



Nearly there: the **NMIH102** case study &
NMIH101 presentations.

Subject	Assessment 1	Assessment 2	Assessment 3	Final Exam
NMIH101	Weeks 4 & 5 incl. Online activity 1000 wds. 20%	Weeks 8 & 9 Group seminar presentations 30%	Week 13 Essay 2500 wds. 50%	
NMIH102		Week 6 Multiple choice quiz 20%	Week 9 Case study 2000 wds. 40%	Exam Period Final exam 40%
NMIH103		Week 8 Essay 2000wds. 45%		Exam Period Final exam 55%
NMIH104	Week 6 Multiple Choice Quiz 20%	Week 9 Case study 2000wds. 40%		Exam Period Final exam 40%

But first ...

How is it all going?

*Anything you'd like
to return to for
NMIH104 case
study??*



The case ...

- Louise is a registered nurse on a medical ward.
- Sam is an 18 year old patient with unstable blood sugar levels. He has a history of type 1 Diabetes Mellitus diagnosed at age 5.
- When Louise takes Sam insulin he refuses to have it. After he insults Louise she doesn't return to check on him. When she hands over she says he is non-compliant and aggressive.
- Sam is transferred to Intensive Care. Louise is asked why she didn't administer insulin.
- Louise makes a post on facebook.

Have you....

Identified *legal issues: negligence...*

- If legal action is taken would Louise be found negligent?
- Consider the four actions that indicate negligence.

Identified *legal issues: Breach of privacy*

- Does Louise's post on facebook breach Sam's privacy?
- Consider legislation, hospital policy & NMBA codes & guidelines.

Defined *Bioethical principles*

- Are Louise's actions ethical?
- Define bioethical principles commonly utilized in healthcare. Argue for or against Louise's actions.

Made *Recommendations*

- Outline fundamental patterns of knowing in nursing.
- Explain how Louise could improve her knowledge of each of these to improve her actions.
- Justify this with supportive evidence and reference to the NMBA codes & guidelines.

Planning your approach – NMIH102

1. What are the RN's **legal responsibilities** in this scenario?

- **What are the key legal issues** in this case study?
- **What common law principles** and/or legislation define those responsibilities?

2. What **ethical issues** can be raised as a result of the scenario?

- **What are the key ethical issues** for RN Louise in this case study?
- **Explain why** these incidents are issues.
- **Define the bioethical & confidentiality principles** commonly utilised in healthcare and explain how they apply to the issue/s you have identified.
- **How could specific bioethical & confidentiality principles** assist in decision making for RN Louise?

3. What **types of knowledge** and/or **ways of knowing** should have informed RN Louise's decisions & actions in these matters?

- **Outline the fundamental patterns of knowing** in nursing and explain how EACH apply to these scenarios.

3. What (if anything) do you think the RN should have done differently? If you think that the RN's actions were reasonable you need to justify his actions.

- **What** should RN Louise have done instead **OR** why are her actions acceptable?
- **What** is the rationale for your recommendations?
- **Justify your decision** about what the nursing student should do with reference to the NMBA Code of Professional Conduct for Nurses.

NMIIH 102 case study headings

- Introduction
- Legal issues
- Bioethical principles
- Recommendation
- Conclusion
- References

Introduction to a student case study

This case study addresses the nursing management of a patient with ovarian cancer. H.S., a 57 year old female with a medical history of hypertension and chronic kidney disease, was diagnosed with a Stage IIIB clear cell carcinoma of the ovary and had surgery in April 2010. When the patient began to have physical discomfort, an exploratory laparotomy was performed. A pelvic mass had developed post peritoneal chemotherapy. The patient had surgery to remove the intraperitoneal port, pelvic mass fluid drainage and pelvic biopsy. Often patients with cancer develop cachexia and should be assessed for adequate nutritional intake. Martin (2006) states that one of the greatest challenges for a woman with ovarian cancer is malnutrition: she may have little appetite as a result of treatment of advancing disease, causing her to lose weight. The following discussion reviews the strategies developed with H.S. to help her manage this aspect of her illness.

Note the structure ...

This case study addresses the nursing management of a patient with ovarian cancer. H.S., a 57 year old female with a medical history of hypertension and chronic kidney disease, was diagnosed with a Stage IIIB clear cell carcinoma of the ovary and had surgery in April 2010.

