

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

NURS 523

Advanced Assessment and Diagnosis in Psychiatric Mental Health Nursing

**Course Co-ordinator:
Chris Walsh**

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

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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 aims to facilitate the development of advanced assessment skills for clinical practice in psychiatric mental health nursing. Clinical decision-making processes will be explored to prepare nurses to critically examine advanced nursing knowledge when applied to diagnostic reasoning and therapeutics within their area of practice.

A problem-based learning approach will underpin the process to facilitate students to examine the impact of complex contextual determinants of mental health assessment and diagnosis. These contexts include the setting in which the assessment takes place and the uniqueness each person brings to the process.

This course provides the knowledge and skills of complex assessment and diagnostic reasoning to position the student if they choose the prescribing pathway.

COURSE OBJECTIVES

The development of advanced assessment skills and diagnostic reasoning in advanced clinical assessment supports advanced nursing practice that has a clinical and therapeutic focus. Advanced nursing programmes prepare registered nurses to develop their practice through scholarly inquiry, which is applied within a defined area of practice. The objectives for this course are informed by the by the New Zealand Branch of the Australian and New Zealand College of Mental Health Nurses *Competencies for advanced practice in psychiatric mental health nursing in New Zealand* (June 2002). The framework for advanced practice is as follows:

The core of psychiatric mental health nursing is the ability to engage in relationships at a meaningful level. These relationships include self, consumers, colleagues, and the profession. The nurse engages in such relationships with an awareness and critique of the socio-political and cultural context of their own and the consumers' worlds. An advanced practitioner in psychiatric mental health nursing is highly skilled in the area of relationships. The competencies are described in terms of these relationships within four areas: self, consumers, colleagues and the profession. (p.6).

In addition the New Zealand Nursing Council Competencies for Advanced Nursing Practice (May, 2001) underpin the objectives of this course.

Students will interact in teaching and learning sessions in order to:

- Demonstrate the use of advanced assessment and diagnostic skills within their area of practice (4.2.1.)
- Demonstrate advanced health assessment of individuals across the lifespan via the identification and use of assessment tools and frameworks (4.2.1)

- Demonstrate the ability to confidently take a patient history relevant to the situation/practice area (4.2.2)
- Demonstrate knowledge of pathophysiological processes to support diagnostic reasoning (4.2.1, 4.2.2)
- Demonstrate knowledge of psychological responses to illness and identify appropriate treatment interventions (4.2.1, 4.2.2)
- Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment (4.2.1)
- Develop a leadership role and model expert advanced clinical assessment skills within the clinical practice area (4.2.3)
- Communicate the outcomes of the assessment and diagnosis to the client/significant others and the health professionals in the interdisciplinary team with a high degree of competence (4.2.2)
- Recognise limits to own practice and refer or consult appropriately (4.2.5)
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge (4.2.2).
- Assess and articulate complex risk factors: professional, legal, clinical, familial, public and organisational (4.2.3)

COURSE CONTENT

This clinically based programme is designed to develop assessment skills and knowledge to support nurses within their area of practice. It has been developed to ensure nurses practicing in any health setting can identify their learning needs and set their own objectives to manage a particular client group. The Schools offered through the academic year will endeavour to support individual students practice.

Students will be encouraged to articulate in both discussion and their written assignments an understanding of the professional, legal, and cultural contexts that impact on the conduct, processes and outcomes of assessment and diagnosis, and the therapeutic nursing process.

This advanced practice programme is designed to offer nurses the background to work effectively. The intention is to build upon knowledge gained through successful completion of the Postgraduate Certificate in Clinical Nursing (Mental Health), NURS 512 and NURS 534. These two courses are designed with emphasis on critical reflective practice through exploring the complex contexts of mental health, professional supervision, learning goals and portfolio development.

