campus - located on level 4 Building 51. Your application must be lodged with your Program Coordinator together with supporting evidence (i.e. - medical certificate) prior to, or within 48 hours of the schedule time of examination or assignment submission. Please note, you should advise the teaching department of any pre-existing disability or condition, which may affect your performance so that an appropriate form of assessment can be determined as early as possible in your program.

If you wish to seek advice on handling the procedures of obtaining special consideration or appeal against an examination result, please contact the Counselling Services:

- City – Building 43 Telephone: 9925 4365 email: counselling@rmit.edu.au Website: www.counselling.rmit.edu.au
- Bundoora – Building 202 Level 3 room 2. Telephone: 9925 7280

Student Rights Officers can also advise on these matters:

- Bundoora – Building 202 Level 3. Telephone: 9925 6151

If you require a medical certificate, visit the Health Service at RMIT or your own doctor.

Note: Misreading the official examination timetable will not entitle you to special consideration in assessment so be careful when checking your exam dates, times and locations.
Attendance Requirements

It is a requirement that students attend for all scheduled sessions unless APL has been granted. In the event that APL is granted the student must consult with the Program Coordinator to agree adjustments to their study program plan.

Absence due to ill health: If a student will be absent for a scheduled:

- Morning Session – they must telephone the Administration Officer:
  Bundoora Campus - 9925 7381
  City Campus – 9925 4932 by 8.15 am on that day.
- Afternoon Session – they must telephone the Administration Officer by 12.30pm on that day.

It is the responsibility of all students to collect information and handouts for those sessions for which they are absent.

Change of Address

In the event that you change your address it is essential that you immediately notify the:

- Program Coordinator
- Department Administration Officer: Bundoora Campus - RMIT Building 201, level 9
  City Campus – RMIT Building 51, level 4.

Classroom Learning Environment

It is the policy of the Department that, in the interest of maintaining an appropriate learning environment for others in your program, students may not bring the following items into the classroom:

- Food or beverages (with the exception of drinking water or in situations where there are medical indications to the contrary)
- Active mobile phones (A copy of the Faculty policy is located in Appendix F)
Equal Opportunity and Sexual Harassment

Equal opportunity is about a ‘fair go’ for everyone. The Department is committed to providing an environment in which all students irrespective of gender, sexuality, ethnicity, disability, pregnancy, marital status etc are able to achieve appropriate access to and support for their education and training. Visit the RMIT Web site http://www.rmit.edu.au/department/hr/manual for the University’s Cultural diversity and anti-racism policy.

Students with Disabilities

RMIT provides the following support services for students with disabilities:

- Helping at times of program application, enrolment and orientation
- Assisting with physical access to buildings and special parking facilities
- Organising direct learning support; eg note takers, special tutors and signing interpreters for the deaf
- Providing special study materials and equipment, eg large print, ergonomic chair, tape recorder
- Negotiating alternative assessment and special examination consideration
- Liaising with students, academic staff and the University
- Liaising with external agencies eg TAC, CRS, and RVIB
- Assisting with other University related needs resulting from disability

These support services can be accessed by contacting
- City – Disability Liaison Unit, Building 11 B. Telephone 9925 1089
- Bundoora – Building 202 Level 3. Telephone: 9925 7280

Sexual Harassment

Sexual harassment is against the law. RMIT has in place policies and procedures to educate the RMIT community and to deal with complaints about sexual harassment.

Sexual harassment covers a range of unwelcome behaviour of a sexual nature, such as sexual comments, gestures, offensive images, demands of a sexual nature, repeated requests to date, physical contact such as patting or pinching. Sexual harassment also includes behaviour of a sexual nature by a member of staff, which as a student you may feel will have an effect on your grade or academic progress.

RMIT takes the issue of victimisation very seriously. All enquiries and complaints are dealt with confidentially. If you are experiencing a problem which you think might be sexual harassment contact:

- your Program Coordinator
- the Head of Department – City: 9925 4274
- Student Sexual Harassment Complaints Officer – 9925 4728
- a Student Union Rights Officer - City (TAFE) – Building 57, level 4. Telephone: 9925 4768
  Bundoora – Building 202 Level 3. Telephone: 9925 7226
  Bundoora – Building 254. Telephone: 9925 6151
- an RMIT Student Services Counsellor – City (TAFE): 9925 4365
Occupational Health and Safety

RMIT recognises its duty and responsibility to provide and maintain an environment for its staff and students, which is safe, and without risk to health. The conduct and behaviour of every person on University premises is expected to be such that they will take reasonable care for their own health and safety and for that of anyone else who may be affected by their actions. If you have a concern about safety at RMIT you should in the first instance discuss it with your Program Coordinator or if they can not help you, the Head of Department should be consulted.

Accidents Involving Injury

ALL accidents involving injury, that are incurred while attending for off-the-job training, no matter how slight, must be reported immediately to the course facilitator, Program Coordinator and Occupational Health and Safety Representative.

Safety Rules and Procedures for Practical Classes

In all practical classes staff and students must comply with the following were appropriate:

1. All footwear shall be firm, well-constructed closed toe and heel shoes. No thongs, sandals or slippers shall be allowed.
2. Safety glasses must be worn for activities with the potential to generate aerosols/sprays/dust unless suitable glasses are already worn.
3. Long hair must be tied back away from the face and in instances where grinders/lathes are used hair must be contained within a hair net/cap.
4. Hands and arms must be free of jewellery.
5. At the end of sessions (and during breaks), all electrical appliances must be switched off and unplugged. The premises will be locked by the teachers.
6. Workbench tops, floors and sinks must be kept clean. Spilt materials or liquids must be wiped/swept immediately.
7. Instruments and equipment will not be accepted for return to either teachers or technical staff unless that are complete and clean.
8. Safe working practices must be observed at all times during classes.
General Safety and Emergency Rules and Procedures:

1. In situations where there is potential for cross-infection all standard precautions for infection control must be implemented.

2. All students must know the location and correct usage of fire fighting equipment – extinguishers, hoses and safety blankets. Interference with any form of fire fighting equipment will carry severe penalties.

3. In the event of a fire or other life-threatening emergency, the Fire Warden for the Building will direct evacuation. If the Fire Warden is absent, the teacher responsible for the class or another staff member may give the order to evacuate. In such an event, students should take any valuables which can be secured immediately and without danger, and walk directly out of the building in an orderly manner via the nearest safe exit. Proceed to the indicated emergency assembly area a safe distance from the building and wait for the class teacher to check the roll and give further instructions. Under no circumstances may you re-enter the building until you are directed to do so by the teacher. Teacher(s) controlling the evacuation will search the building before leaving if this is feasible.

   During the day, or whenever students are present, all exit doors will be able to be readily opened from the inside and no means of egress (going out) will be obstructed.

