
Contents page

Section 1 – information about the Faculty	1
Key contacts	1
Key areas of responsibility – staff and students	1
The Mallett Street campus	2
The Nursing Library	2
Transport and parking	3
Unisafe – personal safety tips	3
First aid	3
University of Sydney services	3
Section 2 – your student experience	3
Graduate attributes	3
Section 3 – important things you need to know about your enrolment	5
Attendance and participation requirements	5
Changing your contact details	5
Contacting staff	5
Course rules	5
Graduation	5
Organising your timetable	5
Results and academic record	5
Scholarships and prizes	6
Varying your enrolment	6
Section 4 – clinical information for pre-registration students	7
On-campus clinical laboratories	7
Off-campus clinical placements	7
Section 5 – unit of study information	9
General information about units of study	9
eLearning	9
Assignment submission	10
Assignment coversheets	10
Assignment extensions	11
Penalties for late submission	11
Assignment grading	11
Specific grading criteria	12
Return of assignments	12
Section 6 – academic honesty and referencing	13
Academic honesty	13
Referencing guide	13
Assistance with academic writing skills	17

Guide for students

Section 1 - Information about the faculty

Key contacts

Nursing Student Services

Nursing Student Services is often the first point of contact for students for a range of reasons including general enquiries, course application and enrolment, unit variation, assignment submission, graduation and making a variety of applications throughout the course of your enrolment. The Nursing Student Services team is available for in-person, telephone and email enquiries.

Contact details

Nursing Student Services
Ground floor of Building C
Mallett Street Campus

General enquiries: +61 2 9351 0693
Toll free: 1800 628 518
Email: fon@nursing.usyd.edu.au
Website: www.nursing.usyd.edu.au

Business hours:

Monday to Friday, 9am-5pm

Counter hours:

Monday to Thursday: 10am to 4pm
Friday: 10am to 1pm

Office hours are extended during the first two weeks of each semester.

Nursing Library

The Nursing Library is part of the University of Sydney Library network and is located at the Mallett Street campus. It provides access to books, periodicals, audiovisual materials, databases and course readings to support the faculty's courses.

Contact details

Nursing Library
Second floor of Building A
Mallett Street Campus

General enquiries: +61 2 9351 0541
Email: nursing@library.usyd.edu.au
Website: www.library.usyd.edu.au/libraries/nursing

Semester business hours:

Monday to Thursday: 8:30am-7pm
Friday: 8:30am-5pm
Saturday - open the last 4 Saturdays of each semester as follows:
Saturday 16, 23, 30 May and 6 June - 10am-5pm
Saturday 10, 17, 24, 31 October - 10am-5pm
Note: business hours vary during semester vacation

More information about the Nursing Library's services can be found further on in this chapter.

Nursing Clinical Laboratory

Opening hours: independent practice

Students are encouraged to book the labs for independent practice time. Lists of times when labs are available for independent practice are posted on the noticeboard outside the lifts.

The Nursing Clinical Laboratory is on the second floor of Building C. More information on the laboratory can be found later in this chapter.

Key responsibilities – staff and students

The Dean Professor Jill White

The Dean of the Faculty of Nursing and Midwifery is responsible for the management of the faculty and for providing academic leadership and overseeing the faculty's courses. The Dean is the major link between the faculty and other parts of the university, other universities and the nursing profession.

Associate Dean Research Professor Kate White

The Associate Dean (Research) is responsible for initiating, supporting and expanding research and innovation initiatives in the faculty. From their strategic leadership role, the Associate Dean (Research) develops research performance and capacity and they have oversight of the faculty's higher degree research students.

The Associate Dean (Learning and Teaching)

Dr Heather Mckenzie

The Associate Dean (Learning and Teaching) is focused on creating an environment that promotes both courses of study and teaching and learning opportunities aligned with university and faculty plans and strategic priorities, fostering excellence and innovation in teaching and learning and achieving successful outcomes for the faculty and university. The Associate Deans report directly to the Dean.

Quality Advisor Ms Melinda Lewis

The position holder will work collaboratively with the Associate Deans and Directors/Coordinators to facilitate ongoing review of units taught by the faculty and a whole-of-course approach to the integration of blended learning. The Quality Advisor reports directly to the Associate Dean (Learning and Teaching).

Indigenous Health Advisor Ms Vicki Bradford

The Indigenous Health Advisor provides advice on strategies around education and policy relating to Indigenous health matters and provides support to indigenous students. The Indigenous Health Advisor reports directly to the Dean.

Directors

Directors collaborate with the Associate Deans to develop, implement and review strategies relating to curriculum and student experience.

Director Pre-Registration Programs Ms Lynne Brown (acting)

The Course Director Pre-Registration Programs implements, oversees and manages the faculty and University's policies and procedures for the Master of Nursing (pre-registration) and Bachelor of Nursing (pre-registration) programs from course enquiries, enrolment, student progression to graduation.

Director Postgraduate Advanced Studies Dr Andrea Marshall

The Director Postgraduate Advanced Studies implements, oversees and manages the faculty and University's policies and procedures for the faculty's postgraduate programs from course enquiries, enrolment, student progression to graduation.

Directors of International Programs

Singapore and Assunta Associate Professor Maureen Boughton
UAE and Special Projects Mr Stuart Newman

The Directors International Programs have primary responsibility for internationalising the faculty's existing programs and exploring further opportunities. The Director of Singapore and Malaysia also oversees matters relating to student and course management for the Bachelor of Nursing (Post Registration) on and off campus. These directors report directly to the Associate Dean (Learning and Teaching).

Director of Research Development TBC

The Director of Research Development is proactive in increasing research capacity and performance across the faculty. This position will identify and facilitate links between university and local, national and international research bodies seeking to enhance the research profile.

Director Research Students Dr Jo Patching (acting)

The Director Research Students implements, oversees and manages the faculty and University's policies and procedures for the Faculty's research programs from course enquiries, enrolment, student progression to graduation.

Coordinators Postgraduate Advanced Studies

The faculty has a number of coordinators that will be actively involved in student recruitment, student enrolment and progression, course development and linking with relevant industry and professional bodies. These coordinators will manage student's candidature through the implementation of faculty and University policies and procedures, including Academic Honesty, special consideration, assessment extension, and Students at Risk.

The faculty has a coordinator for each of the following key areas:

- Cancer Nursing - Ms Moira Stephens
- Mental Health - Associate Professor Kim Foster
- Emergency Nursing and Intensive Care - Dr Andrea Marshall
- Health Services Management - TBC
- Primary Health Care - TBC

Advisors MN and Combined

The faculty has a number of advisors that provide direct support and guidance to students on enrolment and progression matters. The advisors report directly to the Director Pre-Registration Programs, and the faculty has an advisor for each of the following key areas:

- Year 1 and 2 of the Master of Nursing - Dr Tebbin Koo
- Combined Degrees for Arts and Science - Ms Maureen Ahern
- Combined Degrees for Health Science and Applied Science (Exercise and Sports Science) - Ms Michelle Maw
- Bachelor of Nursing (Pre-Registration) 2009 - Ms Lynne Brown
- Clinical Practice Coordinator - TBC

Unit of study coordinators

A unit of study coordinator is responsible for the overall running of a unit of study and usually participates in the group teaching of that unit.

Lecturers

Lecturers deliver lectures, lead tutorial groups and provide advice, at advertised times, about your class work and assessment.

Nursing Student Services

The Nursing Student Services team provide a high level of service to students on a range of matters including general enquiries, progression, graduation and completion.

Clinical Education

The Clinical Education team is responsible for the coordination and communication of clinical placements.

Clinical Laboratories

The Clinical Laboratory team is responsible for setting up of practical classes and accessing practice rooms.

Students

Students are responsible for ensuring that they:

- are enrolled correctly
- undertake all the required learning activities in units of study

- are responsible for their own learning
- behave in a manner that shows respect for staff and fellow students
- do not impede the learning of any other student.

The Mallett Street campus

This campus has two main buildings: Building A and Building C.

Building C is the central building (where the main entrance to the faculty is located). The following is a brief description of each floor.

- Ground floor - Nursing Student Services, Precinct Officer's desk and lecture theatre BG.01
- Level 1 - Nursing History Research Unit, tutorial rooms and student common area
- Level 2 - Clinical laboratories and the Nursing Library
- Level 3 - Lecture theatre (C3.01) and tutorial rooms
- Level 4 - Staff offices
- Level 5 - Faculty management and administration

Building A mostly contains staff offices and can be reached by taking the lift in Building C to the required floor, then continue to turn hard right. This will take you to a ramp that links both buildings. Staff offices are located on levels 3, 4 and 5.

Locating a room

Each lecture theatre, tutorial room and office has a designated number. If you are looking for room C3.01 for example, it is located in Building C, level 3 and room number 1.

The Nursing Library

The University of Sydney Library is a network of many libraries across several campuses. Information about library services, as well as access to electronic services are available from the library website: www.library.usyd.edu.au/about.

