

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

# **NURS 534**

## **Advancing Nursing Practice - Mental Health**

**Course Co-ordinator:  
Thelma Puckey**

### 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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## **COURSE CO-ORDINATOR**

Thelma Puckey

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## **TEACHING TEAM**

Kaye Carncross, Capital & Coast District Health Board

## **STUDENT ADMINISTRATOR**

Chris Fox

Ph: 04 463-6647

Email: [chris.fox@vuw.ac.nz](mailto:chris.fox@vuw.ac.nz)

# **CONTACT DETAILS**

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## **POSTAL ADDRESS**

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

## **PHYSICAL ADDRESS**

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

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

Fax: (04) 463-5442

Email: [nmh@vuw.ac.nz](mailto: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 CONTENT

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Welcome

The philosophical premises that underpin this course are:

- nurses have a responsibility to utilise their knowledge and skills in the best interests of the tangata whaiora/consumer
- tangata whaiora/consumers and nurses have an expectation and a right to be valued as unique individuals
- nurses and tangata whaiora/consumers working together have a unique and significant contribution to make to best practice
- nurses and tangata whaiora/consumers have a common goal which necessitates negotiation of understandings and expectations

This 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).

This course is funded by the Clinical Training Agency (CTA) as part of the Postgraduate Certificate in Clinical Nursing (Mental Health) and has also been developed to meet the CTA Training Specification for Advanced Mental Health Nursing, 1 December 2000. A copy of this specification is available on the Ministry of Health website:

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

## STANDARDS FOR MENTAL HEALTH NURSING PRACTICE

The mental health nurse:

- i) ensures her/his practice is culturally safe
- ii) establishes partnerships as the basis for a therapeutic relationship with tangata whaiora/consumers
- iii) provides nursing care that reflects contemporary nursing practice and is consistent with the therapeutic plan
- iv) promotes health and wellness in the context of her/his practice
- v) is committed to ongoing education and contributes to the continuing development of the theory and practice of mental health nursing
- vi) is a health professional who demonstrates the qualities of identity, independence, authority and partnership.

Source: Te Ao Maramatanga (New Zealand College of Mental Health Nurses Inc). (2004). *Standards of practice for mental health nursing in New Zealand*, (2<sup>nd</sup> ed). p.4.

# **COURSE DESCRIPTION**

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This course offers registered nurses an advanced professional, practice-oriented course that will enable the student to:

- articulate the scope and area of specialty/subspecialty of psychiatric mental health nursing practice and its advancement
- show expert practice working collaboratively across settings and within interdisciplinary environments
- show effective nursing leadership
- develop and influence health/socio-economic policies and psychiatric mental health nursing practice at a local and national level
- show scholarly research inquiry into psychiatric mental health nursing practice.

Source: Nursing Council of New Zealand *Framework for Post-Registration Nursing Practice Education, May 2001*; and *Nurse Practitioner™ Endorsements: Guidelines for Applicants, September 2002*

# **COURSE AIMS**

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Students will:

- extend their practice through enhancing their knowledge base of contemporary psychiatric mental health nursing practice
- critically reflect on the context in which they practice

# **COURSE OBJECTIVES**

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

- critically analyse different models/frameworks of care and therapy in relation to psychiatric mental health nursing
- develop advanced nursing assessment skills
- enhance documentation and writing skills
- critique the concept of cultural safety which includes the Treaty of Waitangi and its application to their nursing practice
- articulate the relationship between the Treaty of Waitangi and Māori mental health services/initiatives
- apply relevant New Zealand mental health policies, legislation, and initiatives and explore the relationship of these to international mental health care trends
- demonstrate an understanding of contemporary psychopharmacology relevant to advanced practice in mental health nursing
- critically examine current national and international trends and research findings in the mental health field
- critically analyse psychiatric mental health nursing practice in relation to ethical and professional issues
- work collaboratively with tangata whaiora/consumers individually and in groups.