When the patient began to have physical discomfort, an exploratory laparotomy was performed. A pelvic mass had developed post peritoneal chemotherapy. The patient had surgery to remove the intraperitoneal port, pelvic mass fluid drainage and pelvic biopsy. Often patients with cancer develop cachexia and should be assessed for adequate nutritional intake. Martin (2006) states that one of the greatest challenges for a woman with ovarian cancer is malnutrition: she may have little appetite as a result of treatment of advancing disease, causing her to lose weight. The following discussion reviews the strategies developed with H.S. to help her manage this aspect of her illness.

Introduces the topic & specifically identifies the core issue.

Provides some context & previews the direction the discussion will take.

Sets up the 'point of view' / position / stance to be argued.

Another example, but again note the structure.....

This case study examines the legal, ethical, and professional roles and responsibilities of a Registered Nurse (RN) in relation to a critical event involving the post-operative care of a 64 year old male patient, Mr John Smith, who had undergone a laparoscopic cholecystectomy. **The following discussion examines the RN's responsibility to uphold a duty of care for clients in their care, their responsibility for documenting a client's progress, and consider the legal implications of negligent practice.** I also examine the ethical standards expected of RNs and the bioethical principles that should inform clinical practice. The standard of professional practices relevant to Mr Smith's care will be analysed and compared to the ethical and legal standards expected of an RN.

Introduces the topic & specifically identifies the core issue.

Sets up the 'point of view' / position / stance to be argued.

Provides some context & previews the direction the discussion will take.

Paragraph structure

The nursing assessment of H.S. has identified altered nutrition secondary to her illness. This has resulted in difficulty for her ingesting enough calories sufficient to her body's daily requirements. According to Martin (2007), malnutrition is one of the greatest concerns for a patient with ovarian cancer. Fitch (2006) has also noted that fatigue and anorexia are not uncommon side effects of both chemotherapy and surgery. The patient's appearance is frail, with dry skin, and she is underweight for her height. Her height and weight were obtained and compared to current BMI. H.S.'s height is 1.70m and her weight is 47.7kg. Her BMI is 16.50 and needs to be at least 19 (Christensen & Kockrow 2009). The short term goal is to assess appetite, dietary patterns, activity levels, and her knowledge of nutrition (Carpenito 2008).

Topic sentence.

Supporting sentences that provide specific information about the paragraph's theme or topic.

**So what?
The concluding sentence.**

Referencing Web Sites

World Health Organization

عربي 中文 English Français Русский Español

RSS YouTube Twitter Facebook Google+ A

Home Health topics Data Media centre Publications Countries Programmes About WHO Search

Health topics

Vaccines



A vaccine is a biological preparation that improves immunity to a particular disease. A vaccine typically contains an agent that resembles a disease-causing microorganism, and is often made from weakened or killed forms of the microbe, its toxins or one of its surface proteins. The agent stimulates the body's immune system to recognize the agent as foreign, destroy it, and "remember" it, so that the immune system can more easily recognize and destroy any of these microorganisms that it later encounters.

General information

[What are some of the myths – and facts – about vaccination?](#)

Multimedia



[Prequalification to make high-quality, safe and affordable vaccines](#)
April 2013



[Features on immunization and vaccines](#)

WHO programmes and activities

[Department of Immunization, Vaccines and](#)

Technical information

[Prequalification of vaccines](#)
[Vaccine research and development](#)
[Global Vaccine Safety](#)
[New and Under-utilized Vaccines Implementation \(NUVI\)](#)
[Vaccines standardization](#)
[Vaccines for pandemic \(H1N1\) 2009](#)

Publications

[Global Vaccine Action Plan 2011-2020](#)
[Vaccine research and development](#)

[– More publications](#)

Referencing web sites: in text

According to the [Australian Bureau of Statistics \(ABS 2009\)](#), the occurrence of diabetes is three times higher for Indigenous Australians than non-Indigenous Australians ([Australian Aboriginal and Torres Strait Islander Health Survey 2012-13](#)). However, health disparities between Indigenous and non-Indigenous Australians are not limited to diabetes, with higher statistical occurrence of other chronic diseases including cardiovascular, renal, retinopathy and mental health, accounting for the majority of the Indigenous health gap ([ABS 2009](#); Browne et al. 2009). These diseases are all largely preventable and have similar risk factors, therefore efforts to 'close the gap' in the social determinants of health for Australian Indigenous populations should be addressed holistically and not isolated to a particular disease type (Vos et al. 2009). The following analysis examines the correlatives between being an Indigenous Australian and the risk factors associated with developing Type 2 diabetes. The [World Health Organisation \(WHO 2013\)](#) indicates that Type 2 diabetes comprises approximately 90% of all diabetes diagnoses and is strongly linked to lifestyle factors and hence considered preventable in most cases. The following discussion will focus on Type 2 diabetes because this disease is where the greatest discrepancy between Indigenous and non-Indigenous health is notable. It should be noted, however, that according to the Australian Institute of Health and Welfare ([AIHW 2012](#)) not all studies differentiate diabetes types despite the marked difference in aetiology.