The library provides high quality information services and resources to support students and staff in all academic and research programs and service units of the University. For example, you can:

- search the catalogue to access e-journals and e-books 24 hours a day, seven days a week
- access most databases and e-journals off-campus, when and where you need them
- email a Faculty Liaison Librarian via the 'Ask a Librarian' service - your questions will be answered within 48 hours
- use the e-reserve service to access high demand journal articles and chapters of books online
- as a postgraduate student or staff member, use the document delivery service to get journal articles and books not held in the collection.

Off-campus library access

To use the library from an off-campus location, you need access to the internet. Many of the journals held by the University of Sydney Library are now held in electronic form, and you can access these from your own computer using the online catalogue: <http://opac.library.usyd.edu.au>.

When on clinical placement in a hospital you can access all electronic resources available via the library website with your Unikey login.

Postgraduate students: your Faculty Liaison Librarian can visit you at the hospital to assist with literature searching or bibliographic management.

Literacy and information classes

You can learn more about how to use databases and find electronic journals by attending one of the classes given by the Nursing Library. Information skills classes are held regularly at the Nursing Library and upcoming class information can be found in the Nursing Library subject guide: www.library.usyd.edu.au/subjects/nursing.

Individual research consultations are available by appointment. Off-shore students will learn how to access this information during orientation sessions.

Transport and parking

The Faculty of Nursing and Midwifery is easily accessible by public transport and is located a short distance from Sydney's CBD and Central Station where buses regularly depart. The following buses travel along Parramatta Road to the Mallett Street intersection: 435, 436, 438, 440, 483, 413.

If travelling by train, the closest station is Newtown. From King Street the quickest route is to turn left into Church Street, then left onto Salisbury Road, and then take the first right into Mallett Street.

If travelling by car note that parking inspectors frequent the area. You are therefore advised to use public transport where possible.

UniSafe - personal safety tips

Safety on campus is paramount. University Security provides personal safety information to students at the following Unisafe website: www.facilities.usyd.edu.au/security/unisafe.shtml. You will find tips on personal safety, taking public transport, security shuttles and where to go for help.

First aid

In a situation requiring first aid, the nearest first aid officer should be contacted. There is a first aid kit in every building on the Mallett Street campus, usually located in kitchens or clinical laboratories. Each kit is clearly marked with alternate kit locations and the nearest First Aid Officer. A list of current first aid officers and their contact details can be found on each floor near the elevators.

The nearest public hospital accident and emergency department is at the Royal Prince Alfred Hospital on Missenden Road.

University of Sydney services

Services for students include the Accommodation Service, Careers Centre, Casual Employment Service, Counselling Service, Disability Services and the Learning Centre. See 'General University information' in the handbook for more details.

Section 2 - your student experience

Graduate attributes

The University of Sydney has a policy that sets out the generic attributes of graduates of the University. Generic attributes go beyond the disciplinary expertise (competencies) or technical knowledge that has traditionally formed the core of many university courses and describe the qualities that equip graduates for their role in society and the workplace.

The University has identified three overarching graduate attributes, which reflect the research-intensive nature of the University, its scholarly values in relation to research-led teaching, and the place of its graduates in a global society. These attributes are:

1. Scholarship: an attitude or stance towards knowledge
2. Global citizenship: an attitude or stance towards the world
3. Lifelong learning: an attitude or stance towards themselves.

Each of these overarching attributes can be understood as a combination of five overlapping clusters of skills and abilities developed in disciplinary contexts.

In line with the Academic Board's policy delineating the generic attributes of graduates of the University of Sydney, the Faculty of Nursing and Midwifery has a set of contextualised graduate attributes, developed in consultation with internal and external stakeholders.

Each unit of study outline includes material that underlies the significance of the faculty's graduate attributes. These attributes will assist graduates of the faculty in their working and professional life and are outlined below.

Research and Inquiry

Graduates of the Faculty of Nursing and Midwifery will be able to create new knowledge and understanding through the process of research and inquiry. They will:

- value research and its contribution to the development of nursing and improved standards of care
- critically evaluate existing nursing knowledge and recognise the limitations of that knowledge
- have an informed respect for the principles, values and boundaries of their own nursing knowledge
- use the most current nursing research as a guide to decision-making in all nursing practice settings, and
- exercise critical thinking to foster new understanding.

Information Literacy

Graduates of the Faculty of Nursing and Midwifery will be able to use information effectively in a range of contexts and they will:

- recognise the need for, and have the ability to undertake life-long learning
- understand the extent of information needed for professional nursing practice
- understand the legal, economic, social, cultural, professional and contextual issues for nursing
- use contemporary media, technology, library and relevant databases to access and manage information, and
- have the capacity to evaluate information and the reliability of its sources.

Personal and Intellectual Autonomy

Graduates of the Faculty of Nursing and Midwifery will be able to work independently and in a sustainable way that is informed by openness, curiosity and a desire to meet new challenges. They will have:

- the ability to restore as much health as desired or possible following an illness, trauma or other health crisis
- the ability to support and work therapeutically with patients and families who have acute, chronic, terminal or untreatable illnesses
- an awareness that the roles of the registered nurse includes accountability, acceptance of trust from others, and acceptance of the responsibility that is embedded in the nursing role, and
- a commitment to continuing professional development and evaluation of personal values.

Ethical, Social and Professional Understanding

Graduates of the Faculty of Nursing and Midwifery will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities. They will:

- have an awareness and understanding of the impact of socio-cultural factors on the health of individuals
- understand the relationship between ethics and good patient care as clinical decisions directly affect the dignity, welfare and well-being of patients
- be able to ethically justify their decisions, interventions and actions
- be able to respond to the ethical implications of practice in appropriate and meaningful ways
- protect the rights of individuals and groups in relation to health care, and
- demonstrate commitment to sensitive, compassionate, human and professional behaviour.

Communication

Graduates of the Faculty of Nursing and Midwifery will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning. They will:

- have the ability to communicate nursing knowledge effectively to patients, families, colleagues and other health care professionals

- be an empathic listener to the worries of patients, their families and friends and can respond effectively
- manage effectively the nursing care of individuals and groups by appropriate organisation and/or delegation, and
- collaborate and cooperate with other members of the health care team.

Section 3 - important things you need to know about your enrolment

Attendance and participation requirements

Each unit of study has attendance requirements which students are required to meet. Students who are absent without good cause may not be eligible to achieve a minimum grade of Pass.

The Faculty of Nursing and Midwifery resolutions (found in the Handbook under 'Attendance requirements'), states that if a student is absent without leave for more than 10% of classes in a particular unit of study in any one semester, the Dean may call upon them to show cause as to why they should not be deemed to have failed that unit of study.

Illness or misadventure

The faculty recognises that illness or misadventure can prevent students from meeting attendance requirements. Students have a responsibility to communicate (by telephone or email) with the Unit of Study Coordinator promptly if they anticipate or experience any difficulty meeting these requirements.

Illness or misadventure must be documented. This documentation must be made available to the unit of study coordinator as soon as possible after the absence. Examples of documentation might include:

- Medical certificate
- Police notification of incident
- NRMA service call
- Death notice of family member.

Changing your contact details

On-shore students

To ensure you don't miss vital pieces of information, please ensure your contact details are up to date at all times.

Changes in contact details can be made via the MyUni student portal: <http://myuni.usyd.edu.au>.

Off-shore students - Singapore

In addition to changing your contact details through MyUni as outlined for on-shore students, Singapore students are required to lodge a change of contact details form at SIM.

Off-shore students - Malaysia

In addition to changing your contact details through MyUni as outlined for on-shore students, Malaysia students are required to lodge a change of contact details form with the program administrator, level 2, Tun Tan Cheng Lock College of Nursing.

Contacting staff

In order to get a prompt response to those important questions, you are encouraged to provide the following essential details when communicating with faculty staff by email or when leaving a voicemail message:

- your full name
- student number
- the reason for your call
- the name of the unit of study or course in which you are enrolled (if applicable)
- the best time to return your call, or a selection of times, and
- the best number/s to reach you on.

Contacting academic staff

Contact details for academic staff and office locations are printed in unit of study outlines and are also available on the University of Sydney website at www.usyd.edu.au, by selecting 'find a staff member'.

Academic staff usually have designated times for student consultation. Please contact the relevant staff member to make an appointment or view the consultation times on office doors.

Email communication

To ensure you are kept informed of important details throughout your enrolment the University provides each student with an official email address upon enrolment. This address will be the main avenue of communication throughout your enrolment and therefore you are strongly encouraged to check it on a regular basis so you can receive important information.

Some tips for email communication:

- So that we can easily identify you, please ensure you use your university email account for all email correspondence.
- We want to ensure you receive all information that is important to you. If using an auto-forward to a personal account, please check that it is functioning properly. Where a bounce back is received it is often not possible to identify the owner of the personal email account.