4. Eating and drinking is not permitted in any classrooms.

5. Smoking is not permitted in any part of any building within the University.

6. Running, wrestling or any form of rough play will not be tolerated.

Enforcement

Any student who fails to comply with the above conditions will be denied access to laboratories and thus not permitted to participate in learning activities. This may in some circumstances affect their ability to participate in some assessment activities.

Student Academic Performance Counselling

Regular counselling sessions are held with students to enable review of their academic performance and general progress in the program. Attendance at these sessions is compulsory.
Student Cards

Your student card is issued for the duration of your program. It will be issued to students on commencement of their studies at RMIT. The student card will be retained by students and will be revalidated at enrolment each year upon payment of enrolment fees.

This card entitles you to use RMIT facilities and must be produced for identification purposes within RMIT when seeking service from the department office and when using the Library, Computer Centre and other campus facilities and when presenting yourself for examinations.

Note: Students will be charged a fee for the replacement of lost or stolen cards. Students are required to present identification when applying for a replacement card. Replacement cards can be obtained from the Student HUB.

Staff Preparation Areas

It is Department policy that students may not enter the staff preparation areas (unless, in the case of exceptional circumstances and accompanied by a staff member). This policy is designed to maintain a private and quiet study area in which staff can organise and prepare learning materials with limited disruptions.
## Department of Health & Biosciences
### 2003 Mark Table 7

<table>
<thead>
<tr>
<th>NUMBER OF MARKS RECORDED</th>
<th>RESULT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - 100%</td>
<td>HD</td>
<td>High Distinction</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>DI</td>
<td>Distinction</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>PA</td>
<td>Pass (Higher grade available)</td>
</tr>
<tr>
<td>50 – 100%</td>
<td>PX</td>
<td>Pass (No higher grading available)</td>
</tr>
<tr>
<td>0 - 49%</td>
<td>NN</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**DNS**: Student has not completed sufficient assessment to be granted a pass.

**WDR**: Has not attended any class or handed in any assessment

**W**: Withdrawn from subject after attending a class

**S**: No Assessment – Studies not yet complete. This is a temporary result which must be amended.

**TT, TR, EX**: Transfer of credit as a result of formal studies.

**APL**: Assessed prior learning
LEARNING SKILLS UNIT
Please seek an appointment with the LSU. Assistance is on an individual basis as needed.

FORMAL REQUIREMENTS
A Program Assignment Assessment Cover Sheet must be submitted with each written assignment.

TITLE PAGE
The title page of your assignment should be structured as follows:

- Your name and student number (if appropriate)
- Title of assignment
- Subject
- Lecturer
- Due Date
- No. of Words

TABLE OF CONTENTS
The table of contents should show an outline of the information in the essay and where to find it.

INTRODUCTION
A synopsis of the work. The introduction should contain a brief description of the aims and purposes of the essay and a statement of what you intend to discuss.

ESSAY
The body of the essay should elaborate on the main points you set out in the introduction and presented in logical sequences.

CONCLUSION
A summary of the work. The conclusion is a brief summary of your essay. It draws the essay to a close. Do not include any new information in the conclusion.

REFERENCE LIST
A list of sources cited within the assignment.

APPENDIX
Any chart and/or statistics which are too bulky to place in the essay, but which are referred to in the assignment.
STRUCTURE OF ASSIGNMENT

Assignments should be either typed, or written legibly in either blue/black ink, on A4 white paper.

NB: All assignments in the Communications courses must be hand written.

Write on one side of the paper only and leave a wide (4cm) margin on the left-hand side, and a medium (2cm) space on the top and bottom of the page.

If typing use double spacing.

Assignments should be clearly written, logical, well planned, display evidence of wide reading and effective re-evaluation of what has been read, relevance in material cited, and contain full acknowledgment of sources.

The lecturer teaching the subject area must approve assignments in excess of the word limit or assignment will be penalised.

SUBMISSION OF ASSIGNMENT

Assignment must be submitted by the due date.

The lecturer teaching the subject area, only under exceptional circumstances may grant an extension for late submission. If an extension is required, the student should submit a written application to the lecturer teaching the subject with supporting evidence. All extensions require written approval on special consideration forms.

Late assignments will not be accepted, unless the student has an extension, and will be awarded a FAIL grade. This also applies to late attendees at examinations.

A second date will be set. If this also is not handed in on time the student will fail the course and will have to resit the next year if they wish to complete the program requirements.

ASSESSMENT OF ASSIGNMENT

Assignments will be assessed in terms of the following criteria

Plan and Structure

The assignment should follow the format outlined in the guidelines given.

Content

The assignment should communicate ideas and information clearly, and include reference to relevant literature to support or validate them. It is expected that information provided will be critically analysed, rationale given and all arguments well supported.

SOME HELPFUL HINTS:

- Keep your sentences short
- Use simple rather than complex big words
- Use familiar terms that makes communication easier
- Avoid unnecessary words
- Use terms that describe the situation you are writing about in the best possible way
- Write to express, not to impress.

Evidence of Reading

The assignment should show evidence of reading as reflected in the reference list.
REFERENCING

Plagiarism

Plagiarism consists of trying to pass off someone else’s work, as one’s own, without proper acknowledgment of citation.

‘Proper acknowledgment’ means that any passage copied verbatim from a printed document must have quotation marks and must be ended with a footnote number and footnote, either at the base of the page or at the end of the paper, indicating, in the proper academic manner, the source of the quotation.

Plagiarism is regarded as a serious misconduct and will result in FAILURE in that particular assignment.

Collusion

Use of another student’s work can lead to an accusation of collusion. If collusion can be demonstrated, the student involved will be required to re-write and re-submit their assignment, or be awarded a FAIL for the assignment.

REFERENCE CITATION

When using another person’s opinions or words the source must be acknowledged.

The HARVARD system (author-date) of referencing is recommended. Use of footnotes, endnotes, or the Vancouver system may result in marks being deducted for the assignment. Please speak with the relevant nurse educator if you wish to use a referencing other than the Harvard system.

The reference should be made within the text of the assignment (author’s surname and year of publication) and full details included in the reference list.

Note: A Bibliography (sources not cited in the text) is optional.

Examples

Henderson (1970) in comparing the changes within the nursing profession found........... or

A recent study on nursing care (Henderson, 1970) indicated that..................... or

In 1970, Henderson developed a nursing theory in which health was defined as being....

DIRECT QUOTATIONS

You must acknowledge the source by giving the author’s name, year of publication and page number.

Short Quotations

Consist of a phrase or a brief sentence and may, by using inverted comma(s), appear as part of your own sentence - with the page number in brackets given after the final inverted comma.

