

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

# **NURS/MIDW/HEAL 512**

## **Practicum 1**

**Course Co-ordinator:  
Alan Shaw**

### 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**

Name Alan Shaw, Lecturer

Ph: 04 463 6150

Email: alan.shaw@vuw.ac.nz

## **TEACHING TEAM**

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

- Palliative Care
- Cardiac Rehabilitation

## **TEACHING AND LEARNING CO-ORDINATOR**

Rose McEldowney, Associate Professor

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## **STUDENT ADMINISTRATOR**

Abbey McDonald

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# 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

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0800 108-005 Freephone Graduate School Administration

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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 5 January 2009 and close on Tuesday 22 December 2009.

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**

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

# **COURSE AIMS**

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

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

NURS/MIDW/HEAL 512 Practicum 1 has the following goals:

- To support the student to acquire the skills to reflect critically and evaluate initiatives to advance practice.
- To introduce theoretical issues and current practical perspectives that impact on the practice context.
- To introduce evidence-based practice.
- To guide students through practice development: from assignment, refinement, implementation, and evaluation.
- To identify and manage risk within a practice context.
- To give students the opportunity to develop a relevant scope of practice through reflection in, and on, practice.

# COURSE OBJECTIVES

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

- To engage in independent study at a level that advances practice, reflecting on personal performance to develop a scope of practice, modifying it accordingly;
- To explore major influences on the practice context in New Zealand, drawing on different bodies of knowledge to illustrate a critical awareness of these influences;
- To demonstrate knowledge of the practice context and show a capacity to evaluate the effect of the context on the delivery of quality care and on practice;
- To display advanced skills of communicating complex and abstract ideas through a variety of means, demonstrating cooperative effort and debate relevant to practice.

## COURSE CONTENT

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

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

### Planning Your Course

This course outline offers a template for you to identify key target dates for 2009. We will discuss finding a way through the course assignments to identify your own steps in the 1<sup>st</sup> School.

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<sup>1</sup> Nursing Council of New Zealand. (2001). *Framework for post-registration nursing education*. Wellington: Author  
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# SUGGESTED TEXT

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American Psychological Association (APA) 5th edition.

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

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

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

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

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

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

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

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

## Other suggested reading:

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

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

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

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

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

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

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

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

# BLACKBOARD INFORMATION

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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 1<sup>st</sup> 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](http://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**

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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 or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

# **ACADEMIC INTEGRITY AND PLAGIARISM**

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Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **USE OF TURNITIN**

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Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>.

Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.

Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## **MENTOR/CRITICAL FRIEND**

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

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

## **SCHOOL CATERING**

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The Graduate School will provide tea & coffee for morning and afternoon break while students are attending Schools on site (**lunch is not provided**).

During the lunch breaks you may wish to investigate a variety of student cafes within walking distance on our campus and several cafes at Kelburn shops approximately 10 mins walk from the School.

All our students have access to the 'Treehouse' at the back of 83 Fairlie Tce while here at Schools where you may wish to use appliances (toaster, microwave & oven).

# COURSE TIMETABLE

WEEK STARTING Monday	DATES	EVENT	ACTION
2 February	6 February	Waitangi Day	
9 February			
16 February			
23 February			
2 March			
9 March	<b>9 &amp; 10 March</b>	<b>1<sup>st</sup> School</b>	
16 March			
23 March			
30 March			
6 April	10 April	Easter Friday	
13 April	13 April	Easter Monday	
	14 April <b>17 April</b>	VUW Holiday	<b>Assignment 1 due</b> <b>Assignment 3 part A due</b>
20 April	25 April	ANZAC Day	
27 April			
4 May			
11 May			
18 May			
25 May			
1 June	1 June	Queens Birthday	
8 June			
15 June			
22 June			
29 June			
6 July			
13 July			
20 July	<b>24 July</b>		<b>Assignment 2 due</b>
27 July			
3 August			
10 August			
17 August			
24 August	<b>24 &amp; 25 August</b>	<b>2<sup>nd</sup> School</b>	<b>Assignment 3 part B</b>
31 August			
7 September			
14 September			
21 September	<b>25 September</b>		<b>Assignment 3 part C due</b>
28 September			
5 October			
12 October			
19 October			
26 October	26 October	Labour Weekend	

# SCHOOL TIMETABLE

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

Dates: Monday 9 & Tuesday 10 March 2009

Times: 8.30 - 1630 each day

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

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

Dates: Monday 24 & Tuesday 25 August 2009

Times: 8.30 - 1630 each day

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

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# 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.**

**All assignments are to be submitted electronically via Blackboard.** 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.