Course rules

All students should be aware of the faculty's resolutions and policies which are located in the Faculty of Nursing and Midwifery handbook. An online version can be found at: www.usyd.edu.au/handbooks.

Graduation

All students are automatically assessed at the conclusion of each semester to determine their eligibility for graduation.

Following this process all eligible students will receive a graduation letter from the faculty indicating the date of the next Graduation Ceremony. Approximately two to three weeks prior to the ceremony, graduands should expect to receive further correspondence from the University Graduations Unit, giving important details relating to tickets, academic gown hire and the like.

Further information, including the current Graduation schedule, is available from: www.usyd.edu.au/studentcentre/grads.

Organising your timetable

Pre-registration students

In the week before semester commences, all pre-registration students will be able to access the university web-based timetable system. You will need your MyUni login and password for access. For access questions, contact the ICT help desk on 9351 6000.

Post-registration and BN (Hons) students

Post-registration students can access their timetable through the Faculty of Nursing and Midwifery website prior to the commencement of the semester.

Off-shore students

Off-shore students will receive their study block timetable at enrolment.

Results and academic record

Results notices

Students will receive results notices at the conclusion of each semester. To get additional or replacement copies of these notices, contact the Student Centre (main campus).

Academic transcripts

Students will receive two complimentary copies of their academic transcript upon graduation. However, should you wish to obtain a copy of your academic transcript prior to graduation or in the future, contact the Student Centre (main campus), or download a request form from their website: www.usyd.edu.au/studentcentre/records.

Scholarships and prizes

Faculty scholarships

Faculty scholarships are in the main, based on merit. All students are eligible for consideration, and their academic results will be accessed to determine the successful scholarship recipients. Further details are available from the faculty website and students will receive information during the year.

In 2008 the Faculty of Nursing and Midwifery awarded over \$30,000 in scholarships to students and we continue to explore opportunities for joint scholarships with industry partners and the University of Sydney.

University scholarships

In addition to these faculty scholarships, Graduate Entry students are also able to apply for a university scholarship: the Walter & Eliza Hall Scholarships in Nursing or Social Work.

Further details, including criteria, are available through the Scholarships and Prizes Office. Please refer to the University website (www.usyd.edu.au/scholarships) for further details, or call +61 2 9351 2717 (undergraduate), or +61 2 9351 3250 (postgraduate) for more information.

The University of Sydney also offers a large number of scholarships to undergraduate and postgraduate students, to Indigenous Australians and international students. For the most up to date information on these, please contact the Scholarships and Prizes Office using the details provided above.

External scholarships

A wide variety of scholarships, funded both independently and by the Australian Government, can be found at the Royal College of Nursing, Australia (RCNA). These include:

- Mental Health Postgraduate Scholarship Scheme
- The Puggy Hunter Memorial Scholarship Scheme
- Rural and Remote Undergraduate Scheme
- Continuing Professional Educational Financial Assistance
- Continuing Professional Educational Scheme for Rural and Remote Nurses
- Postgraduate Community Aged Care Nursing Scholarship Scheme
- Aged Care Nursing Scholarship Scheme

For more details, visit the RCNA website at www.rcna.org.au/site.

Another source of information on scholarships can be found at www.myfuture.edu.au. This is a joint initiative of Australian, state and territory governments providing career information and an exploration service.

The Universities Admissions Centre (UAC) also offers a number of equity scholarships. See www.uac.edu.au for details.

The Constitution Education Fund Australia (CEFA) is proud to present the prestigious Undergraduate Governor-General's Essay Competition, awarding up to \$33,000 in cash prizes. The competition is open to students of any faculty who are enrolled in undergraduate studies at an Australian University for all or part of 2008.

See www.cefa.org.au/content/category/5/17/44 for 2009 information.

Varying your enrolment

A 'variation of enrolment' form can be downloaded from the faculty website or collected from Nursing Student Services. Students are advised to check relevant census deadlines before requesting a unit of study variation in order to avoid financial and academic penalty. Further information regarding deadlines can be found at the Timetable Unit website at <http://web.timetable.usyd.edu.au/calendar.jsp>.

Pre-registration students

Pre-registration students are required to seek academic advice and obtain a signature prior to submitting a variation of enrolment form, to ensure that prerequisite and progression rules have been met.

Completed forms can be submitted to Nursing Student Services between counter hours or deposited in the Nursing Student Services deposit box (this box is cleared on a daily basis).

Post-registration students

Post-registration students are encouraged to seek academic advice prior to submitting a variation request.

Students may complete a variation of enrolment form or send a variation of enrolment request via email to Ms Susanne Norton at: s.norton@usyd.edu.au. If sending your request via email please use your university email account and provide your full name, student identification number and unit of study details.

Completed 'Variation of enrolment' forms can be submitted to Nursing Student Services between counter hours or deposited in the Nursing Student Services deposit box (this box is cleared on a daily basis).

Off-shore students

Off-shore students are encouraged to seek academic advice prior to submitting a variation request. Advice may be sought from the Director of International Programs (Singapore & Assunta) Associate Professor Maureen Boughton via email at:

m.boughton@usyd.edu.au.

Singapore

Students studying in Singapore are required to complete a variation of enrolment form and lodge it at the Singapore Institute of Management.

Malaysia

Students studying in Malaysia are required to complete a variation of enrolment form and lodge it with the program administrator, level 2, Tun Tan Cheng Lock College of Nursing.

Bachelor of Nursing (Honours) students

BN (Hons) students are required to seek advice from the Director of Research Student Matters prior to submitting a variation request.

Research students

Research students are required to seek advice from the Director of Research Student Matters prior to submitting a variation request.

Section 4 – clinical information for pre-registration students

On-campus clinical laboratories

The clinical labs are located on the 2nd floor in Building C. The labs are used for all on-campus clinical and are staffed by a manager and lab assistants.

Students are encouraged to use the labs for independent practice in their free time. Lists of times when labs are available for independent practice are posted on the noticeboard outside the lifts.

Student behaviour in the clinical labs

The following rules apply to all students when using the clinical labs:

1. Students are required to wait in the corridor until their facilitator arrives or lab staff permit access.
2. Bags are not to be taken into the work area but must be left inside the main door of the lab. Valuables should not be left in students' bags.
3. Strictly no eating, drinking or smoking.
4. Mobile telephones must be turned off at all times. Failure to comply with this requirement will result in the student's removal from the lab session.
5. Students are required to leave the lab area clean and tidy during class time, clinical performance appraisal and independent practice time. Failure to do so may result in exclusion from these sessions.
6. Lab equipment must be used sensibly and respectfully. Cost conscious attitudes are expected. Equipment is to be recycled as directed by the lab staff.
7. Students are not permitted to take equipment home to practice without authorisation from lab staff.
8. Occupational Health and Safety legislation prohibits children from attending classes or practice sessions in the lab area.

As well, Occupational Health and Safety legislation requires students to observe the following dress requirements during lab practice:

- closed shoes must be worn (no sandals)
- sleeves must be above the elbows
- jewellery is not to be worn except for plain rings and small sleepers or stud earrings, and
- hair must be tied back.

Off-campus clinical placements

The pre-registration nursing degrees are designed to introduce students to the profession of nursing through both clinical and theoretical components and the curriculum is approved by the Nurses and Midwives Board of NSW.

A significant component of all pre-registration degrees involves participation in off-campus clinical placements. At the completion of the degree, students will have completed approximately 1080 hours of off-campus clinical placements in the following units of study:

- NURS5003 Observation in Nursing Practice
- NURS5004 Applied Nursing Practice
- NURS5007 Mental Health Nursing Practice I
- NURS5008 Acute Care Nursing Practice I
- NURS6002 Maternity, Child and Adolescent Nursing I
- NURS6003 Nursing Care for Chronic Conditions
- NURS6005 Acute Care Nursing Practice II
- NURS6006 Mental Health Nursing Practice II
- NURS6007 Community Nursing
- Two-week elective placement.

English language requirements

Students are strongly advised that all courses are presented on the assumption that they possess a high level of competency in English. This is particularly the case in respect of clinical education units of study, where students require language skills that will not be challenged in a critical situation.

Nurses require a high level of verbal and written English language skills, particularly technical language, for safe practice.

Good English language skills are also necessary to fulfill the University's generic skills and the Nurses and Midwives Board of New South Wales competency requirements.

If you are facing difficulties with English language, either in the classroom or in the clinical environment, academic staff will recommend that you attend University support programs. These programs will assist you to perform well and communicate effectively with peers, teachers and patients or clients.

Clinical placement sites

Clinical placement sites are pre-booked and chosen for the many and varied experiences they offer students, taking into consideration each clinical unit's learning objectives.

Clinical placement sites include, but are not limited to: private and public hospitals, mental health services, community health centres, aged care facilities and schools.

Further details are available from the unit of study eLearning site.

