



NURS28001 Jail Craft

Term 1 - 2021

Profile information current as at 26/04/2024 02:28 pm

All details in this unit profile for NURS28001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Nurses employed in correctional settings require knowledge and skills that align with the complexity and uniqueness of the prison environment. Further, it is imperative correctional nurses ensure the same standard of care is provided to offenders as to others in society. However, a number of impediments are encountered and require negotiation when providing care in a highly regulated environment including security restraints, high levels of staff authority and the prison culture. In this unit you will have the opportunity to explore the challenges associated with nursing in a secure and authoritative environment and in managing the prison culture. You will also develop the knowledge and skills required to meet these challenges to ensure a high and equitable standard of nursing care. You will examine characteristics of the prison culture including criminal identity, prisoner hierarchy, prisonerisation, jail language and 'code of honour'. You will also acquire the knowledge and skills relating to, what is commonly termed, 'jail craft'; being able to effectively communicate with offenders and Correctional Officers, maintaining professional boundaries, respecting cultural diversity including that of Aboriginal and Torres Strait Islander peoples, dealing with vicarious trauma and possessing self-protectiveness and resilience.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online discussion forum**

Weighting: 10%

2. **Presentation**

Weighting: 40%

3. **Case Study**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Informal student feedback

Feedback

"Thoroughly enjoyed the unit"

Recommendation

Update unit content and resources to ensure current information and resources as well as seeking innovative resources to improve the student learning experience. Include specific strategies to increase interaction between the unit coordinator and students as well as between students.

Feedback from Unit coordinator reflection

Feedback

Provide increased range of opportunities for student engagement that recognise the work/life/study balance of postgraduate students beyond formal online teaching sessions

Recommendation

Seek out new increasingly flexible options to facilitate inclusion of study into the work/life balance for postgraduate students.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain anomalies associated with the concept of caring in a custodial, authoritative and culturally diverse environment
2. Describe the unique aspects of prison culture and analyse the impact of these on the nurse patient relationship and the capacity of the nurse to provide care
3. Analyse the role of professional boundaries in correctional nursing and explain the skills required to construct and maintain professional boundaries
4. Evaluate strategies to promote self-protectiveness and resilience in correctional nursing
5. Discuss types of communication skills required to promote effective relationships with offenders and correctional services staff.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Online discussion forum - 10%	•	•			•
2 - Presentation - 40%		•	•	•	•
3 - Case Study - 50%	•		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	◦	◦	◦	◦	
2 - Communication	◦		◦	◦	◦
3 - Cognitive, technical and creative skills		◦			
4 - Research		◦			
5 - Self-management			◦	◦	
6 - Ethical and Professional Responsibility			◦		◦
7 - Leadership					
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Online discussion forum - 10%	◦	◦	◦					
2 - Presentation - 40%	◦		◦	◦	◦	◦		
3 - Case Study - 50%	◦	◦			◦	◦		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

No referencing style set.

Teaching Contacts

Adele Baldwin Unit Coordinator

a.baldwin@cqu.edu.au

Belinda Jensen Unit Coordinator

b.jensen@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
The role of the correctional nurse Part A	What is Jailcraft? What is correctional nursing? The factors that shape correctional nursing Working to change the trajectory of offenders' health outcomes	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
The role of the correctional nurse Part B	The professional correctional nurse in practice Who are the patients? Equitable access and standards of care At risk offenders and the role of the correctional nurse Compassion fatigue and burnout	ASSESSMENT 1: DISCUSSION BOARD *1* Choose one word that, for you, best describes correctional nursing. Put your word on Discussion Board 1 on the Moodle site, along with a short explanation of why you think it best describes the role. Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Professionalism	The correctional nurse as advocate Challenges to professional care Custody versus caring Emotional intelligence in correctional nursing	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Self-protectiveness	Contextual causes of workplace stress Theories and models of self-care	

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health literacy and health promotion	Social determinants of health in the correctional setting Health literacy Primary care in the correctional setting Health promotion	ASSESSMENT 2: DUE: Wednesday 7th April Assessment 2 requires you to record a presentation you would give to colleagues about your individual nursing philosophy and correctional nursing. Use the detailed instructions for Assessment 2 in the unit profile. Nursing philosophy presentation Due: Week 5 Wednesday (7 Apr 2021) 4:00 pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK!		