# RELATIONSHIP BETWEEN NURS 534 COURSE OBJECTIVES, NURSING COUNCIL COMPETENCIES AND NZCMHN STANDARDS

Course Objectives	Nursing Council Competencies	NZCMHN Standards
<ul style="list-style-type: none"> <li>critically analyse different models of care and therapy in relation to psychiatric mental health nursing</li> </ul>	1.0 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 1.0 generates new approaches to the extension of nursing knowledge and delivery of expert care with the client groups in different settings	iii) provides nursing care that reflects contemporary nursing practice and is consistent with the therapeutic plan
<ul style="list-style-type: none"> <li>develop advanced nursing assessment skills</li> </ul>	1.0 describes diagnostic enquiry processes, responds to actual and potential health needs and characteristics of the particular population group 2.0 uses professional judgement to assess the client's health status and make differential diagnoses/implement nursing interventions/ treatments 2.0 uses and interprets laboratory and diagnostic tests	
<ul style="list-style-type: none"> <li>develop skills in referral and liaison within mental health settings</li> </ul>	1.0 defines the scope of independent/collaborative nursing practice in health promotion, maintenance and restoration of health, preventative care, rehabilitation and/or palliative care 2.0 uses professional judgement to refer the client ...	
<ul style="list-style-type: none"> <li>enhance documentation and writing skills</li> </ul>	2.0 models expert skills within the clinical practice area 2.0 accurately documents and administers assessments ... 3.0 leads case review and debriefing activities 4.0 plans and facilitates audit processes	
<ul style="list-style-type: none"> <li>critique the concept of cultural safety which includes the Treaty of Waitangi and its application to their nursing practice</li> </ul>	1.0 defines the scope of independent/collaborative nursing practice in health promotion, maintenance and restoration of health, preventative care, rehabilitation and/or palliative care 2.0 demonstrates culturally safe practice 5.0 reflects and critiques the practice of self and others	i) ensures her/his practice is culturally safe
<ul style="list-style-type: none"> <li>articulate the relationship between the Treaty of Waitangi and Māori mental health services/initiatives</li> </ul>	2.0 demonstrates culturally safe practice 3.0 takes a leadership role in complex situations across settings and disciplines	i) ensures her/his practice is culturally safe
<ul style="list-style-type: none"> <li>apply relevant New Zealand mental health policies, legislation, and initiatives and explore the relationship of these to international mental health care trends</li> </ul>	4.0 demonstrates commitment to quality, risk management and resource utilisation 4.0 challenges and develops clinical standards 4.0 evaluates health outcomes and in response helps to shape policy 5.0 determines evidence-based practice through scholarship and practice 5.0 evaluates health outcomes, and in response helps to shape nursing practice 5.0 influences purchasing and allocation through utilising evidence-based research findings	



Course Objectives	Nursing Council Competencies	NZCMHN Standards
<ul style="list-style-type: none"> <li>demonstrate an understanding of contemporary psychopharmacology relevant to advanced practice in mental health nursing</li> </ul>	2.0 manages complex situations 2.0 rapidly anticipates situations 2.0 applies critical reasoning to nursing practice issues/decisions 2.0 operates within a framework of current best practice and applies knowledge of pathophysiology, pharmacology, pharmacokinetics and pharmacodynamics to nursing practice assessment/decisions and interventions 3.0 takes a leadership role in complex situations across settings and disciplines 3.0 is an effective nursing resource	
<ul style="list-style-type: none"> <li>critically examine current national and international trends and research findings in the mental health field</li> </ul>	1.0 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 1.0 generates new approaches to the extension of nursing knowledge and delivery of expert care with the client groups in different settings 4.0 demonstrates commitment to quality, risk management and resource utilisation 4.0 challenges and develops clinical standards 4.0 plans and facilitates audit processes 4.0 evaluates health outcomes and in response helps to shape policy 5.0 determines evidence-based practice through scholarship and practice 5.0 evaluates health outcomes, and in response helps to shape nursing practice	v) is committed to ongoing education and contributes to the continuing development of the theory and practice of Mental Health Nursing
<ul style="list-style-type: none"> <li>critically analyse psychiatric mental health practice in relation to ethical and professional issues</li> </ul>	2.0 demonstrates culturally safe practice 2.0 applies critical reasoning to nursing practice issues/decisions 3.0 takes a leadership role in complex situations across settings and disciplines	v) is committed to ongoing education and contributes to the continuing development of the theory and practice of Mental Health Nursing  vi) is a health professional who demonstrates the qualities of identity, independence, authority and partnership.
<ul style="list-style-type: none"> <li>work collaboratively with tangata whaiora/consumers individually and in groups</li> </ul>	2.0 demonstrates culturally safe practice	ii) establishes partnerships as the basis for a therapeutic relationship with consumers