Example

It had been noted that students generally display a poor understanding of reference citation. Nurse educators concluded that students should be required to use the Harvard reference system, which according to Grayston et al, (1988) is “straight forward and relatively easy to use” (p.129). Refer to the Publication Manual of America Psychological Association. 3rd Edition.

Long Citations

Consists of more than one sentence, which should form a new paragraph and be indented (if typing use single spacing). No inverted comma(s) are required. The author’s name, year of publication and page number should be given in brackets at the end of the quotations. Alternatively, the authors name and year of publication may be given prior to the quotation and the page number in brackets at the end of the quotation.

Example
The Style Manual Committee (1991) stated:

In determining the extent of documentation, an author must be mindful of the need for the balance between the requirements of scholarship and ease of reading. Excessive documentation can be distracting, while insufficient documentation may suggest a tenuous or poorly researched argument. All methods of citation require meticulous preparation and presentation. The choice of method will be determined to a large extent by the nature of the book or article. No attempt should be made to combine the Methodism and only one should be used in the same text. (p.129).

Secondary Source

If reference is made to a study which you did not read, but which was reported in another publication which you did read then you must use the form “cited in”. Cite the source you read and give the date of both references in the text.

Example

Bowbly (1971) cited in Henderson (1985) claims there is no species in which attachment takes so long to appear.

REFERENCE LIST

Use alphabetical order according to the author’s surname.

BOOKS
Surname, initials., (year), Book Title. Edition (if applicable). Place of publication: Publisher
Underline the Book Title only.

Example

JOURNAL ARTICLE
Surname, initials., (year), “Title of Article”. Title of Journal, Volume number or month, page number.
Underline the Journal Title and Volume Only.

Example

Note the use of the comma; colon; full stop; inverted comma and brackets in the referencing.

WEB SITE
Author, date, title of document, edition (if applicable), type of medium, URL, access date.

Example

If there are any concerns about your assignment make an appointment to speak to the teacher concerned as soon as possible.
# Course Information

The course descriptors are presented in alphabetical order by title and do not reflect the sequencing in which they will occur in the program.

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Aged Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code:</strong></td>
<td>HWSS 5004</td>
</tr>
<tr>
<td><strong>Nominal Hours:</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Course Purpose:</strong></td>
<td>To provide you with the knowledge and skills required to understand and provide care and assistance to older persons without imparting your personal values. The social and emotional aspects of the older person must take on the same importance as the physical aspects in contributing to the quality of life.</td>
</tr>
</tbody>
</table>
| **Prerequisites and/or Corequisites:** | Anatomy and Physiology I  
Anatomy and Physiology II  
Communications I  
Communications II  
Medical/Nursing Terminology |
| **Learning Outcomes:** | 1. Describe the aging process  
2. Describe the impact of aging in the context of society and the family  
3. Describe special hygiene and nutritional needs of the aged  
4. Describe nursing care of the aged patient/client with specific needs  
5. Describe rehabilitation in the context of aged care  
6. Describe the nursing care of a patient/client who is terminally ill |
### Course Name: Anatomy and Physiology I

<table>
<thead>
<tr>
<th>Course Code:</th>
<th>BIOL 5033</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Hours:</td>
<td>40</td>
</tr>
<tr>
<td>Course Purpose:</td>
<td>To provide you with an overview of the normal cardiovascular, respiratory, muscular-skeletal, nervous and endocrine anatomical systems. The course emphasises important concepts related to the major anatomical structures under review, the general physiological processes related to the anatomical structures and the inter-relationship between each of the anatomical systems under review. The concepts acquired in this course provide underpinning knowledge of anatomical structure and human physiology which form the basis for understanding how the human body functions.</td>
</tr>
</tbody>
</table>

**Prerequisites and/or Corequisites:**

- Medical/Nursing Terminology

**Learning Outcomes:**

1. List the parts, and the functions of those parts, of an animal cell
2. Describe how structural and functional components of the cardiovascular system combine to determine the composition and circulation of blood
3. Describe structural features, functions and processes within the respiratory system which regulate the exchange of respiratory gases
4. Describe how body functions of posture, strength and mobility are maintained through the combined efforts of the musculo-skeletal system
5. Describe the synthesis, release and action of hormones in the human body
6. Describe the structural features and processes within the nervous system which regulate initiation, transmission and coordination of nerve impulses.

### Course Name: Anatomy and Physiology II

<table>
<thead>
<tr>
<th>Course Code:</th>
<th>BIOL 5035</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Hours:</td>
<td>40</td>
</tr>
<tr>
<td>Course Purpose:</td>
<td>To provide you with an overview of the normal structure and function of the digestive, excretory, reproductive, integument and lymphatic systems. The course emphasises important concepts related to the major anatomical structures under review, the general physiological processes related to the anatomical structures and the inter-relationship between each of the anatomical systems under review. The concepts acquired in this course provide underpinning knowledge of anatomical structure and human physiology which form the basis for understanding the structure of the human body.</td>
</tr>
</tbody>
</table>

**Prerequisites and/or Corequisites:**

- Medical/Nursing Terminology
- Anatomy and Physiology I
Course Name: Anatomy and Physiology II - continued

Learning Outcomes:
1. Describe how the structure and functions of the digestive system and its accessory organs, regulate the process of digestion.
2. Describe how the structural and functional components of the renal-urinary systems combine to regulate the composition, volume and distribution of body fluids.
3. Describe how the structural features, functions and processes within the male and female reproductive systems regulate human reproduction.
4. Describe how the structural and functional components of the integument combine to maintain homeostasis.
5. Describe how the structural and functional components of the lymphatic system combine to assist with maintaining normal circulation, and the integrity of the immune system.
6. Describe how the structural and functional components of the eyes and ears contribute to the human senses.

Course Name: Clinical Experience 1 / Clinical Experience 2

Course Code: EMPL 5093 & EMPL 5094
Nominal Hours: 340

Course Purpose: The Clinical Experience courses are designed to give the student the opportunity to develop the skills necessary for effective clinical participation. There are two courses for Clinical Experience. Both courses may overlap in relation to learning outcomes and assessment criteria, depending on the clinical environment, therefore the two courses are joined for the purpose of description. The courses will be delivered at separate times and will be negotiated between Providers and Clinical Agencies.

Prerequisites:

Learning Outcomes:
1. Work under direction as part of a team
2. Work in accordance with occupational health & safety procedures
3. Demonstrate a caring and professional attitude at all times
4. Record and report results in a manner appropriate to the clinical environment, and in the format required.
## Course Code: Clinical Nursing I

### Course Code:
- NURS 5013

### Nominal Hours:
- 30

### Course Purpose:
To provide you with the knowledge and skills to observe and measure, report and record, normal and abnormal physiological and psychological status. The maintenance of equipment used for measuring and recording will also be included.

