

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

NURS 539

Waikato DHB

**Advancing Nursing Practice - Intensive
Care**

**Course Co-ordinator:
Mark Reynolds**



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.

© Graduate School of Nursing, Midwifery & Health - January 2008

STAFF TEACHING IN THIS COURSE

COURSE CO-ORDINATOR

Mark Reynolds
Clinical Nurse Educator
Intensive Care
Waikato Hospital
Ph: 07 839 8899 ext 6570
Email: reynoldm@waikatodhb.govt.nz

PHYSICAL ADDRESS

Intensive Care Unit
Level 3 Menzies Building
Waikato Hospital
Pembroke St
Hamilton

STUDENT ADMINISTRATOR

Abbey McDonald
Ph: 04 463-6144
Email: abbey.mcdonald@vuw.ac.nz

CONTACT DETAILS

POSTAL ADDRESS

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

PHYSICAL ADDRESS

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

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

Fax: (04) 463-5442

Email: nmh@vuw.ac.nz

Web site: <http://www.victoria.ac.nz/nmh>

Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 3 January 2008 and close on Tuesday 23 December 2008.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools.

COURSE DESCRIPTION

NURS 539 Advanced Nursing Practice - Intensive Care is designed to prepare intensive care nurses to care for patients and families with complex needs and to develop the knowledge and skills associated with advanced nursing practice. Intensive care nursing as a speciality is an ever-growing profession encompassing more complex and varied challenges. This course has been designed to extend and deepen students' academic, practical and technical knowledge through formal instruction and directed inquiry. Through this, intensive care nurses should be able to integrate theory and practice in the management of patients presenting with acute health needs.

COURSE AIMS

To ensure a high level of competence in the provision of nursing care within Intensive Care, through the integration of theory and practice in the management of clients with acute presentation and illness/injury.

The Postgraduate Certificate in Clinical Nursing (Intensive Care) is designed to prepare the intensive care nurse to care for critically ill patients with complex needs, and to develop the knowledge base required for advanced nursing practice. This will benefit patient outcomes and care through:

- A commitment to research-based practice.
- Development of appropriate knowledge and skills to function at an advanced practice level.
- Leading practice development to meet best practice standards in intensive care.
- Evaluation of health outcomes that will influence health policies.

NURS 539 will focus on:

- Acute symptoms management related to advanced pathophysiology
- Advanced physical assessment
- Reflecting on nursing practice
- Clinical research for advanced nursing practice
- Influential forces in nursing and health care.

COURSE OBJECTIVES

Through advanced professional practice, nurses will interact in teaching/learning sessions in order to:

- Define the scope of nursing practice in health promotion, maintenance and restoration of health, preventing adverse sequelae, and rehabilitation (4.2.1 adapted).
- Describe diagnostic enquiry processes responding to actual and potential health needs, and characteristics of a particular population group (4.2.1).
- Generate new approaches to the extension of nursing knowledge and delivery of expert care (4.2.1).
- Explain 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 (4.2.1).
- Use professional judgement to assess the client health status, make differential diagnoses, implement nursing intervention/treatments and consult/refer the client to other health professionals appropriately (4.2.2).
- Use advanced diagnostic enquiry skills, utilising and interpreting laboratory and diagnostic tests (4.2.2).
- Develop a creative and innovative approach to nursing practice, achieving holistic client care, and incorporating family needs when appropriate (4.2.2 adapted).
- Apply critical reasoning to nursing practice to facilitate decision-making (4.2.2 adapted).
- Evaluate the effectiveness of the client's response to prescribed interventions, technology, treatments and medications, and monitor decisions, taking remedial action and/or referring appropriately (4.2.2).
- Develop advanced skills necessary to provide appropriate nursing care to clients with increasingly complex health care needs (4.2.2 adapted).
- Develop initial and ongoing assignment skills to appropriately respond to the needs of the acutely unwell intensive care patients (4.2.2).
- Manage complex situations and to rapidly anticipate situations arising (4.2.2).
- Demonstrate ethical decision-making, and provide culturally safe practice to clients and their families (4.2.2 adapted).
- Recognise limits to own practice and consult appropriately (4.2.2).
- Collaborate and consult with the client, family and other health professionals, providing accurate information about relevant interventions, technology and treatment (4.2.2).