# COURSE CONTENT

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This course consists of three Schools referred to as the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Schools, held over three to four days, and inclusive of a pharmacology workshop. Each School is integrated with shared with NURS 512 and include seminar based learning with colleagues, guest speakers and the teaching team. Attendance and participation in the workshop, the peer presentations, and electronic tutorials are integral parts of this course that must be met for successful completion of the course. The student is also responsible for maintaining contact between the Schools via telephone and email. The logistics of these will be discussed at the 1st School.

## PRE-READINGS

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Barkway, P. (2005). Theories on mental health and illness. In *Psychiatric and Mental Health Nursing*, R. Elder, K. Evans, and D. Nizette, Editors. Elsevier Mosby: Sydney. p. 98-111.

Forchuk, C., et al., (2007) Transitional discharge based on therapeutic relationships: state of the art. *Archives of Psychiatric Nursing*,. 21(2): 80-86.

Nursing Council of New Zealand. (2005). *Guidelines for cultural safety, the Treaty of Waitangi, and Māori health in nursing and midwifery education and practice*. Wellington: Author.

O'Brien, A., & Morrison-Ngatai, E. (2003). Providing culturally safe care. In *Psychiatric mental health: Craft of caring*. P. Barker (Ed.), (pp. 532-539). London, Arnold.

Any other articles as provided.

# READINGS

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There is no set text book for this course (NURS 534).

To advance practice clinically and professionally students need to develop proficiency in using library catalogues and databases, and the internet, to access research and literature to support their learning needs and those of their clients/tangata whaiora and their families/whanau. Some of this is covered in the 1st School and any student can access Student Support services and library staff.

Specialist readings will be made available during the programme. Students are encouraged to read any articles that inform psychiatric mental health nursing including Policy-Practice, Cultural perspectives, Family and Caregiver, Nursing Theory/Models, Ethics, Attitudes/Stigma, Research-Approaches/Utilization, Nursing Practice Studies, Tangata whaiora/consumers Perspectives, and Writing and Publishing. For suggested journals see page 26, Appendix 1.

It is recommended that students read any recent (post 2000) Psychiatric Mental Health Nursing text, **for example:**

Barker, P. (2003). *Psychiatric and mental health nursing: The craft of caring*. London: Arnold.

Craig, J., & Smyth, R. (Eds.). (2002). *The Evidenced-Based Practice Manual for Nurses*. Philadelphia: Churchill Livingstone.

Cutcliffe, J., & Ward, M. (Eds.). (2004). *Critiquing Nursing Research*. Wiltshire, UK: Quay Books.

Harrison, M., Howard, D., & Mitchell, D. (Eds.). (2004). *Acute Mental Health Care: From Acute Concerns to the Capable Practitioner*. London: Sage Publications.

Horsfall, J., & Stuhlmiller, C. (2000). *Interpersonal nursing for mental health*. Sydney: MacLennan & Petty.

