

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

NURS 545

Advancing Nursing Practice - Neonatal

**Course Co-ordinator:
Gail Corbett**



2008

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

Produced by the Graduate School of Nursing, Midwifery & Health,
81 Fairlie Terrace, Kelburn, Wellington 6021.

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STAFF TEACHING IN THIS COURSE

COURSE COORDINATOR

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STUDENT ADMINISTRATOR

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CONTACT DETAILS

POSTAL ADDRESS

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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 AIMS

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

This course provides an opportunity to advance your postgraduate expertise in your specialty nursing by refinement of complex pathophysiology and assessment skills.

NURS 545 has the following goals:

- to provide you with the opportunity to expand existing assessment skills
- to consolidate your ability to critique and integrate relevant literature into clinical practice.
- to analyse team dynamics and the effects of change
- to further develop teaching and presentation skills in relation to clinical knowledge
- in combination with NURS 512 provides the opportunity to explore and articulate your scope of practice

COURSE OBJECTIVES

On completion of the course, participants will be able to:

- engage in independent study at an advanced level
- reflect on personal performance in order to develop ongoing learning needs
- display advanced skills in care delivery
- communicating complex and abstract ideas through a variety of means

It is acknowledged that you are a competent nurse, working within your scope of practice, with a current practicing certificate. This course will enable you to articulate your ability to meet the Nursing Council standards and competencies for Advanced Nursing Practice (May 2001). (NC standard number in parenthesis)

- (4.1.2.4) integrate theory and practice in the management of infants/children with acute presentation being an effective nursing resource
- (4.1.2.6) demonstrate competence in assessing, implementing and evaluating nursing care for infants/children who require complex care, including those requiring investigations, education and support
- (4.2.3) take a leadership role in complex situations across settings and disciplines
- (4.2.3) participate in mentoring and coaching activities
- (4.2.2) develop skills necessary to provide skilled nursing care to infants/children with increasingly complex health care needs modelling expert skills within the clinical practice area
- (4.2.1) achieve competencies necessary to provide a high level of direct nursing care assessment in the child health service challenging and developing clinical standards
- (4.2.2) assess and perform initial triage of sick infants/children and establish priorities of care, developing a creative innovative approach
- (4.2.4) ensure there is comprehensive assessment of all factors relating to the infant/child's health status incorporating health promotion activities
- (4.2.4) participate in appropriate teaching of the infant/child and/or their care givers, evaluating health outcomes and shaping nursing practice in response
- (4.2.4) evaluate and initiate changes necessary to improve the quality of care to infant/children and their families at all times planning and facilitating audit processes
- (4.2.2) critically explore nursing care demonstrating appropriate knowledge and competency to respond to unstable and emergency situations
- (4.2.2) develop initial assessment skills to appropriately respond to the infant/child with complex needs

- (4.2.2) shows the ability to communicate effectively in given situations within your scope of practice recognising limits to own practice and consulting appropriately
- (4.2.4) exhibit an understanding of advanced neonatal or paediatric nursing, and explore the relationship of this to international trends influencing health/socio-economic policies and nursing practice
- (4.2.2) provide a high standard of ethical responsibility and cultural safety to infants/children and their families
- (4.2.5) demonstrate a commitment to research based practice, ensuring current, international best practice
- (4.2.1) development of appropriate knowledge and skills to function as proficient/expert nurse in neonatal or paediatric environments, critically reflecting on practice of self and others.

COURSE CONTENT

This course has four theoretical components that integrate with NURS 512 Practicum 1. These include:

- Reflecting on nursing practice within the whole infant/child care environment
- Analyse and articulate relevant research in the child health environment
- Developmental physiology and pathophysiology relevant to the client group
- Influential forces in Neonatal/Paediatric nursing and health care

These components are explored throughout the year at School using a module framework and assessment work. Some days will have NURS 512 Practicum 1 content and others NURS 545 Advancing Nursing Practice - Neonatal.

The modules will be facilitated by a range of experienced nurses and health professionals from education settings and specialty areas relevant to the programme. The programme incorporates national and international expert practitioners.

The Schools will be held at Capital & Coast District Health Board (C&CDHB) and Graduate School of Nursing, Midwifery & Health (GSNMH), Victoria University of Wellington.