The majority of clinical placements occur in health care facilities monitored or operated by NSW Health within the Sydney metropolitan area. Due to the complex demands of the clinical environment and registered nursing staffing levels, places at specific sites and specialty areas cannot be guaranteed. However, students may elect to undertake some clinical placements in rural New South Wales or interstate. Students will need to lodge an application to undertake a rural placement.

NSW Health offers rural placement grants to assist nursing students with travel and accommodation costs associated with rural placements.

Guidelines and the application form are available online at: www.health.nsw.gov.au/resources/nursing/scholarships/2008_rpg_s2_pdf.asp

Clinical placement dates are determined according to the semester and vacation dates published by the Faculty of Nursing and Midwifery annually. Please refer to the Important Dates section of the handbook for details. Students are required to be available for clinical placements throughout the specified clinical period. Specific unit of study clinical placement dates are also available through eLearning sites.

In normal circumstances variation of scheduled clinical experiences is not possible. In extenuating circumstances requests for specific dates can be made in writing by the end of week three in each semester. The reason for the request must be clearly stated and applications submitted with supporting documentation (such as a medical certificate or court summons).

Applications will not be considered without appropriate supporting documentation.

Variation of clinical placement forms are available online at: www.nursing.usyd.edu.au/cs/clinical_placements/forms.shtml.

NSW health requirements

NSW Health Policy Directive 2005_109 requires students to:

- undergo a criminal record check
- present their NSW Health Criminal Clearance Authority to each clinical site on the first day of placement.

NSW Health Policy Directive 2007_006 requires students to comply with an Occupational Assessment, Screening and Vaccination against specific infectious diseases.

Therefore, students are urged to read the following information related to this policy when completing this form:

For information about the NSW Health Occupational Screening and Vaccination Against Infectious Diseases policy and key policy requirements, including acceptable evidence to demonstrate protection against specified infectious diseases, see the following website: <http://www.health.nsw.gov.au/publichealth/immunisation/ohs>.

To view the policy 'Document Number 2007_006 Occupational Screening and Vaccination Against Infectious Diseases' see the website: www.health.nsw.gov.au/policies/pd/2007/PD2007_006.html.

Before your first clinical placement

Prior to the commencement of your first clinical placement, you will need:

- a current University of Sydney student identification card
- a University of Sydney Nursing uniform, available from the online store at: www.nursing.usyd.edu.au
- black, flat, non-slip and fully enclosed leather shoes
- to complete a Child Protection (Prohibited Employment Act 1998) Declaration form, and
- to present a NSW Health Department Criminal Clearance Authority and Adult Vaccination Record card at your allocated site on the first day of clinical placement as proof of compliance policy directive numbers 2005_109 and 2007_006.

First year Master of Nursing (Graduate Entry) students will usually commence clinical placements at the end of Semester 1, 2009 examination period. In order to meet this deadline, students will usually be sent these forms with enrolment information prior to the commencement of the semester.

Attendance on clinical and supplementary placements

100 per cent attendance is required for all clinical placements. Any absent hours or days must have supporting documentation. An application for supplementary clinical placement should be made within seven (7) days of the relevant absence.

Application forms for supplementary clinical placement are available at: www.nursing.usyd.edu.au/cs/clinical_placements/forms.shtml.

Applications without appropriate supporting documentation will not be allocated.

Supplementary clinical practicum is designed for students who usually have a genuine illness or misadventure during their original clinical

placement. The supplementary period occurs outside of the semester in January to February.

Students who fail to attend their allocated clinical placement and who have not been granted a supplementary placement will be deemed to have failed the relevant unit of study.

Clinical assessment

A student's overall clinical performance is assessed during each off-campus clinical placement and forms part of the assessment criteria for each unit of study in which there is a clinical placement.

Clinical placement experiences provide students with opportunities to work with registered nurses in a variety of clinical settings under the guidance of a University of Sydney facilitator.

A clinical facilitator is an experienced registered nurse employed by the Faculty of Nursing and Midwifery to supervise nursing students in the clinical setting. Their role is to assist students to meet the clinical learning objectives of each unit of study and to assess student's clinical performance off-campus.

Students should refer to the relevant unit of study outline, clinical record book and eLearning for further details on the clinical learning objectives and assessment requirements.

To achieve a passing grade for clinical placement students are required to:

1. meet all attendance requirements, and
2. achieve the minimum grade of pass for both the core and required clinical assessment components of the clinical unit of study.

A student who does not meet the requirements of a clinical placement will be deemed to have failed that unit of study. Such failures are defined as clinical failures and students should refer to faculty resolutions contained in the Handbook (chapter 17) for more details.

More information on clinical placements

Further information is available:

- at www.nursing.usyd.edu.au
- in Clinical Record books, unit of study outlines and eLearning sites
- in the 'University of Sydney Occupational Health Safety and Injury Management Clinical Fieldwork - health and safety guidelines': www.usyd.edu.au/ohs/policies/ohs/fieldwork/ClinicalFieldwork.shtml.

Section 5 - unit of study information

General information about units of study

Units of study provide the core structure of coursework degrees. The majority of units of study offered by the Faculty of Nursing and Midwifery are worth six credit points.

All units of study are similarly structured and have some core features of which you need to be aware. Below is an overview of these features. You will receive a unit of study outline with specific details for each unit of study in which you are enrolled.

1. Introduction

The unit of study introduction provides the background to your learning and an overview of the issues and topics to be considered in the unit.

2. Learning outcomes and graduate attributes

The learning outcomes for the unit of study indicate what you are expected to achieve by undertaking the unit. You should refer to these before undertaking, and upon completion of, the unit to ensure you have met the learning requirements.

3. Learning resources

Each unit of study contains a detailed explanation of the learning resources for the unit. These will vary from unit to unit and include textbooks, journal articles, websites, etc.

The learning resources for each unit of study are the basis of your learning in that unit and are included to provide comparison, various perspectives or encourage debate. The learning resources are drawn from a range of sources because study and research in nursing involves a wide range of disciplines.

4. eLearning

eLearning at the University of Sydney is a system designed to carry electronic information to support students' learning in their various units of study. There are many ways the eLearning tool can be used and different units may use different elements of the software.

5. Student assessment

Each unit of study contains detailed explanation of the student assessment for the unit. Student assessment and related issues are discussed in greater detail later in this guide.

6. Study schedule

The study schedule for each unit of study is an important component. It explains the plan of the unit for the semester, what you are required to do at various times, when assessment items are due, and outlines some lecture and tutorial topics.

7. Review questions / activities / quizzes

Units of study may contain a range of review questions, activities and quizzes. These are designed to:

- encourage you to apply your reading to your nursing practice;
- act as self assessment so you can gauge your understanding of the material that is being presented, and
- provide you with the opportunity to reflect on the unit content and consider how it relates to your nursing practice and the more specific issues you are facing.

Not all the review questions, activities and quizzes are assessable. However, they are all designed to contribute to your learning of the unit material. You are advised to complete all the review questions, activities and quizzes and document them in a learning journal that can be used as a study tool in preparation for exams.

eLearning

The University of Sydney currently uses WebCT/Blackboard as its eLearning delivery platform. You can access this by clicking on the 'login to USYD eLearning' link on the Current Student Homepage.

Where to get help

- If you are having computer troubles or difficulties with your login name and password, contact the Computer Access Labs on campus or ICT help desk at <http://itassist.usyd.edu.au> or by calling (02) 9351 6000.
- If you are in an eLearning session and are having problems the 'Help' button at the top of each page will give you quick, simple answers to most straight-forward problems.
- For further assistance with eLearning you can contact the eLearning Helpdesk by clicking on the 'Sydney eLearning Student Support Page' link in the footer of each site.
- If you have queries about the subject matter within the units of study you should contact the unit of study coordinator.

Getting to the eLearning Login Page

The quickest way to get to the eLearning Login page is by pointing your browser to the following URL: <https://learn-on-line.ce.usyd.edu.au> (if you use the same computer regularly, you may wish to bookmark this link so you can get to your login page easily).

You can also get to the eLearning login page via the University of Sydney's homepage.

To access eLearning this way:

1. Go to the University's homepage (www.usyd.edu.au).
2. Click on 'Current Students' to get to the MyUni page (<http://myuni.usyd.edu.au>).
3. Follow the link titled 'Login to USYD eLearning (formerly WebCT)'.

Unikey Login

Upon selecting the option to '*Login to USYD eLearning*' with Unikey/Extro login name, you will be directed to the standard university authentication page.

Simply enter your Unikey details – login name and password – in the space provided and click '*Log in*'. If the details you enter match the university database, you will be forwarded to your eLearning environment, and in particular, a page called '*My eLearning Sites*'.

If the details you enter don't match those in the university database, an error message will appear in red: saying either that '*You have entered an invalid login name*', or that '*You have entered the wrong password*'. If this happens, check that you do not have Caps Lock on, and try again.

If you are getting an error message unlike those described above, you should check out our comprehensive help pages at www.usyd.edu.au/webct/student/trouble/login_trouble.shtml.