Throughout the Schools the theoretical perspective will concentrate on:

- The identification and use of appropriate assessment approaches tools/approaches to suit each individual's particular clinical area. Students will be encouraged through the assignment process to critique assessment tools/approaches
- The process of taking a patient history, methods of questioning/communicating with patients and families, diagnostic reasoning processes and effective clinical decision making strategies supported by theoretical frameworks
- The physical overall assessment of the following systems:
 - Respiratory
 - Cardiovascular
 - Renal
 - Neurological/cognitive
 - Abdominal
 - Muscular-skeletal

Presentations will include relevant supporting physiology and pathophysiology. In addition the classroom environment will provide:

- A problem based approach to learning. Students are exposed to complex clinical scenarios which they will work through in small groups. The process involves identification of situations in need of improvement (SINI),s hypothesising about these, developing a clinical judgement and a management plan, or a diagnosis using nursing frameworks, DSMIV and ICD 10, and the means to evaluate these. Students will have available resource sessions which will provide input from experts.
- Three schools (2 days each) form the basis of class room interaction. Between these schools students will maintain ongoing contact with their negotiated clinical mentor. Students are expected to negotiate specific clinical experience in relation to key assessment processes relevant to their practice setting and evaluation of competency. This will encompass five distinct areas of clinical assessment tools/approaches: a consumer driven one, a culture specific one, a quality of life one, a global measure of disability and an outcome measure.

- Students will articulate in both discussion and their written assessments an understanding of the professional, ethical, legal and cultural contexts that impact upon the conduct, processes and outcomes of assessment and diagnosis, and the therapeutic nursing intervention.
- The successful completion of this course requires students to submit and pass two written assignments, demonstrate effective clinical assessment and portfolio assessment skills.

The course assignments have been developed to allow the student to critique contemporary assessment tools and the knowledge required to underpin advanced assessment skills.

Assignment 1 - Advanced Client Assessment and Management Plan.

This is designed to demonstrate that you are developing a diversity of skills in diagnostic reasoning, clinical decision-making and advanced management planning. In it you are required to identify SINIs for a client who has complex problems, justify your diagnostic reasoning and develop and evaluate a management plan. Your professional responsibilities are expected to be demonstrated in this assignment as well as evidence of your understanding of the complex environment of the client.

Assignment 2 - Learning Portfolio of Assessment Tools/Approaches.

The development of the learning portfolio over the year gives you an opportunity to explore different types of assessment tools/approaches that are used in your clinical area and will enable you to further develop your clinical assessment skills in collaboration with an identified clinical mentor. Students are expected to select five different assessment tool/approaches with a clinical mentor of their choice who is either a medical consultant or registrar, nurse consultant or suitably qualified nurse to support you throughout these assessments. It is likely that you will have more than one mentor and meet with them to discuss each assessment tool/approach and how you will demonstrate your understanding and application of it.

The Learning Portfolio presents formal evidence of integration of theory and practice with written critique of each assessment approach/tool as per assignment guidelines and comment from your clinical mentor with regard to ongoing integration of competencies to achieve advanced practice outcomes.

The mentor statement provides supporting evidence that the student has met an advanced level of competence.

DEMONSTRATION OF PROGRESSION FROM SPECIALIST TO ADVANCED COMPETENCE

This course is designed to support the student as they identify how they have *integrated* their practice and theoretical knowledge gained from the entry to the specialty programme and move to demonstrate gaining increased proficiency in a range of assessment, diagnostic and patient centred relational competencies. To support this process and provide the student and mentors with a bench mark the following description is of a typical graduate profile that would be evident on completion of the programme in assessment in their area of specialty. This profile can be used as a benchmark to demonstrate an integrated progression to advanced practice competence.

The Postgraduate Certificate in Clinical Nursing (Mental Health), NURS 512 and NURS 534. course has been designed to facilitate development of advanced nursing practice that is consistent with the standards of Te Ao Maramatanga (New Zealand College of Mental Health Nurses) (2004) and its Competencies for Advanced Practice in New Zealand (2002), and the Nursing Council of New Zealand Competencies for RN Scope of Practice (2005). The course encourages practice development to the level of the Nursing Council's Nurse Practitioner™ competencies (2002).

At completion of the Postgraduate Certificate in Clinical Nursing (Mental Health), NURS 512 and NURS 534. course the student will have:

- Extended their knowledge required for specialist nursing practice using the competencies outlined below, and be competent in providing high quality nursing care to patients and families experiencing complex health challenges.
- Developed as a practitioner who is analytical, reflective and who is able to apply theory and new ideas about practice to the clinical area.
- Presented a portfolio which demonstrated the **four generic areas of competency**. The four generic competencies indicated in the Nursing Council of New Zealand's publication *Framework for Post-Registration Nursing Practice Education* May 2001 relate to: nursing clinical judgement, leadership, standards, and practice development.