- Participate in mentoring/coaching activities, teaching and/or professional supervision in clinical practice (4.2.3 adapted).
- Take a leadership role in complex situations across settings and disciplines (4.2.3).
- Be an effective nursing resource through the application of interpersonal skills and integration of theory and practice. Lead case reviews or defusing/debriefing activities (4.2.3 adapted)
- Challenge and develop clinical standards (4.2.4).
- Plan and facilitate audit practices (4.2.4).
- Determine evidence-based practice through scholarship and practice; explains the application of advanced Intensive Care nursing knowledge and best practice guidelines in influencing patient outcomes (4.2.5).
- Evaluate health outcomes and, in response, help to shape policy and nursing practice; contribute and participate in national or local health/socioeconomic policy or guideline development (4.2.4, 4.2.5).
- Initiate change and respond proactively to changing systems (4.2.4, 4.2.5 adapted).
- Demonstrate a commitment to quality care, risk management identification and resource utilisation; influencing purchasing and allocation through utilising evidence-based research findings (4.2.4, 4.2.5 adapted).
- Reflect and critique the practice of self and others (4.2.5).

Nursing Council standards and competencies for Advanced Nursing Practice Courses are identified by each objective (May, 2001).

COURSE CONTENT

This course integrates with NURS 512 Practicum 1, to award a Postgraduate Certificate in Clinical Nursing (Intensive Care). The Nursing Council of New Zealand Advanced Nursing Practice Competencies (May 2001) are explored throughout the year within the School framework, tutorials and assignment work to:

- Articulate the scope of nursing practice and its advancement (4.2.1).
- Show effective practice working collaboratively across settings and interdisciplinary environments (4.2.2).
- Show effective nursing leadership and consultancy (4.2.3).
- Develop and influence health/socio-economic policies and nursing practice at a local and national level (4.2.4).
- Show scholarly research inquiry into nursing practice (4.2.5).

Schools for NURS 512 and NURS 539 are combined and together consist of ten School days. The School days involve sessions from a range of experienced nurses and health professionals from educational settings and speciality areas relevant to the course. Local and national experts are invited to the Schools to share their expertise. This course will give you an opportunity to reflect on theoretical assumptions that guide and structure nursing knowledge and the integration of this into professional nursing practice in the intensive care setting. An experienced intensive care clinician with appropriate academic background will convene this course. This ensures the clinical focus of these projects and academic rigour to the work.

PRE-READINGS

Nursing Council of New Zealand. (2004). *Competencies for the Registered Nurse scope of practice*. From www.nursingcouncil.org.nz

Nursing Council of New Zealand. (2001). *Guidelines for Cultural Safety, the Treaty of Waitangi, and Maori Health in Nursing and Midwifery Education and Practice*. Wellington: Author.

RECOMMENDED READING/TEXT

Publication Manual of the American Psychological Association: 5th ed. (2001).

Urden, L. D., Stacy, K. M., & Lough, M.E. (2002). *Thelan's Critical Care Nursing Diagnosis and Management*. (4th ed.). St Louis: Mosby.

Bersten, A & Soni, N. (2003). *Oh's Intensive Care Manual*. (5th ed). London: Butterworth Heinemann.

New Zealand Resuscitation Council. (2001). *Resuscitation: Level 7*. New Zealand: Author.

RECOMMENDED WEBSITES

- www.medsafe.govt.nz. This is an excellent drug information resource.

- www.findarticles.com. This is a useful search engine, free of charge.

