NURS/MIDW/HEAL 512

Practicum 1

Course Co-ordinator:
Alan Shaw

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

2008

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 CO-ORDINATOR

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TEACHING TEAM

All associated Postgraduate Certificate in Clinical Nursing programme co-ordinators in:

- Cardiac/Cardiothoracic
- Long Term Conditions Management
- Intensive Care
- Mental Health
- Neonatal
- Paediatrics
- Trauma & Emergency

TEACHING AND LEARNING CO-ORDINATOR

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STUDENT ADMINISTRATOR

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CONTACT DETAILS

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Victoria University of Wellington

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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 explores current praxis issues and focuses on a personally chosen field of applied learning where the student draws on actual events to reflect on clinical practice, policy or education. The student is facilitated to intentionally reflect on their personal knowledge of praxis with relevant research and theory. The course supports the student to develop and understand their practice while generating knowledge of practice and systematically reflecting on this to identify and achieve effective outcomes.

COURSE AIMS

This course has been developed to challenge and support you to develop an adventurous and analytical course of study exploring your practice using reflection.

The course provides an opportunity to advance your postgraduate expertise and emphasises refinement of critical thinking and reflection in practice.

NURS/MIDW/HEAL 512 Practicum has the following goals:

- To support the student to acquire the skills to reflect critically and evaluate initiatives to advance practice.

- To introduce theoretical issues and current practical perspectives that impact on the practice context.

- To introduce evidence-based practice.

- To guide students through practice development: from assignment, refinement, implementation, and evaluation.

- To identify and manage risk within a practice context.

- To give students the opportunity to develop a relevant scope of practice through reflection in, and on, practice.

COURSE OBJECTIVES

This course has been designed to facilitate development of advanced nursing practice that is consistent with the Nursing Council of New Zealand competencies for Advanced Nursing Practice Programmes[1]. Through advanced professional practice, participants of the course will interact in teaching and learning in order to:

- To engage in independent study at a level that advances practice, reflecting on personal performance to develop a scope of practice, modifying it accordingly;

- To explore major influences on the practice context in New Zealand, drawing on different bodies of knowledge to illustrate a critical awareness of these influences;

- To demonstrate knowledge of the practice context and show a capacity to evaluate the effect of the context on the delivery of quality care and on practice;

- To display advanced skills of communicating complex and abstract ideas through a variety of means, demonstrating cooperative effort and debate relevant to practice.

COURSE CONTENT

You are required to attend two School modules, referred to as the 1st and 2nd Schools, and these Schools will be held over two days and will include seminar based learning with colleagues and guest speakers and discussion with staff members.

The structure of the NURS/MIDW/HEAL 512 course allows each participant the freedom to choose how you will shape your course of study based on the context and practice interests you have. Your participation in the course is based on determining what you would like to achieve through using the framework of the course. Staff and your colleagues support your choice and act as resource people in terms of ideas and material. In the 1st School we will explore ways to develop your interests.

Planning Your Course

This course outline offers a template for you to identify key target dates for 2008. We will discuss finding a way through the course assignments to identify your own steps in the 1st School.

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[1] Nursing Council of New Zealand. (2001). *Framework for post-registration nursing education.* Wellington: Author

SUGGESTED TEXT

American Psychological Association (APA) 5th edition.

Atkins, S., & Murphy, K. (1993). Reflection: a review of the literature. *Journal of Advanced Nursing, 18*(8), 1188-1192.

Connor, M. (2004). *Courage and complexity in chronic illness: Reflective practice in nursing.* Wellington: Daphne Brasell Associates Press and Whitireia Publishing.

Johns, C., & Freshwater, D. (Eds.). (1998). *Transforming nursing through reflective practice.* Oxford; Malden, MA: Blackwell Science.

Smith, A. (1998). Learning about reflection. *Journal of Advanced Nursing, 28*(4), 891-898.

Street, A. (1990). *Nursing practice: High hard ground, messy swamps and the pathways in between.* Geelong, Victoria: Deakin University Press.

Street, A. (1991). *From image to action: Reflection in nursing practice.* Geelong, Victoria: Deakin University Press.

Taylor, B. (2000). *Reflective practice. A guide for nurses and midwives.* Sydney: Allen and Unwin.

Teekman, B. (2000). Exploring reflective thinking in nursing practice. *Journal of Advanced Nursing, 31*(5), 1125-1135.

Other suggested reading:

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research.* Geelong, Victoria: Deakin University Press.

Morton-Cooper, A., & Palmer, A. (2000). *Mentoring, preceptorship and clinical supervision : A guide to professional support roles in clinical practice.* Oxford; Malden, MA: Blackwell Science.

