

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

HEAL 521

Allied Mental Health Practice

**Course Co-ordinator:
Margaret Pack**

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

PROGRAMME CO-ORDINATOR

Name: Margaret Pack

PhD MA(Applied in Social Work) MANZASW Registered Social Worker

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TEACHING TEAM

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B AppliedSc(OT), MOT, NZROT

Lecturer

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SCHOOL ADMINISTRATOR

Name: Chris Fox

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CONTACT DETAILS

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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 Monday 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

This course integrates with Practicum (HEAL 512) to build on previous qualifications and experience to further the clinical development of occupational therapists and social workers in the specialty area of mental health. The Programme will focus on a range of approaches embedded within the RecoveryParadigm.

This course is funded by the Clinical Training Agency (CTA/Te Pou) as part of the Postgraduate Certificate in Health (Allied Mental Health). It has been developed to meet the CTA Specification for Allied Health First Year of Mental Health Practice, 2003.

A copy of this specification is available on the Ministry of Health website:

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

Te Pou: www.skillsmatter.co.nz

COURSE AIMS

In this course students will:

- extend their existing clinical knowledge in the field of mental health as occupational therapists and social workers.
- critically reflect on the mental health practice theory and knowledge of occupational therapists and social workers.
- develop lifelong learning skills as adult learners.

COURSE OBJECTIVES

At the completion of the course, students will be able to:

- Identify and apply the DSM classification system as well as alternative models of mental health and well-being based in the current national and international trends and research findings in the mental health field
- Critically reflect upon and develop confidence in utilising mental health assessment, risk assessment, and intervention in mental health practice
- Apply the principles of clinical liaison and case management within a multidisciplinary mental health environment and critically appraise the role of allied mental health professionals with this context

- Develop an awareness of the professional, ethical and legal context of allied mental health practice
- Develop an understanding of the relationship between the principles of the Treaty of Waitangi and mental health service delivery
- Integrate knowledge of the legislative and organisational context in mental health practice
- Explore the meaning and implications of cultural safety in mental health organisations and practice

In addition, students will:

- further develop documentation, presentation, and writing skills.

COURSE CONTENT

Allied Mental Health Practice (HEAL 521) and Practicum (HEAL 512) together constitute the *Postgraduate Certificate in Health (Allied Mental Health)*. The two courses are closely integrated. The delivery of the programme is based on a problem-based learning approach in which students will be challenged to explore stimulus material designed to simulate the real world complexity of clinical practice in mental health settings.

Allied Mental Health Practice incorporates an online teaching platform, Blackboard, to enable external access to university resources as well as interaction with lecturers and other students. The problem-based learning approach provided on Blackboard involves a series of learning packages that will challenge students to be self-directed learners in resolving the issues presented in each of the packages.

Teaching, assignments and discussions with your peers are conducted on Blackboard. It is important that students access Blackboard at least weekly. The Course Co-ordinator will discuss this more at the 1st School.

In addressing the stimulus material in the learning packages, students will be guided to access varied resources within the clinical and academic settings. The role of lecturers and teaching associates will be to guide, coach, or facilitate the student to remain on track; to prompt them to consider the variety of resources available, and to integrate theory with practice. The role of the student is to accept responsibility for what they do and to develop characteristics of a self-directed adult learner.

Schools are shared with HEAL 512 and provide additional learning resources through multidisciplinary guests, discipline-specific experts, and networking opportunities.

PRE-READINGS

Mental Health Commission. (2003). *Service users discuss mental illness and recovery* [CD]. Wellington, Author. Also available on Blackboard.

Students are expected to have viewed this CD prior to attendance at the first school in February.

RECOMMENDED READING/TEXT

General

- Andrews, G., & Oakley-Brown, M. (Eds.). (2000). *Management of mental disorders* (New Zealand ed.). Darlinghurst, Australia: World Health Organization Collaborating Centre for Mental Health & Substance Abuse.
- Brown, C. (Ed). (2001). *Recovery and wellness: Models of hope and empowerment for people with mental illness*. Binghamton, N.Y: Haworth Press.
- Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford University Press.
- Saleebey, D. (Ed.) (2002) *The strengths perspective in social work practice*. (3rd ed). Boston, MA: Allyn and Bacon.

