



UNIVERSITY
OF WOLLONGONG
AUSTRALIA



SNUG105:Person and Family Centred Care

ASSESSMENTS

SCHOOL OF NURSING

FACULTY OF SCIENCE, MEDICINE & HEALTH

OVERVIEW

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Date	Weighting
Formative assessment	Online task	Week 1	On completion	0%
Assessment 1	Resource	Thursday, 27 th August 2020, before 1700 (week 4)	15 working days post submission	30%
Assessment 2	Online Quiz 1 & 2	Quiz 1 - Week 5 (open: Thursday 3 rd September at 12 noon) Quiz 2 – Study recess week (open: Thursday 19 th November at 12 noon)	On completion	40% (20% each)
Assessment 3	Reflection	Thursday, 24 th September 2020, before 1700 (Week 8)	15 working days post submission	30%
Assessment 4	Calculation assessment	Week 9	On completion	Satisfactory/ unsatisfactory
Assessment 5	OSCA	Week 12	On completion	Satisfactory/ unsatisfactory
Total Marks				100%

FORMATIVE ASSESSMENT	Online task
Due date	Week 1 Module activities
Weighting	0%
Submission	Online submission
Type of Collaboration	Individual assessment
Length	15 minutes
Details	Completion of online task
Style and format	Online task. – mixture of multiple choice questions
Subject Learning Outcomes	1, 2, 3, 5, 6, 7



ASSESSMENT 1	Resource – Health promotion resource
Due date	Thursday, 27 th August 2020, before 1700 (week 4)
Weighting	30%
Submission	Your assignment will be submitted into a submission box within the SNUG105 Moodle site.
Type of Collaboration	Individual Assessment
Length	N/A
Details	<p>It is the nurse's role to provide information and education to enhance people's control over their health (NMBA, 2016). The purpose of this assessment is to produce a health promotion resource that can be used in family-centred education, integrating evidence based practice.</p> <p>Instructions:</p> <p>Part one:</p> <p>Select ONE of the following health issues facing families:</p> <ul style="list-style-type: none"> • Sudden infant death syndrome (SIDS) • Vaccination • Breastfeeding • Childhood obesity <p>Create a health promotion tool that inclusively provides a family with information on ONE health issue facing families today, from the list above. Within the task you need to define and outline the impact of the health issue in Australia.</p> <p>Some examples of resource format may include:</p> <ul style="list-style-type: none"> • Poster • Pamphlet <p>Part two:</p> <p>Write a paragraph (250 words) describing the role of the nurse in relation to health issue chosen.</p> <p>Your resource MUST be support by academic resources.</p>
Style and format	<p>Resource format: poster or pamphlet (suggestions only)</p> <p>Reference style/format as per APA7. A summary of the APA system can be accessed in the online guide on the Library website at: https://uow.libguides.com/refcite/apa-7</p>
Subject Learning Outcomes	2, 3, 5, 6
Marking Criteria	See rubric on page 7



ASSESSMENT 2	Online Quiz 1 & Quiz 2
Due date	Quiz 1 – Week 5 (open: Thursday 3 rd September at 12 noon, close: Friday 4 th September at 12 noon) Quiz 2 – Study recess week (open: Thursday 19 th November at 12 noon, close: Friday 20 th November at 12 noon)
Weighting	40% (20% each)
Submission	Online as per instructions on SNUG105 Moodle site.
Type of Collaboration	Individual assessment
Length	N/A
Details	Self-directed assessment based on online learning and tutorial content.
Style and format	Multiple choice quiz on Moodle
Subject Learning Outcomes	1, 2, 4, 5, 6
Marking Criteria	Any student who has not attempted and submitted a quiz within the specified timeframe will receive 0 (zero) marks for this assessment type. The quiz will not be reopened, and no alternative assessment will be set without extenuating circumstances and an approved academic consideration application. Late penalties do not apply to quizzes. If a student attempts a quiz but for technical issues is not able to submit the quiz, students must show evidence and apply for an academic consideration to sit a supplementary quiz.