Norman, I., & Ryrie, I. (Eds.). (2004). *The Art and Science of Mental Health Nursing: A Textbook of Principles and Practice*. Berkshire, UK: Open University Press.

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

# RESOURCE CONTACTS

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Office	PO Box	Street Address	Phone	Fax	Email/internet address
Te Ao Maramatanga (New Zealand College of Mental Health Nurses)	PO Box 83 111	Edmonton Road Auckland			<a href="http://www.nzcmhn.org.nz">www.nzcmhn.org.nz</a>
Mental Health Commission Wellington	PO Box 12479	Level 4 Prime Finance Tower 142 Lambton Quay Wellington	474 8900	474 8901	<a href="http://www.mhc.govt.nz/">www.mhc.govt.nz/</a>
Ministry of Health Mental Health Directorate Nursing in NZ Information Officer	PO Box 5013	133 Molesworth St	496 2000	496 2010	<a href="http://www.moh.govt.nz">www.moh.govt.nz</a> <a href="mailto:pubs@moh.govt.nz">pubs@moh.govt.nz</a>
Te Pou (National Centre MH Workforce Development)		Auckland & Hamilton			<a href="http://www.tepou.co.nz">www.tepou.co.nz</a>
Nursing Council of New Zealand Wellington	PO Box 9644	Level 12 Mid City Tower 139-143 Willis St Wellington	385 9589	801 8502	<a href="http://www.nursingcouncil.org.nz">www.nursingcouncil.org.nz</a> <a href="mailto:admin@nursingcouncil.org.nz">admin@nursingcouncil.org.nz</a>
Department of Corrections Wellington	PO Box 1206	Mayfair House 44-52 The Terrace Wellington	499 5620		<a href="http://www.corrections.govt.nz">www.corrections.govt.nz</a>
Matua Raki		Christchurch			<a href="http://www.mhwork.org.nz">www.mhwork.org.nz</a>
Te Puni Kokiri Wellington	PO Box 3943	143 Lambton Quay	922 6000		<a href="http://www.tpk.govt.nz">www.tpk.govt.nz</a>
International Council of Nurses					<a href="http://www.icn.ch/">www.icn.ch/</a>
Health Research Council					<a href="http://www.hrc.govt.nz">www.hrc.govt.nz</a>
Health & Disability Commission					<a href="http://www.hdc.org.nz">www.hdc.org.nz</a>
Werry Centre (CAFs workforce developmt)		Auckland			<a href="http://www.mhwork.org.nz">www.mhwork.org.nz</a>
NZ Health Information Service					<a href="http://www.nzhis.govt.nz">www.nzhis.govt.nz</a>
Te Rau Matatini (Maori MH workforce development)	PO Box 12175	Palmerston Nth	0800 628284		<a href="http://www.matatini.co.nz">www.matatini.co.nz</a>

# **WORKLOAD**

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

# **MANDATORY COURSE REQUIREMENTS**

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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**

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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](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**

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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](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## **ETHICAL CONSIDERATIONS**

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

# SCHOOL CATERING

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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	<b>11 - 13 February</b>	<b>1<sup>st</sup> School</b>	
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			
7 April			
14 April			
21 April	25 April	ANZAC Day	
28 April	<b>28 April</b>		<b>Assignment 1 due</b>
5 May			
12 May			
19 May			
26 May			
2 June	2 June <b>4 - 6 June</b>	Queens Birthday <b>2<sup>nd</sup> School</b>	<b>Pharmacology Workshop</b>
9 June			
16 June			
23 June			
30 June			
7 July			
14 July	<b>14 July</b>		<b>Assignment 2 due</b>
21 July			
28 July			
4 August			
11 August			
18 August			
25 August			
1 September			
8 September			
15 September	<b>15 - 18 September</b>	<b>3<sup>rd</sup> School</b>	<b>Assignment 3 due</b>
22 September			
29 September			
6 October			
13 October			
20 October			
27 October	27 October	Labour Weekend	
3 November			



# SCHOOL TIMETABLE

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Timetables will be confirmed and emailed prior to the Schools commencing.