Occupational Therapy

- Creek, J. (Ed.). (2002). *Occupational therapy and mental health*. (3rd ed.). Edinburgh: Churchill Livingstone.
- Long, C., & Cronin-Davis, J. (Eds). (2006). *Occupational evidence in practice for mental health*. Edinburgh: Blackwell Publishing.

Social Work

- Austrian, S. G. (2000). *Mental disorders, medications, and clinical social work*. (2nd ed.). New York: Columbia University Press.
- Bentley, K. J. (Ed.). (2002). *Social work practice in mental health: Contemporary roles, tasks, and techniques*. Pacific Grove, CA: Brooks/Cole.
- Pease, B., & Fook, J.(Eds.). (1999). *Transforming social work practice: Post-modern critical perspectives*. New South Wales: Allen and Unwin.
- Napier, L. And Fook, J. (Eds). 2001. *Breakthroughs in practice: Theorising critical moments in social work*. London, Whiting & Birch.

Ready access to the following is recommended:

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th Edition, Text Revision). Washington, DC: Author.
- Aotearoa New Zealand Association of Social Workers. (2008). *Code of ethics*. (Rev. ed) Christchurch, ,N.Z.: Author.
- Cole, M.B. (2005). *Group dynamics in Occupational Therapy: The theoretical basis and practice application of group intervention*. (3rd ed). Thorofare, NJ: Slack.
- Health and Disability Commissioner. (2002). *Southland District Health Board mental health services: February – March 2001*. Auckland, New Zealand: Author.

- Hemphill-Pearson, B.J. (1999). *Assessments in Occupational Therapy mental health: An integrative approach*. Thorofare, NJ: Slack.
- King, R., Lloyd, C., & Meekan, T. (Eds). (2007). *Handbook of psychosocial rehabilitation*. Melbourne: Blackwell Publishing.
- Mental Health Commission. (1998). *Blueprint for mental health services in New Zealand*. Author.
- Mental Health Commission. (2001). *Recovery competencies for New Zealand mental health workers*. Wellington, N.Z.: Author.
- Mental Health Commission. (2002). *Review of the implementation of the Privacy Act 1993 and the Health Information Privacy Code 1994 by District Health Boards' Mental Health Services*. Wellington, N.Z.: Author.
- Ministry of Health. (1997). *Moving forward: The national mental health plan for more and better services*. Wellington, N.Z.: Author.
- Ministry of Health. (1997). *The national mental health standards*. Wellington, N.Z.: Author.
- Ministry of Health. (2000). *Guidelines to the Mental Health (Compulsory Assignment and Treatment) Act 1992*. Wellington, N.Z.: Author.
- Ministry of Health. (2002). *Te Puawaitanga Maori mental health national strategic framework*. Wellington, N.Z.: Author.
- National Mental Health Workforce Development Co-ordinating Committee. (1999). *A competency framework for the mental health workforce*. Wellington, N.Z.: Author
- New Zealand Association of Social Workers. (1993). *Competent social work practice: A handbook for members of NZASW*. Auckland, N.Z.: Author.
- New Zealand Occupational Therapy Board.(2004). *Code of ethics for Occupational Therapy services*. Wellington, N.Z.: Author.
- New Zealand Occupational Therapy Board. (2004). *Competencies for registration as an Occupational Therapist*. Wellington, N.Z.: Author.

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.

- Submit and pass all pieces of assessment
- Actively participate in on-line discussion and complete assignments on Blackboard
- complete 900 mental health clinical hours

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 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

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

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.

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 are available from your professional association and employing agency.