### Prerequisites and/or Corequisites:
- Communication Skills I
- Communication Skills II
- Anatomy and Physiology I
- Anatomy and Physiology II

### Learning Outcomes:
1. Describe the common equipment used by the enrolled nurse to obtain clinical measurements
2. Demonstrate the correct use of appropriate equipment to accurately assess clinical measurements
3. Describe and demonstrate the care and maintenance of equipment used to obtain clinical measurements
4. Describe reporting and recording requirements in relation to clinical measurements

## Course Name: Clinical Nursing II

### Course Code:
- NURS 5023

### Nominal Hours:
- 40

### Course Purpose:
To provide you with a basic understanding of the nursing care of patients/clients who are experiencing health related problems within various clinical settings

### Prerequisites and/or Corequisites:
- Anatomy and Physiology I
- Anatomy and Physiology II
- Nursing I
- Nursing II

### Learning Outcomes:
1. Describe the nursing care of clients with common cardiovascular problems
2. Describe the nursing care of clients with common endocrine problems
3. Describe the nursing care of clients with common haematological problems
4. Describe the nursing care of clients with common problems relating to the genital tract (male and female)
5. Describe the nursing care of clients with common muscular skeletal problems
Course Code: NURS 5025
Nominal Hours: 40
Course Purpose: To provide you with a basic understanding of the nursing care of patients/clients who are experiencing health related problems within various clinical settings
Prerequisites and/or: Anatomy and Physiology I
Corequisites: Anatomy and Physiology II
Nursing I
Nursing II
Learning Outcomes:
1. Describe the nursing care of clients with common gastro-intestinal conditions
2. Describe the nursing care of clients with common respiratory problems
3. Describe the nursing care of clients with common kidney and urinary disorders
4. Describe the nursing care of clients with common neurological conditions
5. Describe the nursing interventions for clients requiring perioperative care

Course Name: Client Interaction
Course Code: MKTG 5320
Nominal Hours: 20
Course Purpose: To provide you with the opportunities to develop written and verbal communication skills within the context of the enrolled nurse role. The course will provide skills at the paraprofessional level for establishing and maintaining client interaction
Prerequisites: There are no prerequisites for this course, however you will require literacy skills equivalent to successful completion of Year 12.
Learning Outcomes:
1. Demonstrate competency in establishing a working relationship with a client
2. Plan for the maintenance of a working relationship with a client

Course Name: Disability
<table>
<thead>
<tr>
<th>Course Code:</th>
<th>SOSK 5052</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Hours:</td>
<td>20</td>
</tr>
<tr>
<td>Course Purpose:</td>
<td>To provide you with an overview of the causes and behavioural implications of human disabilities. It will also provide an introduction to the social and personal implications of disabilities.</td>
</tr>
<tr>
<td>Prerequisites and/or Corequisites:</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
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</tr>
<tr>
<td>Learning Outcomes:</td>
<td>1 Identify the common behavioural effects of disabilities including visual, speech and language, hearing, physical and intellectual impairment and learning</td>
</tr>
<tr>
<td></td>
<td>2 Describe the social aspects of disabilities</td>
</tr>
<tr>
<td></td>
<td>3 Identify the rights of people with a disability</td>
</tr>
<tr>
<td></td>
<td>4 Describe the influences of the living environment and its effects on people with disability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Hygiene, Mobility and Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>NURS 5017</td>
</tr>
<tr>
<td>Nominal Hours:</td>
<td>40</td>
</tr>
<tr>
<td>Course Purpose:</td>
<td>To enable you to develop:</td>
</tr>
<tr>
<td></td>
<td>• a basic understanding of the requirements of personal hygiene for the patient and the ability to assist the patient to meet those requirements.</td>
</tr>
<tr>
<td></td>
<td>• an understanding of the need to achieve correct mobility and measures to assist the patient to meet this requirement.</td>
</tr>
<tr>
<td></td>
<td>• a basic understanding of sleep and rest requirements and the ability to recognise abnormal sleep patterns and assist the patient to meet those requirements</td>
</tr>
<tr>
<td>Prerequisites and/or Corequisites:</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>1 Describe the principles of hygiene management</td>
</tr>
<tr>
<td></td>
<td>2 Identify abnormal conditions relating to skin and skin integrity</td>
</tr>
<tr>
<td></td>
<td>3 Describe the principles of toilet hygiene</td>
</tr>
<tr>
<td></td>
<td>4 Identify the principles of mobility</td>
</tr>
<tr>
<td></td>
<td>5 Demonstrate the principles of lifting and transferring</td>
</tr>
<tr>
<td></td>
<td>6 Explain the significance of sleep in health and illness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Law and Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>NURS 5011</td>
</tr>
</tbody>
</table>
Nominal Hours: 30  
Course Purpose: To assist you in developing an understanding of the Law in nursing practice and begin an exploration into the ethics of nursing. You will investigate ethical issues, codes of practice and their legal implications.  
Prerequisites and/or Corequisites: Communications I  
Learning Outcomes:  
1. Explain briefly the term ethics, and the difference between law and ethics  
2. Summarise relevant ethical and legal documents  
3. Identify the rights of patients  
4. Explain briefly the legal issues for the SEN in the workplace  
3. Identify ethical issues for the SEN

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Medical Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>MEDS 5001</td>
</tr>
<tr>
<td>Nominal Hours:</td>
<td>20</td>
</tr>
</tbody>
</table>
| Course Purpose:      | Medical Terminology is designed to provide students with a basic medical/nursing vocabulary of more commonly used terms and lead to an easier understanding of new terms. This will allow the student to have a greater understanding of their workplace terminology. The concepts acquired in this course provide underpinning knowledge of anatomical structure and human physiology together with basic pathological terms which form the basis for understanding how the human body functions.  
Prerequisites:        |                              |
| Learning Outcomes:   | 1 Define the meaning of, and use appropriately, anatomical and physiological terminology.  
                       | 2 Define the meaning and abbreviations for common terms used in nursing environment. |

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Medications</th>
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</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>ONPS 5102</td>
</tr>
<tr>
<td>Course Name:</td>
<td>Microbiology &amp; Defence Systems</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Course Code:</td>
<td>BIOL 5037</td>
</tr>
<tr>
<td>Nominal Hours:</td>
<td>40</td>
</tr>
<tr>
<td>Course Purpose:</td>
<td>To provide you with the knowledge of microorganisms and their relationship to disease. Emphasis is placed on correct procedures for sterilisation and the control of cross-infection. In addition this course provides the techniques necessary to dress a patient’s wound using aseptic technique.</td>
</tr>
<tr>
<td>Prerequisites and/or Corequisites:</td>
<td>Anatomy and Physiology I Anatomy and Physiology II Workplace Safety</td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>1 Describe sources of infection, cross-infection pathways and methods of controlling these 2 Discuss human responses to infection 3 Apply occupational health and safety, including aseptic technique when attending patient care, handling specimens and preparing decontaminating agents 4 Demonstrate basic sterilisation procedures 5 Describe methods of biohazard waste disposal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Nutrition &amp; Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>NURS 5015</td>
</tr>
<tr>
<td>Nominal Hours:</td>
<td>40</td>
</tr>
</tbody>
</table>
Course Purpose: To provide you with an understanding of the basic nutritional requirements of the human body at various stages throughout life. These would include neonates, infants, adolescents, adults and the elderly. The course will contain particular reference to diets in diseased states and the importance of nutrition throughout life. The course is designed to enable you to gain the skills to measure, record and discuss the elimination status of patients and to assist the patient to meet those requirements of normal elimination.