COMPONENTS OF THE PROGRAMME

Reflecting on Advanced Nursing Practice	<ul style="list-style-type: none">• Translating ideas and nursing theory into practice• Recognising and documenting the complexity of advanced practice• Facilitating and developing a critique of nursing practice at an advanced level
Pathophysiology relating to specialty	<ul style="list-style-type: none">• Interuterine growth restriction• Extremely low birth weight• Transitional physiology and adaptation
Research consumership for advanced nursing practice	<ul style="list-style-type: none">• Explore the link between research in advanced practice and improvements in patient care• Gain understanding of process of the critical analysis of research, journal articles etc• Integration of evidence-based practice into advanced care.• Role of literature reviews in clinical practice
Influential forces in nursing and health care	<ul style="list-style-type: none">• Leadership in nursing• Resource management• Ethical implications of health care policy at national, local and personal level• Legal issues

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**

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	3 - 7 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			
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			
30 June			
7 July			
14 July			
21 July			
28 July			
4 August			
11 August			
18 August			
25 August	25 - 29 August	2nd School	
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

This Postgraduate Certificate in Clinical Nursing (Neonatal Care) programme integrates NURS 512 Practicum 1 and NURS 545 Advancing Nursing Practice - Neonatal therefore; the following School dates will incorporate both courses:

1st School Monday 3, Tuesday 4, Wednesday 5, Thursday 6 & Friday 7 March 2008

2nd School Monday 25, Tuesday 26, Wednesday 27, Thursday 28 & Friday 29 September 2008

Timetables will be posted prior to Schools.

Venues: Graduate School of Nursing, Midwifery and Health
Room 203, 83 Fairlie Terrace, Kelburn, Wellington
and
Capital & Coast DHB, Wellington Hospital, Riddiford St, Newtown

ASSIGNMENTS

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

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

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

Graduate School guidelines for submission and return of student assignments:

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

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

Final assignments will not be accepted by email.

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

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: Essay – Model of Care

Due Date: 21 April 2008

Length: 3000 words

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

Recently you will have seen leaflets/posters that describes a new model of care for nursing and midwifery within Capital and Coast DHB.

For this assignment describe what you understand by the words – “model of care”. Describe what model is proposed or already embedded in your workplace and how this directs and influences the care that you provide to the infants/children/young people and their families. Discuss the background to the model and it’s historical significance and also the role it plays, both positive and/or negative, in the way that care is delivered and in the outcomes achieved for the infants/families from their hospital experience.

This assignment should be presented as a formal essay and will be discussed at the first school.

When developing all assignments carefully consider issues of confidentiality, your professional code of ethics, the Privacy Act and the policy of your place of practice. If this work is to be used beyond the coursework purposes specified, informed consent from the persons and organisations involved is required.

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

- Change names, identifiable features of people, location, specific workplace etc.
- Avoid revealing details that are not necessary to the main point of your exploration, for example, details of family members, an unusual diagnosis or problem that is not related to the central facet of your work.

ASSIGNMENT NUMBER TWO

Assignment Name: Advanced patho-physiology
Due Date: 12 May 2008
Length: PowerPoint presentation
40 minutes presentation (+10 minutes question time)

This assignment is marked as 35% of your final course grade

Teaching Session

This assignment will allow you to scientifically describe a disease process in an infant/child in detail. It will be essential that you show understanding of the pathophysiology relating the body system involved. Tests, investigations and management of the condition should be discussed briefly in relation to how interventions effect or explain physiological processes or responses in the infant/child.

The assignment will be a teaching presentation to other students in your group. The **focus** of the presentation will be to describe the anatomy and physiology of the disease process and its impact on the infant/child. The presentation requires inclusion of literature supporting best practice, and evidence relating to the clinical condition. A **brief** summary of the management of the infant/child should be included.

You should prepare a presentation using PowerPoint. The presentation should be a maximum of 30 slides, excluding title, objectives for session and references. The presentation will be incorporated into School sessions. It should take 40 minutes, with an extra 10 minutes for question/discussion time (40 minutes presentation and 10 minutes discussion).

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

Assessment of your presentation will be completed by peers, lecturer and a moderator.

Marking will be related to:

- Research integration into presentation
- Comprehension of pathophysiological concept
- Quality and accuracy of information content
- Supporting literature (handout)
- Creativity within presentation
- Group involvement in learning

This assignment should be submitted in the format of “lecturer’s notes”, accompanied by three or four ‘key’ articles, by due date. This format provides slide content and actual presentation notes. (There will be a lecture on the use of PowerPoint).

ASSIGNMENT NUMBER THREE

Assignment Name: Clinical Mentorship

Due Date: 12 September

Length: 3000 words

This assignment is marked at 35% of your final course grade

“The Professional Development Unit in your workplace has asked you to provide a report on how clinical mentorship could be best implemented in your work environment”

To do this you will need to

- Undertake a literature, review what mentorship means
- What resources would a mentorship culture require (local, organisational)
- What are the factors that affect the ability to provide a mentorship culture (personal, organisational, legislative)
- Personal experience – what has worked/not worked for you
- How can mentorship be measured/monitored/evaluated
- How could a mentorship programme be established in your immediate workplace environment

This assignment provides you with an opportunity to review literature relating to how knowledge is transferred between experienced and lesser experienced nurses in a clinical environment. It will also give you the opportunity to write a formal report.

There will be a classroom tutorial to discuss report writing and mentorship.

Please note:

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

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

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

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

Student Name: _____

Course Code: _____

Industry sponsorship

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

Special awards, Prizes & Scholarships

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

Professional presentations / Seminars /Conferences

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

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

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

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

Other Special Achievements

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

Attach and submit with your final assignment thank you