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

1. All assignments are to be received at the GSNMH by the nominated due date.
  - 1.1 An extension to the due date may be given in exceptional circumstances.
  - 1.2 An application for an extension must be made in writing to Course Co-ordinators at least 24 hours before the due date. Email application is acceptable.
  - 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 made in writing to the course co-ordinator **and** the Teaching and Learning Co-ordinator or in her absence the Head of School. Email application is acceptable. The decision will be made by the Teaching and Learning Co-ordinator or in her absence the Head of School.
  - 1.5 All extensions are to be notified by the Course co-ordinator and the Teaching and Learning Co-ordinator or in her absence the Head of School to the Student Administrator for recording.
2. Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date. Students who do not submit assignments within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.
3. Assignments without an approved extension which remain outstanding for up to two weeks beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
4. Assignments without an approved extension that remain outstanding beyond two weeks from the due date will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.

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

# 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 if required.

## 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.

# 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.

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](mailto: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

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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 [Abbey.mcdonald@vuw.ac.nz](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.



# ASSIGNMENT NUMBER ONE

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**Assignment Name:** Practice Context Analysis

**Due Date:** 17 April 2009

**Word guide:** Approximately 3000 words

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

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

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

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

**This discussion paper needs to:**

- Examine the topic in the context of your work environment, identifying its significance to clinical practice
- Identify the reason(s) you believe change and/or improvements are needed
- Critique current literature to support your discussion
- Explore the implications of the proposed change/improvements
- Discuss how you would implement this change: For example what steps would you take, who are the stakeholders, is there a financial incentive, what resources will be required.

**Suggestions for writing:**

- Briefly describe your work environment. Include information regarding the population served in your region, and scope and organisation of services provided.
- Clearly identify the interest/issue/concern you have chosen to consider by making a statement of the scope of what you will consider, or by formulating a practice question.
- Use literature to explore current best practice related to your area of concern. Use the SWOT tool\* (or an alternative tool of your choice) to assist you to comprehensively analyse the factors that influence your area of concern. This may include consideration of multiple internal or external factors such as current practices, resources, the workforce, documentation, internal policies or procedures, the physical environment, evidence-based decision-making, organisational strategic plans, personal knowledge, attributes and experience, funding, policy initiatives and government strategies. Please describe your tool of choice and provide a reference.
- Clearly indicate your conclusions or key findings including any opportunities of suggestions for change that you have identified.

## Suggested layout of paper/report

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

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

- **Title Page**
- **Introduction** (200 words), briefly describe your *area of practice* and *practice context* and *feature of practice interest or concern* (500),
- **Discussion** *of the issue* from the SWOT analysis (or another tool of your choice) – with headings appropriate to the developing discussion (1500),
- **Recommendations** (300),
- **Conclusion** (250).
- **References** - as cited in the assignment.
- **Appendix** – SWOT analysis/or tool of choice grid and relevant notes/discussion.

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

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

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

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

# ASSIGNMENT NUMBER TWO

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Assignment Name: Critical Thinking and Reflection for Advancing Nursing Practice

Due Date: 24 July 2009

Word Guide: Approximately 3000 words

This assignment is worth 30% of your final grade.

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The primary emphasis in this assignment is to extend your professional practice through the process of critical thinking and reflection, and theoretical understanding of your area of practice. Critical reflection provides the opportunity to make sense of practice experiences and events. This will be achieved by your documentation and reflection on your practice. Using literature to inform your work you will actively identify and discuss insights gained in relation to your practice.

## Part 1 (word guide 1000)

Prepare **one/two** accounts of your practice with your *reflection-on-action* using a reflective model framework. Suggestions for the focus of your accounts may be professional, ethical accountability or behavioural, advocacy, cultural safety focus, managing within the team, managing yourself – or a nurse/patient interaction. The accounts should not be task or skill orientated.

## Part 2 (word guide 2000)

Revisit your accounts and explore one or two themes that have risen as a result of your reflection. Explore these themes using current literature to support your discussion and articulate your practice development.