## 1<sup>ST</sup> SCHOOL

Dates: Monday 11, Tuesday 12, Wednesday 13 February

Times: 9.00am to 5.00pm

Venue: 83 Fairlie Terrace, Kelburn

Timetable topics for the week:

- Introduction to the Course
- Frameworks for Practice
- Supervision
- Library Skills
- The Art of Critique
- Learning Skills
- Nursing Research
- Legal and Ethical Consideration
- Cultural Safety
- Blackboard

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## 2<sup>ND</sup> SCHOOL

Dates: Wednesday 4, Thursday 5 & Friday 6 June

Times: 9.00am to 5.00pm

Venue: 83 Fairlie Terrace, Kelburn

Timetable topics for the week:

### **Student presentations Thursday & Friday**

- **Psychopharmacology Workshop Wednesday**
- Thinking and Working Systemically
- Specialty Practice Areas
- Nursing Research
- Cultural Contexts
- Primary mental health

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### **3<sup>RD</sup> SCHOOL**

Dates: Monday 15, Tuesday 16, Wednesday 17 & Thursday 18 September

Times: 9.00am to 5.00pm

Venue: 83 Fairlie Terrace, Kelburn

Timetable topics for the week:

#### **Student presentations Tuesday and Wednesday**

- **RRR workshop Monday**
- Leadership and Practice Development
- Māori Mental Health Policy
- Pacific Island Mental Health Policy
- Tangata Whaiora/Consumer Perspective
- Family Caregivers Perspective
- Mental Health Commission
- Influencing Mental Health Policy
- Research

**The topics in the Schools will be interchangeable depending on the availability of speakers.**

# CONFERENCE & SCHOOL PRESENTATIONS

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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.

Presentations by students to their colleagues and peers are a requirement of this Postgraduate Certificate in Clinical Nursing (Mental Health) programme and are considered a component of advanced nursing practice and of education at postgraduate level. All presentations will be informed by reading, reflecting and analysis of practice. Students are able to present in a supportive environment that is conducive to learning and developing new skills.

Presentations are graded as coursework and students must complete their presentations to meet all the requirements of the course. Preparation for the presentations, grading criteria and feedback are discussed at the 1<sup>st</sup> School.

You will be required to use the VUW Conference Presentation template for all school presentations as part of your assignment requirements. This template is available and can be accessed on Blackboard or you can email: [chris.fox@vuw.ac.nz](mailto:chris.fox@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.

Presentations are scheduled in 3<sup>rd</sup> School.

## BLACKBOARD

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Electronic learning tools are now used routinely in education and this Postgraduate Certificate in Clinical Nursing (Mental Health) has electronic tutorials on a programme known as Blackboard. Students have access to Blackboard via the VUW website. Participation in Blackboard tutorials is a course requirement. Blackboard will be discussed in the 1<sup>st</sup> School and an introductory session online has been scheduled.

# ASSIGNMENTS

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

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

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

## **Graduate School guidelines for submission and return of student assignments:**

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

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

**Final assignments will not be accepted by email.**

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

# ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

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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](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.

# REPORTING STUDENT ACHIEVEMENTS AND AWARDS

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

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

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

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## Assignment Number One

Assignment Name: Advanced Nursing Practice Models for Care – With tangata  
whaiora/consumer

Due Date: **28 April 2008**

This assignment is worth 40% of your final grade

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- (i) Identify a particular tangata whaiora/consumer situation with which you were, to some extent, involved:
  - identify your reasons for choosing this tangata whaiora/consumer
  - discuss the ethical and/or medico legal issues you need to consider in preparing this assignment including any relating to tangata whaiora/consumer
  - provide a brief summary of the tangata whaiora/consumer's presentation and history (no more than 1 page)
  - identify the existing model of care and discuss the assumptions/theoretical framework supported with relevant literature (1½ -2 pages)
  - provide the information given to, and a declaration (re consent) given by tangata whaiora/consumer
  