ASSESSMENT 3	Reflection
Due date	Thursday 24 th of September before 1700 (week 8)
Weighting	30%
Submission	Your assignment will be submitted into a Turnitin submission box within the SNUG105 Moodle site.
Type of Collaboration	Individual Assessment
Length	1000 words
Details	<p>Reflection is the process of reviewing personal experiences, knowledge, actions, feelings and beliefs to develop new meaning and identify how these shape practice. Reflection in nursing is a gateway for learning. The purpose of this reflection is to provide the opportunity to reflect on personal values and beliefs, and how they impact on person-centred care provided to children, adolescents and families on an issue facing families today.</p> <p>Drawing from assessment 1, using the <u>same</u> health issue you chose regarding facing Australian families, complete a reflection using Driscoll's model (2007) – <i>what, so what, now what?</i> (cited in Bulman & Schultz, 2013). You are to review how personal beliefs and values impact person-centred care.</p> <p>(These are the topics from assessment 1 – SIDS, vaccination, breastfeeding and childhood obesity).</p> <p>Part 1 - What</p> <p>Outline what the health issue is. Provide personal beliefs and values around the health issue (300 words).</p> <p>Part 2 – So what</p> <p>Describe the nurse's role in regard to the health issue. Outline how personal values and beliefs can impact person-centred care of the health issue (positive and negatively) (450 words).</p> <p>Part 3 – Now what</p> <p>Identify methods and resources to improve care in relation to the health issue chosen and family-centred care approaches (250 words)</p> <p>Available in Bulman, C., & Schutz, S. (Eds.). (2013). <i>Reflective practice in nursing</i>. Oxford, UK ; Malden, MA : Blackwell Pub. Retrieved from https://ebookcentral-proquest-com.ezproxy.uow.edu.au/lib/UOW/detail.action?docID=1112152</p> <p><u>NO</u> introduction and conclusion are required for this assessment.</p>
Style and format	<p>Reflection using Driscoll's model outlined above.</p> <p>Reference style/format as per APA7. A summary of the APA system can be accessed in the online guide on the Library website at: https://uow.libguides.com/refcite/apa-7</p>
Subject Learning Outcomes	2, 3, 5, 6, 7
Marking Criteria	See rubric page 8



ASSESSMENT 4	Calculation assessment
Due date	Week 9 - <i>Schedule to be released on Moodle</i>
Weighting	Satisfactory/ unsatisfactory
Submission	Complete using the Med+Safe® programme
Type of Collaboration	Individual Assessment
Length	30 minutes
Details	Specific details about this assessment task are available in eLearning
Style and format	Medication calculation online
Subject Learning Outcomes	4

ASSESSMENT 5	Observed Structured Clinical Assessment (OSCA): Communication and Patient Assessment
Due date	Week 12
Weighting	No weighting (minimum satisfactory level must be achieved) Note: <i>Students will be offered two (2) attempts at the OSCA.</i>
Submission	To be completed in week 12 in simulation laboratory.
Type of Collaboration	Individual Assessment
Length	20 minutes
Details	Students will receive handover of a person and will then provide safe quality care based on the handover received. Students will utilise communication techniques to provide person-centred care. Students will complete a physical assessment of the person and administer an oral medication. Students will need to consider any available documentation, the person's observations, legal requirements for practice, infection control practices and correct manual handling techniques when performing care. Students will be required to accurately document assessment findings and provide an ISBAR handover.
Style and format	Clinical skills assessment
Subject Learning Outcomes	4
Marking Criteria	See rubric on page 9



