

3981NRS

Informing Decision Making in Dementia Care

Semester 2 2009

Academic Organisation:	School of Nursing and Midwifery
Faculty:	Griffith Health
Credit point value:	10
Student Contribution Band:	National Priority Band
Course level:	Undergraduate
Campus/Location/Learning Mode:	Nathan / Off Campus / Print Materials Nathan / On Campus / In Person
Convenor/s:	Dr Ursula Kellett (Nathan) Dr Ursula Kellett (Nathan)
Enrolment Restrictions:	Nil
This document was last updated:	27 May 2009

BRIEF COURSE DESCRIPTION

This course is designed to promote greater competence, confidence and capability in clinical and moral decision making by health care professionals who work with clients who have dementia, and their families across a range of settings (community, acute care, and residential). Such care extends from initial diagnosis to end of life, as dementia is a life limiting condition. Care required for the person with dementia is complex and requires learners to engage in the application of research about moral, ethical and legal aspects of clinical practice. Because dementia may affect individuals from all groups in the community, this course will reflect an understanding of cultural safety for clients with dementia, and their families, from Aboriginal and Torres Strait Islander background and Culturally and Linguistically Diverse (CALD) backgrounds.

SECTION A – TEACHING, LEARNING AND ASSESSMENT

COURSE AIMS

Graduate nurses work in a variety of clinical settings. Consequently, this leading edge course is designed to promote greater competence, confidence and capability in decision making by graduate nurses who will work with clients who have dementia, and their families across a range of settings (community, acute care, and residential). Such care extends from initial diagnosis to end of life, as dementia is a life limiting condition. Care required for the person with dementia, and their families is complex and requires learners to engage in exploration and discussion about moral, ethical and legal aspects of clinical practice particularly as the disease results in the inevitable loss of decision making and communication ability of sufferers. Additionally, because dementia may affect individuals from all groups in the community, this course will reflect an understanding of cultural safety for clients with dementia, and their families, from Aboriginal and Torres Strait Islander background and Culturally and Linguistically Diverse (CALD) backgrounds.

This course will complement and extend knowledge presented by existing undergraduate courses at Griffith University such as 2973NRS Health Law and Ethics and 3979NRS Community Health.

Significantly, this course brings to fruition a strategic collaboration between stakeholders such as health care consumers with dementia and their families, a consortium of Australian universities (Griffith University, University of Wollongong and Queensland University of Technology) and industry partners (Hammond Care Group, *BlueCare*, *Uniting Care*, *RSL care*). The development of the course is funded by the Commonwealth Government under the auspices of the Eastern Australia Dementia Training and Study Centre, located in the School of Nursing and Midwifery at Griffith University (Nathan).

LEARNING OUTCOMES

Upon completion of this course students will be able to:

1. Explain current legal arrangements for a person with dementia to provide direction for their care, when they are no longer able to do this independently.
2. Outline assessment criteria that may be used to identify situation of abuse (physical, psychological or financial) of a person with dementia.
3. Describe how the use of theoretically based moral/ethical reasoning may be applied to the care of person with dementia, and support of the family.
4. Discuss controversial issues related to the person with dementia who has reached the terminal stage of the disease.
5. Discuss how selected evidence based research may inform the use of physical and pharmaceutical restraint for the management of challenging behaviours associated with dementia.

CONTENT, ORGANISATION AND TEACHING STRATEGIES

The course will be presented in classroom and external/off-campus modes, subject to student numbers. Students undertaking the course in external/off campus mode will use a paper based Study Guide, a textbook and access a dossier of reading materials via a dedicated Blackboard site.

The paper based study guide will present content that is organised into 3 modules. Each module will present specific learning objectives, an introduction to the module, set/pivotal readings and further suggested readings. Learning activities will be presented that encourage critical reflection. Complementing the study guide will be a course specific site on the 3981NRS Learning at Griffith website where students are able to view/listen to streamed media that provide enrichment of their learning experience. For example, streamed media will be used to present expert opinion and case scenarios that trigger reflection. Additionally, students will use this medium to link to key readings and relevant quality websites. The 3981NRS Learning at Griffith website will be developed to enable learners to engage in collaborative discussion with teaching staff and other learners via forums/on-line chat. Teaching staff will be available for consultation via telephone and e-mail.

Recommendations will be made to learners in the Contents Summary page regarding the time frame recommended for each module. Module content will be linked via an overarching model that presents the following key conceptual areas: Demography (ageing and dementia); Communication (loss of decision making abilities and subsequent challenges); Law; Ethics; Culture; Clinical Practice (challenges for practice); and Family (relationship centred care).