The competencies that students must have achieved are as follows:

3.2.1 Shows sound levels of judgement, discretion and decision-making in patient/client care.

3.2.1.1 Increases clinical understanding and practice on which to assess and manage clinical situations.

3.2.1.2 Utilises effective assessment skills (physical and psychosocial).

3.2.1.3 Performs technical skills effectively.

3.2.1.4 Utilises specialty knowledge and experience to provide effective emotional and informational support to clients and families.

3.2.1.5 Foresees likely course of events for clients.

3.2.1.6 Individualises client centred care beyond a routine approach to care.

3.2.1.7 Further develops effective organisational skills, such as time management and priority setting.

3.2.2 Shows clinical nursing leadership.

- 3.2.2.1 Actively participates within the health care team.
- 3.2.2.2 Acts as a positive role model of specialty nursing practice.
- 3.2.2.3 Acts as a nursing resource for the health care team.
- 3.2.2.4 Effectively communicates with members of the interdisciplinary team.
- 3.2.2.5 Provides guidance, support and nurturing to novice nurses and those entering the specialty practice area.
- 3.2.2.6 Acts as an advocate for nursing within the specialty practice area.

3.2.3 Monitors and improves standards of nursing through quality improvement processes.

- 3.2.3.1 Identifies researchable practice issues and refers to appropriate people.
- 3.2.3.2 Actively participates in quality improvement activities.
- 3.2.3.3 Contributes to the development of policies/audits/standards.
- 3.2.3.4 Gives and receives critical and reflective peer feedback.
- 3.2.3.5 Evaluates nursing practice against current standards through the use of nursing audit tools.

3.2.4. Develops nursing practice through research and scholarship.

- 3.2.4.1 Provides specialty nursing care which reflects current nursing knowledge, research and understanding.
- 3.2.4.2 Utilises research and scholarship judiciously to critique clinical practice guidelines.
- 3.2.4.3 Develops awareness of the impact of broader health policies and directions on specialty practice.
- 3.2.4.4 Presents and participates in client review from a nursing perspective.

Specific evidence demonstrating specialist professional practice will exist in the student's portfolio as follows:

- Acts as a leader and change agent to promote effective nursing practice and optimum patient outcomes (3.2.2).
- Applies a sound evidence-based method of assessing, implementing and evaluating nursing care to meet the needs of the person with complex health challenges (3.2.1, 3.2.4).
- Examines economic, political, and social forces affecting nursing care delivery in complex health care systems (3.2.4.1 & 3).
- Provides care that reflects sensitivity to culturally and ethnically diverse populations (3.2.1.6, 3.2.4.3).
- Uses ethical principles to guide decision-making in nursing practice (3.2.1).
- Integrates theoretical and research based knowledge into specialty nursing practice (3.2.1, 3.2.4).
- Contributes to the development of peers and colleagues to improve patient care and foster the growth of professional nursing (3.2. 2).
- Engages in interdisciplinary collaboration to promote quality cost effective care (3.2.2, 3.2.3).
- Evaluates clinical practice in relation to professional practice standards and relevant statutes and regulations (3.2.2, 3.2.3).
- Integrates a range of teaching methods into nursing practice to ensure patient outcomes are met (3.2.1).

The numbers in brackets reflect the requirements of the Nursing Council of New Zealand's four generic competencies for Specialty Nursing Practice.

Source: Nursing Council of New Zealand. (2001). *Framework for Post-Registration Nursing Education*. Wellington: Author.

RELATIONSHIP BETWEEN LEARNING OUTCOMES, NURSING COUNCIL COMPETENCIES (2001) AND COMPETENCIES FOR ADVANCED PRACTICE IN PSYCHIATRIC MENTAL HEALTH NURSING (JUNE 2002)

Upon completion of this course students will be able to demonstrate that they have the capacity practically and theoretically to demonstrate advanced assessment and diagnostic reasoning in their scope of practice.