Page, L., Percival, P. & Kitzinger, S. (Eds.). (2000). *The new midwifery: Science and sensitivity in practice.* London: Churchill Livingstone.

Rolfe, G., & Fulbrook, P. (Eds.). (1998). *Advanced nursing practice.* Oxford: Butterworth-Heimenann.

Rolfe, G. (1998). *Expanding nursing knowledge: Understanding and researching your own practice.* Oxford: Butterworth-Heimenann.

Schön, D. (1987). *Educating the reflective practitioner: toward a new design for teaching and learning in the professions.* San Francisco: Jossey-Bass.

Schön, D. (1983). *The reflective practitioner: How professionals think in action.* New York: Basic Books.

Other specialist reading will be recommended according to the identified learning needs of individual students.

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 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.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- 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	ACTION
18 February			
25 February			
3 March	**3 & 4 March**	**1st School**	
10 March			
17 March			
	21 March	Good Friday	
24 March	24 March	Easter Monday	
	25 March	VUW holiday	
31 March			
7 April			
14 April			
21 April	25 April	ANZAC Day	
28 April			
5 May			
12 May	**4 April**		**Assignment 3 - Part A Due**
19 May			
26 May			
2 June	2 June	Queens Birthday	
	6 June		**Assignment 1 - Due**
9 June			
16 June			
23 June			
30 June			
7 July			
14 July			
21 July	**21 July**		**Assignment 2 - Due**
28 July			
4 August			
11 August			
18 August			
25 August	**25 & 26 August**	**2nd School**	**Assignment 3 - Part B Due**
1 September			
8 September			
15 September			
22 September			
29 September			
6 October	**6 October**		**Assignment 3 - Part C Due**
13 October			
20 October			
27 October	27 October	Labour Weekend	
3 November			
10 November			

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Monday 3 March & Tuesday 4 March 2008

Times: 8.30 am – 4.30 pm

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

2ND SCHOOL

Dates: Monday 25 August & 26 August 2008

Times: 8.30 am – 4.30 pm

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

TIMETABLES WILL BE EMAILED OR POSTED PRIOR TO 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.

BLACKBOARD INFORMATION

Students enrolling for this course may need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

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 as 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 tutors/course co-ordinators who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

MENTOR/CRITICAL FRIEND

You may choose to identify a (clinical) mentor (an experienced, competent practitioner) or 'critical friend' to support you throughout this course.

If you do identify a mentor or 'friend' please let the Course Co-ordinator know in advance of the course start date so that an information pack may be sent to this person with a letter of thanks.

ASSIGNMENT NUMBER ONE

Assignment Name: Practice Context Analysis

Due Date: 6 June 2008

Word guide: Approximately 3000 words

This assignment is marked as 30 % of your final course grade.

Preamble: Nurses, Midwives and Allied Health Practitioners working at an advanced level need to have an understanding of the multiple contextual/environmental factors that influence the quality, delivery and outcomes of health care. This assignment will support you to identify an aspect of practice, identify best practice and examine the contextual influences impacting on the delivery of this practice in your work setting. Analysis of your practice context will provide a way to explore elements of teamwork, delivery of quality care, resources, and practice issues that influence patient outcomes and satisfaction.

Assignment: Identify an aspect of clinical practice or issue within your workplace (context) that interests you or that you would like to see developed, changed or improved to increase competence or compliance with evidence of best practice. This may be something that you are presently involved in or an interest that you would like to explore in terms of its potential practice development.

Once you have selected an aspect of practice that you would like to see developed, changed or improved you need to formulate a discussion paper that could be used as a basis to influence this change:

This discussion paper needs to:

- Examine the topic in the context of your work environment, identifying its significance to clinical practice

- Identify the reason(s) you believe change and/or improvements are needed

- Critique current literature to support your discussion

- Explore the implications of the proposed change/improvements

- Discuss how you would implement this change: For example what steps would you take, who are the stakeholders, is there a financial incentive, what resources will be required.

 Suggestions for writing:

- Briefly describe your work environment. Include information regarding the population served in your region, and scope and organisation of services provided.

- Clearly identify the interest/issue/concern you have chosen to consider by making a statement of the scope of what you will consider, or by formulating a practice question.

- Use literature to explore current best practice related to your area of concern. Use the SWOT tool* (or an alternative tool of your choice) to assist you to comprehensively analyse the factors that influence your area of concern. This may include consideration of multiple internal or external factors such as current practices, resources, the workforce, documentation, internal policies or procedures, the physical environment, evidence-based decision-making, organisational strategic plans, personal knowledge, attributes and experience, funding, policy initiatives and government strategies. Please describe your tool of choice and provide a reference.

- Clearly indicate your conclusions or key findings including any opportunities of suggestions for change that you have identified.