Victoria University of Wellington www.vuw.ac.nz

- The Ministry of Health (www.moh.govt.nz) has on-line publications, such as:

- Nurse Practitioners in New Zealand
- Nursing Sector Updates
- NZ Public Health Reports (information re infectious diseases)

- The Health and Disability Commissioner website contains summaries of cases investigated: www.hdc.org.nz

- NZ health promotion information: <http://www.healthed.govt.nz/>

- NZ Health Technology Assignment Reports: useful literature reviews: <http://nzhta.chmeds.ac.nz/>

- Evidence-based nursing/medicine:
www.joannabriggs.edu.au
www.cochrane.org
www.bestbets.org: a UK emergency medicine website
www.emedicine.com
- Australian & New Zealand Intensive Care Society:
http://www.anzics.com.au/education_home.htm
- Breath & Heart Sounds websites:
<http://www.med.ucla.edu/wilkes/inex.htm>
<http://www.vh.org/adult/provider/internalmedicine/LungSounds/LungSounds.html#Normal%20breath%20sounds>
<http://www.blaufuss.org/>
- Cardiology: www.americanheart.org
- Critical Care Nursing:
<http://www.critical-care-nurse.org>
<http://www.medscape.com/homeindex?src=hdr>
<http://www.aacn.org/>
<http://www.accn.com.au/>
<http://www.baccn.org.uk/>
<http://www.wfccn.org/index.html>
<http://www.efccna.org/>
http://www.caccn.ca/about_caccn.htm
- Others:
World Health Organisation: www.who.org
Office for the Commissioner of Children: www.occ.org.nz
Paediatrics: www.aap.org
Capnography: <http://www.capnography.com/index.html>
Sepsis: <http://www.sepsis.com/index.jsp>
Sepsis education: <http://www.nise.cc/>

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week. Some students may find they have to put in more effort as individual experiences and learning styles vary.

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

BLACKBOARD INFORMATION

Students enrolling for this course will 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.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher(v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

SCHOOL CATERING

Waikato Hospital ICU will provide **a light snack for lunch** while students are attending Schools, and hot beverages (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.

COURSE TIMETABLE

| WEEK STARTING Monday | DATES | EVENT | ACTION |
|-------------------------|--------------------------------------|---|---|
| 4 February | 6 February | Waitangi Day | |
| 11 February | | | |
| 18 February | | | |
| 25 February | | | |
| 3 March | 3 - 6 March | 1st School | |
| 10 March | | | |
| 17 March | 21 March | Good Friday | |
| 24 March | 24 March 25 March | Easter Monday VUW holiday | |
| 31 March | | | |
| 7 April | | | |
| 14 April | 14 April | | Assignment 1 part A due |
| 21 April | 25 April | ANZAC Day | |
| 28 April | | | |
| 5 May | | | |
| 12 May | | | |
| 19 May | | | |
| 26 May | | | |
| 2 June | 2 June 3- 5 June 5 June | Queens Birthday 2nd School | Assignment 1 part B (presentation) |
| 9 June | | | |
| 16 June | | | |
| 23 June | | | |
| 30 June | | | |
| 7 July | | | |
| 14 July | 14 July | | Assignment 2 due |
| 21 July | | | |
| 28 July | | | |
| 4 August | | | |
| 11 August | | | |
| 18 August | | | |
| 25 August | | | |
| 1 September | | | |
| 8 September | 8 - 10 September | 3rd School | |
| 15 September | | | |
| 22 September | | | |
| 29 September | | | |
| 6 October | | | |
| 13 October | | | |
| 20 October | | | |
| 27 October | 27 October | Labour Weekend | |

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Monday 3, Tuesday 4, Wednesday 5, Thursday 6 March 2008

Time: 8.30am – 4.30pm

Venue: Bryant Education Centre, Waikato Hospital.

2ND SCHOOL

Dates: Tuesday 3, Wednesday 4 & Thursday 5 June 2008

Time: 8.30am – 4.30pm

Venue: Bryant Education Centre, Waikato Hospital.