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Prison culture	Not all prisons (or prisoners) are the same Penological principles The prison environment Risks with a prisoner-patient in hospital	ASSESSMENT 1: DISCUSSION BOARD *2* Identify one (1) barrier and one (1) enabler to professional relationships across roles/disciplines in the correctional setting as they relate to the role of the correctional nurse. Provide a short (up to 30 words) explanation of each of your choices. Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Barriers to better health	Barriers to providing and promoting optimal health care Telehealth as a solution? Strategies to overcome potential barriers	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Being a part of a team	Who is the team? A cross-section of experience Team building	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

ASSESSMENT 3
 DUE: Wednesday 12th May
 CASE STUDY "Kylie's Story"
 Using the case study (Kylie's Story) provided, write a 2000 word academic essay as per the instructions in the unit profile.

Challenging situations
 The deteriorating patient
 Contributing factors to deterioration
 Death in Custody
 External disasters - natural and otherwise
 COVID-19, the event and the aftermath

Case Study - Kylie's Story Due:
 Week 9 Wednesday (12 May 2021)
 4:00 pm AEST

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Safety and security	Attire What you can and can't take to work Necessary considerations	ASSESSMENT 1: DISCUSSION BOARD CONTRIBUTION *3* What do you think is the greatest risk to the safety and security of correctional nurses? Post a 50 word description of the issue on this week's discussion board. Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary practices	Introduction to trauma informed practice Person-centredness for health and corrections	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Working towards the future	Overview of the role of the correctional nurse How the correctional nurse fits with contemporary healthcare approaches The future of correctional nursing Research opportunities	ASSESSMENT 1 DISCUSSION BOARD *4* Identify one (1) key factor that you see as impacting the current and future role of the correctional nurse. Post a 50 word explanation of the factor and why you believe it has such significance. Read your fellow students' discussion board contributions and add your thoughts to build the discussion. ALL FOUR DISCUSSION BOARD CONTRIBUTIONS FOR ASSESSMENT 1 MUST BE FINALISED BY THE SUBMISSION DATE OF MONDAY 31st MAY Online Discussions Due: Week 12 Monday (31 May 2021) 4:00 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Online Discussions

Assessment Type

Online discussion forum

Task Description

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of the unique and complex environment in which correctional nurses work, and how this impacts on the provision of care.

ASSESSMENT INSTRUCTIONS

Assessment 1 relates to your total contribution to, and combined participation in, online discussions throughout the term.

The quality of your contributions will be assessed as per the Assessment 1 Marking Rubric.

There will be four (4) discussion boards, each related to the topic of the week that will be specifically for this assessment purpose, as outlined in the Unit Schedule.

You may use the suggested readings that have been provided in the relevant module as supporting evidence for your discussion board contribution but it is also expected that you will seek additional academic sources.

You are also expected to adhere to discussion board etiquette, remain professional and respectful of others' opinions.

All discussion boards will remain open until the end of week 12, which will afford you the opportunity to revisit the topics, see what your colleagues are saying and engage in an academic conversation.

DISCUSSION BOARD 1

Choose one word that, for you, best describes correctional nursing. Put your word on Discussion Board 1 along with a short explanation (up to 100 words) of why you think it best describes the role, and how it highlights the uniqueness and complexity of the role with consideration for the diverse cultural landscape that is the correctional setting.

Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

DISCUSSION BOARD 2

Identify one (1) barrier and one (1) enabler to professional relationships across roles/disciplines in the correctional setting as they relate to the role of the correctional nurse. Provide a short (up to 100 words) explanation of each of your choices paying particular attention to the importance of effective communication.

Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

DISCUSSION BOARD 3

What do you think is the greatest risk to the safety and security of correctional nurses?

