

*Graduate School of Nursing, Midwifery & Health
Course Outline*

HEAL 512

**Practicum
Allied Mental Health**

**Course Co-ordinator:
Margaret Pack**

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

Produced by the Graduate School of Nursing, Midwifery & Health,
81 Fairlie Terrace, Kelburn, Wellington 6021.

© Graduate School of Nursing, Midwifery & Health - December 2007

STAFF TEACHING IN THIS COURSE

PROGRAMME CO-ORDINATOR

Name: Margaret Pack

PhD MA(Applied in Social Work) MANZASW Registered Social Worker

Lecturer

Ph: 04 463 5993 or 0800-108-005

Email: margaret.pack@vuw.ac.nz

TEACHING TEAM

Name: Keziah McNamara

B.Applied Sc(OT), M.O.T, NZROT

Lecturer

Email: keziah.mcnamara@vuw.ac.nz

SCHOOL ADMINISTRATOR

Name: Chris Fox

Ph: 04 463-6647

Email: chris.fox@vuw.ac.nz

CONTACT DETAILS

POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health
Victoria University of Wellington
P O Box 600
Wellington 6140

PHYSICAL ADDRESS

The Fieldhouse Centre
Victoria University of Wellington
81 & 83 Fairlie Terrace
Kelburn
Wellington 6021

Phone: (04) 463-5363 or
0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: nmh@vuw.ac.nz

Web site: <http://www.victoria.ac.nz/nmh>

Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 3 January 2008 and close on Tuesday 23 December 2008.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools.

COURSE DESCRIPTION

This course integrates with HEAL 521 Allied Mental Health Practice to build on previous qualifications and experience to further the clinical development of occupational therapists and social workers in the specialty area of mental health. It will focus on a recovery approach.

This course is funded by The Clinical Training Agency as part of the Postgraduate Certificate in Health (Allied Mental Health). It has been developed to meet the CTA Specification for Allied Health First Year of Mental Health Practice, 2003.

A copy of this specification is available on the Ministry of Health website:

<http://www.moh.govt.nz/moh.nsf/indexmh/cta-specifications#AlliedHealth>

COURSE AIMS

In this course students will:

- extend their practice skills and knowledge
- enhance the quality of their practice through the use of critical reflective skills in the application of mental health knowledge and theory to practice
- develop lifelong learning skills as adult learners.

COURSE OBJECTIVES

Students will develop skills and apply their knowledge of mental health practice through a range of clinical experiences to:

- critically reflect on their clinical experiences
- develop and utilise an individual learning contract to advance their professional practice
- critically explore the practice environment including the social, policy, organisational and multidisciplinary contexts
- integrate professional, ethical, and legal standards within their practice
- apply culturally safe practice
- effectively utilise evidence-based practice and best-practice guidelines
- develop an awareness of how the principles of the Treaty of Waitangi underpin mental health practice
- develop effective collaborative working/therapeutic relationships with tangata whaiora/consumers and whanau/family.

COURSE CONTENT

Practicum (HEAL 512) and Allied Mental Health Practice (HEAL 521) together constitute the *Postgraduate Certificate in Health (Allied Mental Health)*. The delivery of the programme utilises a Problem-Based Learning approach in which students will be challenged to explore stimulus material designed to simulate the real world complexity of clinical practice in mental health settings.

Practicum (HEAL 512) integrates with Allied Mental Health Practice (HEAL 521) by extending students' mental health knowledge and experience through critically reflecting on their practice. Wherever practicable, clinical experience will be concurrently related to the Learning Packages being explored within the coursework of HEAL 521. This process facilitates the integration of knowledge with practice.

Teaching, assignments and discussions with your peers are all conducted on Blackboard. It is important that students access it regularly. The Programme Co-ordinator will discuss this more at the 1st School. The Blackboard forum simulates the classroom in this programme, with students being expected to actively engage in the process of researching and contributing, both for their own learning and of the others in their group. Much like when attending a classroom, a certain amount of time reading and researching will be necessary to make relevant contributions to the discussions.