- (ii) Select an alternative framework and, in relation to your chosen tangata whaiora/consumer case situation:
  - identify/discuss your reasons for choosing this particular framework
  - describe the framework
  - describe how care may have differed if this framework had been applied
  - explain how nursing practice can be advanced using this framework
  - Construct this work with reference to your nurse/tangata whaiora/consumer relationship, using relevant theoretical and research literature
  
- NB:** The emphasis on this assignment is here, part (ii) – **your ability to demonstrate advancing nursing practice.**
  
- (iii) Provide a brief statement of your reflections and learning on completing this study in your conclusion

**A minimum of 15 relevant references is required.** (Word guide:2,500-3,000 words)



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## Assignment Number Two

Assignment Name: Document Critique

Due Date: **14 July 2008**

This assignment is worth 45% of your final grade

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You will be assigned two or three recent mental health related documents that impact **directly or indirectly on your development as an advancing practitioner**. Critique one of these documents, using an identified framework. Alternative documents can be negotiated with the course coordinator. Your critique will be **prefaced by an executive summary**, with your recommendations for future action, suitable for submission to the relevant organisation.

- choose one of these documents to critique
- provide an explanation for your choice of document
- identify the framework you will use for your critique supported with relevant literature
- include in your critique a discussion on the strengths and weaknesses of this document
- discuss the relevant Nursing Council advanced competencies to the document and your critique and advancing nursing practice
- support your critique using appropriate literature – a minimum of 15 relevant references is required
- make recommendations (3-4)
- end with a conclusion
- complete the Executive Summary – this is a summary of your critique of the document. The size of your executive summary is in relation to the size of your critique of the document. Remember the executive summary is placed at the front of your critique.

(Word guide 4,000 words)

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## Assignment Number Three

Assignment Name: Presentation: Articulating Practice

Due Date: **15 September 2008**

This assignment is worth 15% of your final grade

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Select a topic of particular interest to you that will demonstrate your development as an advancing psychiatric mental health practitioner. To articulate your practice, find a relevant international nursing conference in 2008/9 and prepare a succinct **20 minute PowerPoint presentation** suitable for this conference.

- select a relevant conference & provide the conference brochure & call for abstracts for the presentation
- provide a brief rationale for your choice of conference including its relevance to your topic.
- construct this presentation with the emphasis on articulating advanced nursing practice
- relate your advancing practice to relevant Nursing Council advanced competencies.
- provide an abstract using the conference abstract guidelines
- provide a reference list with a minimum of 15 relevant references that support your presentation

Please ensure that your presentation is 20 minutes only, 10 minutes of facilitated discussion will follow.

You will be required to use the **VUW Conference Presentation template** for this presentation.

This template is available and can be accessed on Blackboard or you can email: [chris.fox@vuw.ac.nz](mailto:chris.fox@vuw.ac.nz) for a copy of the template to be sent to you.

### Reporting 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 the form attached at the back of this outline and submit with your final assignment for your course. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact [chris.fox@vuw.ac.nz](mailto:chris.fox@vuw.ac.nz) to request a copy.

# Appendix 1: Mental Health Nursing Journals

The following journal listing was obtained from the VUW Library on 21/12/2007. This listing was obtained by searching the “Journal Finder” index for mental health nursing or psychiatric nursing.

*Archives of Psychiatric Nursing*

*International Journal of Mental Health Nursing*

*International Journal of Psychiatric Nursing Research*

*Issues in Mental Health Nursing*

*Journal of Child and Adolescent Psychiatric and Mental Health Nursing*

*Journal of Psychiatric and Mental Health Nursing*

*Journal of Psychosocial Nursing and Mental Health Services*

*Perspectives in Psychiatric Care*

NB. This is not a comprehensive list.

**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](mailto: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**