Post a 100 word discussion about risks to safety and security on this week's discussion board. Include reference to building the therapeutic relationship with the patient as well as the interprofessional relationship with correctional staff.

Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

DISCUSSION BOARD 4

Identify one (1) key factor that you see as impacting the current and future role of the correctional nurse as it relates to the contemporary approaches to corrective practices and how you can contribute to positive outcomes through effective communication with all stakeholders. Post a 100 word explanation of the factor and why you believe it has such significance.

Read your fellow students' discussion board contributions and add your thoughts to build the discussion.

REQUIREMENTS

- Computer access with appropriate internet connection

- You may write in the first-person
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word to the last word of the post. There is no word limit for ongoing discussion with your colleagues on the discussion board.

Assessment Due Date

Week 12 Monday (31 May 2021) 4:00 pm AEST

Return Date to Students

Week 12 Friday (4 June 2021)

Weighting

10%

Assessment Criteria

High Distinction 84.5 – 100%	Distinction 74.5 – 84%	Credit 64.5 – 74%	Pass 49.5 – 64%	Fail - < 49.5%
Participation				
All comments demonstrate consideration for the opinions of others and alternative ways of thinking. 17-20	Most comments demonstrate consideration for the opinions of others and alternative ways of thinking. 15-16.75	Some of the comments demonstrate consideration for the opinions of others and alternative ways of thinking. 13-14.75	Comments demonstrate limited consideration for the opinions of others and alternative ways of thinking. 10-12.75	No or minimal evidence of consideration of the opinions of others and alternative ways of thinking. <10 /20
Content				
Excellent critical thinking ability apparent in posts. Content is contemporary, relevant to the discussion board conversations. 34-40	High level of critical thinking apparent and demonstrated ability to apply the concepts. 30-33.5	Critical thinking apparent with some application. 26-29.5	Satisfactory level of critical thinking demonstrated. 20-25.5	Little critical thinking demonstrated in contributions to discussion boards. <20 /40
Presentation				
Academic presentation is of high quality across all discussion board contributions. No grammatical or typographical errors in contributions. Ideas are clear, concise and stimulate further discussion, extending the scope of the overall discussion board conversation. 17-20	Academic presentation is good with 1-2 minor grammatical or typographical errors across all discussion board contributions. Ideas are presented clearly and concisely, supporting the existing discussion with some evidence of stimulation of further discussion. 15-16.75	Academic presentation is good with 3-4 minor or 1 major grammatical or typographical errors across all discussion board contributions. Ideas are sound and presented well with limitations in the concepts presented. Good support of the existing discussion; minimal evidence of ideas stimulating further discussion. 13-14.75	Academic presentation is satisfactory with 4-5 minor, or 2 major, grammatical or typographical errors across all discussion board contributions. Ideas are related to the existing conversation and the contributions do not stimulate deeper discussion. 10-12.75	Academic presentation is unsatisfactory with more than 5 minor and/or more than 2 major grammatical or typographical errors across all discussion board contributions. Contribution to the discussion boards is limited to minimal agreement or disagreement with previous posts. <10 /20
Use of academic literature				
All statements are clearly linked to credible academic sources demonstrating the application of current evidence-based knowledge. 17-20	Statements are clearly linked to credible academic sources demonstrating the application of current evidence-based knowledge, with 1-2 exceptions. 15-16.75	Most statements are clearly linked to credible academic sources demonstrating the application of current evidence-based knowledge with 2-3 exceptions. 13-14.75	Statements are clearly linked to credible academic sources demonstrating the application of current evidence-based knowledge with more than 3 exceptions. 10-12.75	Statements are not clearly linked to credible academic sources demonstrating the application of current evidence-based knowledge. <10 /20

Submission

Online

Learning Outcomes Assessed

- Explain anomalies associated with the concept of caring in a custodial, authoritative and culturally diverse environment
- Describe the unique aspects of prison culture and analyse the impact of these on the nurse patient relationship and the capacity of the nurse to provide care
- Discuss types of communication skills required to promote effective relationships with offenders and correctional services staff.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills

2 Nursing philosophy presentation

Assessment Type

Presentation

Task Description

The aim of this assessment is to provide you with the opportunity to present your individual nursing philosophy that frames how you approach correctional nursing, how you interact with offenders, correctional services staff, and other health professionals.