Referencing web sites: reference list

References:

Australian Aboriginal and Torres Strait Islander Health Survey 2012-13,
Australian Bureau of Statistics, viewed 28 August 2014,

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4727.0.55.001>

Australian Bureau of Statistics 2009, viewed 10 August 2014,

<http://www.abs.gov.au/ausstats/abs@.nsf/web+pages/statistics>

Australian Institute of Health and Welfare, viewed 24 August 2014,

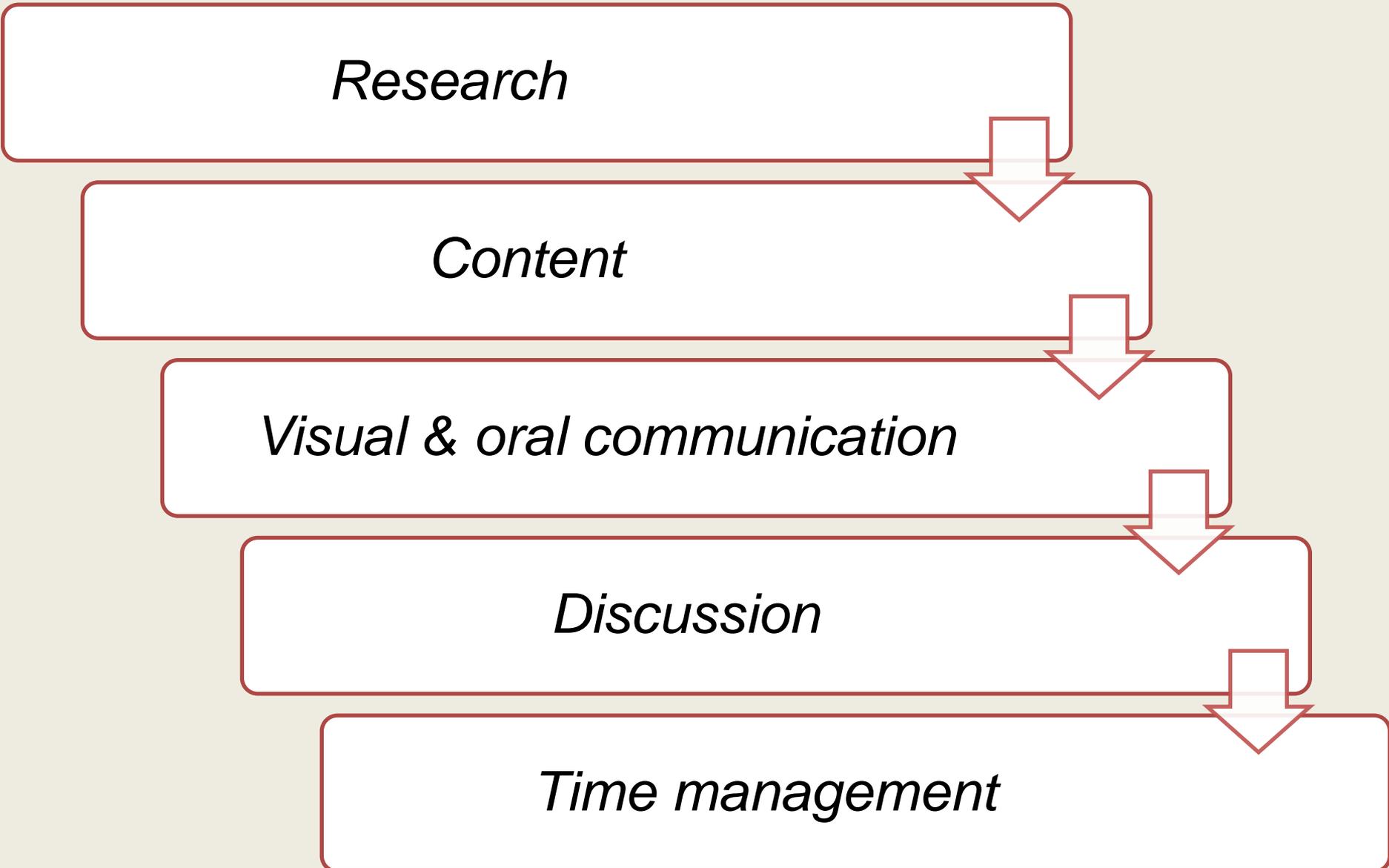
<http://www.aihw.gov.au/indigenous-australians/>