Prerequisites/Anatomy and Physiology I
Corequisites: Anatomy and Physiology II
Learning Outcomes:
1. Describe the principles of nutrition
2. Identify the nutritional needs of individual patients/residents/clients
3. Describe the nursing care of individuals with altered nutritional patterns
4. Describe alternative nutritional methods and their delivery
5. Identify normal patterns of elimination – urinary and bowel
6. Describe the nursing care of individuals with altered elimination patterns

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Nursing &amp; Psychiatric Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>NURS 5019</td>
</tr>
<tr>
<td>Nominal Hours:</td>
<td>30</td>
</tr>
<tr>
<td>Course Purpose:</td>
<td>To enable you to:</td>
</tr>
<tr>
<td></td>
<td>• recognise change in behaviour</td>
</tr>
<tr>
<td></td>
<td>• record that change</td>
</tr>
<tr>
<td></td>
<td>• assist in the care plan for the management of abnormal behaviour</td>
</tr>
<tr>
<td>Prerequisites and/or</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>Corequisites:</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td></td>
<td>Communications I</td>
</tr>
<tr>
<td></td>
<td>Communications II</td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>1. Identify common conditions that affect behaviour</td>
</tr>
<tr>
<td></td>
<td>2. Describe common nursing management issues related to altered behaviours</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate interactions with individuals with challenging behaviours</td>
</tr>
<tr>
<td></td>
<td>4. Describe therapeutic interventions used for challenging behaviours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Nursing: The Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>NURS 5007</td>
</tr>
<tr>
<td>Nominal Hours:</td>
<td>20</td>
</tr>
</tbody>
</table>
Course Purpose: To provide you with an insight into the history, philosophy and profession of nursing. It will provide you with an overview of your function within a health care team and imply a standard of professional conduct necessary within your profession

Prerequisites: There are no pre-requisites for this course

Learning Outcomes:
1. Describe the historical development of nursing
2. Explain how a theory of nursing will influence health care practice
3. Outline functions of members of a health care team
4. Explain the need for, and methods of, professional development

Course Name: Presenting Information
Course Code: COMM 5281
Nominal Hours: 20
Course Purpose: To provide you with the opportunities to develop written and verbal communication skills within the context of the enrolled nurse role. The course will provide skills at the paraprofessional level in presenting written information and delivering oral presentations

Prerequisites: There are no prerequisites for this course, however you will require literacy skills equivalent to successful completion of Year 12.

Learning Outcomes:
1. Present written information in a form relevant to a specific task
2. Deliver an oral presentation relevant to a specific task

Course Name: Society, Culture & Nursing
Course Code: NURS 5009
Nominal Hours: 30
Course Purpose: To provide you with an overview of the components of the health care delivery system in Australia, and the knowledge and skills to work effectively with clients from a variety of social and cultural backgrounds.

Prerequisites and/or Corequisites:
- Communication Skills I
- Communication Skills II
### Course Name: Society, Culture and Nursing - continued

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe the approaches to health care within the State and the principles of funding models currently in place</td>
</tr>
<tr>
<td>2</td>
<td>Exhibit knowledge of Primary Health Care</td>
</tr>
<tr>
<td>3</td>
<td>Compare Primary Health Care with the medical model approach to health care</td>
</tr>
<tr>
<td>4</td>
<td>Assist in promotion and health education in the local community and health care environment</td>
</tr>
<tr>
<td>5</td>
<td>Explain the impact of family structure, situation and social class on the individual’s personal development</td>
</tr>
<tr>
<td>6</td>
<td>Examine the multicultural character of Australia and explain, in general terms, how the Australian social structure impacts on health care services</td>
</tr>
</tbody>
</table>

### Course Name: Workplace First Aid - Level 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>OHTH  5011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Hours</td>
<td>20</td>
</tr>
<tr>
<td>Course Purpose</td>
<td>To enable you to gain the knowledge and skills to provide basic first aid procedures to the standard of a Level 2 first aid program.</td>
</tr>
<tr>
<td>Pre-requisites</td>
<td>There are no prerequisites for this course</td>
</tr>
</tbody>
</table>

### Course Name: Workplace Safety

<table>
<thead>
<tr>
<th>Course Code</th>
<th>PUBH  5127</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Hours</td>
<td>40</td>
</tr>
<tr>
<td>Course Purpose</td>
<td>To enable you to gain the knowledge and skills which enable you to apply the required safety practices in the workplace. It provides an overview of the legal requirements relating to occupational health and safety in a nursing environment.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>There are no prerequisites for this course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe occupational health and safety legislation and its implementation in a nursing workplace</td>
</tr>
<tr>
<td>2</td>
<td>Identify and explain safe practices relating to patient care and demonstrate techniques</td>
</tr>
<tr>
<td>3</td>
<td>Identify and explain safe practices relating to self care and demonstrate techniques</td>
</tr>
<tr>
<td>4</td>
<td>Identify and explain safe practices relating to safe storage and handling of hazardous chemicals and biological hazardous materials</td>
</tr>
<tr>
<td>5</td>
<td>Describe the requirements for health care house-keeping in the nursing environment</td>
</tr>
<tr>
<td>6</td>
<td>Describe a range of emergency procedures</td>
</tr>
</tbody>
</table>
Appendices

A  ANCI Competencies for the Division 2 Nurse
B  Faculty of Life Sciences IT Use Information & student declaration form - 2001
C  Sample of an Assessment Cover Sheet
D  Sample of a Program Evaluation Proforma
E  Department of Health & Biosciences Student Immunisation and Screening Policy & Student Declaration form
F  Faculty of Life Sciences Mobile Phone Policy
# Appendix A
## ANCI Competencies for the Division 2 Nurse