Suggested layout of paper/report

This discussion paper needs to be presented in such a way that it could be used in the process to bring about change in your work place. This may be presented as a written report.

You may use headings in the report to guide the discussion, for example (*this is not a definitive list … it is a guide):*

- **Title Page**
- **Table of Contents**
- **Synopsis/Executive Summary**
  This tells the reader what the report is about as it describes the topics or issues discussed; indicates the depth of the discussions; as well as providing a summary of the recommendations and reasons for them. It is usually one paragraph of approximately 120 words.
- **Introduction** (200 words), briefly describe your *area of practice* and *practice context* and *feature of practice interest or concern* (500),

- **Discussion** *of the issue* from the SWOT analysis (or another tool of your choice) – with headings appropriate to the developing discussion (1500),

- **Recommendations** (300),

- **Conclusion** (250).

- **References** - as cited in the assignment.

- **Appendix** – SWOT analysis/or tool of choice grid and relevant notes/discussion.

*SWOT Analysis Tool is a tool used for planning/auditing or evaluating the *S*trengths, *W*eaknesses, *O*pportunities, and *T*hreats involved in a project.

When developing this assignment carefully consider issues of confidentiality, your professional code of ethics, the Privacy Act and the policy of your place of practice. If this work is to be used beyond the coursework purposes specified: eg: PDRP evidence, conference presentation, etc informed consent from the persons and organisations involved is required.

When writing consider the following guidelines that help, but do not resolve the issues of protecting information:

- Change names, identifiable features of people, location, specific workplace etc.

- Avoid revealing details that are not necessary to the main point of your exploration, for example, details of family members, an unusual diagnosis or problem that is not related to the central facet of your work.

Some questions to facilitate the process include:

What happened/what was the event?

- How did it make you feel?

- What was bad or good about the event?

- What action was taken and why?

- What experiences/knowledge do you possess that enabled you to assess the situation?

    -before action was taken

    -during the event

    -upon reflecting on the situation (post event)

- Would you have done it differently if faced with a similar situation?

- Where you go from here?

Ethical considerations:

When developing your work for this assignment carefully consider issues of confidentiality, your professional code of ethics, the Privacy Act and the policy of your place of practice. University approval for this course allows you to document narratives of practice for coursework only and share your course work in confidential class settings to meet the requirements of the course. If this work is to be used beyond the coursework purposes specified, informed consent from the persons and organisations involved is required. Indicate in your written work how you have attended to these issues when developing your work.

When writing consider the following guidelines that help, but do not resolve the issues of protecting information:

- Change names, identifiable features of people, location, specific workplace etc.

- Avoid revealing details that are not necessary to the main point of your exploration, for example, details of family members, an unusual diagnosis or problem that is not related to the central facet of your work.

- A template for consent will be available.

- See also NZNO Guidelines for Nurses and Midwives, Privacy, confidentiality and consent in the use of exemplars of practice and journaling. Oct 2005.
- Available http://www.nzno.org.nz/Site/Resources/resource_list.aspx (Accessed 1 /12/06)

ASSIGNMENT NUMBER THREE

Assignment Name: Advancing Nursing Practice: Practice Portfolio

Due Date:

        Part A: Formative - 4 April 2008

        Part B: Presentation - 25/26 August 2008 (2nd School) – 10%

        Part C: Summative - 6 October 2008 - 30%

This assignment will be marked as 40% the final course grade.

Purpose: This portfolio provides an opportunity to explore in depth an area of practice where you would like to develop and advance your nursing skills. You are required to demonstrate advanced practice competency development in relationship to the relevant Nursing Council of New Zealand Competencies for Advanced Nursing Practice Programmes (Framework for Post-Registration Nursing Education, 2001). The assignment will assist you to utilise the clinical mentoring and practice components of the programme to advance your practice. At the conclusion of the academic year you will provide evidence of your progress by presenting a practice portfolio.

This portfolio is progressively developed over the course of the year. The portfolio not only meets the requirements for this course but may be used for other purposes such as: *support* a Professional Development and Recognition Programme (PDRP) application, Nursing Council Audit, Career Development, or may be incorporated into a professional CV for career applications. This assignment *does not* focus on individual DHBs PDRP processes or policies.

Mentor:
You are required to identify a mentor (an experienced, competent practitioner within your practice area) to support you throughout this assignment. If required, you can have more than one mentor. You will need to meet with your mentor on a regular basis. Your time together will be valuable in establishing a reflective dialogue that will help to clarify learning objectives, the achievement of specific goals, and the critique of different learning situations that evolve throughout the year. It is important you develop your portfolio throughout the year to provide validation of your learning outcomes.

Part A – Self-assessment of practice and development of learning needs.