Schools are shared with HEAL 521 and provide additional learning resources through multidisciplinary guests, discipline-specific experts, and networking opportunities. Students will be expected to present a case review during the 2nd School.

PRE-READINGS

Mental Health Commission. (2003). Service users discuss mental illness and recovery [VHS video]. Wellington: Author.

RECOMMENDED READING/TEXT

General

- Andrews, G., & Oakley-Brown, M. (Eds.). (2004). *Management of mental disorders* (New Zealand ed.). Darlington: World Health Organization Collaborating Centre for Mental Health & Substance Abuse.
- Fook, J., Ryan, M., and Hawkins, L. (2000). *Professional expertise: Practice, theory and education for working in uncertainty*. London: Whiting and Birch Limited
- Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford University Press.
- Saleeby, D. (Ed.) (2002) *The strengths perspective in social work practice*. (3rd Ed). Boston, MA: Allyn and Bacon

Social Work

- Austrian, S. G. (2000). *Mental disorders, medications, and clinical social work*. (2nd ed.). New York: Columbia University Press.
- Bentley, K. J. (Ed.). (2002). *Social work practice in mental health: Contemporary roles, tasks, and techniques*. Pacific Grove, CA: Brooks/Cole.
- Fook, J and Pease, B. (Eds.). (1999). *Transforming social work practice: Post-modern critical perspectives*. New South Wales: Allen and Unwin.
- Napier, L. And Fook, J. (Eds). 2001. *Breakthroughs in practice: Theorising critical moments in social work*. London, Whiting and Birch.

Occupational Therapy

- Creek, J. (Ed.). (2002). *Occupational therapy and mental health*. (3rd ed.). Edinburgh: Churchill Livingstone.
- Long,C and Cronin-Davis (Eds). (2006). *Occupational Evidence in practice for mental health*. Edinburgh:Blackwell Publishing.

Ready access to the following is recommended:

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th Edition, Text Revision). Washington, DC: Author.
- Cole, M.B. (2005). *Group dynamics in Occupational Therapy: The theoretical basis and practice application of group intervention*. (3rd ed). NJ: Slack Incorporated.
- Hemphill-Pearson, B.J. (1999). *Assessments in Occupational Therapy mental health: An integrative approach*. NJ: Slack Incorporated.

- King,R., Lloyd, C., and Meekan, T. (Eds). (2007). *Handbook of psychosocial rehabilitation*.

Melbourne:Blackwell Publishing.

Mental Health (Compulsory Assignment and Treatment) Act. (1992).

Ministry of Health. (2000). *Guidelines to the Mental Health (Compulsory Assignment and Treatment) Act 1992.* Wellington: Author.

Ministry of Health. (1997). *The national mental health standards.* Wellington: Author.

Mental Health Commission. (2002). *Review of the implementation of the Privacy Act 1993 and the Health Information Privacy Code 1994 by District Health Boards' Mental Health Services.* Wellington: Author.

Mental Health Commission. (2001). *Recovery competencies for New Zealand mental health workers.* Wellington: Author.

National Mental Health Workforce Development Co-ordinating Committee. (1999). *A competency framework for the mental health workforce.* Wellington: Author.

New Zealand Association of Social Workers (1993). *Code of ethics.* Auckland: Author.

New Zealand Association of Social Workers (1993). *Competent Social Work practice: A handbook for members of NZASW.* Auckland: Author.

New Zealand Occupational Therapy Board (2004). *Code of ethics for Occupational Therapy Services.* Wellington: Author.

New Zealand Occupational Therapy Board (2004). *Competencies for registration as an Occupational Therapist.* Wellington: Author.

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week.