The following table identifies the 8 units of competence (and their associated elements) which form the *National Competencies for the Enrolled Nurse in Recommended Domains* as identified by the Australian Nursing Council Inc. (ANCI 1993)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Elements</th>
</tr>
</thead>
</table>
| 1 Demonstrates a satisfactory knowledge base for safe practice | • Recognises the need for continuing education  
• Performs appropriate nursing actions accurately and safely |
| 2 Functions in accordance with legislation and common nursing practice | • Practices within the limitations of the enrolled nurse  
• Refers to a Registered Division 1 Nurse any nursing care which is outside the scope of practice of the Division 2 Nurse  
• Clarifies unclear instructions  
• Fulfils the duty of care in the program of practice  
• Accepts responsibility for own actions |
| 3 Protects the rights of individuals and groups | • Maintains confidentiality  
• Respects the values, customs and spiritual beliefs of individuals and groups  
• Acts in such a way that the rights of individuals and groups are protected |
| 4 Contributes to nursing assessment of individuals and groups | • Collects and reports data to the Registered Division 1 Nurse in accordance with the nursing care plan  
• Recognises and reports changes in individual/group behaviours  
• Contributes information to the development of the care plan |
| 5 Implements those aspects of the nursing care plan delegated by the registered nurse | • Understands the purpose of an individualised care plan  
• Organises delegated workload in conjunction with the Registered Division 1 Nurse  
• Implements delegated nursing activities which assist in meeting basic human needs  
• Assists in maintaining a safe environment for self and others |
| 6 Assists in the evaluation of progress toward expected outcomes | • Contributes information relevant to evaluating the progress of individuals or groups toward planned outcomes  
• Contributes information relevant to assessing the effectiveness of nursing care in achieving planned outcomes |
| 7 Demonstrates effective communication and interpersonal skills | • Uses appropriate interpersonal skills and communication techniques to ensure safe outcomes and accurate communication |
| 8 Assists in meeting the need for support, security and self-esteem of individuals and groups | • Uses strategies which encourage independence; affirm individuality; involve family/significant others; and provide reassurance |
Appendix B
Sample of an Information Technology Use Agreement

RMIT Faculty of Life Sciences Information Technology (IT) Use Information
2003 Academic Year

The Faculty of Life Sciences at RMIT wants you to work effectively and appropriately with IT. At enrolment, you are required to sign the IT use agreement on this page, which will form part of your student file in your home Department/School in the Faculty.

At the start of semester 1 2003, your program leader/coordinator will arrange for you to attend a 30-minute Faculty IT information session. It will be important for you to attend, to be updated on the latest changes to IT services & facilities at RMIT, and to find out more about the IT services available to you.

The Faculty maintains detailed information and guidelines to support many aspects of your work with IT at our Web site: http://www.life.rmit.edu.au/it/

The Faculty operates five Learning Centres, mainly for class group use, and otherwise for drop-in use by students.

Using the Web, you can conveniently access -- learning resources for many of your courses; your free, Web-based RMIT student email account, and many other University services. Your student email account (see http://studentems.rmit.edu.au ) will be a very important avenue for administrative and course-related communication. You must manage this account to receive all emails that are sent to this account.

The Faculty also operates an IT helpdesk service in Building 201 Level 4 (Phone: 9925 57164, Email: life-itsupport@rmit.edu.au), for assistance with IT issues not covered in the information sessions or at our Web site.

Note: While the Faculty is committed to proactive and responsive technical service, it is not liable for consequences arising from: breaches of Faculty / University computer security provisions, problems with personal computing equipment or private arrangements with Internet Service Providers, service difficulties originating with contracted suppliers of hardware and software, or network performance issues which emerge on the Internet.

Conditions of use of Faculty information technology resources

There are few rules applicable to the use of our resources, however they are important rules, as the long-term quality of our IT equipment, facilities and services is dependent on how we treat them. The Faculty requires that you provide signed agreement to the following conditions.

1. I will satisfy RMIT IT conditions of use, as set out at http://www.rmit.edu.au/rules/
2. I will read the user manuals and other information at the Faculty IT support Web site (http://www.life.rmit.edu.au/it/resources/students.html), before using the Faculty IT resources.
3. Passwords will not be shared.
4. The Learning Centres are to be used for course-related activities only (i.e. no email or online chat of a personal nature).
5. Food and drink are not to be consumed in the Learning Centres.
6. Sound in the Learning Centres will be kept at a level that allows others to work productively.

"I agree to abide by these conditions of use at all times"

Student Name: ________________________________

Student Number: __________ School/Department _________________________

Program Name: ________________________________

Signed: ___________________________ Date: ________________
### Department of Health and Biosciences
#### Assessment Cover Sheet

**Part A**  
To be completed by the Student

<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student ID No:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Postal Address:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post Code: ________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Program Title:</strong></th>
<th>Certificate IV in Health (Nursing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Code:</strong></td>
<td>C4077 / C4085</td>
</tr>
<tr>
<td><strong>Class Code:</strong></td>
<td>____________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Due Date for Submission:</strong></td>
<td>______ / ______ / ______</td>
</tr>
</tbody>
</table>

I declare that the attached assessment item is my own work as defined by  
the RMIT Policy on plagiarism. I hold a copy of this assignment, which I can produce if required.

| **Student Signature:** | ____________________ | **Date:** | ____________ |

**Part B**  
To be completed by the module teacher

| **Assessment Result Achieved:** | HD | DI | CR | PA | PX | NN |

<table>
<thead>
<tr>
<th><strong>Resubmission Required?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle appropriate option</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If YES, the Due Date for Resubmission is: ______ / ______

Feedback on Assessment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher’s signature: ____________________  Date: ______ / ______ / ______
Appendix D
Sample of a Program Evaluation Proforma

Certificate IV in Health (Nursing)
Program Evaluation Form

As part of our commitment to continuous quality improvement in the delivery of the Certificate IV in Health (Nursing) we believe it is important to gain your perceptions of the learning you have experienced through your studies in this program. To assist us gain this information it would be appreciated if you would take the time to complete this questionnaire.