Students undertaking the on-campus mode of study will address similar content to that previously described and will attend lectures and tutorials. Tutorials will provide the opportunity to discuss important issues relevant to the course. On-campus learners will access required reading materials and streamed resources described above, via the set text book and the 3981NRS Learning at Griffith website.

Teaching and learning strategies in the course will contribute to the development of the following graduate skills:

- Effective communication (written)
- Effective communication (oral)
- Effective communication (interpersonal)
- Information literacy
- Problem solving
- Critical evaluation
- Work autonomously
- Work in teams
- Creativity and innovation
- Ethical behaviour in social / professional / work environments
- Responsible, effective citizenship

Contact Summary

It is expected that learners refer to the Course aims and objectives and link these to activities and required readings within the modules. Learners are expected to undertake all activities and set readings. Learners will be encouraged to explore optional readings and websites as these will enhance their understanding of the topic.

CONTENT SUMMARY

For a more detailed lecture schedule please see this course's [Learning@Griffith](#) website. *
Please refer to prescribed and recommended texts for full citations of readings towards the end of this course outline.

Topic	Module Content (off-campus students) Lecture Content (on-campus students)	Suggested Readings
1.	<p>MODULE 1: Clinical Decision Making</p> <p>LECTURE: [1] Overview of Course including Sabat</p> <p>[2] Impact of dementia - Increasing Vulnerability</p>	<p>Sabat, S. (2005). Capacity for decision-making in Alzheimer's disease: selfhood, positioning and semiotic people. <i>Australian and New Zealand Journal of Psychiatry</i>, 39, 1030 - 1035.</p>
2.	<p>MODULE 1: Clinical Decision Making</p> <p>LECTURE: Positioning Theory and Capacity for Decision making</p> <p>Tutorial: Assessment of Capacity to Consent</p>	<p>Alzheimer's Australia. (2005). <i>Legal Planning and Dementia Position Paper 5</i>. Retrieved October 22, 2007, from http://www.alzheimers.org.au/upload/LegalPlanning.pdf</p>
3.	<p>MODULE 1: Clinical Decision Making</p> <p>LECTURE: Ethical and Legal Principles and Clinical Decision Making</p> <p>Tutorial: Moral and Ethical Reasoning</p>	<p>Hughes, J., & Baldwin, C. (2006). Making moral decisions: From consequences, duties and principles to conscience. In <i>Ethical issues in dementia care</i> (pp. 15 -35). London: Jessica Kingsley Publishers.</p>
4.	<p>Reading Week: Clinical Decision Making and Professional Conduct</p> <p>Please read the prescribed readings related to this topic</p>	<p>Australian Nursing and Midwifery Council (2007). <i>Code of Ethics for Nursing in Australia</i>. Retrieved October 22, 2007, from http://www.anmc.org.au/docs/Publications/00254%20ANMC%20Ethics%20for%20web.pdf</p> <p>Australian Nursing and Midwifery Council (2007). <i>Code of Professional Conduct for Nurses in Australia</i>. Retrieved October 22, 2007, from http://www.anmc.org.au/docs/Publications/ANMC%20Professional%20Conduct.pdf</p>
5.	<p>MODULE 1: Clinical Decision Making</p> <p>LECTURE: Protective Legislation and SFN and Dementia</p> <p>Tutorial: Who Makes Decisions?</p>	<p>Williams, K. (2007). Who makes end of life decisions? <i>GP Review [Electronic Version]</i>, 11 pp.26 – 27, Retrieved October 22, 2007, from http://www.racgp.org.au/AM/Template.cfm?Section=March&Template=/CM/ContentDisplay.cfm&ContentID=15520</p> <p>Forbes, S., Bern-Klug, M., & Gessert, C. (2000). End-of-Life Decision Making for Nursing Home Residents with Dementia. <i>Journal of Nursing Scholarship</i>, 32(3), 251 – 25</p>