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course students are required to:

- attend all Schools - unless under special circumstances prior arrangements have been made with the Programme Co-ordinator
- submit and pass all pieces of assignment
- complete presentations to your colleagues and peers in the Schools
- complete clinical and cultural safety supervision to ensure cultural safety in practice and preceptoring
- participate in on-line discussion and complete assignments on Blackboard
- complete 900 mental health clinical hours

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage at:

http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

ETHICAL CONSIDERATIONS

At all times students must act within the boundaries of professional Codes of Conduct, relevant legislative frameworks and the governance, rules and contracts of their employing organisation. Further information with regard to student's ethical responsibilities and relevant templates can be accessed on the Blackboard site or will be provided in class.

SCHOOL CATERING

The Graduate School will provide a **light snack for lunch** while students are attending Schools, and tea & coffee for morning and afternoon break. While we try to cater for the majority of students please feel free to bring your own supplies if your needs are not being met.

During the lunch breaks you may wish to investigate a variety of student cafes within walking distance on campus and several cafes at Kelburn shops approximately 10 mins walk from the School.

COURSE TIMETABLE

WEEK STARTING Monday	DATES	EVENT
4 February	6 February	Waitangi Day
11 February		
18 February		
25 February	25 - 28 February	1st School - Wellington
3 March		
10 March		
17 March	21 March	Good Friday
24 March	24 March 25 March	Easter Monday VUW holiday
31 March	31 March	HEAL 512 Assignment 1: Practicum Learning Contract due
7 April		
14 April		
21 April	25 April	ANZAC Day
28 April		
5 May		
12 May		
19 May		
26 May		
2 June	2 June	Queens Birthday
9 June		
16 June		
23 June		
30 June		
7 July		
14 July		
21 July	23-25 July	2nd School (Auckland TBC)
28 July		HEAL 512: Clinical Case Review due (Auckland School)
4 August	4-6 August	2nd School (Wellington) HEAL 512: Clinical Case Review due (Wellington School)
11 August		
18 August		
25 August		
1 September		
8 September		
15 September		
22 September		
29 September		
6 October		
13 October		
20 October	24 October	HEAL 512 Assignment 3: Practicum Supervision Evaluation due
27 October	27 October	Labour Weekend

SCHOOL TIMETABLE

You'll need to attend the 1st School at Victoria University of Wellington and the 2nd School in either Wellington or Auckland depending on student enrolments. Venue for Auckland and School timetables will be confirmed prior to the Schools commencing.

1ST SCHOOL

Dates: Monday 25, Tuesday 26, Wednesday 27 & Thursday 28 February 2008

Times: 0900 - 1700 (timetable will be confirmed prior to School commencing)

Venue: Room 203, 83 Fairlie Tce, Kelburn, Wellington

2ND SCHOOL (AUCKLAND LOCATION)

Dates: Wednesday 23, Thursday 24 & Friday 25 July 2008

Times: 0900 - 1700 (timetable and venue will be confirmed prior to School commencing)

Venue: TBC

2ND SCHOOL (WELLINGTON LOCATION)

Dates: Monday 4, Tuesday 5 & Wednesday 6 August 2008

Times: 0900 - 1700 (timetable will be confirmed prior to School commencing)

Venue: 83 Fairlie Tce, Kelburn, Wellington

BLACKBOARD INFORMATION AND DISCUSSION BOARD TIMETABLE

The course HEAL 521 (Allied Mental Health Practice), has a web-page within BlackBoard with information on HEAL 512 (Practicum) included. The web-page contains external links, the enclosed Course Outlines and on-line Discussion Boards. It is this discussion forum that students will be posting their contributions to several times a week throughout the programme.

The following software, which is necessary for using material on BlackBoard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher(v. 7.1 recommended)
- OR Microsoft Internet Explorer v. 6.x or higher
- Microsoft Viewers
- Adobe Acrobat Reader
- WinZip
- QuickTime
- Microsoft Media Player 9
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Students need to be able to access BlackBoard on **Monday 11 February 2008**. However, student access will be limited to guest access until enrolment is complete.

The SCS pamphlet enclosed explains BlackBoard and access in detail. While there will be a session about BlackBoard at the Wellington School on **25-28 February 2008** you will need to familiarise yourself with BlackBoard from **11 February** and bring any questions you may have to the School.

