

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

NURS 534

Advancing Nursing Practice - Mental Health

**Course Co-ordinator:
Thelma Puckey**

IMPORTANT NOTICE

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

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

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

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STAFF TEACHING IN THIS COURSE

COURSE COORDINATOR

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CONTACT DETAILS

POSTAL ADDRESS

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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 CONTENT

Welcome

The philosophical premises that underpin this course are:

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

This course has been designed to facilitate development of advanced nursing practice that is consistent with the standards of Te Ao Maramatanga (New Zealand College of Mental Health Nurses) (2004) and its competencies for advanced practice in New Zealand (2002), and the Nursing Council of New Zealand Competencies for RN Scope of Practice (2005).). The course encourages practice development to the level of the Nursing Council's Nurse Practitioner™ competencies (2002).

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

http://www.moh.govt.nz/moh.nsf/wpg_Index/Publications-CTA+Specifications

STANDARDS FOR MENTAL HEALTH NURSING PRACTICE

The mental health nurse:

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

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

COURSE DESCRIPTION

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

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

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

COURSE AIMS

Students will:

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

COURSE OBJECTIVES

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

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

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

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

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

COURSE CONTENT

This course consists of three Schools including a pharmacology workshop. Each School is integrated into three or four study days shared with NURS 512. Students will present at the September School as well as the presentation for NURS 512 during the June School. Between these Schools, electronic tutorials (Blackboard) will be held at which students must participate with their peers. The student is also responsible for maintaining contact between the Schools via telephone and email. The logistics of these will be discussed at the 1st School.

PRE-READINGS

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

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

Please access at <http://www.nursingcouncil.org.nz/pub.html>

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

Article for critique:

Crowe, M., Carlyle, D., & Farmer, R. (2008). Clinical formulation for mental health nursing practice. *Journal of Psychiatric and Mental Health Nursing*. 15, 800-807.

Any other articles as provided.

RECOMMENDED READING/TEXT

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

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

Specialist readings will be made available during the programme. Students are encouraged to read any articles that inform psychiatric mental health nursing including Policy-Practice, Cultural perspectives, Family and Caregiver, Nursing Theory/Models, Ethics, Attitudes/Stigma, Research-Approaches/Utilization, Nursing Practice Studies - Views, Tangata whaiora/consumers Perspectives and Writing and Publishing. For suggested journals see page 23, Appendix 1.

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

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

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

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

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

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

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

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

FURTHER RESOURCE CONTACTS

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

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 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.

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	ACTION
2 February	6 February	Waitangi Day	
9 February			
16 February	16 - 18 February	1st School	
23 February			
2 March			
9 March			
16 March			
23 March			
30 March			
6 April	10 April	Easter Friday	
13 April	13 April	Easter Monday	
	14 April	VUW Holiday	
20 April	25 April	ANZAC Day	Assignment 1 due
27 April			
4 May	4 - 6 May	2nd School	Psychopharmacology workshop
11 May			
18 May			
25 May			
1 June	1 June	Queens Birthday	
8 June			
15 June	15 June		Assignment 2 due
22 June			
29 June			
6 July			
13 July			
20 July			
27 July			
3 August	4 - 7 August	3rd School	Assignment 3 due
10 August			
17 August			
24 August			
31 August			
7 September			
14 September			
21 September			
28 September			
5 October			
12 October			

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Monday 16, Tuesday 17 & Wednesday 18 February

Times: 9.30am – 5pm Day 1, 9am - 5pm thereafter

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

Timetable topics for the week:

Introduction to the Course

Frameworks for Practice

Library Skills

The Art of Critique

Learning Skills

Legal and Ethical Consideration

Cultural Safety

Blackboard

2ND SCHOOL

Dates: Monday 4, Tuesday 5 & Wednesday 6 May

Times: 8.30am – 4.30pm

Venue: Room 202, 83 Fairlie Tce, Kelburn, Wellington

Timetable topics for the week:

Student presentations Tuesday & Wednesday

Psychopharmacology Workshop Monday

Thinking and Working Systemically

Specialty Practice Areas

Nursing Research

Cultural Contexts

Primary mental health

3RD SCHOOL

Dates: Tuesday 4, Wednesday 5, Thursday 6 & Friday 7 August

Times: 8.30am – 4.30pm

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

Student presentations Wednesday and Thursday

RRR workshop Tuesday

Leadership and Practice Development

Pacific Island Mental Health Policy

Tangata Whaiora/Consumer Perspective

Family Caregivers Perspective

Mental Health Commission

Influencing Mental Health Policy

Research

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

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 **Chris Fox, 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.

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: Chris.Fox@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course co-ordinators and teaching associates who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

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

Due Date: 20 April 2009

This assignment is worth 40% of your final grade

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

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

ASSIGNMENT NUMBER TWO

Assignment Name: Document Critique

Due Date: 15 June 2009

This assignment is worth 45% of your final grade

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

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

(word guide 4,000 words)

ASSIGNMENT NUMBER THREE

Assignment Name: Presentation: Articulating Practice

Due Date: 4 August 2009

This assignment is worth 15% of your final grade

Select a topic of particular interest to you that will demonstrate your development as an advancing psychiatric mental health practitioner. To articulate your practice, find a relevant international nursing conference in 2009/10 and prepare a succinct **20 minute Powerpoint presentation** suitable for this conference.

- identify the conference & provide conference brochure & call for abstracts
- provide a brief rationale for your choice of conference including its relevance to your topic.
- construct this presentation with the emphasis on articulating advanced nursing practice
- relate your advancing practice to relevant Nursing council advanced competencies.
- provide an abstract using the conference abstract guidelines
- provide a reference list with a minimum of 10 relevant references that support your presentation

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

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: chris.fox@vuw.ac.nz for a copy of the template to be sent to you.

You are also 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 Abbey.mcdonald@vuw.ac.nz to request a copy.

Appendix 1: Mental Health Nursing Journals

The following journal listing was obtained from the *VUW Library* on 20/01/2009. This listing was obtained by searching the “Journal Finder” index using the search terms ‘mental health nursing’ and ‘psychiatric nursing’.

Archives of Psychiatric Nursing

International Journal of Mental Health Nursing

International Journal of Psychiatric Nursing Research

Journal of the American Psychiatric Nurses Association

Journal of Child and Adolescent Psychiatric and Mental Health Nursing

Journal of Psychiatric and Mental Health Nursing

Journal of Psychosocial Nursing and Mental Health Services

Perspectives in Psychiatric Care

NB. This is not a comprehensive list.

In addition, multiple relevant journals can be found using the search terms ‘psychiatric’ and ‘mental health’

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