Topic	Module Content (off-campus students) Lecture Content (on-campus students)	Suggested Readings
		Adams, T., & Moyle, W. (2007). Transitions in Aging: A Focus on Dementia care Nursing. In M. McAllister (Ed.), <i>Solution Focused Nursing: rethinking practice</i> (pp. 154-162). Houndmills: Palgrave Macmillan.
6.	MODULE 2: Rights and Advocacy LECTURE: Rights, autonomy, advocacy, and informed consent Tutorial: Guardianships/Public Advocate	Field, J., & Garratt, S. (2004). Rights, regulation and aged-care practice. In R. Nay & S. Garratt (Eds.), <i>Nursing Older People: Issues and Innovations</i> (2nd ed., pp.74 - 88). Sydney: Churchill Livingstone
7.	MODULE 2: Rights and Advocacy LECTURE: Effect of Discrimination on PWD and family and culture Tutorial: Risk and QOL	Alzheimer's Australia NT. (2006). <i>Beginning the Conversation: Addressing Dementia in Aboriginal and Torres Strait Islander Communities</i> . Retrieved October 24, 2007, from http://www.alzheimers.org.au/upload/IndigenousForumReport.pdf National Health and Medical Research Council. (2006). <i>Keeping research on track: a guide for Aboriginal and Torres Strait Islander peoples about health research ethics</i> . Retrieved 23 October, 2007, from http://www.nhmrc.gov.au/publicaations/synopses/e65syn.htm Stein, I. (2004). Care of people from Indigenous and culturally diverse backgrounds. In R. Nay & S. Garratt (Eds.), <i>Nursing Older People: Issues and Innovations</i> (2nd ed., pp. 89 - 102). Sydney: Churchill Livingstone Working with Older People website (n.d.) <i>Overcoming Ageism</i> . Retrieved October 24, 2007, from http://www.workingwitholderpeople.edu.au/ViewPage.action?amp:languageId=1&contentId=-1&siteNodeId=136
8.	MODULE 2: Rights and Advocacy LECTURE: Relationship between rights, person centred and relationship centred care, risk and QOL Tutorial: Risk – keeping them safe	Nolan M., Davies S., Brown, J., Keady, J. & Nolan, J. (2004). Beyond 'person-centred' care: a new vision for gerontological nursing. <i>Journal of Clinical Nursing</i> . 13(3a), 45-53. Manthorpe, J. (2001). Ethical ideals and practice. In C. Cantley (Ed.), <i>A Handbook of Dementia Care</i> (pp. 186-198). Buckingham: Open University Press. Hughes, J., & Baldwin, C. (2006). Keeping them safe. In <i>Ethical issues in dementia care</i> (pp. 74 -93). London: Jessica Kingsley Publishers. Koch, S., Nay, R., & Wilson, J. (2006). Restraint removal: tension between protective custody and human rights. <i>International Journal of Older People Nursing</i> , 1(3), 151-158.
9.	MODULE 3: Ethical and Legal Decision Making LECTURE: Disclosure of the Dementia Diagnosis	Commonwealth Ombudsman Home page Retrieved 10 th January 2008, from http://www.comb.gov.au/commonwealth/publish.nsf/Content/home The Institute for Family Advocacy and Leadership Development (FALD) http://www.agedrights.asn.au/rights/faq.html

Topic	Module Content (off-campus students) Lecture Content (on-campus students)	Suggested Readings
	<p>Tutorial: Advanced Directives /Living Wills</p>	<p>The Public Advocate. Retrieved 17th January 2008 from, http://www.justice.qld.gov.au/guardian/pa.htm</p> <p>Queensland Government Department of Justice and Attorney-General (2007). <i>Guardianship</i>. Retrieved October 24, 2007, from http://www.justice.qld.gov.au/guardian/ag.htm</p> <p>Guardianship and Administration, Retrieved 17th January 2008, from http://www.justice.qld.gov.au/guardian/gaat/pdfs/brochure.pdf</p> <p>Alzheimer's Australia. (2006). <i>Decision making in advance: reducing barriers and improving access to advance directives for people with dementia</i>. Retrieved October 24, 2007, from http://www.alzheimers.org.au/upload/Decision_Making_in_Advance_May_2006.pdf</p>
10.	<p>MODULE 3: Ethical and Legal Decision Making</p> <p>LECTURE: Withdrawal of Life Sustaining Treatment</p> <p>Tutorial: Facilitating the Family Decision Making</p>	<p>Eggenberger, S., & Nelms, T. (2004). Artificial hydration and nutrition in advanced Alzheimer's disease: facilitating family decision-making. <i>Journal of Clinical Nursing</i>, 13, 661 - 667.</p> <p>Australian Government Department of Health and Ageing. (2006). <i>Guidelines for a Palliative Approach in Residential Aged Care/Prepared by Edith Cowan University</i>. Canberra: A.C.T. Retrieved October 29, 2007, from http://www.health.gov.au/internet/wcms/publishing.nsf/Content/palliative_care-pubs-workf-guide.htm</p>
11.	<p>MODULE 3: Ethical and Legal Decision Making</p> <p>LECTURE: Influence of Attitudes on Sexuality</p> <p>Tutorial : Prevention of Abuse</p>	<p>Preventing abuse of older people by family and friends. Retrieved 17th January from: http://www.elderabuse.org.au/prevent/principles.html</p> <p>Mott, S., & Kingsley, B. (2004). Dementia, mental health and issues of abuse in aged care. In R. Nay & S. Garratt (Eds.), <i>Nursing Older People: Issues and Innovations</i> (2nd ed., pp. 191-208). Sydney: Churchill Livingstone</p> <p>Perry, C., Lapid, M., & Richardson, J. (2007). Ethical Dilemmas with an Elderly Christian Scientist. <i>Annals of Long-Term Care</i>, 15(3), 29 - 34.</p>
12.	<p>MODULE3: Ethical and Legal Decision Making</p> <p>LECTURE: Consent and Treatment and Research</p> <p>Tutorial: Not for Resuscitation Orders</p>	<p>Hughes, J., & Baldwin, C. (2006). Concerned to Treat. In <i>Ethical issues in dementia Care</i> (pp. 55 - 73). London: Jessica Kingsley Publishers.</p> <p>Ashby, M., & Mendelson, D. (2004). Gardner; re BWV: Victorian Supreme Court Makes landmark Australian ruling on tube feeding. <i>Medicine and the Law</i>, 181(8), 442-445.</p> <p>Hughes, J., & Dove, P. (2006). The ethics of end-of-life decisions in severe dementia. In J. Hughes (Ed.), <i>Palliative Care in Severe Dementia</i> (pp. 45 - 54). London: Quay Books.</p>
13.	<p>Summary and conclusions</p> <p>Student Participation /Evaluation</p>	

ASSESSMENT

Summary of Assessment

For more detail, please see this course's [Learning@Griffith](#) website. In particular, please note submission due dates and times for assignment pieces.

NB To pass this course students must:

[a] Submit all assessment items [b] Achieve a cumulative mark of 50% or higher.

Item	Assessment Task	Length	Weighting	Total Marks	Relevant Learning Outcomes	Due Day and Time
1.	Presentation	20 mins	40%	40	1-5	TBA
2.	Essay	3000 words	50%	50	1-5	TBA
3.	Participation/reflective exercise	One A4 page for <u>each</u> of the 3 modules	10%	10	1-5	TBA

Assessment Details

Assessment 1: Presentation

Students are provided with a list of possible presentation topics (see Learning @Griffith website). Students are asked to research the topic and develop a presentation of up to 15 slides (approximately 20 minutes duration) using *Powerpoint* or OHP (overhead projector).

On-campus students are to present their presentation in class time during the week(s) allocated for presentations. The presentation may be presented by a small group of students. Where a group presentation takes place, all students within each group must sign a document stating their contribution to the presentation.

Off-campus students are to provide a disk/CD copy of their individual presentation plus a hard copy of their notes in dot point format.

All presentations should be accompanied by a reference list.

Assessment 2: Essay

Students select one of a possible two essay topics. The essay is designed to guide students to discuss clinical and moral decision making issues in dementia care explored within this course. The essay will be due towards the end of the course in order to stimulate learning, and assess students' academic strengths and weaknesses.

Assessment 3: Participation/Reflective Assessment

On-campus students are marked on their tutorial participation.

Off-campus students are to submit *one A4 page* for each of the 3 modules that outlines their reflections on the learning material presented in their Study Guide and Readings. This assessment provides the lecturer with the opportunity to evaluate the engagement of off-campus students with the course material.

Student may present their reflections in whatever format they choose. For example, writing, drawing, painting, collage etc. If selecting another option other than writing, a commentary of what this presents in terms of their thinking relevant to the course material should be submitted.

All items of assessment must be submitted to gain a PASS grade for this Course.

Further details of assessment requirements and the marking criteria can be seen on the Learning@Griffith website for this course and additional information at the end of this course outline.

Return of Assessment Items

For on-campus students, assessment items will be available for review or collection during the Course Convenor's student consultation time (see Learning@Griffith for details). Students may only collect their own assessment items. Assessments may be posted back to students when a self-addressed stamped A4 envelope is provided. The course convenor is not responsible for non-delivery of mail. Off-campus students' assessment items are posted to, and returned from, the On-Campus Assignment Handling service.

Notification of Availability of Feedback on Assessment

Students may make an appointment to discuss feedback on assessment items within two weeks of return of the assessment item.

GRADUATE SKILLS

The [Griffith Graduate Statement](#) states the characteristics that the University seeks to engender in its graduates through its degree programs. The following grid summarises how this course contributes to the development of all or some of these graduate skills.

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity and innovation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Responsible, effective citizenship	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TEACHING TEAM

Convenor Details	Nathan
Campus Convenor	Dr. Ursula Kellett
Email	u.kellett@griffith.edu.au
Office Location	Nathan N48 2.13
Phone	07 373 55227
Fax	07 373 55431
Consultation times	See Learning@Griffith for this information

Additional teaching team members

Invited guest speakers who are expert practitioners from a variety of disciplines will present selected lectures. This will provide students with access to information that addresses cutting edge challenges and issues as they relate to clinical and moral decision making in the care of people with dementia, and their families.

COURSE COMMUNICATIONS

Students may contact the convenor during scheduled student consultation times. Alternatively, another time may be organised to suit both parties. Email and phone contact are other alternate means of contact.

Students are expected to regularly check the course's 3981NRS Learning at Griffith announcement page at least weekly for messages, as this will be the primary means for communication other than face-to-face contact.

Each student will need a computer and access to 3981NRS [Learning@Griffith](#). All students will be able to communicate regularly with the course convenor. Students are expected to check the discussion board at least once a week for lecture notes, resources and communications.

TEXTS AND SUPPORTING MATERIALS

All students require access to the following prescribed textbook:

Nay, R. & Garratt, S. (Eds.), (2004) *Nursing Older People: Issues and Innovations* (2nd ed.). Sydney: Churchill Livingstone.

All on- campus/internal and off-campus/external students require access to the following Griffith University Website:

Learning at Griffith

Off-campus/external students are provided with:

3981NRS Informing decision making in dementia care Study Guide

All on-campus/internal and off-campus/external students require access to a personal computer with Internet connection. For further information about accessing resources at Griffith University please visit the following website: <http://www.griffith.edu.au/ins/remotearchive/vlink/>

SECTION B – ADDITIONAL COURSE INFORMATION

Referencing

Students are required to use referencing according to the American Psychological Association's (APA) format, 5th edition.

American Psychological Association. (2001). Publication manual of the American Psychological Association (5th Ed.). Washington, D.C: American Psychological Association.

Assignment Management

Students are requested to keep a copy of all assessment items and to send a disk/CD copy of all assignments along with a hard copy where requested.

Assignment Extensions

Extension to assignment due dates will only be granted after discussion with the Course Convenor. Students are to request an extension before the due date. Extensions must be in writing and countersigned by the Course Convenor.

Late submission of assignments without approval from the Course Convenor will attract a penalty of 10% each day the assignment is overdue. After 5 days the assignment will be returned unmarked and a mark of 0% will be recorded.

If a long extension is necessary or other circumstances affect the assignment students may submit a request for special consideration.

Course Evaluation

A course evaluation will be organised at the end of the teaching semester. On-campus students will be asked to fill out the evaluation questionnaire in class or on-line. Off-campus students will be invited to provide comment on-line.

The Course Convenor urges all students to provide comment. Valuable student evaluative comments will assist in providing guidance for course development in future years. Thank you for your participation in advance.

SECTION C – KEY UNIVERSITY INFORMATION

ACADEMIC MISCONDUCT

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
 1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
 2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
 - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
 - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
 3. duplication of the same or almost identical work for more than one assessment item;
 4. copying ideas, concepts, research data, images, sounds or text;
 5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
 6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
 7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the following web sites for further details:

[Institutional Framework for Promoting Academic Integrity among Students](#)
[Academic integrity for students](#)

PLAGIARISM DETECTION SOFTWARE

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

HEALTH AND SAFETY

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from
http://www.griffith.edu.au/hrm/health_and_safety/

Information about Laboratory safety can be obtained from
http://www.griffith.edu.au/ots/secure/health/content_labsafety.html

KEY STUDENT-RELATED POLICIES

All University policy documents are accessible to students via the University's Policy Library website at: www.griffith.edu.au/policylibrary. Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

UNIVERSITY SUPPORT RESOURCES

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit www.griffith.edu.au/cuse

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.