To access BlackBoard once enrolment is complete:

- Open your Internet browser and go to the Victoria University BlackBoard Homepage at: <http://blackboard.vuw.ac.nz>
- Click on Login to go to the login screen
- Type your SCS username in the field labelled USERNAME. You may find your username in the confirmation of study sheet. It is usually made up of 6 letters of your last name and 4 letters of your first name. Ring 04 463 5050 if you have any difficulties with this or contact 0800VIC or 0800 108 005 and ask to be transferred to ITS helpdesk.
- Enter your password in the PASSWORD field. Your initial password is your Student ID number
- Click on login and your personal BlackBoard page will open

Using guest access:

Students who are accessing Blackboard as guests need to go to <http://blackboard.vuw.ac.nz/> and click on the Course Catalogue button, instead of the Login button. Then they need to search for the course using the "Search for a Course" field. Click on HEAL 521.

HEAL 521 On-line Discussion Board Timetables

During the initial weeks of the programme the HEAL 521 Discussion Board will provide a forum for learning about BlackBoard and for introductions of staff and students.

Week Beginning	Topic
Monday 11 February	Negotiating Blackboard/Introductions
Monday 18 February	Service users video
Monday 25 February - November 2007	Problem-Based Learning Packages as set out below

Problem-Based Learning Packages

From 25 February 2008 the discussion on BlackBoard will be designed around four Problem-Based Learning (PBL) packages each of which run over four to six weeks. The first week will begin at the Wellington School. The Problem-Based Learning approach used in this programme will be fully explained at the Residential School. Each week new information is provided on the HEAL 521 BlackBoard site for the learning package and is timetabled as follows:

Learning Package One 25 February – 7 April 2008	Learning Package Two 28 April – 8 June 2008
Learning Package Three 21 July – 31 August 2008	Learning Package Four 8 September – 19 October 2008

SUPERVISED CLINICAL PRACTICE

Students will be facilitated by their clinical supervisor and academic staff to develop individually tailored learning goals in negotiation with their clinical supervisor, cultural supervisor/s, preceptors, and workplace. The process to meet and evaluate these needs is structured through a Practicum Learning Contract.

It is expected of students that an integral part of their learning contract is a negotiated arrangement for cultural supervision that is appropriate to their learning objectives and individual cultural needs.

Final approval of supervision and preceptoring arrangements rests with the programme co-ordinator. Clinical supervision will be with suitably qualified and experienced clinicians and be of the same discipline where possible. Generally, it is expected that the clinical supervisor will also possess recognised postgraduate qualifications and/or have clinical experience in mental health at a senior level. Clinical supervision will involve face-to-face discussion and feedback on clinical activities in order to facilitate the student to achieve their learning objectives. Clinical supervision for the programme will be in addition to routine clinical duties.

Preceptors will be of the same discipline as the student where possible. Choice of preceptor will be determined by their accessibility and the individual learning needs of the student according to their learning contract. The primary role of preceptors is that of a resource person to negotiate the local setting to achieve the goals set out in the learning contract. As preceptors need to be readily accessible a student may need to change preceptors during the course.

While a student's current workplace may provide a variety of clinical experiences, the student may need to negotiate other placements in order to achieve the clinical skills and experiences stated in their learning contract. For more a more detailed description of the clinical supervision role, please refer to the Handbook for HEAL 521/521.

ASSIGNMENTS

Assignment information including grade descriptions, the procedures for submitting assignments and referencing information is available on the Graduate School's Website.

Assignment cover sheets and acknowledgement postcards are attached at the back of this outline. Please ensure you complete an assignment cover sheet and attach it to the front of each assignment you submit. All assignments are to be sent to **Chris Fox, School Administrator**, who will record the details and pass it to the appropriate marker. **Please do not address assignments to members of the academic staff, as they are not necessarily the markers of the assignment.** If you want to have receipt of your assignment acknowledged, complete an acknowledgement postcard and attach it to the front of your assignment.