SCHOOL CATERING

The Graduate School will provide tea & coffee for morning and afternoon break while students are attending Schools **(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
2 February	6 February	Waitangi Day
9 February		
16 February		
23 February	23-26 February 23 February	First school in Wellington PBL 1 begins (HEAL 521)
2 March		
9 March		
16 March		
23 March		
30 March	30 March 5 April	Practicum Learning Contract (HEAL 512) due PBL 1 completes (HEAL 521)
6 April	10 April	Easter Friday
13 April	13 April	Easter Monday
	14 April	VUW Holiday
20 April	25 April	ANZAC Day
27 April	27 April	PBL 2 begins (Heal 521)
4 May		
11 May	11 May	Critical Review (HEAL 521) due
18 May		
25 May		
1 June	1 June 7 June	Queen's Birthday PBL 2 completes (HEAL 521)
8 June		
15 June		
22 June	22 June	PBL 3 begins (HEAL 521)
29 June		
6 July		
13 July		
20 July		
27 July	27-29 July 2 August	Second School Auckland Clinical Case Review (HEAL 512) due PBL 3 completes (HEAL 521)
3 August	3-5 August	Second School Wellington or other regional location TBA Clinical Case Review (HEAL 512) due
10 August		
17 August	17 August	PBL 4 begins (HEAL 521)
24 August		
31 August		
7 September		
14 September	14 September	Case Management Review due (HEAL 521)
21 September	27 September	PBL 4 completes (HEAL 521)
28 September		
5 October		
12 October		
19 October	19 October	Practicum Evaluation due (HEAL 512)
26 October	26 October	Labour Weekend
2 November		
9 November		
16 November		

SCHOOL TIMETABLE

You'll need to attend the 1st School at Victoria University of Wellington and the 2nd School in either Wellington or Auckland or other regional location depending on student enrolments. Venue for Auckland and Regional School timetables will be confirmed prior to the Schools commencing.

1ST SCHOOL

Dates: Monday 23, Tuesday 24, Wednesday 25 & Thursday 26 February 2009

Times: 0900 - 1700 (timetable will be confirmed prior to School commencing)

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

2ND SCHOOL (AUCKLAND LOCATION)

Dates: Monday 27, Tuesday 28 & Wednesday 29 July 2009

Times: 0900 - 1700 (timetable and venue will be confirmed prior to School commencing)

Venue: TBC

2ND SCHOOL (WELLINGTON LOCATION OR OTHER REGIONAL - TO BE CONFIRMED)

Dates: Monday 3, Tuesday 4 & Wednesday 5 August 2009

Times: 0900 - 1700 (timetable will be confirmed prior to School commencing)

Venue: 83 Fairlie Tce, Kelburn, Wellington

BLACKBOARD

The course HEAL 521 (Allied Mental Health Practice) has a web-page within BlackBoard with information on HEAL 512 (Practicum) included. The web-page contains external links, the enclosed Course Outlines and on-line Discussion Boards. It is in the discussion forum within Blackboard that students will be expected to post their contributions throughout the programme.

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. 6 x or higher
- Microsoft viewers
- Adobe Acrobat Reader
- WinZip
- Quicktime
- Microsoft Media Player 9
- 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

Students need to be able to access BlackBoard on Monday 9th February 2009. However student access will be limited to guest access until enrolment is completed.

Using guest access:

Students who are accessing blackboard as guests need to go to <http://blackboard.vuw.ac.nz/> and click on the Course Catalogue button, instead of the Login button. Then they need to search for the course using the "Search for a Course" field. Click on HEAL 521.

The SCS pamphlet enclosed explains BlackBoard and access in detail. While there will be a session about BlackBoard at the Wellington School on 23-25 February 2009 you will need to familiarise yourself with Blackboard from 9 February and bring any questions you may have to the School.

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. Ring 04 463 5050 if you have any difficulties with this or contact 0800VIC or 0800 108005 and ask to be transferred to the ITS helpdesk.
- Click on the Blackboard icon and your personal BlackBoard page will open.

- 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**

HEAL 521 ON-LINE DISCUSSION BOARD TIMETABLES

During the initial weeks of the programme the HEAL 521 Discussion Board will provide a forum for learning about BlackBoard and for introductions of staff and students.