ASSESSMENT INSTRUCTIONS

Assessment 2 requires you to record a presentation you would give to colleagues about your individual nursing philosophy and correctional nursing.

Use the questions below to frame the key points for inclusion in the content of your presentation.

- What do you see as your individual core values?
- What do you see as the core values for the nursing profession?
- Explain how your core values align with the professional standards for nurses.
- Discuss how your individual core values inform your nursing philosophy
- How does your nursing philosophy shape how you communicate with other staff and offenders in the correctional setting?
- Has working in the correctional setting altered your individual nursing philosophy? If so, how has it?

You will need to support your work with reference to the academic literature and you may like to link your philosophy to any of the nursing theorists whose work resonates with you.

COMPLETION AND SUBMISSION OF YOUR PRESENTATION

Record a video of you giving a 10 minute presentation on nursing philosophy with a particular focus on how it relates to correctional nursing.

You can record the presentation on whatever recording device you choose (video recording device, handheld device, smartphone).

Save the presentation and upload to the Sharedrive link that will be put on the Moodle site, and emailed to your CQUniversity email account.

You may or may not choose to use Powerpoint in your presentation, either is acceptable.

Here are some suggested readings to start you thinking of your philosophy. You may find that some of them are a bit 'out there' for you, so keep searching until you find one that fits your values and beliefs (the journal articles and books listed below are all available electronically in the CQUniversity library).

SUGGESTED READINGS ABOUT NURSING PHILOSOPHY

Kim, H. (2015). The essence of nursing practice: philosophy and perspective. Springer Publishing Company. Proquest Ebook.

<https://ebookcentral.proquest.com/lib/cqu/detail.action?docID=2166659>.

Neff, I. (2019). Vital and enchanted: Jane Bennett and new materialism for nursing philosophy and practice. Nursing Philosophy. DOI: 10.1111/nup.12273

Reed, P. (2017). Translating nursing philosophy for practice and healthcare policy. Nursing Science Quarterly, 30(3), 260-261. DOI: 10.1177/0894318417711763

Theodoridis, K. (2018). Nursing as concrete philosophy, Part II: Engaging with reality. Nursing philosophy. DOI: 10.1111/nup.12206

SUGGESTED JOURNAL ARTICLE:

This paper has good, easy to understand rules for presentations:

Bourne, P. (2007). Ten simple rules for making good oral presentations. PLOS Computational Biology, 3(4), e77. DOI: 10.1371/journal.pcbi.0030077

REQUIREMENTS

- Computer access with appropriate internet connection
- You may speak in the first-person
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

Assessment Due Date

Week 5 Wednesday (7 Apr 2021) 4:00 pm AEST

Return Date to Students

Week 6 Friday (23 Apr 2021)

