

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

HEAL 526

Trimester 1 - 2008

**Instructional Process in Health
Practitioner's Education**

**Course Co-ordinator:
Rose McEldowney**

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

COURSE COORDINATOR

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TEACHING TEAM

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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 AIMS

This course provides an opportunity for health practitioner educators to examine instructional skills and development of expertise in teaching in practical ways. The focus will be on teaching and learning in undergraduate health education programmes and in postgraduate specialist and advanced practice (clinical) programmes. The relationship of knowledge and clinical practice will be explored in the selecting and sequencing of course content with implications for the pedagogies selected.

COURSE OBJECTIVES

At the completion of this course the student will be able to:

1. Explore conventional pedagogies and interpretive alternatives: critical, feminist, phenomenological and indigenous pedagogies, and post-modern discourses
2. Explore and critically examine how to bring research and practice into health professions education
3. Design activities that evoke and provide opportunities to practice thinking.
4. Share wisdom, expertise and experiences with students, educators and clinicians through participatory inquiry and reflection

COURSE CONTENT

Welcome to HEAL 526.

This course focuses on examining instructional skills and development of expertise in teaching in practical ways. The relationship between knowledge and clinical practice is explored in the selecting and sequencing of course content with implications for the pedagogies selected. How the practice of nursing, midwifery and allied health (e.g., social work and occupational therapy) informs the practice of teaching will be discussed as well as how strategies are developed using conventional (outcomes education) and new pedagogies. The role of experience in teaching health professionals will be analysed from the perspectives of developing thinking and clinical judgement skills. Evaluating teaching and learning will be discussed within the clinical and classroom context.

Students are encouraged to seek their own resources according to their specific interests and areas of health professions education. A list of key education journals and sites will be provided. You will need to read thoroughly and prepare for discussions and assignments. Guest speakers will also present their insights into aspects of health professions education during the schools.

I wish to acknowledge Professor Emerita Nancy Diekelmann, School of Nursing, University of Wisconsin-Madison, for her generosity in gifting teaching materials for this course.

PRE-READINGS

There are a number of journals that provide up to date articles on teaching and learning in undergraduate and postgraduate health education. Here are a few to get you started. We recommend that you read them prior to and during the course:

Annual Review of Nursing Education (google)

Marilyn H Oermann, Kathleen Heinrich

The Australian Electronic Journal of Nursing Education

<http://www.scu.edu.au/schools/nhcp/aejne/>

The Journal of Continuing Education in Nursing

<http://www.jcenonline.com/>

Journal of Nursing Education

<http://www.journalofnursingeducation.com/about.asp>

Nursing Education in Practice

http://www.elsevier.com/wps/find/journaldescription.cws_home/623062/description?navopenmenu=-2

Nursing Education Today

<http://www.elsevier-international.com/journals/nedt/>

International Journal of Nursing Education Scholarship

<http://www.bepress.com/ijnes/>

National League for Nursing

<http://www.nln.org/nlnjournal/nursingreferences.htm>

Nursing Education Perspectives

[findarticles.com/p/articles/mi_go2574 - 17k](http://findarticles.com/p/articles/mi_go2574_-17k)

The Clinical Teacher

<http://www.blackwellpublishing.com/journal.asp?ref=1743-4971>

Clinical Simulation in Nursing Education

www.INASCL.org.

RECOMMENDED READING/TEXT

Bastable, S. (2003). *Nurse as educator: Principles of teaching and learning for nursing practice*. 2nd ed. Sudbury, MA: Jones & Bartlett.

Diekelmann, N. (Ed.). (2003). *Teaching the practitioners of care: New pedagogies for the health professions* (Vol.II). Madison, WI: University of Wisconsin Press.

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week, however as this course is run over one trimester the expected workload will increase to approximately 24 hours per week.

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course co-ordinator.

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

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 hot beverages (tea, coffee, milo & soups) 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	ACTION
4 February	6 February	Waitangi Day	
11 February	13 & 14 February	1st School	
18 February			
25 February			
3 March	3 March		Assignment 1 due
10 March			
17 March	21 March	Good Friday	
24 March	24 March 25 March	Easter Monday VUW holiday	
31 March	4 April		Assignment 2 due
7 April	7 & 8 April	2nd School	Presentation of Assignment 1 in class
14 April			
21 April	25 April	ANZAC Day	
28 April			
5 May			
12 May	12 May		Assignment 3 due
19 May			
26 May			
2 June	2 June	Queens Birthday	
9 June			
16 June			
23 June			
30 June			

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Wednesday 13 & Thursday 14 February 2008
 Times: 9.30am to 5pm
 Venue: Room 202, 83 Fairlie Tce, Kelburn, Wellington

2ND SCHOOL

Dates: Monday 7 & Tuesday 8 April 2008
 Times: 9.30am to 5pm
 Venue: Room 202, 83 Fairlie Tce, Kelburn, Wellington

Daily timetables will be emailed or posted to students prior to the school commencing.

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 **Abbey McDonald, Student 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 Power Point template should be used. You are also required to use this template for all school presentations if they are part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate 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 Abbey.mcdonald@vuw.ac.nz to request a copy.

Assignment Number One

Assignment Name: Interpretation of an article and presentation to class (2000 words)

Due Date: 3 March 2008

This assignment is worth 30% of your final grade

Reading, writing, thinking and dialogue are central practices in teaching and learning and constitute interpretive experiences.

Select an article (reading) that resonates with you in relation to a particular instructional area of teaching and learning, **or** a particular pedagogical approach to teaching and learning in practice.

Write an interpretation of the reading. The following guide may assist you in interpreting the article.

- In your own words, what do you think is the major idea, notion or point of the article?
- What is the meaning or significance of this article in relation to teaching and learning practice?
- What questions are generated for you having read this article?

Limit your interpretation to two pages (about 4 paragraphs). We will invite you to share your interpretation with the class during the second school.

Assignment Number Two

Assignment Name: Narrative paper on diverse political, community and cultural practices
(3000 words)

Due Date: 4 April 2008

This assignment is worth 40% of your final grade

Classroom and clinical experiences are constitutively political. It is important to recognise that nursing and health education both shapes and is shaped by responses (or not responding) to contemporary social issues.

Write a personal narrative (2 pages) in which you or another person experienced diverse political, community and cultural practices. It might be something you considered to be discriminatory and perhaps made you aware of these diverse practices. It might be related to a time of 'break down' or 'break through' when nothing or everything went right. Include as much detail as you can recall. It can be recent or from long ago.

Following the narrative, reflect on the meaning of this experience to you as both a student and clinician.

Assignment Number Three

Assignment Name: A journey paper (2000 words)

Due Date: 12 May 2008

This assignment is worth 30% of your final grade

A central practice of teaching and learning is reflexive thinking. Teaching and learning occurs through the exploration of new meanings and possibilities that show themselves through reflecting, describing and analysing past experiences. Describing and interpreting your experience as an educator provides the opportunity to practice and show reflexive thinking.

A shift in contemporary nursing and health education is away from content toward an emphasis on thinking. In your journey paper describe a time when you observed a student or colleague thinking in a particular way that caught your gaze, or when you yourself experienced a new kind of thinking. Please provide as much detail about this experience.

Please note:

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 Abbey.mcdonald@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