World Health Organisation, viewed 19 August 2014,

<http://www.who.int/mediacentre/factsheets/fs138/en/>

In-class presentations are usually graded on ...

Research



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graph TD; A[Research] --> B[Content]; B --> C[Visual & oral communication]; C --> D[Discussion]; D --> E[Time management]
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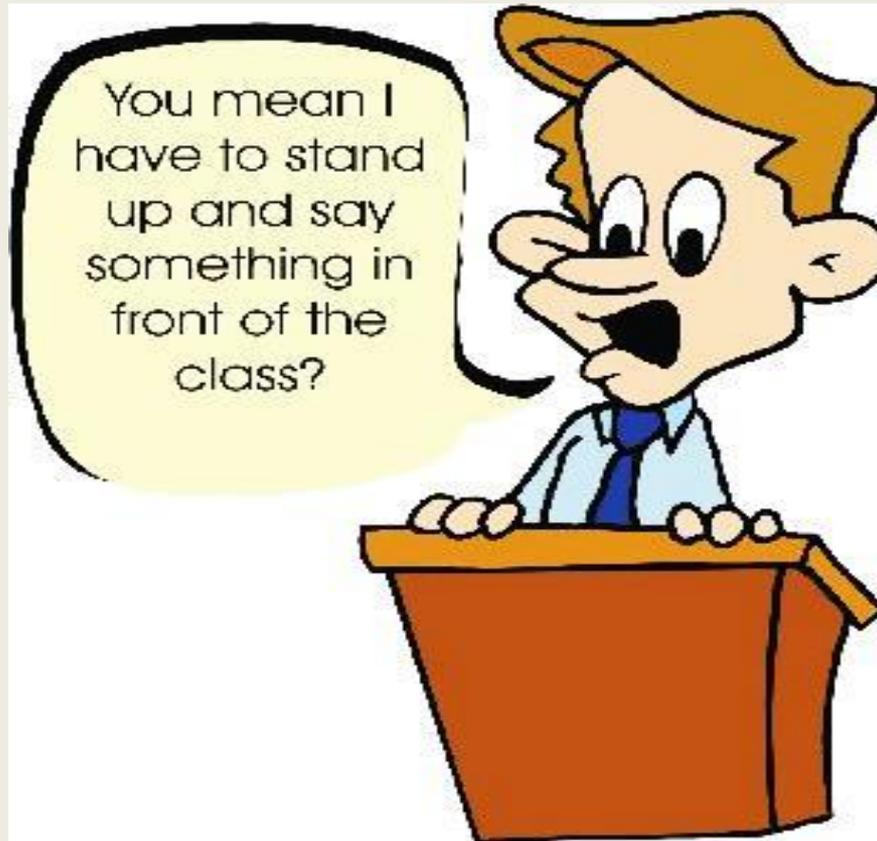
Content

Visual & oral communication

Discussion

Time management

Tip: don't let anxiety overtake you before
you begin



Prepare, prepare, prepare

Rehearse, rehearse, rehearse.

If using Powerpoint: select an appropriate slide style ...

- *Click on 'Design'* at top of screen to see available slide selection
- *What* is your presentation about?
- *Which* design provides the most effective aesthetic backdrop for your research?

Is a picture or graph
worth a 1000 words?