Assessment 1 Resource - Family health promotion resource

Criteria	Fail 0-49%	Pass 50-64%	Credit 65-74%	Distinction 75-84%	High Distinction 85-100%
Representation of health issue for Australian families – 35 %					
<i>Select one topic area & produce a resource defining ONE health issue for Australian families</i>	Representation of elements required in work missing. No, or limited, support from evidence, or evidence not of an academic standard.	Satisfactory representation of current health issue for Australian families. Satisfactory visual representation with most information supported by current academic resources.	High quality representation of current health issue for Australian families. Demonstrates some creativity and synthesis of information with most information supported by current academic resources.	Superior representation of current health issue for Australian families. Demonstrates creativity and unique synthesis of information with all information supported by current academic resources.	Outstanding representation of current health issue for Australian families. Demonstrates creativity in a unique way that shows evidence of independent planning, reflection and synthesis of information. All information supported by current academic resources.
Role of the nurse – 20%					
<i>Describe the role of the nurse in relation to the health issue chosen</i>	Absent or minimal mention of the role of the nurse. Paragraph is not supported by evidence. No/limited interpretation of information provided.	Role of the nurse has been satisfactorily identified. Sufficient examples have been provided. Satisfactory use of supporting references. Uses quotes instead of paraphrasing, showing only basic understanding of topic.	Role of the nurse has been clearly explored. Good use of examples to support response. All information supported by reputable sources. Paraphrases sources demonstrating understanding.	Role of the nurse has been thoroughly explored and supported with research. Paragraph includes several relevant examples. Extensive use of quality supporting references.	Role of the nurse has been comprehensively explored and well supported with evidence. Paragraph has used clear, concise and relevant examples. Sources extensively integrated throughout material.
Visual Appeal – 20%					
<i>Creatively & visually able to represent of current health issue for Australian families. Resource is visually appealing; organised in a logical fashion</i>	Not visually appealing; cluttered; colours & patterns hinder readability. Use of font sizes/variations is inconsistent/distracting. Graphics do not enhance text. Content arrangement is confusing & does not assist the viewer in understanding information	Visual appeal is somewhat cluttered; colours & patterns detract from readability. Font sizes/ variations to organisation/ presentation & readability of information are somewhat inconsistent/ distractions. Graphics satisfactorily enhance text.	Overall visually appealing; not cluttered; colours and patterns support readability. Satisfactory use of font sizes/variations to facilitate the organisation, presentation, and readability of the information. Graphics enhance the text content is arranged so that the viewer can understand information	High visual appeal; not crowded colours & patterns enhance readability. Uses font sizes/variations which facilitate the organisation, presentation, & readability of the information. Graphics are engaging & enhance the text content is clearly arranged so that the viewer can understand information	The work is attractive in terms of design, layout & neatness. Uses font sizes/variations which enhance the organisation, presentation, & readability of the information. Graphics are engaging & enhance the text content is exceptionally arranged so that the viewer can understand information
Text – 15%					
<i>Paragraph structure/ spelling and grammar throughout resource and written paragraph</i>	Numerous misspellings and grammatical errors	More than 4 misspellings or grammatical errors.	Fewer than 4 misspellings or grammatical errors	1 or 2 misspellings or grammatical errors	No misspellings or grammatical errors
Referencing - 10%					
<i>Uses APA 7 style. Both in-text referencing and reference list included.</i>	Absent in-text referencing or reference list. Reference list & in-text referencing has major errors.	Attempts to use APA 7 referencing style. Some errors in reference list & in-text. Some references included in reference list not in-text & vice-versa.	Complies with APA 7 referencing style requirements. Some referencing errors in in-text or referencing list.	APA 7 referencing style is consistently accurate. Less than 5 minor referencing errors.	Complies with all the APA 7 referencing style requirements. There are no errors in referencing throughout.

Please note: When using this rubric you must fulfil all the lower criteria before being awarded a higher grade.