Weighting

40%

Assessment Criteria

High Distinction 85 - 100%

Distinction 75 - 84%

Credit 65 - 74%

Pass 50 - 64%

Fail - < 49.5%

Presentation

High Distinction 85 - 100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail - < 49.5%
The presentation was very engaging and maintained the interest of the audience. The presenter created a respectful and safe manner effectively communicating both verbally and non-verbally. The presentation was flawless. 25.5-30	The presentation was engaging and interesting as the presenter created a respectful and safe manner effectively communicating both verbally and non-verbally. The presentation clearly flowed logically 22.35-25	There is evidence that the presenter endeavoured to engage with the audience in a somewhat respectful and safe manner and attempted to communicate both verbally and non-verbally. The presentation flowed logically 19.35-22	There is little evidence that the presenter endeavoured to engage with the audience in a respectful and safe manner. There is little evidence of effective communication, verbally and non-verbally. The presentation did not continuously flow 14.85-19	There is no evidence of attempting to engage an audience. There is no evidence of respectful communication. The presentation did not flow <14.5 /30
Excellent critical thinking ability apparent throughout the presentation. Reflection on practice is highlighted and informs insights presented. 17-20	High level of critical thinking apparent and demonstrated ability to apply theory to individual practice. Reflection on practice is apparent. 15-16.75	Critical thinking apparent with limited application. Reflection on practice is generally apparent, with the links not apparent in some areas of the presentation. 13-14.75	Satisfactory level of critical thinking demonstrated. Reflection on practice apparent but superficial with no insights linked to underlying philosophy. 10-12.75	Little critical thinking demonstrated. Little or no reflection on practice evident throughout the presentation. <9.5 /20
The content of the presentation was factual, evidence-based and contemporary. 25.5-30	The majority of the content of the presentation was factual, evidence-based and contemporary. 22.35-25	The content of the presentation was generally factual, evidence-based and contemporary. 19.35-22	The core content of the presentation was generally factual, evidence-based and mostly contemporary. 14.85-19	The content of the presentation was vague and broad, with limited links to current, evidence-based practice. <14.5 /30
Referencing				
All statements that should be referenced, have been referenced verbally or appear on the individual slides of a powerpoint, with a comprehensive reference list on the final slide. 8.5-10	With one error only, statements that should be referenced, have been referenced verbally or appear on the individual slides of a powerpoint, with a comprehensive reference list on the final slide. 7.5-8.25	With 2-3 errors only, statements that should be referenced, have been referenced verbally or appear on the individual slides of a powerpoint, with a reference list on the final slide. 6.5-7.25	More than 3 omissions in referencing statements that should be referenced, either verbally or appear on the individual slides of a powerpoint. A reference list is included on the final slide. 5-6.25	Little or no reference to the academic literature framing the content of the presentation. No reference list provided with the presentation, so the academic sources are not available to the listener. <5 /10
All statements that require referencing are referenced in full and accurate APA style. An accurately presented list of references is provided at the end of the presentation. 8.5-10	All statements that require referencing are referenced in APA style, with 1-2 exceptions. 1-2 errors in the reference list formatting. 7.5-8.25	Most statements that require referencing are referenced in APA style with 2-3 exceptions. A list of references is provided at the end of the post with only 2-3 errors in the formatting. 6.5-7.25	Most statements that require referencing are referenced in APA style with 3-4 exceptions. A list of references is provided at the end of the post with 3-4 errors in the formatting. 5-6.25	There are minimal links to the existing literature with more than four (4) referencing errors in the in-text citations and in the accompanying reference list. <5 /10

Submission

Online

Learning Outcomes Assessed

- Describe the unique aspects of prison culture and analyse the impact of these on the nurse patient relationship and the capacity of the nurse to provide care
- Analyse the role of professional boundaries in correctional nursing and explain the skills required to construct and maintain professional boundaries
- Evaluate strategies to promote self-protectiveness and resilience in correctional nursing
- Discuss types of communication skills required to promote effective relationships with offenders and correctional services staff.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

3 Case Study - Kylie's Story

Assessment Type

Case Study

Task Description

The aim of this assessment is to provide you with the opportunity to demonstrate your knowledge and understanding of the considerations that frame the provision of nursing care in the correctional setting.

ASSESSMENT INSTRUCTIONS

Using the case study below, address the points listed to demonstrate your understanding of the complex and unique approach to nursing in the correctional setting. This assessment task focusses on the theoretical, more philosophical aspect of care rather than the clinical provision of care.

CASE STUDY

Kylie is a 25-year-old woman who has returned to prison with charges related to illicit drug use that reflects her history of substance use:

- Tobacco – 25 per day
- Ice – 5 points per day
- Alcohol – up to 2 bottles of wine per day

Kylie undergoes the standard/routine nursing assessments on her arrival at the centre. Her health records show that she has tested positive to Hepatitis C and will require a full course of Hepatitis B vaccination. Kylie has asked to come to the medical centre where she reports that she has begun to experience auditory hallucinations; cannot sleep; feels like her heart is racing; her skin is unbearably itchy and has no appetite.