Learning outcomes	NC Competencies	College Profile
Demonstrate use of relevant advanced assessment and diagnostic skills	4.2.1	Demonstrated use of relevant mental health assessment tools/approaches and diagnostic skills based on the purpose of the interview, uniqueness of the client, significant others and whanau, and identify appropriate therapeutic interventions in conjunction with clinical mentor
Assess complex risk factors: professional, legal, clinical, familial, public and organisational;	4.2.3	Articulated history of patients in context appropriately to interdisciplinary team and case review, as whanau meeting. Shows ability to implement cultural safe practice including partnership, protection and participation.
Demonstrate advanced health assessment through the use of assessment and diagnostic frameworks	4.2.1	Demonstrated ability to discern appropriate use of assessment and diagnostic reasoning framework for a consumer and whanau that takes account of empowerment/partnership concepts, safety and zero tolerance to discrimination.
Demonstrate the ability to confidently take a patient history relevant to the practice situation/area	4.2.2	Demonstrated ability to appropriately present in written format and to peers for review consumer case study/scenario or a consumer population group using the recognised format. Shows conscious, skilled and therapeutic use of unique self.
Apply critical reasoning to nursing practice issues and decisions and critique advanced diagnostic inquiry based on the assessment;	4.2.1	Demonstrated ability of assessment in the consultation process with mentor, relating and interpreting data found on examination appropriate to the consumer and whanau situation.
Utilise evidence-based practice and research to support advanced nursing knowledge;	4.2.2	Demonstrated ability to relate to the individual consumer and whanau using a nursing leadership practice framework,
Demonstrate knowledge of pathophysiological processes to support diagnostic reasoning and demonstrate knowledge of physiological responses to illness and identify appropriate treatment interventions.	4.2.1	Demonstrated ability to summarise the interview and physical assessment, identify the problems, investigations and offer interpretations of any tests conducted; Utilises diagnostic frameworks, nursing frameworks and therapeutic interventions.

Communicate the outcomes of the assessment and diagnosis to the client and significant others, and the health professionals in the interdisciplinary team with a high degree of competence;	4.2.2	Demonstrated ability to offer opportunity for guided discussion and debate as to options for care based on evidence; and an ability to relate the plan for care, and manage the care relationships.
Recognise limits to own practice and refer or consult appropriately;	4.2.5	Secure identity in relation to work; plans own professional development; positively ensures that practice is within the scope of expertise; effective stress management plan or processes.

The objectives of this course are informed by the following New Zealand Nursing Council competencies for Advanced Nursing Practice (2001).

Nursing Council of New Zealand Competencies for Advanced Nursing Practice Programmes (Without Nurse Prescribing)

4.2.1 Articulates scope of nursing practice and its advancement.

The nurse:

- defines the scope of independent/collaborative nursing practice in health promotion, maintenance and restoration of health, preventative care, rehabilitation and/or palliative care
- describes diagnostic enquiry processes responding to actual and potential health needs and characteristics of the particular population group
- explains the application/adaptation of advanced nursing knowledge, expertise and evidence based care to improve the health outcomes for clients across the care continuum within the scope of practice
- generates new approaches to the extension of nursing knowledge and delivery of expert care with the client groups in different setting.

4.2.2 Shows expert practice working collaboratively across settings and within interdisciplinary environments.

The nurse:

- demonstrates culturally safe practice
- uses advanced diagnostic enquiry skills
- develops a creative, innovative approach to client care and nursing practice
- manages complex situations
- rapidly anticipates situations
- models expert skills within the clinical practice area
- applies critical reasoning to nursing practice issues/decisions
- recognises limits to own practice and consults appropriately
- uses and interprets laboratory and diagnostic tests.

4.2.3 Shows effective nursing leadership and consultancy.

The nurse:

- takes a leadership role in complex situations across settings and disciplines
- demonstrates skilled mentoring/coaching and teaching
- leads case review and debriefing activities
- initiates change and responds proactively to changing systems
- is an effective nursing resource
- participates in professional supervision.

4.2.4 Develops and influences health/socio-economic policies and nursing practice at a local and national level.

The nurse:

- contributes and participates in national and local health/socio-economic policy
- demonstrates commitment to quality, risk management and resource utilisation
- challenges and develops clinical standards
- plans and facilitates audit processes
- evaluates health outcomes and in response helps to shape policy.

4.2.5 Shows scholarly research inquiry into nursing practice.

The nurse:

- evaluates health outcomes, and in response helps to shape nursing practice
- determines evidence-based practice through scholarship and practice
- reflects and critiques the practice of self and others
- influences purchasing and allocation through utilising evidence-based research findings.

(Nursing Council of New Zealand, 2001, p.19-22).