Part A  General Information

Please tick the appropriate box to indicate your response to each question

<table>
<thead>
<tr>
<th>1. Gender:</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Age</th>
<th>under 16</th>
<th>16 – 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 – 35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 – 45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51 – 55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 – 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 – 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36 – 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46 – 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>over 55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Highest level of secondary schooling completed</th>
<th>less than year 10</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Year 11</td>
<td>Year 12</td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Previous post secondary studies commenced but not completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>Certificate level</td>
</tr>
<tr>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Previous post secondary studies successfully completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
</tr>
<tr>
<td>Certificate level</td>
</tr>
<tr>
<td>Advanced Diploma</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Details of Training in the Certificate IV in Health (Nursing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your Program Group No.</td>
</tr>
<tr>
<td>Traineeship</td>
</tr>
<tr>
<td>... .......</td>
</tr>
</tbody>
</table>
### Part B  Program Orientation/Induction

Using the rating scale provided place a tick in the appropriate box to indicate the quality of the orientation/induction information you received about the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Ex</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Structure and Content</td>
<td></td>
<td></td>
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<tr>
<td>Relationship between on-the-job and off-the-job training</td>
<td></td>
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<tr>
<td>Role of the Workplace Training Record Book</td>
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<tr>
<td>Recognition of Prior Learning</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RMIT Occupational Health and Safety Policy</td>
<td></td>
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<tr>
<td>RMIT Equal Opportunity Policy</td>
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<tr>
<td>Student Services at RMIT</td>
<td></td>
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</tr>
<tr>
<td>Library/Learning Resource Centre Orientation</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Off-Campus Study Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Study Skills Orientation</td>
<td></td>
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</tr>
<tr>
<td>Student Handbook and Program Guide</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:

### Part C  Facilities

Using the rating scale provided place a tick in the appropriate box to indicate the quality of the facilities used to deliver the off-the-job training:

| Facilities                                                      | Ex | Good | Fair | Poor | NA |
|                                                               |----|------|------|------|----|
| Size of classrooms/practical laboratories                      |    |      |      |      |    |
| Temperature of classrooms/practical laboratories               |    |      |      |      |    |
| Lighting of classrooms/practical laboratories                  |    |      |      |      |    |
| Learning resource facilities of classrooms/practical laboratories|    |      |      |      |    |
| Library/Learning Resource Centre facilities                     |    |      |      |      |    |

Comments:

### Part D  Teaching/Learning Support

Using the rating scale provided place a tick in the appropriate box to indicate the quality of the teaching/learning support provided during your program in relation to the following criteria:

<table>
<thead>
<tr>
<th>Teaching/learning support</th>
<th>Ex</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance of the information/skill was explained before commencing</td>
<td></td>
<td></td>
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<tr>
<td>Clarity of explanations given by the course facilitators</td>
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<tr>
<td>Course facilitators’ knowledge of the subject</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Course facilitators’ enthusiasm for the subject material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching strategies used for class presentations</td>
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<td></td>
</tr>
<tr>
<td>Teaching strategies used for tutorial presentations</td>
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<td></td>
<td></td>
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<tr>
<td>Teaching strategies used for practical/laboratory sessions</td>
<td></td>
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<tr>
<td>Student questions were encouraged</td>
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<tr>
<td>Student participation was encouraged</td>
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<tr>
<td>Additional learning support was provided when required</td>
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<tr>
<td>Students were actively encouraged to engage in self-directed learning</td>
<td></td>
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</tr>
</tbody>
</table>

Comments:
### Part E  Student Learning Materials

Using the rating scale provided place a tick in the appropriate box to indicate the quality of the student learning materials used during the program:

<table>
<thead>
<tr>
<th>Ex</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>NA</th>
</tr>
</thead>
</table>

- Study Guide provided for each course
- Presentation of learning resource manuals/guides
- Relevance of information
- Relevance of learning activities
- Availability of support learning resources

Comments:

### Part F  Assessment

Using the rating scale provided place a tick in the appropriate box to indicate the quality of the assessment tasks you undertook during this program:

<table>
<thead>
<tr>
<th>Ex</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>NA</th>
</tr>
</thead>
</table>

- Assessment requirements for each course were explained
- Relevance of assessment tasks were explained
- Variety of assessment tasks used
- Relevance of assessment tasks (assignments, presentations, tests)
- Fairness of assessments
- Timeliness of feedback from assessment task
- Usefulness of feedback from assessment task

Comments:

### Part G  Overall Program Evaluation

Using the rating scale provided place a tick in the appropriate box to indicate your overall perceptions of the program

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Undecided</th>
</tr>
</thead>
</table>

- The initial induction program adequately prepared me to commence my on-the-job training
- There was a definite link between my off-the-job and on-the-job training
- The courses studied in the program were relevant to my work
- The sequencing of the courses was appropriate
- The workplace visits by education staff were useful
- The teachers were supportive of my learning
- I would recommend this program to others

The aspects I found most useful about the program were:

The aspects I found least useful about the program were:

Things that I think would improve the program are:

Thank you for taking the time to complete this questionnaire
Appendix E
Department Student Immunisation and Screening Policy

Department of Health and Biosciences

1. Introduction

1.1 The Department of Health and Biosciences seeks to provide a safe and appropriate learning environment for students that promotes contemporary infection control practices. To this end the Department:
   * actively encourages students likely to be exposed to potentially infectious materials to be protected from infectious diseases by appropriate immunisation. The University, through the RMIT Health Service facilitates ready access for students to:
     * confidential testing of their infectious and current immunisation status
     * low cost vaccines
     * recognises its responsibility to provide appropriate educational programs for students in relation to infection control for work in health care settings.

1.2 All students of the Department have a right to be treated fairly. Therefore, students with infectious diseases are guaranteed the following protections: the right to confidentiality, a learning environment free from discrimination and/or harassment, and access to clearly defined grievance procedures.

1.3 As a general principle the Department supports the right to confidentiality for students in the belief that it not only safeguards personal rights, but also works in the public interest by encouraging them to seek appropriate testing, counselling and treatment and to disclose their infectious status to their employers and/or program coordinators.

1.4 Medical testing for infectious diseases may only be performed with the full and freely given informed consent of the person concerned. Generally medical confidentiality prevents the medical practitioner from disclosing the result of such testing. Students should however be aware that under certain circumstances legislation requires that the treating practitioner advise the professional registration board/relevant authority that a particular person could pose a threat to public safety.

1.5 The Department upholds the rights of students with infectious conditions to be entitled to the usual benefits of students and prospective students (such as access to programs and the right to continue in such programs). However, this policy acknowledges that fitness for certain individuals to complete certain programs (such as Pathology Collection, Division 2 Nursing) may not be guaranteed.

1.6 Any decision on whether to deny an infected student participation in particular learning activities/experiences/courses will be based on advice from the treating medical practitioner in conjunction with the guidelines provided by the NH&MRC on "Infection Control in the Health Care Setting". In line with item 1.5 above, it is recognised that denying access to participation in some courses may preclude the student from fulfilling the requirements to successfully complete the program.
2. Risk Categorisation


2.1 The Department recognises that not all studies leading to careers in the health industry pose equal risk for infection. The following categorisation of Health Care Workers is recognised as a useful tool to guide immunisation protocols for the programs/courses that it offers.

Category A – Direct contact with blood or body substances

This category includes all persons who have physical contact with, or potential exposure to blood or body substances. Examples include dentists, medical practitioners, nurses, allied health practitioners, health care students; emergency personnel (fire, ambulance and volunteer first aid workers); maintenance engineers who service equipment; mortuary technicians; central sterile supply staff; and cleaning staff responsible for decontamination and disposal of contaminated materials.