The results of her physical assessment are:

- Vital signs: BP 100/50, HR 104bpm and respiration rate 20 breaths per minute
- ECG normal SR
- BMI 16 underweight
- Urinalysis: positive for Chlamydia and positive for contact with syphilis within the past 6 months

Kylie has a long history of substance use and has been part of the justice system since her early teens.

She knows her lifestyle is not conducive to good health and worries that she will die before her three (3) young children (aged 7 years, 4 years and 18 months) are adults.

Essential inclusions for your essay:

- Explain the strategies you would adopt with Kylie to promote effective communication and build a therapeutic relationship that will underpin your nursing care and care planning.
- Identify the barriers and enablers to providing holistic nursing care to achieve short and long term health and wellness goals during the term of incarceration and beyond.
- Outline the key points for discharge planning including identifying the external stakeholders, and how you will integrate them into care planning.
- Describe the formal and informal debriefing strategies you could use when dealing with complex, often distressing, patient situations.

undefined

REQUIREMENTS

- Computer access with appropriate internet connection
- You may write in the first-person for the essay and speak using first person terminology in the presentation
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Assessment Due Date

Week 9 Wednesday (12 May 2021) 4:00 pm AEST

Return Date to Students

Week 11 Friday (28 May 2021)

Weighting

50%

Assessment Criteria

High Distinction 84.5 – 100%	Distinction 74.5 – 84%	Credit 64.5 – 74%	Pass 49.5 – 64%	Fail - < 49.5%
Total marks available: 100 marks				
Structure				
Excellent presentation of essay including double line spaced, 12 point font, page numbers. Consistently accurate with spelling, grammar and paragraph structure. 4.25-5	Well-presented essay, double line spaced, 12 point font, page numbers, 1 or 2 errors in spelling, grammar or paragraph structure. 3.75-4	Well-presented essay, double line spaced, 12 point font, page numbers, 3 or 4 consistent errors with spelling, grammar or paragraph structure. 3.25-3.5	Adequate presentation of essay, double line spaced with 12 point font. No page numbers, 4 to 7 consistent errors with spelling, grammar or paragraph structure. 2.5-3	Poorly presented essay. Double spacing not used, 12 point font not used. No page numbers included. Many inaccuracies in spelling, grammar or paragraph structure. <2.5
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that outlines the major elements identified to bring the paper to a close. 8.5-10	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion that outlines the major elements identified to bring the paper to a close. 7.5-8.25	Appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides some outlines of the major elements identified and brings some sense of closure to the paper. 6.5-7.25	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion provides cursory outline of the major elements identified and endeavours to bring the paper to a close - there may be some incongruity. 5-6.25	No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or summary - little reference to the main elements identified and does not offer a clear sense of closure to the paper. <5