Dates: Monday 8, Tuesday 9 & Wednesday 10 September 2008

Time: 8.30am – 4.30pm

Venue: Bryant Education Centre, Waikato Hospital.

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 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 **Mark Reynolds, course coordinator**.

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.

ETHICAL CONSIDERATIONS

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 if required.

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: **The health needs of a particular patient population.**

Due Date: Part A: **14 April 2008**

Part B: **2nd school**

Length: 3500 words

This assignment (Part A) is marked as 40% and (Part B) is marked 10% of your final grade.

Part A:

This assignment requires exploration of the health needs and characteristics of a particular population group who present to the Intensive Care Unit. It provides the opportunity to apply advanced nursing knowledge and expertise, and examine evidence based care to improve the outcomes of a certain group of patients.

Select a population group that presents to the Intensive Care Unit with actual or potential health needs (eg, DKA, Adult/Paediatric trauma, Head Injury, Sepsis, ARDS). Use a case study to illustrate your discussion of the pathophysiology and management strategies associated with this condition. Pay particular attention to addressing the **nursing considerations** of your chosen population group. Examine current literature to identify treatment trends and recommended best practice with regard to meeting the health needs of this group of patients.

Include a 500-word appendix of the actual case study.

Part B:

You will need to present your findings from this work as a well-organised (Powerpoint) presentation; each presentation will be 20 minutes long with a maximum of 10 slides. You will have an additional 10 minutes for questions and discussion. The presentation should demonstrate your theoretical knowledge and its integration with advanced nursing practice. Presentation will take place at the 2nd School.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are 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 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.

ASSIGNMENT NUMBER TWO

Assignment Name: **Influencing Health Policies and Nursing Practice.**

Due Date: **14 July 2008**

Length: 3500 words

This assignment is marked as 50% of your final grade

This assignment requires the critique of a current health policy or document that has an effect on Intensive Care Nursing and the delivery of Intensive Care Services.

The policy/document can be at:

Government level. For example:

- Code of Health and Disability Services Consumers' Rights

National Body level. For example:

- New Zealand Philosophy and Standards for Nursing Practice in Critical Care (CCNS 2002).

District Health Board level. For example:

- Consent or Restraint Policy

Local Service level. For example:

- Naso-gastric feeding

Your critique should include:

- A brief overview of the policy/document, its purpose, and implications for practice in the ICU setting
- A review of current literature as relevant to the policy/document
- Exploration of the benefits and/or issues related to the policy/document
- Discussion in support of, or recommendations for change to the policy/document
- Consider the wider implications of the policy

Please submit the policy/document you have critiqued as an appendix to your written work.

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

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

GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH
Record of Special Achievements related to Study at Victoria

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications). Please complete this form and **submit with your final assignment for the course**. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Student Name: _____

Course Code: _____

Industry sponsorship

| Name of Sponsor | Notes in relation to the conditions of sponsorship | Value | Year |
|-----------------|---|-------|------|
| eg, C&C DHB | 50% Student fees paid on successful completion of the course of study | \$ | 2008 |
| | | | |
| | | | |
| | | | |

Special awards, Prizes & Scholarships

| Name of Award/ Prize/ Scholarship | Source/Provider | Notes in relation to the prize/award/scholarship | Value/ Form | Year |
|-----------------------------------|---------------------------------|--|-------------------------|------|
| eg 'Best clinical innovation' | Mental Health College of Nurses | A project that I developed while doing my practicum course resulted in our clinical team changing the way in which we met with and involved families in patient care | \$500 Award Certificate | 2008 |
| | | | | |
| | | | | |
| | | | | |

Professional presentations / Seminars /Conferences

If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these

Example: Student, A. (2008). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2008.

Publications (Book reviews, editorials, journal articles, chapters, monographs, books etc)

Example: Student, A & Teacher, B. (2008). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, 5(4), 114-126.

Other Special Achievements

If you have had any other special achievements during the year please provide the details.

Attach and submit with your final assignment thank you