

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

HEAL 521

Allied Mental Health Practice

**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.

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STAFF TEACHING IN THIS COURSE

PROGRAMME CO-ORDINATOR

Name: Margaret Pack

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

Ph: 04 463 5993 or 0800-108-005

Email: margaret.pack@vuw.ac.nz

TEACHING TEAM

Name: Keziah McNamara

BHSc(OT), M.A(OT), 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 Practicum (HEAL 512) 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 (CTA) 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/wpg_Index/Publications-CTA+Specifications

COURSE AIMS

In this course students will:

- extend their existing clinical knowledge in the field of mental health as occupational therapists and social workers.
- critically reflect on the mental health practice theory and knowledge of occupational therapists and social workers.
- develop lifelong learning skills as adult learners.

COURSE OBJECTIVES

Through Blackboard and face-to-face contact, students will interact with their peers, lecturers, their cultural and clinical supervisors and others, to develop an understanding of:

- the DSM and ICD classification schemes as well as alternative models of mental health and well-being
- mental health assessment, risk assessment, and intervention in mental health practice
- clinical liaison and case management within a multidisciplinary mental health environment
- the professional, ethical and legal context of allied mental health practice
- the relationship between the principles of the Treaty of Waitangi and mental health service delivery
- the legislative and organisational context of mental health practice
- cultural safety in mental health organisations and practice
- the current national and international trends and research findings in the mental health field
- the role of allied mental health professionals with regard to medications utilised in mental health settings and their side-effects.

In addition, students will:

- further develop documentation, presentation, and writing skills.

COURSE CONTENT

Allied Mental Health Practice (HEAL 521) and Practicum (HEAL 512) together constitute the *Postgraduate Certificate in Health (Allied Mental Health)*. The two courses are closely integrated. The delivery of the programme is based on 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.

Allied Mental Health Practice incorporates an online teaching platform, Blackboard, to enable external access to university resources as well as interaction with lecturers and other students. The problem-based learning approach provided on Blackboard involves a series of learning packages that will challenge students to be self-directed learners in resolving the issues presented in each of the packages.

Teaching, assignments and discussions with your peers are all conducted on Blackboard. It is important that students access it regularly. The Course Co-ordinator will discuss this more at the 1st School.

In addressing the stimulus material in the learning packages, students will be guided to access varied resources within the clinical and academic settings. The role of lecturers and teaching associates will be to guide, coach, or facilitate the student to remain on track; to prompt them to consider the variety of resources available, and to integrate theory with practice. The role of the student is to accept responsibility for what they do and to develop characteristics of a self-directed adult learner.

Schools are shared with HEAL 512 and provide additional learning resources through multidisciplinary guests, discipline-specific experts, and networking opportunities.

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.). Darlinghurst, Australia: World Health Organization Collaborating Centre for Mental Health & Substance Abuse.

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

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.

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.

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.
- Health and Disability Commissioner. (2002). *Southland District Health Board mental health services: February – March 2001*. Auckland, New Zealand: Author.
- Mental Health Commission. (1998). *Blueprint for mental health services in New Zealand*. Author.
- Mental Health Commission. (2001). *Recovery competencies for New Zealand mental health workers*. Wellington, Author.
- Ministry of Health. (2002). *Te Puawaitanga Maori mental health national strategic framework*. Wellington, Author.
- Ministry of Health. (1997). *Moving forward: The national mental health plan for more and better services*. Wellington, Author.
- 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.
- 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

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

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 PBL 1 begins	1st School
3 March		
10 March		
17 March	21 March	Good Friday
24 March	24 March 25 March	Easter Monday VUW holiday
31 March		
7 April	PBL 1 completes	
14 April		
21 April	25 April	ANZAC Day
28 April	PBL 2 begins	
5 May		
12 May	HEAL 521 Assignment 2 due: Critical Review	
19 May		
26 May		
2 June	2 June	Queens Birthday
9 June	PBL 2 ends	
16 June		
23 June		
30 June		
7 July		
14 July		
21 July	23 - 25 July PBL 3 begins 21/07/08	2nd School (Auckland TBC)
28 July		
4 August	4-6 August	2nd School (Wellington)
11 August		
18 August		
25 August		
1 September	PBL3 ends	
8 September	PBL 4 begins	
15 September	HEAL 521 Assignment 3 due: Case Management Review	
22 September		
29 September		
6 October		
13 October		
20 October	PBL 4 ends	
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. The venue for Auckland and School timetables will be confirmed and posted on Blackboard prior to the Schools commencing.

1ST SCHOOL

Dates: Monday 25, Tuesday 26, Wednesday 27 & Thursday 28 February 2008
Times: 0900 - 1700 daily (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 daily (timetable 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 daily (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 13 February	Negotiating BlackBoard
Monday 20 February	Introductions
Monday 27 February	Service users video
Monday 6 March - November 2007	Problem-Based Learning Packages as set out below

Problem-Based Learning Packages

From 6 March 2007 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 1st 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 6 March – 16 April 2007	Learning Package Two 1 May – 11 June 2007
Learning Package Three 31 July – 10 September 2007	Learning Package Four 18 September – 29 October 2007

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 a more detailed description of the clinical supervision role, please refer to the Handbook for HEAL 512/521.

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.

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: Blackboard Participation

Due Date: Self-assessment at the completion of each learning package, and moderated by teaching staff.

This assignment is worth 10 % of your final grade.

For each of the Problem Based Learning (PBL) packages on Blackboard you will use an on-line quiz to provide an assessment of your own learning. Teaching staff will provide feedback to you. Each quiz will cover the following areas:

- a) Knowledge
- b) Critical thinking/reflection
- c) Inquiry process
- d) Group contribution
- e) Application to social worker or occupational therapist role

This quiz will be made available after or during the last week of each learning package for a period of one week. Dates for the learning packages are shown in the course timetable.

Assignment Number Two

Assignment Name: Critical Review

Due Date: 12 May 2008

This assignment is worth 45% of your final grade

Provide a critical review of current literature in regard to one of the major mental illnesses/disorders as defined by the *Diagnostic and Statistical Manual of Mental Disorders* (DSM IV) that you have encountered in your practice. Your review should include comment on the role and limits of DSM in mental health practice, as well as the critique of DSM offered by the various stakeholders in mental health (e.g. consumers, whanau/family and professionals).

Note: This does not mean that we want you to interview consumers or their whanau/families.

(Word limit: 3,000 - 3,500)

Assignment Number Three

Assignment Name: Case management review

Due Date: 15 September 2008

This assignment is worth 45% of your final grade

Review and critique the literature on case management. In your review include specific comment on your current practice setting within a multidisciplinary context and the role of case management in recovery.

Note: As outlined in the critical review assignment, use the broadness of the topic to focus on a learning need in the particular field of interest you have identified within your practice.

(Word limit: 3,000 - 3,500)

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 chris.fox@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