The Nursing Council of New Zealand Competencies for Advanced Nursing Practice Programmes (Without Nurse Prescribing) guide the development of work completed by the student in the course which will broadly develop the participants understanding of the following areas of practice:

- the nature of practice development and the nursing role in assessment and diagnostic reasoning; (4.2.1)
- assessment and diagnostic frameworks that are appropriate for the wide range of settings and clinical situations; (4.2.1)
- best practice in communicating the outcomes of the assessment and diagnosis to the person and appropriate others; (4.2.2)
- the professional values, ethics and standards that underpin assessment and diagnosis; (4.2.3)
- the professional, political, legal, cultural and moral parameters with the public and community and organisational settings of palliative care practice. (4.2.4)
- practice development and scholarship. (4.2.5)

READINGS

There are no set readings for this course. Access to the latest *Diagnostic and statistical manual of mental disorders* published by the American Psychiatric Association is required.

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

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Wednesday 2 & Thursday 3 April 2008

Times: 9.30am - 5.00pm

Venue: Room 207, 83 Fairlie Tce, Kelburn, Wellington

2ND SCHOOL

Dates: Monday 23 & Tuesday 24 June 2008

Times: 9.30am - 5.00pm (TBC)

Venue: Room 201, 83 Fairlie Tce, Kelburn, Wellington

3RD SCHOOL

Dates: Thursday 14 & Friday 15 August

Times: 9.30am - 5.00pm (TBC)

Venue: Room 201, 83 Fairlie Tce, Kelburn, Wellington

Daily timetables will be posted or emailed to students prior to schools 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.

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 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 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: Advanced Client Assessment and Management Plan

Due Date: 3 June 2008

This assignment is worth 40% of your final grade.

The purpose of this assessment is for you to demonstrate that you are developing a diversity of skills in diagnostic reasoning, clinical decision-making and advanced management planning.

Taking full account of your professional responsibilities including seeking the consent of a client and their psychiatrist or responsible clinician and care manager;

- Choose a client with whom you work who has complex health problems. Identify the SINIs for the client, and hypothesise about these SINIs. Include details of any differential diagnosis that you considered.
- Justify your diagnostic reasoning and clinical decision making exploring the literature and best practice and develop a management plan for this client. This may involve suggesting any future assessments/investigations for this client.
- Describe how you would evaluate this management plan, implications for the client and reflect on how effective your assessment skills are in practice.

Word guide: Maximum 3,500 - 4,000 words

ASSIGNMENT NUMBER TWO

Assignment Name: Learning Portfolio of Assessment Tools/Approaches

Due Date: 13 October 2008

This assignment is worth 60% of your final grade

Learning Portfolio

The development of the learning portfolio over the year gives you an opportunity to explore different types of assessment tools/approaches that are used in your clinical area and will enable you to further develop your clinical assessment skills.

Mentor

You are required to identify a mentor (an experienced, competent practitioner within your practice area) to support you throughout these assessments. It is likely that you will have more than one mentor and meet with them to discuss each assessment tool/approach and how you will demonstrate your understanding and application of it.

The five assessment tools/approaches that you need to select are one of each of the following:

- A consumer driven tool/approach
- A culture-specific tool/approach
- A quality of life tool/approach
- A global measure of disability
- An outcome measure tool/approach

Your written work for this should include the following for each assessment tool/approach:

- a. a brief description of each assessment tool/approach and why you have chosen it,
- b. comment on research evidence (or absence) and provide references of source material
- c. limitations and boundaries (inc. copyright) on use
- d. process undertaken to enhance learning and achieve competence
- e. reflections on using this tool/approach that you need to consider in future clinical use
- f. the clinical competency form for each tool/approach completed by your clinical mentor

Each portfolio should contain examples of all tools used including risk assessment tools, and should be specific to your clinical setting.

Word guide: Minimum 4,000 words, Maximum 5,000 words

On the second day of the second School we will ask you to **present one of your assessment tools to your colleagues**. You will also be expected to comment on how you have used this opportunity to consider or make significant changes in your practice as a consequence of the course. In what ways have you been able to use the course to actively develop a new awareness/position for yourself in your practice?

**Learning portfolio of assessment
tools/approaches– 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:

Assessment tool/approach:

Clinical Mentor Name:

Position Held:

To be completed and submitted with assignment two, due 13 October 2008.

Mentor's summary statement:

Signed: Date:

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