Your UniKey login name and password is printed on your initial confirmation of enrolment.

Discussion boards / chat rooms

The most useful communication tools in this environment are the discussion board and the chat rooms.

The discussion board can be used to post, read and search for messages related to studying the concepts in a particular unit. You may find messages from the coordinator at various times throughout the semester and a collection of questions, answers and comments from other students in the unit may be available, as the semester progresses.

4. Guide for students

Chat rooms, on the other hand, run on synchronous discussion and many of you will be familiar with how these work.

To get the most out of the discussion boards and chat rooms it is worth remembering three principles.

1. Think about what other people have posted or said.
2. Ask if things are unclear.
3. Contribute any ideas or information you have found to be useful.

When using web-based communication tools it is worth remembering there are people on the other end. As there are no accompanying physical expressions or vocal cues to enhance communication it is important to make extra effort to ensure your messages are clear and easily understood.

Racist, sexist, and depersonalising language that is not acceptable in the classroom or written work is equally unacceptable in the online environment.

For further information on eLearning please see the website: www.usyd.edu.au/webct/student/guides.

Playing audio files on eLearning

The sound files used on the Faculty of Nursing and Midwifery eLearning sites are generally MP4, MP3 or WAV files. Although various media players may work depending on your computer set-up, we suggest you try using QuickTime if your current media player is not successful.

QuickTime can be downloaded free from Apple's website: www.apple.com/quicktime/win.html.

Assignment submission

When submitting assignments, be aware of the following:

- Students are responsible for ensuring their assignments are submitted in the correct manner.
- Assignments submitted incorrectly, and therefore not submitted by the due date, will be subject to a late penalty.
- Students are responsible for keeping a copy of each assignment.
- Assignments that fail to reach the University, and for which the student does not have a copy will receive a fail grade.
- All assignments, whether submitted by hand or electronically are required to have an assignment coversheet attached. Assignments without a coversheet will not be processed.
- By emailing your assignment and attaching the assignment coversheet you are acknowledging your obligations regarding plagiarism as per the Plagiarism Declaration on the assignment coversheet.

Unit of study outlines will contain details regarding assignment submission for each assignment item. Submission of assignments will be by one of the following methods:

By hand

Assignments with a cover sheet attached are to be deposited by hand in the Nursing Student Services assignment deposit boxes located on the ground floor, Building C, 88 Mallett Street, Camperdown.

eLearning

Some units of study will require assignments along with the relevant cover sheet to be submitted via the assignment drop box in the eLearning site.

Email

Some units of study that are run in the distance mode will permit students to submit their assignment via email. In these cases assignments are to be emailed by the due date along with the relevant coversheet to: assignments.nursing@usyd.edu.au.

When emailing assignments, the following naming convention must be used for files: Unikey # / Unit code / Assignment #.

For example, if Jane Citizen is submitting her first essay for NURS6005: Acute Care Nursing Practice 1, her assignment file should be saved as: `jcit1234NURS6005essay1`.

All assignments submitted via email must be submitted via your university email account.

Off-shore students - Singapore

Except where otherwise indicated, students are required to submit their assignments through the Singapore Institute of Management (SIM). SIM will forward assignments to the relevant lecturer. Please note:

- Do not post assignments directly to the lecturer.
- Faxed or emailed assignments will not be accepted.

Off-shore students - Malaysia

Except where otherwise indicated, students are required to submit their assignments to the on-site program administrator at Assunta Hospital. The program administrator will forward assignments to the relevant lecturer.

Assignments are to be deposited in the assignment collection box located on level 2 of the Tun Tan Cheng Lock College of Nursing. Please note:

- Do not post assignments directly to the lecturer.
- Faxed or emailed assignments will not be accepted.

Assignment coversheets

Assignment coversheets are only available on the web. They are barcoded with your personal details and numbered according to each assignment you need to submit for your unit/s of study. It is compulsory to attach the correct assignment coversheet to each assignment.

Accessing your coversheet

To access your coversheet go to the following link: <http://dingo.ucc.usyd.edu.au:8080/eXcelerate/Students/Login.aspx>.

You will need to login for the first time to allow the system to create an account for you. Instructions on how to login for the first time can be found on the student login screen as follows:

1. Click on 'options', then 'first time login?'
2. Enter your student identification number (SID) in both the SID and password fields and click 'login'.
3. You will be prompted to change your password.
4. Now that you are logged on, you will be able to see the units of study you are enrolled in. To print an assignment cover sheet, simply click on 'print' in the row of the relevant assignment.

Tracking your assignment

You are able to track your assignment by logging into eXcelerate and viewing the columns showing the current status of your assignments as follows:

- The column titled '*printed*' indicates that you have accessed and printed your assignment coversheet.
- The column titled '*received*' indicates that your assignment has been collected and received by Nursing Student Services.
- The column titled '*T.Lect.*' indicates that your assignment has been forwarded to your lecturer for marking.
- The column titled '*F.Lect.*' indicates that your assignment has been marked and is awaiting collection at Nursing Student Services.
- The column titled '*Collected*' indicates that you have collected your assignment.

Password problems

If you forget your password or get locked out of the system please email Nursing Student Services at fon@nursing.usyd.edu.au. You will need to provide your full-name, course name and student identification number. Your password will be reset within 24 hours of receiving your email.

Assignment extensions

All students are expected to work on their assignments throughout the semester and assignments must be submitted by the due date, unless written approval for late submission has been obtained.

Approval for late submission will only be granted where the student can show good cause such as evidence of serious ongoing illness, or extreme and unpredictable circumstances. Only one extension of time will be permitted for each assignment item.

Extensions of one day

Requests for an extension of one day must be submitted via your university email account, on or before the due date. Students are required to provide an email briefly outlining the reason why a one day extension is required.

Where to send requests:

Pre-registration students
preregext.nursing@usyd.edu.au

Post-registration students
pgext.nursing@usyd.edu.au

Off-shore students in Singapore
Email Nada Dunda at: n.dunda@usyd.edu.au

Off-shore students in Malaysia
Email Nada Dunda at: n.dunda@usyd.edu.au

Extensions of one week

The one week extension request form is available from the faculty website and should be completed and submitted with supporting documentation on or before the due date as follows:

In person to Nursing Student Services

Submit to the assignment extension deposit box at Nursing Student Services on the ground floor, Building C, 88 Mallett Street, Camperdown.

By mail - to the faculty

The Associate Dean (Learning and Teaching)
C/- Administrative Officer (Learning and Teaching)
Faculty of Nursing and Midwifery (M02)
The University of Sydney
NSW 2006 Australia

Off-shore students in Singapore or Malaysia (by post)

The Associate Dean (Learning and Teaching)
C/- Nada Dunda
Faculty of Nursing and Midwifery (M02)
The University of Sydney
NSW 2006 Australia

Applications for one week extensions will be assessed by the Associate Dean (Learning and Teaching).

Supporting documentation

This may include any of the following:

- A medical certificate stating the duration of incapacity for study.
- A report from the university counselling service, stating the impact of the situation on your ability to complete the assessment.
- A report from a social worker/physiotherapist or other allied health professional, stating the extent to which the situation has impacted on your ability to complete the assessment.

This application form and documentation will be kept in an administrative file for the period of the student's enrolment.

Special Consideration

Students who require an extension greater than one week past the due date must apply for Special Consideration. Application forms are available on the faculty website and should be completed and submitted with supporting documentation as follows:

In person to Nursing Student Services

Submit to Nursing Student Services during counter hours on the ground floor, Building C, 88 Mallett Street, Camperdown. Counter hours are Monday to Thursday 10am-4pm, and Friday 10am-1pm. You will be provided with a receipt for your application.

Applications for Special Consideration will be assessed by the Associate Dean (Learning and Teaching).

Supporting documentation

Students are required to submit a completed Professional Practitioner's Certificate as outlined on the Special Consideration form.

Submission where an extension of time has been granted

Students who have been granted an extension of time should deliver their assignment with evidence of approval for late submission by 5pm on the new due date according to the instructions provided in the relevant unit outline.

If submitting this assignment in person it should be deposited in the 'Late Assignment' deposit box at Nursing Student Services on the ground floor, Building C, 88 Mallett Street, Camperdown.

Off-shore students - Singapore

Deliver your assignment in hard copy to the Singapore Institute of Management (SIM)

Off-shore students - Malaysia

Deliver your assignment in hard copy to the Tun Tan Cheng Lock College of Nursing.

Penalties for late submission

Where an assignment is submitted late without an approved extension, a late penalty will apply. Penalties are calculated as a percentage of the total mark awarded to the student for the assignment as follows:

Timeframe	Percentage deducted
Up to 7 days	2% per day including weekend days
More than 7 days but less than 14 days	5% per day including weekend days
More than two weeks late	100%

Assignment grading

The merit of your work – as academic work – is what is assessed and what earns you marks. Simply complying with the structural and referencing formats and presenting your work will not gain you marks.