Assessment 3 Reflection

Criteria	Fail 0-49%	Pass 50-64%	Credit 65-74%	Distinction 75-84%	High Distinction 85-100%
What – 20%					
<i>Outline what the health issue is. Provide personal beliefs and values around health issue</i>	Absent or incomplete outline of health issue or personal beliefs and values	Brief outline of health issue. Satisfactory exploration of personal beliefs and values.	Health issue has been clearly outlined. Clear exploration of personal beliefs and values.	Health issue has been thoroughly outlined. Thorough exploration of personal beliefs and values.	Health issue has been comprehensively outlined. Insightful and thoughtful exploration of personal beliefs and values.
So what – 45%					
<i>Describe the nurse's role in on the issue and how personal values and beliefs can impact on person-centred care of the health issue</i>	Absent or incomplete description of role of the nurse or how personal value/beliefs impact on health issue. No person-centred focus. Viewpoints and explanations are not supported with resources.	Sufficient description of role of nurse and personal values/beliefs impact on health issues. Person-centred language used. Viewpoints and explanations are supported by minimal resources.	Clear description of role of nurse and how personal values/beliefs impact on the health issue with person centred focus. Viewpoints and explanations are supported by resources.	Thorough description of the role of the nurse and the impact of personal values/beliefs on health issue with person-centred focus. Viewpoints and explanations are supported by reputable resources.	Comprehensive description of the role of the nurse with insightful description of the impact of personal values/beliefs on health issue with person-centred focus. Explanations are insightful and well supported with resources.
Now what – 25%					
<i>Identify methods and resources to improve care in relation to the health issue chosen and family centred care approaches</i>	Absent or incomplete methods and resources to improve health issue. No person- or family-centred care approaches outlined.	Basic description of methods and resources used to improve health issue. Person-centred language used. Minimal resources identified to support health issue.	Clear description of methods and resources used to improve health issue. Family and person-centred focus. Resources present to support health issue.	Thorough and clear description of methods and resources used to improve health issue. Family and person-centred focus. Reputable resources used to support health issue.	Comprehensive description of methods and resources used to improve health issue. Family and person-centred focus. Clear identification of relevant resources to support health issue.
Academic Writing - 5%					
<i>Uses correct spelling and paragraph structure throughout. Structured as per UOW assessment Handbook</i>	Language hinders the effective flow of ideas & meaning. Sentences lack structure & are consistently too short or too long. Multiple errors in spelling, grammar and style. Not structured as per UOW Assessment Handbook.	Sufficient communication of information. Attempts to use paragraphs. Some sentences may be too long/short. Meets almost all style requirements including spacing, page numbers, font, headings.	Evidence of sound academic writing. Paragraphs are 5-7 sentences in length and sentences are clear & concise. Minor errors only in syntax, spelling & grammar. Meets all style requirements.	Evidence of superior academic writing skills. Correct use of paragraphs. Discussion in each paragraph provides sufficient depth to demonstrate understanding. Superior spelling, grammar, & syntax < 5 minor errors. Meets all style requirements.	Outstanding academic writing. Introductory sentence used at the start of paragraphs. Main subject matter is developed within each paragraph. Concluding sentence used at the end of paragraphs. Exemplary spelling, grammar & syntax with no errors. Meets all style requirements.
References - 5%					
<i>Uses APA 7 style. Both in-text referencing and reference list included.</i>	Absent in-text referencing or reference list. Reference list & in-text referencing has major errors.	Attempts to use APA 7 referencing style. Some errors in reference list & in-text. Some references included in reference list not in-text & vice-versa.	Complies with APA 7 referencing style requirements. Some referencing errors in in-text or referencing list.	APA 7 referencing style is consistently accurate. Less than 5 minor referencing errors.	Complies with all APA 7 referencing style requirements. There are no errors in referencing throughout.

Please note: When using this rubric you must fulfil all the lower criteria before being awarded a higher grade.

Assessment 5 - Observed Structured Clinical Assessment (OSCA)

Criteria	Below Satisfactory Standard	Satisfactory
Infection control		
Adherence to the 5 moments of hand hygiene throughout span of care	Inconsistent or no use of hand hygiene	Complies with hand hygiene. No or minimal prompts required.
Initial engagement with person		
Introduces self to person	Does not initiate communication. Minimal or no engagement. Inconsistently engages in person-centred communication.	Initiates conversation with person and introduces self. Person-centred language consistently used in conversations.
Confirms person's identity	Less than 3 identifiers used to confirm person identity	Confirms person with 3 identifiers.
Physical assessment – observations (manual BP, HR, RR, SpO2 and temperature)		
Evidence of applying the principles of person-centred care into practice – eg. gives the person a clear explanation of procedure and gains informed consent.	Minimal interaction. Does not give a clear explanation and/or gain informed consent.	Initiates conversation with person and gains consent.
Gathers equipment, prepares environment	Unskilled and inefficient. Uses excess energy and takes a prolonged time period.	Displays some confidence and undertakes activities within a reasonably timely manner.
Performs vital signs, including manual blood pressure and manual heart rate	Unskilled and/or unsafe. Uses excess energy and takes a prolonged time period.	Generally safe and skilful. May at times be inefficient with undertaking some skills. Some time management strategies may be evident.
Maintains dignity, privacy and comfort for the person	Does not consider dignity, privacy or comfort of person at all times.	Maintains dignity, privacy and comfort for person throughout assessment.
Ensure manual handling principles are practiced	Unskilled and/or unsafe with maintaining safe manual handling.	Maintains safe manual handling. May demonstrate reflection on manual handling perform.
Correctly documents all vital signs	Takes a prolonged period of time to complete documentation. Demonstrates one or more mistakes in documentation.	Documents each element accurately (ie. 3 IDs, date, time, vital signs and initial signature). Is able to state any concerns with vital signs.
Administer oral medication		
Verifies the validity of medication order	Absent or incomplete identification of requirements for a valid medication order.	Correctly identifies all required elements for a valid medication order (person's name and 3 identifiers, date, time or frequency, route, dose (with units), signature of ordering physician)
Review the Australian Medicines Handbook or similar medications resource.	Does not review medication information with Australian Medicines Handbook or similar medications resource.	Does review medication information with Australian Medicines Handbook or similar medication resource.
Gathers equipment (Medication trolley, Medication chart, fresh water and glass).	Unskilled and inefficient. Uses excess energy and takes a prolonged time period.	Displays some confidence and undertakes activities within a reasonably timely manner.
Evidence of therapeutic interaction (gives clear explanation of procedure, discusses adverse effects of the medication, checks allergy status and attains informed consent)	Incomplete or absent explanation of procedure, adverse effects and attainment of informed consent. Absent allergy status check.	Clearly explains procedures steps, outlines any possible adverse effects and attains informed consent for medication administration. Correctly checks allergy status and determines medication administration status.