To illustrate reflection and critique of your practice you will integrate current and relevant literature about knowledge in practice and research to display developing competence and judgement in your accounts. Discuss the insights that you have gained through documenting your practice and critical reflection and consider the implications for your future practice.

You may find it helpful to identify and use a model/framework of reflective practice and a model of knowledge in practice to inform your work. Examples and references will be discussed in the 1<sup>st</sup> School.

## Important Aspects of Reflection

- Self-awareness of the learner/student
- Description of events that are succinct and reflect the sequences of events
- Critical analysis of what has happened
- Synthesis of thought and ideas with current evidence (literature to back up the statement)
- Evaluation of the process, the event and self

### **Some questions to facilitate the process include:**

What happened/what was the event?

- How did it make you feel?
- What was bad or good about the event?
- What action was taken and why?
- What experiences/knowledge do you possess that enabled you to assess the situation?
  - before action was taken
  - during the event
  - upon reflecting on the situation (post event)
- Would you have done it differently if faced with a similar situation?
- Where you go from here?

### **Ethical considerations:**

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

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

- Change names, identifiable features of people, location, specific workplace etc.
- Avoid revealing details that are not necessary to the main point of your exploration, for example, details of family members, an unusual diagnosis or problem that is not related to the central facet of your work.
- A template for consent will be available.
- See also [NZNO Guidelines for Nurses and Midwives, Privacy, confidentiality and consent in the use of exemplars of practice and journaling, Oct 2005](#).
- Available [http://www.nzno.org.nz/Site/Resources/resource\\_list.aspx](http://www.nzno.org.nz/Site/Resources/resource_list.aspx) (Accessed 1 /12/06)

# ASSIGNMENT NUMBER THREE

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Assignment Name: Advancing Nursing Practice: Practice Portfolio

Due Date:

**Part A:** Formative - 17 April 2009

**Part B:** Presentation - 24/25 August 2008 (2<sup>nd</sup> School) – 10%

**Part C:** Summative – 25 September - 30%

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

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

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

## **Mentor:**

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

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

- **Identify an area of practice in which you would like to advance your skills and knowledge.**

The following are some examples:

- a advanced practice-based skill or competency or,
  - a specialised patient/client therapy that requires you to extend your knowledge and clinical practice expertise or,
  - a professional leadership or development focus - *For example:* advancing skills and knowledge in debriefing or supervision (*these are examples only*)
  - you may wish to become a 'champion' in your area of practice for a specific project or therapy or patient management
  - or you may wish to build on an existing strength or interest and develop this further.
- Discuss your ideas with your course coordinator to ensure your objectives are SMART objectives (Specific, Measurable, Achievable, Realistic & Time).

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

## Part B– Presentation

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

For all school presentations our VUW Power Point template should be used. This template is available and can be accessed by those students using Blackboard or you can email: [abbey.mcdonald@vuw.ac.nz](mailto:abbey.mcdonald@vuw.ac.nz) for a copy of the template to be sent to you.

## Part C – Practice Portfolio Submission

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

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

- Front Page
- Table of Contents
- Summary statement describing your area of work, and/or position description
- Short biographical statement (*optional*)
- Learning Plan that incorporates your identified learning objectives and the strategies and resources you have engaged in to achieve these. *NB: The Learning Plan is a “living” document and you may have revised or reviewed your objectives and strategies throughout the year. Submit your final/revised Learning Plan with your submission.*
- There should be sufficient **evidence and validation** of practice advancement in your portfolio that supports your learning objectives and outcomes.
- There are many ways to demonstrate your advancing practice: *For Example: development of a learning package, literature reviews, workplace teaching sessions, workplace initiatives, conference presentations, publications, case studies, audits, policy development, reflection and journaling.*
- The evidence must be of sufficient scope, depth, and intellectual rigour to meet the requirements of this assessment. Your evidence must reflect recent development.

- Articulate your practice development in relationship to the relevant Nursing Council of New Zealand Competencies for Advanced Nursing Practice. (*eg: this is how I meet the evidence.....*).
- Reflect on your practice, the literature you have read, and the feedback you have been given on your practice and theoretical work. *How are you using/have you used the opportunity available this year to consider or to make significant changes in your practice as a consequence of the programme? Comment on how the mentoring process has helped develop and support your practice.*
- Your mentor's clinical competency form/record of mentoring hours needs to be submitted with your portfolio to validate your progress.
- References and Resources

**Please note:**

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

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