Marks are awarded for how carefully you have read about the topic set, how much thought you have put into your assignment, how well you have considered counter-arguments, reflected on your own experiences in relation to what has been written, how well you have looked at ideas in a balanced and thoughtful way, and how carefully you have thought about the ideas.

What sets academic writing apart from other forms of writing are these two things: how well you have thought about what an author meant (that is, what ideas are explicit and implicit or assumed or left unquestioned) and what evidence has been relied upon to support those views.

Specific grading criteria

Pass

Written work contains evidence of a broad and reasonably accurate command of the subject matter and some sense of its broader significance; offers synthesis and some evaluation of material; demonstrates an effort to go beyond the essential reading; contains clear focus on the principle issues; some evidence of ability to integrate theory with clinical practice; articulate and properly documented.

Credit

As for pass plus - evidence of comprehensive reading with synthesis and critical analysis of material; demonstrates an ability to consistently integrate theory with clinical practice; clear and well organised with effective expression and good writing style.

Distinction

As for credit plus – evidence of extensive reading and initiative in research; sound grasp of subject matter and appreciation of key issues and context; critical evaluation of clinical practice; well written and documented.

High Distinction

As for distinction plus – initiative in research and reading; complex understanding and original analysis of theory as it applies to the clinical setting makes an attempt to analyse relevant research and apply its underlying assumptions to the discussion; outstanding use of language, writing skills, vocabulary and grammar.

Should this information be insufficient, or you feel you wish to seek further clarification in this area please contact the unit coordinator as soon as possible. Leaving such issues until they become unmanageable may result in you having difficulties completing the unit of study. Students are encouraged to discuss any concerns and seek assistance as soon as they become apparent.

Percentage achieved	Grade awarded
50 - 64%	Pass (P)
65 - 74%	Credit (C)
75 - 84%	Distinction (D)
85 -100%	High Distinction (HD)
Less than 50%	Fail (F)
Non-submission of an assessment item, which means an overall fail grade for the unit	Absent Fail (AF)

Return of assignments

On-shore students

It is faculty policy that students studying on-shore can expect assignments to be returned within four weeks of the date of submission.

Pre-registration students

Pre-registration students may collect their assignments from Nursing Student Services, ground floor, Building C, 88 Mallett Street, Camperdown, during counter hours.

Nursing Student Services is open from Monday to Thursday 10am-4pm and Fridays 10am-1pm.

Post-registration students

Students are required to indicate on the assignment coversheet whether they wish to have their assignment returned by post, or to collect the assignment in person from Nursing Student Services during counter hours.

Nursing Student Services is open from 10am-4pm Monday to Thursday and 10am-1pm on Fridays. Assignments will only be posted when an address is provided on the assignment cover sheet.

Assignments will be held for collection at Nursing Student Services for one semester only after which they will be destroyed.

Off-shore students

It is faculty policy that students studying off-shore can expect assignments to be returned within six weeks of the date of submission.

Singapore

Assignments will be marked and returned to the Singapore Institute of Management for distribution to students.

Malaysia

Assignments will be marked and returned to the program administrator at Assunta Hospital for distribution to students.

Section 6 - academic honesty and referencing

Academic honesty

The University of Sydney's Academic Board has endorsed a policy on academic honesty, which governs all students and all units of study forming coursework awards in the University. Research awards, including Honours, the Master of Philosophy and Doctor of Philosophy have a separate policy but the principles remain the same.

Academic honesty is a core value of academic life; a condition of submission of academic work is that it is solely your own. In the case of group assessment items, the work must be solely the work of the respective group.

Academic work not correctly and appropriately referenced constitutes academic dishonesty. The University has strict guidelines and penalties for academic dishonesty. If you are in doubt about these policies, you should ask your lecturer or examine them on the University's website at: www.usyd.edu.au/secretariat/students/plagiarism_index.shtml.

The University is committed to the basic academic right that students receive due credit for work submitted for assessment.

It is unfair for students to submit work for assessment that dishonestly represents the work of others as their own. Such activity represents a form of fraud, better known as plagiarism, which can be broadly defined as presenting another person's ideas, findings, or work as one's own by copying or reproducing the work without due acknowledgement of the source.

It is the most common form of academic dishonesty associated with assessment in coursework units of study. Most commonly a student presents written work including ideas and concepts, sentences, paragraphs or longer extracts from published material (in any form, including text or pictures) without acknowledgement of its source.

Plagiarism also applies when a student reproduces the work of another student without acknowledgement.

Individual assessable work

A student's assignment will be referred to the Associate Dean (Learning & Teaching) when it contains unacknowledged work copied from published work, other students or the internet; or where there is evidence that the student engaged another person to write the work for assessment or paid another person to conduct the research for the assessment.

The Associate Dean (Learning and Teaching) will determine an appropriate penalty that may include failure of the unit of study.

Group assessable work

Work submitted for assessment that arises out of group efforts assumes that each member of the group has participated equally in the preparation and presentation of the work.

In submitting group work for assessment, all members of the group are bound by the policies and principles for academic honesty, including participating appropriately in the activities inherent in preparing assignments. It is important that students understand that not making equal contribution to a group assignment is a form of dishonesty.

Editorial assistance

Students are reminded that there is a limit to the boundaries when using the assistance of an editor. An editor's role is to assist with the presentation and proofreading of your work; it is not their role to rewrite the work for you.

Referencing guide

It is a requirement that all academic work be correctly and appropriately referenced. In principle, the Faculty of Nursing and Midwifery requires that coursework students use the Harvard (author-date) method of referencing as outlined below. Assignments not correctly and appropriately referenced will receive a fail grade.

This guide will assist students to acknowledge appropriately the work of others. The guide is intended for all pre-registration and post-registration students in the preparation of their academic assignments. Research students may, from time to time, use other forms of referencing in reporting their research. These students, in consultation with their supervisor, may need to use different styles of referencing depending on the nature of their project.

Written language conventions

Students are required to observe the conventions of written British English rather than American English. For example, 'organise' instead of 'organize', and 'behaviour' instead of 'behavior'.

The exception is the use of scientific nomenclature or internationally recognised conventions for some written language. For example, the word foetal is now spelt 'fetal'.

Quotations must be reproduced exactly as written.

If you are unsure about language conventions, including the correct use of grammar and punctuation, please refer to:

McLaren S (1997) *Easy Writer: A Student's Guide to Writing Essays and Reports*, Glebe (copies are available in the library).

Use of inappropriate, sexist or racist language

Students should avoid making unsubstantiated personal opinions of individuals or groups, or writing in a way that conveys derogatory, uncomplimentary, biased, inequitable or prejudiced language.

The use of colloquialisms, slang or other informal expressions should also be avoided. Submitting written work that displays these characteristics is not acceptable academic practice.

It is a policy of the University of Sydney Senate that the use of personal or irrelevant references to race or sex is offensive. Sexist and racist language should not be used in your assignments. Students who use sexist, racist or depersonalising language will, in the first instance, be counselled about its use. Should the use of such language continue, subsequent assessment items will receive a fail grade.

Sexist language includes gendered language that is ambiguous, demeaning, patronising or stereotyping. Some examples are:

- the use of 'man' and 'he' as generic words referring to females as well as males (try, for example, 'person' or 'they')
- the use of sex specifications for example, woman doctor or male nurse, when such specifications are irrelevant to the text
- inappropriate use of non-parallel words for example, girls and men (try, for example women and men) or man and wife (try, for example husband and wife)
- word order where the male always comes first. For example, men and women, husband and wife, rather than varying the gender order or having a logical basis for that order.

For further information on sexist and racist language, refer to the 2002 *Style Manual for Authors, Editors and Printers*, John Wiley & Sons, Milton. This book is in the Nursing Library, call no. 808.042 101L.

Acknowledging ideas and concepts in your essay

In scholarly writing, the ideas or words of other authors are always acknowledged. The rationale for doing this is that such words or ideas are someone's intellectual property.

In addition your reader (or marker) may wish to read the author's work and will need to be able to locate it. For these reasons, the correct and complete acknowledgement of other's works is an essential part of scholarly writing.

The only time you do not reference your source is when it would be clearly too difficult to name any one source, as in facts well known to the general public. For example, no acknowledgement is needed for statements such as:

Florence Nightingale (1820-1910) is acknowledged as one of the founders of modern nursing.

There is a need to reference statements such as:

During her time in the Crimea, Florence Nightingale advocated a ratio of two or three female nurses per one hundred severely wounded men (Dingwall, Rafferty & Webster 1988:45).

Oxygen transport is facilitated by the formation of a heme-oxygen complex with particular stereochemical properties (Tortora & Grabowski 2000:799-800).

Such statements and ideas are to be referenced even when you are not directly quoting the author.