Obtains oral medication from dispensary	Unskilled and inefficient. Uses excess energy and takes a prolonged time period. May not retrieve correct medication.	Displays some confidence and undertakes correct medication retrieval within a reasonably timely manner.
Completes FIRST CHECK (compares label on medication container to the order on the medication chart)	Absent, incomplete or inaccurate checking of medication against medication order. Uses excessive energy and takes a prolonged period of time.	Accurately performs first check of medication label against medication order. Minimal prompts required.
Checks expiry date of medication	Absent, incomplete or inaccurate checking of medication expiry date.	Accurately checks the expiry date of the medication. May be communicated with another person.
Calculates the correct dosage of medication	Inaccurate or incomplete medication calculation of required dose. Does not check with examiner.	Correctly uses medication calculation formula to determine dosage. To be checked by examiner.
Uses five 'rights' to administer the medication (right patient, drug, dose, time, route)	Absent, incomplete or inaccurate checking of the 5 'rights' of medication administration.	Completes accurate checking of the 5 'rights' of medication administration.
Completes SECOND CHECK (compares label on medication container to the order on the medication chart)	Absent, incomplete or inaccurate checking of medication against medication order. Uses excessive energy and takes a prolonged period of time.	Accurately performs second check of medication label against medication order. Minimal prompts required.
Dispense medication into medicine cup using a non-touch technique	Does not employ non-touch technique and incorrectly dispenses medication. Takes a prolonged period of time.	Correctly performs non-touch technique and dispenses medication correctly and in a timely manner.
Completes THIRD CHECK (rechecks the label on the container against the medication chart and rechecks 5 'rights' of medication administration)	Absent, incomplete or inaccurate checking of medication against medication order. Incomplete check of 5 'rights'. Uses excessive energy and takes a prolonged period of time.	Accurately performs third check of medication label against medication order. Completes 5 'rights' check. Minimal prompts required.
Assists person to take the medication	Nil assistance offered. Absent from bedside when administration occurs.	Offers assistance to person to take medication and witnessed medication administration.
Documents relevant information, including signing of medication chart.	Takes a prolonged period of time to complete documentation. Demonstrates one or more mistakes in documentation. Does not sign for administration of medication.	Documents correctly and accurately on medication chart, with minimal prompts.
Concluding tasks		
Concludes the procedure using person-centred practice.	Minimal or no engagement/ conclusion made with person.	Appropriately engages and concludes the interaction.
Cleans/ tidies area: disposes of waste appropriately, as soon as is practical: removes gloves/ other PPE (as necessary).	Unskilled or unsafe. Uses excess energy and takes a prolonged period of time.	Appropriately cleans area and disposes of waste appropriately.
Handover – ISBAR		
Conducts an appropriate person-centred clinical bedside handover using ISBAR	One or more elements of the ISBAR is missed, handover is hard to follow, minimal useful information provided.	Provides handover & addresses each ISBAR element. Some greater detail could have been given.

Please note: When using this rubric you must fulfil all the lower criteria before being awarded a higher grade.