High Distinction 84.5 - 100%	Distinction 74.5 - 84%	Credit 64.5 - 74%	Pass 49.5 - 64%	Fail - < 49.5%	
<p>Organisation and structure is clear and easy to follow. Content is clearly relevant to the topic, the approach clearly and comprehensively addresses the topic and the argument proceeds logically. Well linked to supporting literature. 8.5-10</p> <p>Content - key elements</p> <p>A well written essay that clearly addresses many of the essential elements in the case study, in addition to the pathophysiological. Discussion is well supported by current evidence from high quality, credible sources relevant to the topic. High level critical thinking is demonstrated throughout the discussion. The approach comprehensively answers the question and the discussion proceeds logically. 29.75-35</p> <p>Content -care planning</p> <p>Comprehensive discussion about the individual and community influences on Kylie's short- and long-term healthcare. Demonstrated high order critical thinking, clinical decision making and practical implementation of current evidence. Succinct, coherent and convincing arguments presented throughout. 29.75-35</p> <p>Referencing</p> <p>Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 8.5-10</p> <p>A minimum of 12 up-to-date references used including 10 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 8.5-10</p>	<p>Organisation and structure is clear. Content is relevant to the topic, the approach clearly addresses the topic and the argument proceeds logically. Supporting literature is used appropriately. 7.5-8.25</p> <p>Well considered elements of the case study are presented well and generally supported by quality evidence. The essential elements in the case study have been considered in addition to the pathophysiological. Critical thinking is evident throughout the discussion demonstrating good understanding of the topic. Content is relevant to the topic; the approach clearly answers the question and the argument proceeds logically 26.25-29.5</p> <p>A high quality discussion about the short- and long-term healthcare Kylie will require that demonstrates high order critical thinking, clinical decision making and practical implementation of current evidence. However, there are some areas in the discussion that could be expanded on. Succinct, coherent and convincing critical thought displayed in most areas of discussion. 26.25-29.5</p> <p>1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 7.5-8.25</p> <p>A minimum of 10 references used including 8 up-to-date journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 7.5-8.25</p>	<p>Organisation and structure is appropriate. Content is appropriate and addresses the topic and the argument for the most part proceeds logically. Minimal omissions in links to supporting literature. 6.5-7.25</p> <p>The key elements of the case study are covered, with some gaps in the content presented, and are generally supported by quality evidence. Social and cultural factors in the case study have been considered in addition to the pathophysiological. Critical thinking is apparent throughout most of the discussion. Content is appropriate and answers the question and the argument for the most part proceeds logically. 22.75-26</p> <p>Generally, includes a reasonable discussion about the short- and long-term healthcare Kylie will require that demonstrates sound critical thinking, clinical decision making and practical implementation of current evidence. The discussion mostly demonstrates some critical thought that is presented well in parts of the paper but there are areas where it could be expanded on. 22.75-26</p> <p>3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 6.5-7.25</p> <p>A minimum of 10 references used including 8 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and mostly adheres to reference list presentation guidelines APA style. 6.5-7.25</p>	<p>Organisation and structure allows misinterpretation of the meaning of the content. Content addresses the topic the argument is at times repetitive or lacks cohesion. Frequent omissions in links to supporting literature. 5-6.25</p> <p>The key elements of the case study presented satisfactorily, and in most cases, supported by quality evidence. The essay refers to the social, cultural and pathophysiological factors of the case study but there is limited discussion that demonstrates greater critical or clinical thinking. Content answers the question although the argument is at times repetitive or lacks cohesion. 17.5-22.5</p> <p>Accurate but limited discussion about the short- and long-term healthcare Kylie will require that demonstrates limited critical thinking, clinical decision making and practical implementation of current evidence. Some critical thought presented. Addresses all key aspects of the task to a satisfactory standard that could have been expanded on. 17.5-22.5</p> <p>5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 5-6.25</p> <p>A minimum of 8 references used including 4 journal articles as well as relevant books and web sites. Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 5-6.25</p>	<p>Organisation and structure detract from the meaning of the content. Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. <5</p> <p>There is little/no critical thinking evident and the key elements of the case study are not adequately addressed. Content does not address all aspects of the assessment task. Inadequate description of required content. Little or no discernible critical thought. <17.5</p> <p>No or minimal discussion about the short- and long-term healthcare Kylie will require that demonstrates critical thinking, clinical decision making and practical implementation of current evidence. No/little critical thought evident. <17.5</p> <p>Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. <5</p> <p>Fails to, or there are infrequent attempts to, integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 10 journal articles not sourced. Relevant web sites not used. Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <5</p>	<p>/5</p> <p>/35</p> <p>/35</p> <p>/10</p> <p>/5</p>

Submission

Online

Learning Outcomes Assessed

- Explain anomalies associated with the concept of caring in a custodial, authoritative and culturally diverse environment
- Analyse the role of professional boundaries in correctional nursing and explain the skills required to construct and maintain professional boundaries
- Evaluate strategies to promote self-protectiveness and resilience in correctional nursing

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem