School of Nursing

NMIH325: Community Development Nursing: Theory and Practice

Subject Outline
Spring, 2017
On Campus
Wollongong

Subject Information
Credit Points: 6
Pre-requisite(s): Nil
Co-requisite(s): Nil
Restrictions: Bachelor of Nursing (Conversion)(860 or HK860) only
Contact Hours: 4 x 4 hr tutorials & 4 hrs per week online contact

Subject Contacts
Subject Coordinator/Lecturer
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Location: Campus Bld 41, Room 108
Telephone: 61 2 4221 3337
Email: sarah.tillott@uow.edu.au
Consultation mode and times: Refer to NMIH325 Moodle site for consultation times

Student Support and Advice
For general enquiries please contact StudentHub 41
Location: 41.138B
Telephone: 61 2 4221 3492
Email: smah-students@uow.edu.au
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Section A: General Information

Subject Learning Outcomes

On completion of this subject, students should be able to:

1. discuss the philosophy of primary health care; discuss the cost effectiveness of health promotion;

2. describe the role and functions of the nurse engaged in health promotion, community development and health teaching in a variety of contexts;

3. demonstrate health teaching skills related to one-to-one and small group interactions;

4. critically evaluate factors that facilitate and inhibit the processes of health promotion, community development and learning;

5. discuss the major issues which are impacting on global health;

6. demonstrate an understanding of the influence of culture and diversity on individual health, family health, community health and provision of health services.

Subject Description

This subject will focus on the role of nurses as community educators to optimise the independence of people with health care issues. It recognises that nursing practice within the community epitomises primary nursing in its most independent form. The Primary Health Care nursing approach incorporates the philosophies of primary health care, which relate to equity, social justice, community development, community involvement and cultural sensitivity. Community development services are a growing area of nursing involvement in response to UNICEF and the World Health Organisation urging countries to approach the notion of 'Health for All Beyond 2000’. This goal is based on building healthy public policy; creating supportive environments; strengthening community action; developing personal skills and reorienting health services. Current topical issues are addressed in this subject.

Lecture, Tutorial, Laboratory Times

All timetable information is subject to variation. Check latest timetabling information on the ‘Current Student' webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.


Timetable information can be accessed from http://www.uow.edu.au/student/timetables/info/index.html

Key University Dates can be accessed from http://www.uow.edu.au/student/dates/index.html

Readings, References and Materials

Prescribed Textbooks

It is expected that students will purchase the following text.

Keleher, H & Macdougall, C 2016, Understanding health, 4th edn, Oxford University press, South Melbourne, Australia.

Prescribed Readings (includes eReadings)

Nil

Materials

Nil

Recommended Additional Readings
Additional references that complement the prescribed readings and textbooks are available to students via the eLearning site for this subject.

Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

**Recent Changes to this Subject**
Nil

**Inherent Requirements**
Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit.

Further information on Inherent Requirements can be found on the following link on the UOW School of Nursing webpage:

**List of Topics Covered**
The following are examples of the topics to be covered in this course. This is not an exhaustive list and will be subject to change.

<table>
<thead>
<tr>
<th>Diversity of Australian culture.</th>
<th>Aboriginal and Torres Strait Islander people and primary health care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notifiable diseases, immigration health issues.</td>
<td>Health promotion and education at a beginning level: Local; Aboriginal and Torres Strait Islander; national (urban, rural and remote) and at a global level.</td>
</tr>
<tr>
<td>Diversity and cultural issues.</td>
<td>Screening, immunisation, travel health.</td>
</tr>
<tr>
<td>Health care policy.</td>
<td>Common-good versus individualism and paternalism.</td>
</tr>
<tr>
<td>Public and Environmental (General) Health Regulations 2006.</td>
<td>Millennium Development Goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Epidemiology.</th>
<th>National health priorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between health promotion and health education.</td>
<td>Teaching/learning methods, skills and strategies.</td>
</tr>
<tr>
<td>Implications of government policy.</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary health care.</th>
<th>Philosophy of primary care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health education and promotion for individuals and communities (rural and urban, workplace and school).</td>
<td>Promoting health and well-being in urban, rural and remote areas.</td>
</tr>
<tr>
<td></td>
<td>Immunology.</td>
</tr>
<tr>
<td>Assess, plan and evaluate a learning opportunity.</td>
<td>Demonstrate teaching skills related to one-to-one and small group interactions.</td>
</tr>
<tr>
<td>Media resources.</td>
<td>Alcohol and health promotion.</td>
</tr>
<tr>
<td>Education for health, role and functions in health promotion.</td>
<td>Empowerment of the patient/client by providing information.</td>
</tr>
<tr>
<td>Community development and teaching.</td>
<td>Travel health.</td>
</tr>
<tr>
<td>Mental health first aid.</td>
<td>Empowerment.</td>
</tr>
<tr>
<td>Development of community as a resource.</td>
<td>Safety-barriers to health education and promotion (cultural, familial, occupational and industrial, etc.).</td>
</tr>
</tbody>
</table>

A Timetable of Topics will be available from the eLearning site in week 1 of session.
Section B: Assessment

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Form of Assessment</th>
<th>Due Date</th>
<th>Return/Feedback Due Dates</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Assignment</td>
<td>Thursday 31st August, 23:55hrs (Week 6)</td>
<td>21/09/2017</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Group presentation in class</td>
<td>Week 8 or Week 9</td>
<td>Within 21 days of presentation date</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Exam</td>
<td>UOW Exam Period</td>
<td>Release of results</td>
<td>40%</td>
</tr>
</tbody>
</table>

Total Marks

100%

Details of Assessment Tasks

Specific details about each assessment and the explicit marking criteria used to assess them will be available in the eLearning space for this subject by the first day of session.

Assessment 1 Assignment
Due date Thursday 31st August, 23:55hrs (Week 6)
Weighting 40%
Submission Submit an electronic copy of your assignment via upload to eLearning
Type of Collaboration Individual Assessment
Length 2000 words
Details Specific details about this assessment task are available in eLearning
Style and format Essay
Subject Learning Outcomes 1-4
Marking Criteria The marking criteria for this assessment task are available in eLearning

Assessment 2 Group in class presentation
Due date Week 8 or Week 9
Weighting 20%
Submission Submit an electronic copy of your assignment via upload to eLearning
Type of Collaboration Individual Assessment / Group Project
Details Specific details about this assessment task are available in eLearning
Subject Learning Outcomes 3,4,6
Marking Criteria The marking criteria for this assessment task are available in eLearning (delete if not applicable eg. for quizzes or exams)

Assessment 3 Exam
Due date UOW Exam Period
Weighting 40%
Submission Exam papers and answers must be submitted at the conclusion of the exam.
Type of Collaboration Individual Assessment
Details Specific details about this assessment task are available in eLearning
Style and format Exam
Subject Learning Outcomes 1-4
Marking Criteria The marking criteria for this assessment task are available in eLearning (delete if not applicable eg. for quizzes or exams)
Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- attempt all assessment tasks
- receive a mark of 45% or more in the final exam
- meet the minimum Attendance and Participation requirements set out below.

Minimum Student Attendance and Participation:

It is expected that students will allocate 12 hours per week to this subject, including any required class attendance, completion of prescribed readings and assessment tasks.

Students’ attendance is required for all tutorial classes. In exceptional circumstances, absence from one tutorial for the subject may be accommodated without penalty. Absences exceeding one (1) tutorial will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Scaling:

Scaling will not occur in this subject.

Late Submission:

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage: http://www.uow.edu.au/student/central/academicconsideration/index.html

Students who have an active Reasonable Adjustment should contact the Subject Coordinator to request an extension on an assessment task. An extension can only be granted on formal request by the student and if the Reasonable Adjustment includes the provision of a possible extension for assessment tasks. If the provision of an extension is not included in the Reasonable Adjustment or if the circumstances affecting the student do not relate to the condition set out in the Reasonable Adjustment the student should apply for an Academic Consideration (see above).

Late Submission Penalty:

Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is: the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:

- Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as
per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

Supplementary Assessments
Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

Students can log on to SOLS and click on the link titled “Supplementary Assessment” to view any applicable offers. Further information about Supplementary Assessments is available at: http://www.uow.edu.au/student/exams/suppassess/index.html

System of Referencing Used for Written Work
The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assignment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: http://uow.libguides.com/refcite

Submission of Assignments
Assignments are to be submitted via drop box in the eLearning site.

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Assessment Return
Once your assignment has been marked and your Subject Coordinator releases results for the assessment you will be able to access feedback on your assignment within the assessment submission page on the Moodle site for this subject. This will include feedback within the marking guide, feedback comments and feedback files (where applicable) that provide you with your markers feedback on your written work. You will receive an automated notification that your assignment results are available for download / review within Moodle.

You can access feedback on your marked assignment on the Assignment submission page, when marks and feedback have been released to students, please note that the Feedback section appears at the bottom of the page.

Your final mark in the assessment task will be posted within SOLS.

Feedback on quizzes, examinations and /or presentations:
Contact your lecturer/tutor/subject coordinator if you would like feedback on your assessment. In accordance with University Policy marked assignments will usually only be held for 21 days after the
declaration of marks for that assignment.

Section C: General Advice

Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

Student Consultation and Communication

University staff receive many emails each day. In order to enable them to respond to your emails appropriately and in a timely fashion, students are asked to observe basic requirements of professional communication.

*Please ensure that you include your full name and student number and identify your practical class or tutorial group in your email so that staff know who they are communicating with and can follow-up personally where appropriate.*

Consider what the communication is about

- Is your question addressed elsewhere (e.g. in the subject outline or, on the eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?

Specific email subject title to enable easy identification of issue

- Identify the subject code of the subject you are enquiring about (as staff may be involved in more than one subject) put this in the email subject heading. Add a brief, specific query reference after the subject code where appropriate.

Professional courtesy

- Address the staff member appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid ‘text-speak’ abbreviations), correct grammar and correct spelling.
- Be respectful and courteous.
- Allow 3 – 4 working days for a response before following up. If the matter is legitimately urgent, you may wish to try telephoning the staff member (and leaving a voicemail message if necessary) or inquiring at the School Office.

eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf

Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.
Extraordinary Changes for the Subject after Release of the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the proposed amendment, prior to the amendment being finalised.

Learning Analytics

Data on student performance and engagement (such as Moodle and University Library usage, task marks, use of SOLS) will be available to the Subject Coordinator to assist in analysing student engagement, and to identify and recommend support to students who may be at risk of failure. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to http://www.uow.edu.au/dvca/bala/analytics/index.html

The Assessment Quality Cycle

The Assessment Quality Cycle provides a level of assurance that assessment practice across the University is appropriate, consistent and fair.

Assessment Quality Cycle Activities are undertaken to contribute to the continuous improvement of assessment and promote good practices in relation to the:

a. design of the assessment suite and individual assessment tasks;
b. marking of individual assessment tasks;
c. finalisation of subject marks and grades; and
d. review of the subject prior to subsequent delivery

Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Academic Integrity Policy

The full policy on Academic Integrity Policy is found in the Policy Directory on the UOW website.

"The University's Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University."
Student Academic Complaints Policy (Coursework or Higher Degree Research)
In accordance with the Coursework Student Academic Complaints Policy, a student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student’s right to appropriate and useful feedback on their performance in an assessment task. Refer to the Coursework Student Academic Complaints Policy for further information.

Student Support Services and Facilities
Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Careers and Jobs”. http://www.uow.edu.au/student/services/index.html

Student Etiquette
Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at http://www.uow.edu.au/student/elearning/netiquette/index.html
### UOW Grade Descriptors

The University of Wollongong Grade Descriptors are general statements that describe student performance at each of the University's grade levels.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark %</th>
<th>Descriptor</th>
</tr>
</thead>
</table>
| High Distinction HD | 85-100 | A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable):  
• consistent evidence of deep and critical understanding  
• substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches  
• critical evaluation of problems, their solutions and their implications  
• use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work  
• creativity in application as appropriate to the discipline  
• eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline  
• consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy  
• all or almost all answers correct, very few or none incorrect |
| Distinction D   | 75-84  | A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable):  
• evidence of integration and evaluation of critical ideas, principles, concepts and/or theories  
• distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts  
• demonstration of frequent originality in defining and analysing issues or problems and providing solutions  
• fluent and thorough communication of information and ideas in terms of the conventions of the discipline  
• frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy  
• most answers correct, few incorrect |
| Credit C        | 65-74  | A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable):  
• evidence of learning that goes beyond replication of content knowledge or skills  
• demonstration of solid understanding of fundamental concepts in the field of study  
• demonstration of the ability to apply these concepts in a variety of contexts  
• use of convincing arguments with appropriate coherent and logical reasoning  
• clear communication of information and ideas in terms of the conventions of the discipline  
• regular application of appropriate skills, techniques and methods with high levels of precision and accuracy  
• many answers correct, some incorrect |
| Pass P           | 50-64  | A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable):  
• knowledge, understanding and application of fundamental concepts of the field of study  
• use of routine arguments with acceptable reasoning  
• adequate communication of information and ideas in terms of the conventions of the discipline  
• ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy  
• a combination of correct and incorrect answers |
| Fail F            | <50    | A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.                                                                                                                                            |
| Technical Fail TF|        | A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.                                        |
| Satisfactory S   |        | A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.                                                                                                                                   |
| Unsatisfactory U |        | An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.                                                                                                                                |
| Excellent E      |        | An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.                                                      |

More details on UOW Grade descriptors can be found on the following link

University Policies

Students should be familiar with the following University policies:

a. Code of Practice – Teaching and Assessment

b. Code of Practice – Research, where relevant

c. Code of Practice – Honours, where relevant

d. Student Charter

e. Academic Integrity and Plagiarism Policy

f. Student Academic Consideration Policy – for offshore students please refer to the Academic
   Consideration Application Procedure in the Student Handbook

g. Course Progress Policy

h. Academic Complaints Policy (Coursework and Honours Students)

i. Inclusive Language Policy

j. Workplace Health and Safety, where relevant

k. Children in the Workplace and Study Environment Policy

l. Intellectual Property Policy

m. IP Student Assignment of Intellectual Property Policy, where relevant

n. Human Research Ethics Guidelines, where relevant

o. Animal Research Guidelines, where relevant

Version Control Table

<table>
<thead>
<tr>
<th>Version Control</th>
<th>Release Date</th>
<th>Author/Reviewer</th>
<th>Approved By</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20170531</td>
<td>Sarah Tillott – Subject Coordinator</td>
<td>Lia Gasparro – Teaching &amp; Learning Officer</td>
<td>Final BIOL325 Spring 2017, Subject Outline</td>
</tr>
</tbody>
</table>