Examples of Department programs of relevance to this categorisation:
- Advanced Diploma of Myotherapy
- Certificate IV in Health (Nursing)
- Certificate IV in Pathology Collection
- Certificate III in Dental Assisting

Examples of Department courses of relevance to this categorisation, which may not be included in programs identified above:
- Mortuary Practice
- Phlebotomy

Category B – Indirect contact with blood and body substances

This category includes workers in patient areas who rarely have direct contact with blood or body substances. These employees may be exposed to infections spread by droplets such as rubella, but are unlikely to be at risk from blood borne diseases. Examples include catering staff and ward clerks.

Category C – Laboratory staff

Laboratories pose special risks because of the equipment used (such as centrifuges), and the possibility of exposure to high concentrations of microorganisms generated by culture procedures. The major risk to laboratory staff occurs in the handling of blood and blood products.

Examples of Department programs of relevance to this categorisation:
- Diploma of Applied Science (Medical Laboratory Technology)
- Certificate IV in Dental Technology

Category D – Minimal patient contact

In many health care establishments, clerical staff, gardening staff and numerous other occupational groups have no greater exposure to infectious diseases than do the general public. These employees do not need to be included in vaccination programs or other programs aimed at protecting category A, B and C staff.

Examples of Department programs of relevance to this categorisation:
- Diploma of Health (Orthotic/Prosthetic Technology)
- Diploma of Clinical Neurophysiology
- Certificate IV in Optical Dispensing

3. Student Recruitment/Selection

3.1 During the recruitment/selection process for programs and/or courses identified as risk categories A, B or C (section 2) potential applicants should be informed of the requirement to:
- disclose any infectious conditions which may limit their ability to participate in and/or perform the clinical and/or practical aspects of their program of study (as defined by the NH&MRC Guidelines for Infection Control in Health Care Settings)
- receive immunisation where specified by external organisations providing clinical and/or practical experiences which are integral to the completion of the course and/or program.
4. Pre-commencement Screening

4.1 Whilst not an enforceable requirement of enrolment in its programs, the Department strongly recommends that all students seeking to enrol in programs and/or courses identified as risk categories A, B or C (section 2) participate in the recommended screening and immunisation services offered by the RMIT Health Service.

4.2 Course/Program pre-commencement screening will be limited to identification of immunisation requirements and status clarification for students undertaking studies in programs and/or courses identified as risk categories A, B or C (section 2). Students will be required to sign a declaration stating:

- that they have been informed of the rationale underpinning the recommendations for screening and immunisation for the specific course/program; and the risks associated with failure to comply with the recommendations;
- they understand and agree to abide by their personal and professional responsibility in relation to compliance with these protocols.

4.3 It should be noted that some courses offered within programs are conducted through other institutions/workplaces who have their own enforceable requirements for immunisation and/or screening. In line with the requirements of these organisations students who do not wish to observe the stated requirements will be precluded from studies in these courses.

4.4 For relevant courses students will be required to sign a declaration that they have disclosed any infectious conditions which may affect their ability to safely and effectively perform the tasks associated with the learning experiences in the course for which they have enrolled. Disclosure of infectious conditions will be no more than that reasonably required in line with NH&MRC Guidelines for Infection Control in Health Care Settings.

5. Scope of Services

5.1 Students likely to be exposed to potentially infectious materials should receive immunisation and/or testing for immune status in accordance with the NH&MRC guidelines. This may include: Hepatitis A, Hepatitis B, HIV, Hepatitis C, Diphtheria, Tetanus, Whooping Cough, Measles, Mumps, Rubella, Polio and Tuberculosis.

5.2 The type(s) of immunisation and/or screening recommended will be dependent on the nature of the course/program being undertaken. Advice in relation to this will be provided specific to relevant courses.

6. Professional Obligation

6.1 Students undertaking studies relevant to health care work are expected to demonstrate behaviour which reflects their professional responsibility to exercise a duty of care for clients, co-workers and the community. One aspect of this duty of care is responsibility in matters relating to implementation of infection control practices.

6.2 In line with this responsibility students are expected to be aware of their infectious status in relation to blood borne viruses (Hepatitis B, Hepatitis C, HIV) and tuberculosis and must then act in accordance with the NH&MRC Guidelines for Infection Control in Health Care Settings.

6.3 The need for students to check their status is determined by their risk of exposure through work or lifestyle. If a student’s risk of exposure is negligible there is little justification to check. If however, the student has been exposed either through lifestyle activities, or through accidental exposure it is important for them to be aware of their status and ensure regular testing is conducted. The frequency of testing would be dictated by the degree of risk of exposure and should be determined in consultation with their medical practitioner.

Acknowledgement

The Department gratefully acknowledges the assistance of Mr John Hoovengen (Director, Royal Melbourne Dental Hospital) in providing the related DHSV policy document to be used without copyright restrictions as a resource material to support the development of this policy.
Royal Melbourne Institute of Technology  
Department of Health and Biosciences  

Student Immunisation and Screening  
Student Declaration  

I, [Print Name using block letters], [Print Student ID No.], declare that as a student in the RMIT program RC01A/A Certificate IV in Health (Nursing), I:

- have undertaken studies within the program in relation to Infection Control and/or received exemption for previous studies in a similar module
- am aware of and agree to abide by, the standards of practice outlined in the NHMRC document *Infection Control in the Health Care Setting: Guidelines for the prevention and transmission of infectious diseases* (latest edition)
- have been advised of, and agree to abide by, the specific requirements of the Department’s Student Immunisation and Screening Policy

In signing this declaration I confirm my agreement to conform to the standards for cross-infection control practice as a health care worker to facilitate (in real and/or simulated workplace situations):

- protection of self
- protection of clients/patients
- protection of colleagues
- protection of the community

I understand that failure to sign this declaration and/or to conform to the standards and requirements as specified in the documents and policies referred to above, may preclude my ability to participate in some learning experiences and/or successfully complete the course of study.

_____________________________       ______________/____________/__________
Student Signature       Date
FACULTY OF LIFE SCIENCES AND NURSING

FACULTY POLICY ON THE USE OF MOBILE PHONES AND PAGERS DURING CLASSES AND FORMAL ASSESSMENTS

1. It is not permissible to take mobile phones or pagers into any room where an examination or other assessment is being conducted.

2. Mobile phones and pagers are not to be taken into any classroom unless they have been switched so that they will not ring.

3. In exceptional circumstances, mobile phones may be left in the Department’s office for the staff to answer, but only subject to prior approval being given.

4. In exceptional circumstances, when the Department’s office is not staffed, the classroom supervisor may give permission for a mobile phone or pager to be set to ring. In this case, all available steps must be taken to ensure that only the expected emergency call will come through, and all students are to be told that the phone or pager may ring.

5. Disciplinary action will be taken for any contravention of this policy.