Week Beginning	Topic
Monday 9 February	Negotiating Blackboard/Introductions
Monday 16 February	Service Users' CD
Monday 23 February - October 2009	Problem-Based Learning Packages as set out below

Problem-Based Learning Packages

From 25 February 2009 the discussion on BlackBoard will be designed around four Problem-Based Learning (PBL) packages each of which run over four to six weeks. The first week will begin at the Wellington School. The Problem-Based Learning approach used in this programme will be fully explained at the Residential School. Each week new information is provided on the HEAL 521 BlackBoard site for the learning package and is timetabled as follows:

Learning Package One 23 February – 5 April 2009	Learning Package Two 27 April – 7 June 2009
Learning Package Three 22 June– 2 August 2009	Learning Package Four 17 August –28 September 2009

SUPERVISED CLINICAL PRACTICE

Students will be facilitated by their clinical supervisor and academic staff to develop individually tailored learning goals in negotiation with their clinical supervisor, cultural supervisor/s, preceptors, and workplace. The process to meet and evaluate these needs is structured through a Practicum Learning Contract.

It is expected of students that an integral part of their learning contract is a negotiated arrangement for cultural supervision that is appropriate to their learning objectives and individual cultural needs.

Final approval of supervision and preceptoring arrangements rests with the programme co-ordinator. Clinical supervision will be with suitably qualified and experienced clinicians and be of the same discipline where possible. Generally, it is expected that the clinical supervisor will also possess recognised postgraduate qualifications and/or have clinical experience in mental health at a senior level. Clinical supervision will involve face-to-face discussion and feedback on clinical activities in order to facilitate the student to achieve their learning objectives. Clinical supervision for the programme will be in addition to routine clinical duties.

Preceptors will be of the same discipline as the student where possible. Choice of preceptor will be determined by their accessibility and the individual learning needs of the student according to their learning contract. The primary role of preceptors is that of a resource person to negotiate the local setting to achieve the goals set out in the learning contract. As preceptors need to be readily accessible a student may need to change preceptors during the course.

While a student's current workplace may provide a variety of clinical experiences, the student may need to negotiate other placements in order to achieve the clinical skills and experiences stated in their learning contract. For more a more detailed description of the clinical supervision role, please refer to the Handbook for HEAL 521/521.

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 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.

Final assignments will not be accepted by email. Students must submit and pass all pieces of assessment to satisfactorily complete the course.

ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

The Graduate School recommends the use of APA referencing for all assignments and information on APA referencing can be found by searching online:

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

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:

http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
 - Course number, assignment number and student ID number (left aligned), e.g. *HEAL 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.
- Please submit a duplicate copy of your original assignment

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: Blackboard Participation

Due Date: Self-assessment at the completion of each learning package, and moderated by teaching staff.

This assignment is worth 20 % of your final grade.

For each of the Problem Based Learning (PBL) packages on Blackboard you will use an on-line quiz to provide an assessment of your own learning. Teaching staff will provide feedback to you. Each quiz will cover the following areas:

- a) Knowledge
- b) Critical thinking/reflection
- c) Inquiry process
- d) Group contribution
- e) Application to social worker or occupational therapist role

This quiz will be made available after or during the last week of each learning package for a period of one week. Dates for the learning packages are shown in the course timetable.

ASSIGNMENT NUMBER TWO

Assignment Name: Critical Review

Due Date: 11 May 2009

This assignment is worth 40 % of your final grade

Provide a critical review of current literature in regard to one of the major mental illnesses/disorders as defined by the *Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR)* that you have encountered in your practice. This will include a brief historical overview of the context in which the DSM developed. Your review should include comment on the role and limits of the DSM IV-TR in your area of mental health practice, comparing and contrasting your critique of the DSM IV-TR with the recovery paradigm.

Note: This does not mean that we want you to interview consumers or their whanau/families.

(Word limit: 3,000 - 3,500)

ASSIGNMENT NUMBER THREE

Assignment Name: Case management review

Due Date: 14 September 2009

This assignment is worth 40 % of your final grade

Review and critique the literature on case management. In your review include specific comment on your current practice setting within a multidisciplinary context and the role of case management in recovery.

Note: As outlined in the critical review assignment, use the broadness of the topic to focus on a learning need in the particular field of interest you have identified within your practice.

(Word limit: 3,000 - 3,500)

Please note:

Reporting of Special Achievements related to Study at Victoria

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 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 chris.fox@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 chris.fox@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	\$	2009

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	2009

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. (2009). 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 2009.

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

Example: Student, A & Teacher, B. (2009). 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