- *Click on 'Insert' at top of screen*
- *Select the item you want to insert into your presentation*

Maintaining sterile integrity in theatre



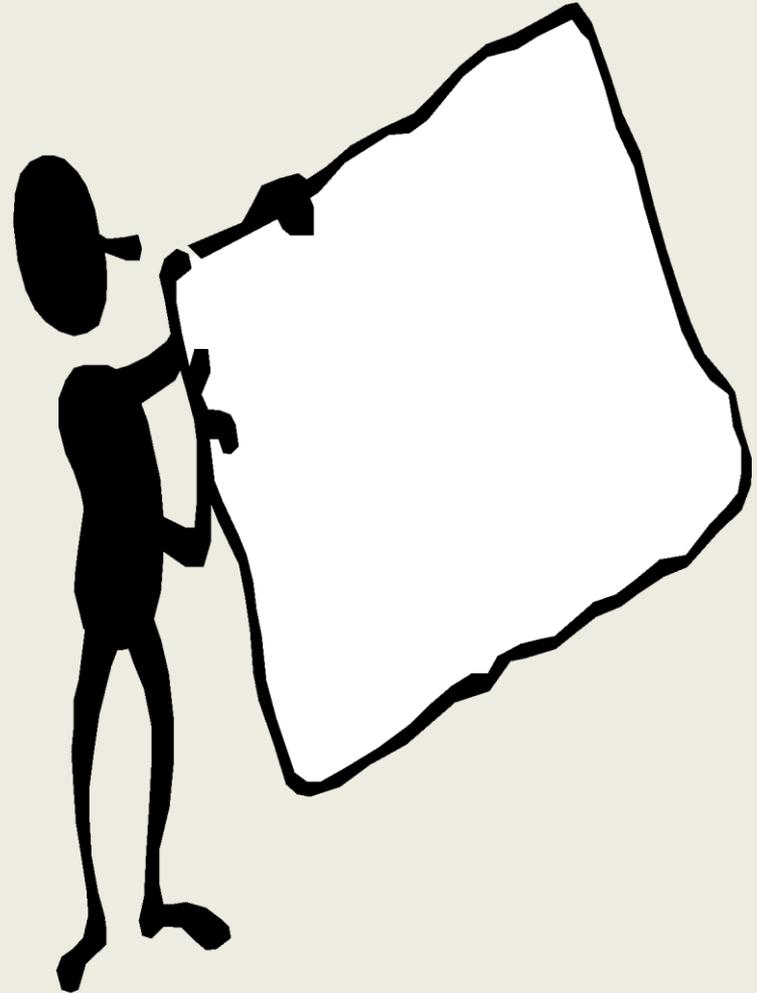
Presenter 1 & Presenter 2

Are your slides...

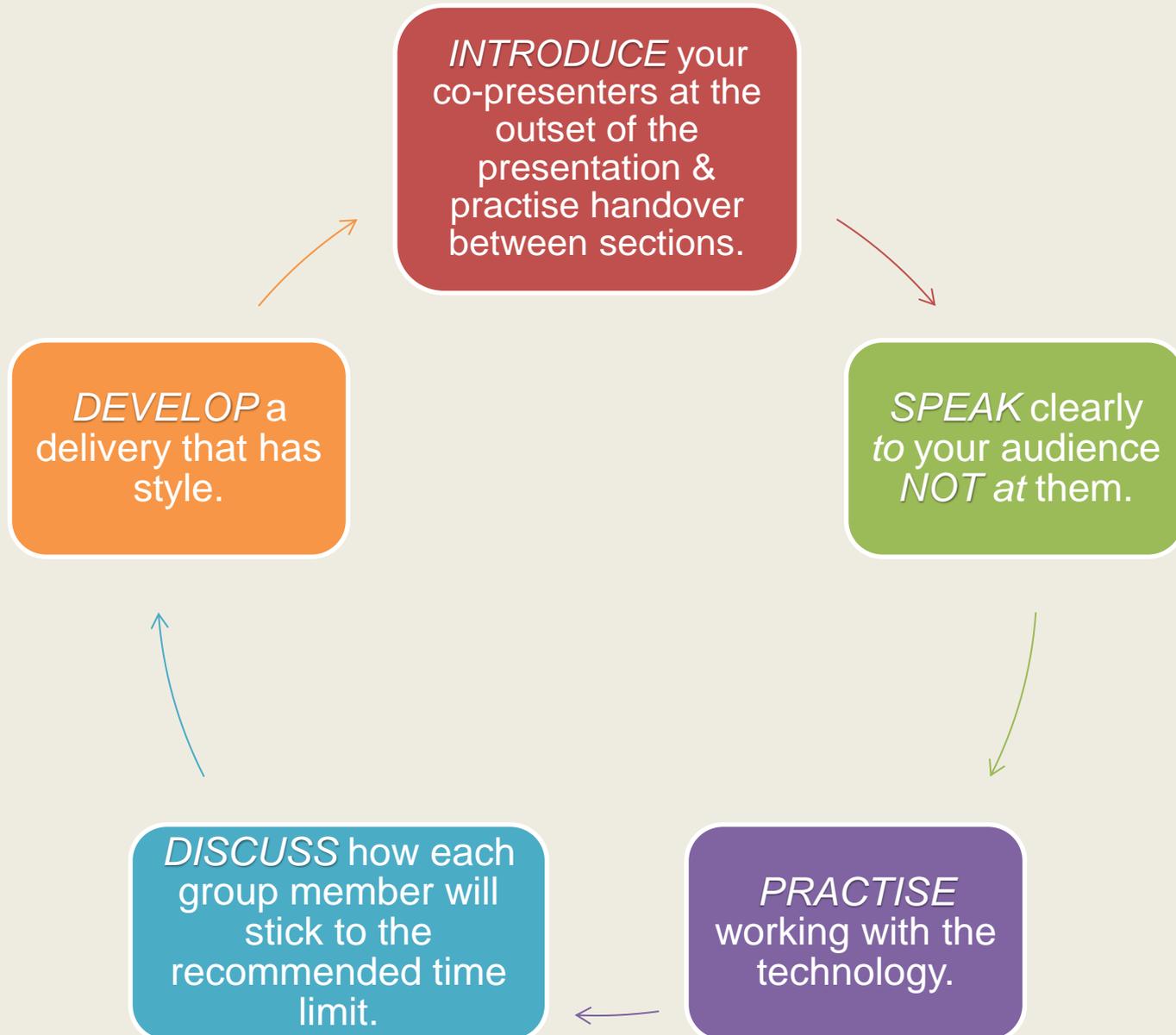
- ✓ Easy to read with not too much writing?
- ✓ Visually interesting with pertinent images?
- ✓ Using effective colour (no pale yellow/green)?
- ✓ Presenting clear, concise, relevant points?