The Graduate School of Nursing, Midwifery & Health has set a number of assessment tasks and due dates to best meet the outcomes of the course. In keeping with the Graduate School's stated philosophy that no assessment work shall serve the Graduate School alone, it is possible to negotiate alternative assessments and schedule. This should be undertaken in consultation with the course co-ordinator.

Graduate School guidelines for submission and return of student assignments:

1. All assignments are to be submitted to the Graduate School by 5.00pm on the nominated due date.
 - 1.1 An extension to the due date may only be given in exceptional circumstances. Such circumstances would typically be sickness (as evidenced by a medical certificate) or bereavement.
 - 1.2 Application for an extension must be made to Course Co-ordinators at least 24 hours before the due date.
 - 1.3 Course Co-ordinators may grant an extension of up to 2 weeks.
 - 1.4 Any extension requested for longer than 2 weeks must be agreed to and signed off by the Teaching and Learning Co-ordinator or in her absence the Head of School.
2. Dean's extensions
 - 2.1 are available in exceptional circumstances for only the final piece of assessment in any course,
 - 2.2 must be applied for in writing at least 48 hours prior to due date,
 - 2.3 may be approved for up to 4 weeks by the Teaching and Learning Co-ordinator or Head of School with the appropriate documentation provided,
 - 2.4 may be extended beyond 4 weeks with written approval by, and an interview with, the Teaching and Learning Co-ordinator or Head of School.

3. Student coursework assignments submitted by the due date will be returned with feedback within four weeks of the due date. Students who do not submit within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.
4. Assignments which remain outstanding for up to two weeks without due cause beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
5. Assignments that remain outstanding beyond two weeks from the due date without due cause will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.
6. In exceptional circumstances withdrawal from assessment is a mechanism that may be recommended by the Course Co-ordinator to the Head of School when all avenues for extension have been exhausted and the Course Co-ordinator is satisfied that the student will be able to complete the required work in the negotiated timeframe. This timeframe will normally be to the end of the following trimester and will not extend beyond three trimesters.

Final assignments will not be accepted by email. Students must submit and pass all pieces of assessment to satisfactorily complete the course.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:
www.vuw.ac.nz/home/studying/plagiarism.html

ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

The Graduate School recommends the use of APA referencing for all assignments and information on APA referencing can be found by searching online:

Publication Manual of the American Psychological Association: 5th ed. (2001).

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:

http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
 - Course number, assignment number and student ID number (left aligned), e.g. *NURS 512, Assignment 2, 300011122*
 - Page number (right aligned)
- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.
- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.
- Ensure you keep a copy of your assignment until it is returned from being marked.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course co-ordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course co-ordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW PowerPoint template should be used. You are also required to use this template if you are asked to give a class presentation as part of your assignments, that is if PowerPoint is being used as a method of delivering your presentation. The template can be accessed by those students using Blackboard or you can email: chris.fox@vuw.ac.nz for a copy of the template to be emailed to you.

As a general rule, presentations and papers should cite yourselves as postgraduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course co-ordinators and teaching associates who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

REPORTING STUDENT ACHIEVEMENTS AND AWARDS

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications).

You are required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for this course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact chris.fox@vuw.ac.nz to request a copy.

Assignment Number One

Assignment Name: Practicum Learning Contract

Due Date: 31 March 2008

This assignment is worth 20% of your final grade

The Practicum Learning Contract provides ongoing guidance for your practicum experience and will be a document against which you, in consultation with your supervisors and preceptors can evaluate your clinical practice during this course. It is expected that you will have identified appropriate people to act in the role of preceptor, cultural & clinical supervisor **before the 1st School**. This Contract will cover the contact details of your preceptor and clinical supervisor, and an outline of your arrangements for cultural safety supervision. An assignment of your learning needs will be undertaken and your learning objectives, strategies and evaluation plan recorded. A template and relevant forms will be provided

Please refer to the HEAL 512: Practicum handbook for guidelines and templates for this assignment.