There is no one universally correct style of acknowledging concepts and ideas. As you have seen in your reading, different institutions and publications adopt different systems. What is universally agreed upon is that, once a particular style is adopted, it is used consistently and methodically throughout a work. The use of a consistent writing style assists the reader to access the information quickly.

The basic rule is simple: when you refer in your essay to ideas or information (especially material you have quoted or paraphrased) which you have obtained from another source, you must acknowledge the contribution that the other source has made to your work. Complying with the faculty-endorsed referencing style is required for academic work.

References in the body of your essay

This faculty requires that you use in-text referencing for acknowledging the ideas, works and words of others. This means that the family name of the author and the year the work was published is included in the text of your essay.

If you are citing specific ideas, passages or direct quotations you must also include page numbers. If however, you are referring to a whole piece of work, do not include page numbers in your in-text referencing.

There are two ways in which the work of other authors may be acknowledged in the text of your essay.

1. Acknowledgement may occur at the end of the sentence in which the author's work has been used, for example:

The leading medical cause of Aboriginal mortality is due to circulatory system disease. Other important causes of death include diseases of the respiratory system and injury or poisoning (Anderson 1999:60; Thomson 1995:171; Siggers & Gray 1999:100).

Only the author's family name is used. Initials are added only when they are required to distinguish between authors of the same family name or where reference is to personal communication.

Personal communication refers to information that has come directly from a person rather than from a published source. This communication can be verbal or written, including email.

Where the reference contains the names of three or more authors, all the family names are given when first mentioned; subsequent mention consists of the author's family name followed by et al. The full term is et alia but abbreviated to et al. for ease of use.

An ampersand (&) is used to separate the family names of two authors, a space to separate the author and date and a colon to indicate page numbers. For example, (Small & Large 2001:52). A semi-colon is used to separate different references. For example, (Black & White 2001:54, Smith & Jones 1999:65-69). The full stop goes after the brackets containing the reference to indicate that the reference refers to what has gone before.

2. The family name of the author may be incorporated into your sentence, for example:

Anderson (1999:60), Thomson (1995:171) and Siggers and Gray (1999:100) all state that the leading cause of Aboriginal mortality is due to circulatory system disease, and that other important causes of death include diseases of the respiratory system and injury or poisoning.

An ampersand (&) is not used to separate co-authors in the body of the essay.

Always give the page numbers of your references. You have a responsibility to your readers to provide sufficient information about the source of the reference so that they can be followed up, if desired. The information you are citing is usually taken from a small number of pages in the source document. You only cite these page numbers not those of the entire work.

Citing secondary sources

Sometimes you wish to refer to work which you have not read in the original but have read or read about in another source. It is better to read the original work rather than to rely on another's interpretation. However, if you are referring to work you have accessed through a secondary source then you should cite that source in one of two ways, depending on how it has been used.

1. To reference work that you have read about in a secondary source:

Early epidemiological studies by Alfredsson, Karasek & Theorell indicate that work stress can contribute to heart disease (Jones & Bright 2001:70).

In your reference list accompanying your submitted work, you include the full reference for Jones and Bright (2001:70), because it is the source of your information.

Therefore, you do not provide a reference in your reference list for Alfredsson, Karasek and Theorell.

2. To reference a quote that you have taken from a secondary source:

It has been noted that "the supernatural causes of illness far outweigh the natural causes in the belief systems of the world's peoples" (Murdoch 1980:26, cited in George & Davis 1998:3).

In your reference list, you include only the full reference for George and Davis (1983). Guidelines for the layout of your reference list are provided in this section of the Student Guide.

Quotations

Ideally you will use your own words to describe the ideas of others. However, when the original wording is so apt that you cannot put it in your own words or paraphrase it adequately, you can use the exact wording of the original. An example of where a direct quote is acceptable is when you are providing a definition of a concept.

Generally, use only short quotations for specific purposes and avoid lengthy quotations or extensive use of quotations be they from one or many sources.

If you do include a quotation from your reading you must give the page number along with the author and date. There are many ways of referencing a short quotation but the following are examples of two of the most commonly used ways:

Indeed, one researcher commented that 'technological innovations have saved or extended the lives of many patients' (Lumby 2001:44).

OR

Lumby (2001:44) has commented that 'technological innovations have saved and extended the lives of many patients'.

Quotations of more than 30 words should be set out as a separate, single-spaced, indented paragraph without quotation marks, as in the following example:

Knapman (1999:123) details the projected ageing of the Australian population, stating that:

Australia's population aged 65 years and over is now projected to rise from 2.2 million in 1995 to between 6.0 and 6.4 million in 2051 ... and account for between 22.5% and 24.3% of Australia's population in 2051. Those 85 years and over will make up ... approximately 20% or about 1.3 million people in 2051.

All quotations use the exact words and spelling of the original. Three dots (...) indicate that a portion of the quotation has been omitted.

If there are manifest errors in the quotation, for example, spelling or grammatical errors, you can note that these are errors in the original (rather than your errors) by inserting [sic] or making an editorial comment in square brackets. An example is:

One of Mary Skinner's grateful patients wrote her a letter which included the following proposal: 'me old Ma...want looking after [sic]. Are you willin [to marry me]? I had a good education like you as' (Skinner 1972:65).

Books

Books should be referenced in the following ways:

Author's family name initials (year of publication) *Title of Book*, Publisher, City of Publication

A space separates the family name, initials, date and title; a comma and space separate the title, publisher and city of publication. For example:

Lumby J (2001) *Who Cares? The Changing Health Care System*, Allen & Unwin, Crows Nest

McKenzie H, Boughton M, Hayes L & Forsyth S (2008) Explaining the Complexities and value of Nursing Practice and Knowledge, in Morley I and Crouch M (eds.) *Knowledge as Value Illumination through Critical Prisms*, Rodopi, New Jersey

Corporate authors

Boston Women's Health Collective (1983) *Our Bodies, Ourselves*, Simon & Schuster, New York

Learning Centre (2000) *Skills for Essay Writing Analytical Writing*, The University of Sydney, Sydney

No known authors or editors

Supervisors (1972) WGBH Educational Foundation, Boston

Government publications

The Health Targets and Implementation (Health for All) Committee (1988) *Health for All Australians*, Australian Government Publishing Service, Canberra

Workforce Planning Unit (1999) *Profile of the Registered & Enrolled Nurse Workforce*, NSW, 1998, Statewide Services Development Branch, NSW Health Department, North Sydney

Newspaper articles / reports

Known author

Noonan G (2001) Marketing could heal ailing nursing profession, *The Sydney Morning Herald*, 31 December:5

Unknown author

Sunday Telegraph, 24 June 1984:2 (Nursing's just the job for MP Bob)
Sun-Herald, 6 January 2001:49 (Men know better, generally)

Pamphlets

Sexual Assault Committee Women's Co-ordination Unit (1987) *Women & Rape. A Woman's Handbook on Sexual Assault*, New South Wales Women's Advosry Council, Sydney

Papers included in the published proceedings of a conference

McKenzie H (2001) Inwardness: an enduring "self" concept, *Proceedings of TASA 2001 Conference*, The Australian Sociological Association, Sydney

Unpublished conference papers

Newman SA & Lawler J (2006) Nurses' perspectives of the political fallout from health care reform: The New South Wales experience, Paper presented at the *1st International Conference on Interdisciplinary Social Sciences*, the University of the Aegean, Island of Rhodes, Greece, 18 - 22 July

West S & Boughton M (2007) Experiencing the life: mid-life women and shift work, *18th International Symposium on Shiftwork & Working Time*, Scientific Committee on Night & Shiftwork of the International Commission on Occupational Health & the Working Time Society, Amsterdam, The Netherlands, 27-31 August

Parliamentary Acts and Bills

Mental Health bill (1989) (New South Wales)

Inter-State Commission Act (1975) (Commonwealth)

Personal communications

Citizen Joan (2007) personal communication, 16 November

Smith Bill (2008) Interview by author, 23 September. The tape of the interview is held by the author

Reports or bulletins in an irregularly appearing series

Australian Institute of Health and Welfare (1993) Australian health expenditure to 1991-92, *Health Expenditure Bulletin No.8*, Australian Government Publishing Service, Canberra

Theses

Cameron C (2003) Including Fathers in Childbirth: A Grounded Theory Inquiry of the Midwife's Perspective, unpublished Doctor of Philosophy thesis, The University of Sydney

Journals

Journals should be listed in the following way:

Author's family name initials (year of publication) Title of article, *Title of Journal*, volume number (issue number or other identifier): page numbers (first-last)

A space separates the family name, initials, date and title of the article; a comma and space separate the title of the article, the journal name, and volume. The issue is placed in brackets without a space; this is followed by a colon and the page numbers, again without a space. The page numbers in the reference list are all pages of the article not just the pages used in the body of the essay.

Italics are used to indicate that a work is published. If you are working by hand or using a typewriter or a printer without an italics font, underline the published work.