Perhaps handouts....?

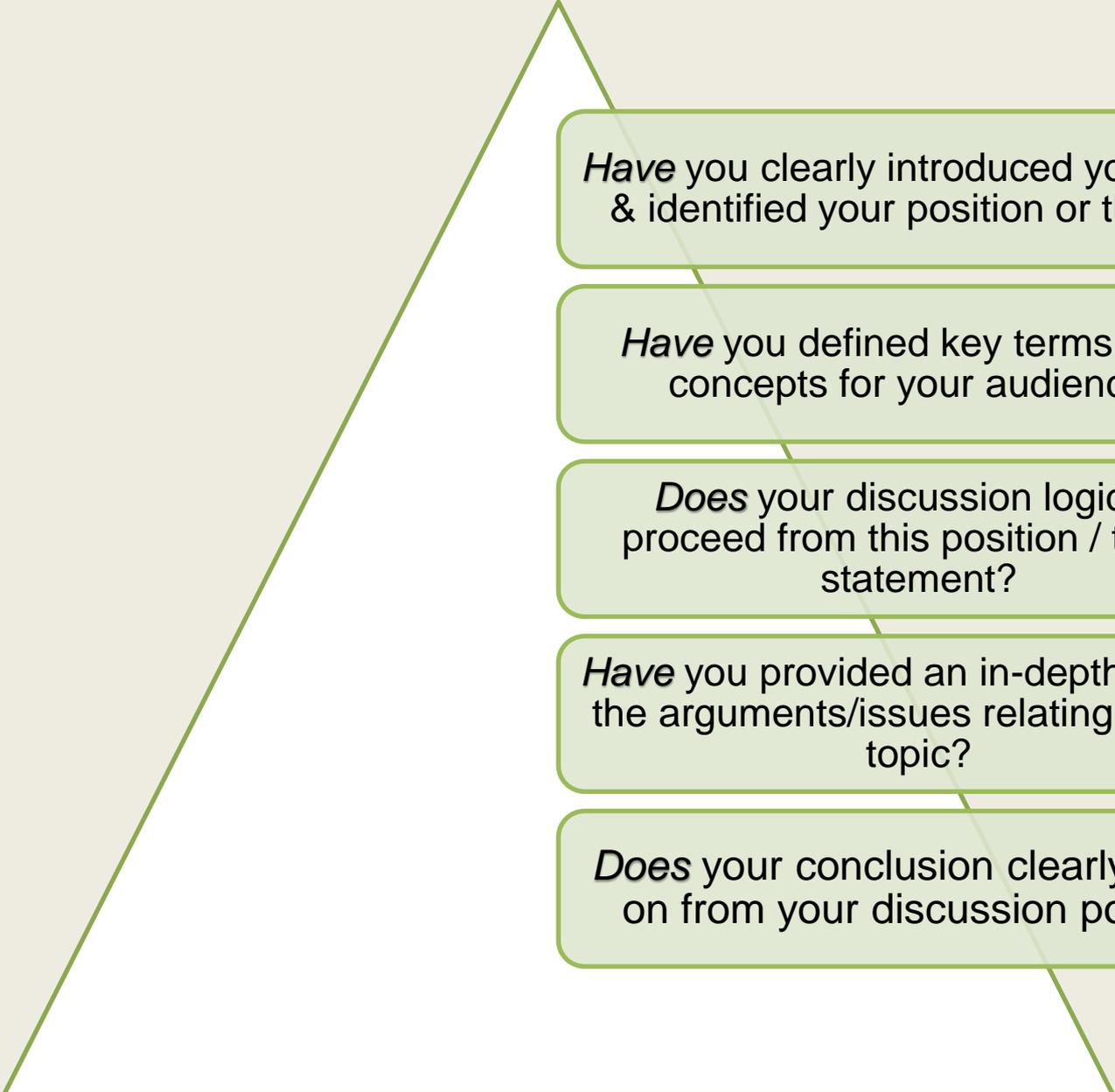
- ✓ Presentation title
- ✓ Names of presenters
- ✓ Key points central to discussion
- ✓ Critical questions arising from discussion (audience might be invited to discuss these with the presenting team at the conclusion of the presentation)