- **Identify an area of practice in which you would like to advance your skills and knowledge**.
  The following are some examples:
    - a advanced practice-based skill or competency or,
    - a specialised patient/client therapy that requires you to extend your knowledge and clinical practice expertise or,
    - a professional leadership or development focus - *For example*: advancing skills and knowledge in debriefing or supervision *(these are examples only)*
    - you may wish to become a 'champion' in your area of practice for a specific project or therapy or patient management
    - or you may wish to build on an existing strength or interest and develop this further.

- Discuss your ideas with your course coordinator to ensure your objectives are SMART objectives (Specific, Measurable, Achievable, Realistic & Time).
- Draft a potential plan (see learning outcome template) of development identifying your learning needs, objectives and outline the strategies and resources you will utilise to advance your practice.
- Identify how you will validate your learning outcomes.
- When drafting the learning plan identify which of the relevant Nursing Council of New Zealand Advanced Nursing Practice Competencies you will be providing evidence of development through your work.
- Provide a brief outline of your area of work, and/or position held and a background to the focus of your learning contract. This should preface your learning template.
- **Submit this template to meet the criteria of Part A.** (This submission is not graded but is compulsory).

Part B– Presentation

During the 2nd School you are required to give a formal PowerPoint presentation. The presentation should be no longer than 15 minutes and a further 5 minutes for facilitated discussion. This presentation provides you with the opportunity to share with your colleagues your identified learning objectives and to report on your progress to date and showcase your advancing practice development. The presentation also allows for reflection and further clarification of your learning objectives.

For all school presentations our VUW Power Point template should be used. 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.

Part C – Practice Portfolio Submission

Submit a portfolio that reveals your advancement in respect to your identified objectives.

The Practice Portfolio presentation should be of an appropriate academic standard with attention to style and referencing and should include the following components:
- Front Page

- Table of Contents

- Summary statement describing your area of work, and/or position description

- Short biographical statement *(optional)*

- Learning Plan that incorporates your identified learning objectives and the strategies and resources you have engaged in to achieve these. *NB: The Learning Plan is a "living" document and you may have revised or reviewed your objectives and strategies throughout the year. Submit your final/revised Learning Plan with your submission.*

- There should be sufficient **evidence and validation** of practice advancement in your portfolio that supports your learning objectives and outcomes.

- There are many ways to demonstrate your advancing practice: *For Example*: *development of a learning package, literature reviews, workplace teaching sessions,*

workplace initiatives, conference presentations, publications, case studies, audits, policy development, reflection and journaling.

- The evidence must be of sufficient scope, depth, and intellectual rigour to meet the requirements of this assessment. Your evidence must reflect recent development.

- Articulate your practice development in relationship to the <u>relevant</u> Nursing Council of New Zealand Competencies for Advanced Nursing Practice. (*eg: this is how I meet the evidence……*).

- Reflect on your practice, the literature you have read, and the feedback you have been given on your practice and theoretical work. *How are you using/have you used the opportunity available this year to consider or to make significant changes in your practice as a consequence of the programme? Comment on how the mentoring process has helped develop and support your practice.*

- Your mentor's clinical competency form/record of mentoring hours needs to be submitted with your portfolio to validate your progress.

- References and Resources

Please note:
You are required to complete and submit this form <u>Record of Special Achievements related to Study at Victoria</u> (attached to back of outline) with your final assignment.

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.

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Part A: Self-assessment of Practice and Development of Learning Needs

Name:………………………………………………………………………….

Learning Objectives *(What are you going to learn)*	**Learning Resources and Strategies** *(How are you going to learn it)*	**Evidence of Accomplishment** *(How are you going to know that you have learned it)*	**Means of Validating Evidence** *(How are you going to prove you learned)*

A simple acronym used to set objectives is called **SMART objectives.** SMART stands for:

1. **Specific** – Objectives should specify what they want to achieve.

2. **Measurable** – You should be able to measure whether you are meeting the objectives or not.

3. **Achievable** - Are the objectives you set, achievable and attainable?

4. **Realistic** – Can you realistically achieve the objectives with the resources you have?

5. **Time** – When do you want to achieve the set objectives?

Advanced Nursing Practice – 2008

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Clinical Competency Form
To be completed by the Clinical Mentor. Please complete this form to provide validation statements of student's progress in advancing their practice competencies.

Student Name:
Clinical Mentor Name:
Position Held:
Mentor's summary statement: **Signed:** …………………………………………………….. **Date:** ………………

Advanced Nursing Practice – 2008

Clinical Competency Form
To be completed by the Clinical Mentor. Please complete this form to provide validation statements of student's progress in advancing their practice competencies.

Student Name:

Clinical Mentor Name:

Position Held:

Mentor's summary statement:

Signed: ……………………………………………….. Date: ………………

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

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