Boughton M & Halliday L (2008) A challenge to the menopause stereotype: young women's reflections of 'being diagnosed' as menopausal, *Journal of Health and Social Care in the Community*, 16(6):565-572

Electronic journals in full text databases and journal collections

When you reference information from an electronic source, you need to make it clear to the reader how you obtained the information. As well as the details needed for print material (author, year, title, journal, volume, page), you need to include information on the format and the source of the document you have used. Since the web is constantly

being changed, you must also include the date you accessed the information, so your reader knows the version of the information used.

Electronic journals should be referenced in your reference list in the following ways.

Author's family name initials (year of publication) Title of article, *Title of Journal*, [Online], volume number (issue number or other identifier) Available: Supplier name/Name of database and journal collection [access date]

Please note the following:

- Only give page numbers for electronic journals in PDF format.
- When printed from the internet in, for example, HTML, the page numbers of electronic journals will not match their hard copy (published) format.
- When referencing the journal in the body of your work, you cite the page numbers as they appear on the HTML version.

The following examples show you how to reference journal articles in some of the more common electronic journal collections and full text databases accessible through the University of Sydney Library.

CINAHL (Ovid)

Traynor M & Rafferty AM (1999) Nursing and the research assessment exercise: past, present and future, *Journal of Advanced Nursing*, [Online], 30(1) Available: OVID/CINAHL [22 January 2002]

Science Direct (Elsevier), Academic Press (Ideal) and Ingenta (Blackwell)

These journals are in PDF format. A PDF file is a scanned copy of the published hard copy. It is viewed using Adobe Acrobat software. The page numbers on the copy printed from the internet will be the same as the page numbers in the version published in print form; you include the page number in your reference.

Howkins E J & Ewens A (1999) How students experience professional socialisation, *International Journal of Nursing Studies*, [Online], 36(1):41-49, Available: Elsevier/Science Direct [19 February 2002]

Fitzwater EL (2002) Testing an intervention to reduce assaults on nursing assistants in nursing homes: a pilot study, *Geriatric Nursing*, [Online], 23(1):18-23, Available: Ideal/Academic Press [17 April 2002]

ProQuest (PreQuest Company)

McKoy Y & Smith MH (2001) Legal considerations of workplace violence in healthcare environments: implications for nurses, *Nursing Forum*, [Online], 36(1):41-49, Available: ProQuest Company/ProQuest [17 April 2002]

Journals published exclusively online

These journals have no print equivalent. They are published only in electronic format, and are available via the internet. All you need to access these journals is their URL.

Nevidjon B & Erickson J (2001) The nursing shortage: solutions for the short and long term, *Online Journal of Issues in Nursing*, [Online] 6(1), Available: http://www.nursingworld.org/ojin/topic14/tpc14_4.htm [18 January 2002]

World Wide Web

It is essential to give the title of the web page and as much other information as you can find about the source of the web page. Take this information from the web page. If this is not clear, take it from the very top of the screen, in your browser's title bar.

It is often difficult to determine the author of the information on the web pages. If you can find the author's name on the page, include it in your reference.

The date of publication of the web page is the date it was last updated. If this date is not available or not clear, use the copyright date.

The URL is the most important information to include in a reference for a web site. You will find this in the location window of your web browser. Give the URL exactly as it appears. If it is long, start the URL on a new line, so it will fit on one line without a break. If the URL is so long that it will not fit on the one line, break it after a slash or before a full stop. Do not add a hyphen to the break.

As for online journal articles, page numbers are only required if the paper you are referencing is in PDF format.

Web pages with an author

Where the author of a web page is known, reference the page in the following way:

Author's family name initials (year of last update or copyright year) Title of Web Page, [Online], Available: URL [access date].

Welch N (February 2000 - last update) *Toward An Understanding of the Determinants of Rural Health*, [Online], Available: <http://www.ruralhealth.org.au/welch.htm> [9 January 2002]

Web pages with no author

Where the author of a web page is not known, reference the page in the following way:

Title of Web Page, [Online], (year of last update or copyright year), Available: URL [access date]

ANCI [\[\[i\]\]National Competency Standards for the Registered Nurse and the Enrolled Nurse](http://www.anci.org.au/competencystandards.htm), [Online], (20/6/2000 - last update), Available: <http://www.anci.org.au/competencystandards.htm> [28 January 2002]

Referencing more than one work published by authors in the same year

When an author or authors have published more than one article in the same year, they are identified by the addition of a, b, c etc. to the year of publication. For example:

Royal Australian Nursing Federation (1985a) *Nursing Standards for Patient Care*, RANF, South Melbourne

Royal Australian Nursing Federation (1985b) *Costing Nursing Care. Budget Planning, Management and Justification*, RANF, South Melbourne

Where possible, it is important to identify the publications in the order in which they were published. For example, if an article was published in January 1990 it is identified by '1990a', while an article published in March 1990 by the same authors is identified by '1990b' and so on.

This is particularly important where there is a series of articles or when the authors are reporting on particular developments or when they have changed their position on a particular issue.

Your Completed Reference List

Your completed list of references at the end of your assignment will look something like the following:

ANCI [\[\[i\]\]National Competency Standards for the Registered Nurse and the Enrolled Nurse](http://www.anci.org.au/competencystandards.htm), (Online), (20/6/2000 - last update), Available: www.anci.org.au/competencystandards.htm (28 January 2002)

Boston Women's Health Collective (1983) *Our Bodies, Ourselves*, Simone & Schuster, New York

Boughton MA (2002) Premature Menopause: multiple disruptions between the woman's biological body experience and her lived body, *Journal of Advanced Nursing*, 37(5):423-430

Cameron C (2003) Including Fathers in Childbirth: A Grounded Theory Inquiry of the Midwife's Perspective, unpublished Doctor of Philosophy thesis, The University of Sydney

Citizen Joan (2007) personal communication, 16 November

- Doswell G, Lawler J & Young J (2000) Unpacking the 'black box' of a nurse-led stroke support service, *Clinical Rehabilitation*, 14(2):160-71
- Fitzwater EL (2002) Testing an intervention to reduce assaults on nursing assistants in nursing homes: a pilot study, *Geriatric Nursing*, [Online], 23(1):18-23, Available: Ideal/Academic Press [17 April 2002]
- Gray G & Pratt R (eds.) (1995) *Issues in Australian Nursing 4*, Churchill Livingstone, Melbourne
- Herdman E (1998) Knowledge without power: the professionalisation of nursing, in Keleher H & McInerney F (eds.) *Nursing Matters, Critical Sociological Perspectives*, Churchill Livingstone, Marrickville
- Inter-State Commission Act* (1975) (Commonwealth)
- Lawler J, West S, Boughton M & Bown L (2007) Graduate entry nursing: The Sydney cohort study after one year and early data on the second intake Royal College of Nursing, Australia Annual Conference Sydney, Australia 11-14 July
- McKenzie H (2001) Inwardness: an enduring "self" concept, *Proceedings of the TASA 2001 Conference*, The Australian Sociological Association, Sydney
- McKoy Y & Smith MH (2001) Legal considerations of workplace violence in healthcare environments: implications for nurses, *Nursing Forum*, [Online], 36(1):41-49, Available: ProQuest [17 April 2002]
- Nevidjon B & Erickson J (2001) The nursing shortage: solutions for the short and long term, *Online Journal of Issues in Nursing*, [Online] 6(1), Available: http://www.nursingworld.org/ojin/topic14/tpc14_4.htm [18 January 2002]
- Newman S (1997) Masculinities, Men's Bodies and Nursing in Lawler J (ed.) *The Body in Nursing*, Churchill Livingstone, Melbourne
- Royal Australian Nursing Federation (1985a) *Nursing Standards for Patient Care*, RANF, South Melbourne
- Royal Australian Nursing Federation (1985a) *Nursing Standards for Patient Care*, RANF, South Melbourne
- Sexual Assault Committee Women's Co-ordination Unit (1987) *Women & Rape. A Woman's Handbook on Sexual Assault*, New South Wales Women's Advisory Council, Sydney
- Smith Bill (2001) Interview by author, 23 September. The tape of the interview is held by the author
- Sunday Telegraph*, 24 June 1984:2 (Nursing's just the job for MP Bob)
- The Health Targets and Implementation (Health for All) Committee (1988) *Health for All Australians*, Australian Government Publishing Service, Canberra
- Welch N (February 2000 - last update) [i]Toward An Understanding of the Determinants of Rural Health, [Online], Available: <http://www.ruralhealth.org.au/welch.htm> [9 January 2002]
- Workforce Planning Unit (1999) *Profile of the Registered & Enrolled Nurse Workforce*, NSW, 2998, Statewide Services Development Branch, NSW

Assistance with academic writing skills

For help with academic writing skills, please contact the University of Sydney Learning Centre which offers a variety of courses for students. Information regarding classes and resources available can be found on the Learning Centre website at: www.usyd.edu.au/stuserv/learning_centre/course.shtml.