Presentation in action....



Presentation checklist....



Have you clearly introduced your topic & identified your position or thesis?

Have you defined key terms & / or concepts for your audience?

Does your discussion logically proceed from this position / thesis statement?

Have you provided an in-depth view of the arguments/issues relating to their topic?

Does your conclusion clearly follow on from your discussion points?

Sentencing ...

Analysis of a sentence:

Waterhouse (2005) suggest neurological observations involving pupil reaction, limb response assessing for motor and sensory function, and the Glasgow Coma Scale or (GSC) to determine level of consciousness and will determine deterioration of cerebral dysfunction.

How might it be improved or clarified?

Sentencing ...

Reviewing the situation: grammar.

Subject-verb agreement



Waterhouse (2005) suggests **that** neurological observations involving pupil reaction, limb response assessing for motor and sensory function, and the Glasgow Coma Scale or (GSC) **should be implemented** to determine level of consciousness and ~~will determine~~ degree of deterioration of **in** cerebral dysfunction **function**.

Sentencing ...

Waterhouse (2005) suggests that neurological observations involving pupil reaction, limb response assessing for motor and sensory function, and the Glasgow Coma Scale (GSC) should be implemented to determine level of consciousness and degree of deterioration in cerebral function.

Is there anything else that needs doing to further enhance meaning?

References in Edited Books

(note some Text Books are edited books)

- Go to the UOW Library site
- Click on Referencing & Citing
- Click on the Tab Author-Date (Harvard)
- Look at **Chapter in an edited book**
- For the In-text reference/citation for a direct quote or a paraphrase
 - E.g. (Holland 2008, pp.45-46)

Chapters in an edited book

The Reference List

- Holland, K 2008a, 'Nursing and the context of care', in K Holland, J Jenkins, J Solomon & S Whittam (eds.), *Applying the Roper-Logan-Tierney model in practice*, Churchill Livingstone/Elsevier, Edinburgh, pp. ?-?.
- Holland, K 2008b, 'Controlling body temperature', in K Holland, J Jenkins, J Solomon & S Whittam (eds.), *Applying the Roper-Logan-Tierney model in practice*, Churchill Livingstone/Elsevier, Edinburgh, pp. ?-?.
- Note a / b depends on which one you cite first.
- Put the actual page numbers from start to finish of the chapter.

Next week, the case study: NMIH102 & NMIH104

A detailed account of a particular individual; clinical event; workplace procedure.

The *role* of the Nursing case study is to examine individual variations in patient populations and explore social impacts effecting health care management.

The *purpose* of the case study is to apply & review generalised theoretical principles in a specific context.

The *audience* is usually fellow professionals.

Questions?



Questions?

**Upcoming
assignments: NMIH101
essay**

*What aspect of academic
essay writing would you
like to focus on next
week?*