Assignment Number Two

Assignment Name: Clinical case review

Due Date: First day of 2ND School 2008.

This assignment is worth 35% of your final grade.

(10% for the presentation, peer and teaching staff-assessed, and 25% for the written paper)

This assignment will require you to critically consider intervention approaches. There are two parts to this assignment, a written paper and a presentation.

A. Written Paper (25%)

Provide a written case review on a consumer you have worked with.

This should include:

- A brief history and outline of a current intervention that you are providing within your current work role, team and organisational context (5%)
- Compare and contrast the current intervention with an alternative intervention that you would recommend and have competency to provide. In considering your suggested alternative approach, discuss the improved outcomes for the tangata whaiora/consumer. (20%)
- **Written assignment is to be handed in on the arrival at the 2ND School.**

(maximum 2,000 – 2,500 words)

B. Presentation (10%)

The presentation will be assessed by your peers at the 2ND School.

Prepare and deliver a **twenty-minute** presentation of your case review, followed by 10-minute discussion time with your peers. Prepare this preparation in a manner appropriate for a multidisciplinary case review.

- You may use a variety of presentation techniques to do this (e.g. PowerPoint - use VUW Conference presentation template, overheads, whiteboard, posters, etc.)
- You should give consideration to the relevant privacy and confidentiality issues. Provide a brief comment on how you managed these issues.
- Provide a brief outline of your role and the context in which your practice takes place.

Consent and information forms are available in the HEAL 512 handbook.

Powerpoint conference presentation template can be found on Blackboard.

Assignment Number Three

Assignment Name: Practicum supervision and evaluation

Due Date: 24 October 2008

This assignment is worth 45% of your final grade

The Practicum Learning Contract developed for Assignment One provides the direction for this practicum supervision and evaluation.

Your portfolio is to include the following: a) clinical resource material, b) a journal of your clinical experience, and c) evaluation of learning objectives set out in your learning contract.

a) Clinical resource material

For each clinical experience you undertake to achieve your learning objectives identified in your Practicum Learning Contract, provide evidence of the resources you have accessed (e.g. copies of assignment tools, annotated bibliography, service pamphlets, drug guides etc).

b) Professional practice journal

Submit a professional practice journal that demonstrates your ability to critically reflect on your clinical experiences. A form will be provided at a later date.

c) Evaluation of practice

With your clinical and/or cultural safety supervisor and/or preceptor, provide an appropriate evaluation of the practicum experiences you employed to meet the learning objectives in your learning contract. Submit this evaluation on the forms that will be provided. Please submit a copy of your original learning objectives.

Please refer to the HEAL 512: Practicum handbook for templates for each of the sections.

Please note:

Reporting of Special Achievements related to Study at Victoria

You are required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for the course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact chris.fox@vuw.ac.nz to request a copy.

GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH
Record of Special Achievements related to Study at Victoria

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications). Please complete this form and **submit with your final assignment for the course**. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Student Name: _____

Course Code: _____

Industry sponsorship

Name of Sponsor	Notes in relation to the conditions of sponsorship	Value	Year
eg, C&C DHB	50% Student fees paid on successful completion of the course of study	\$	2008

Special awards, Prizes & Scholarships

Name of Award/ Prize/ Scholarship	Source/Provider	Notes in relation to the prize/award/scholarship	Value/ Form	Year
eg 'Best clinical innovation'	Mental Health College of Nurses	A project that I developed while doing my practicum course resulted in our clinical team changing the way in which we met with and involved families in patient care	\$500 Award Certificate	2008

Professional presentations / Seminars /Conferences

If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these

Example: Student, A. (2008). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2008.

Publications (Book reviews, editorials, journal articles, chapters, monographs, books etc)

Example: Student, A & Teacher, B. (2008). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, 5(4), 114-126.

Other Special Achievements

If you have had any other special achievements during the year please provide the details.

Attach and submit with your final assignment thank you