NURS 535

Advancing Nursing Practice - Palliative Care

Course Co-ordinator:
Margaret (Margi) Martin

2009

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

Margaret Martin, Senior Lecturer

Ph: 04 463 6140

Email: margaret.martin@vuw.ac.nz

STUDENT ADMINISTRATOR

Abbey McDonald

Ph: 04 463-6144

Email: Abbey.McDonald@vuw.ac.nz

CONTACT DETAILS

POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health

Victoria University of Wellington

P O Box 600

Wellington 6140

PHYSICAL ADDRESS

The Fieldhouse Centre

Victoria University of Wellington

81 & 83 Fairlie Terrace

Kelburn

Wellington 6021

Phone: (04) 463-5363 or

                0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: nmh@vuw.ac.nz

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

Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 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.

PROGRAMME OVERVIEW

The programme of study resulting in the award of Postgraduate Certificate in Clinical Nursing (Palliative Care) comprises two courses: NURS 512: Practicum 1 and NURS 535: Advancing Nursing Practice - Palliative Care. Both of these courses are taught concurrently throughout the year in the Schools. The programme has been designed to facilitate *advanced* nursing practice in the speciality area of palliative care, which is available across acute care, tertiary and primary care settings and in the homes of people in the community.

Both NURS 512 and NURS 535 are framed by the Advanced Practice Standards and Competencies as outlined by Nursing Council of New Zealand (2001). Standards that guide practice in diverse settings for all age groups and for palliative care underpin the framework these courses. This includes international competencies and standards for specialist palliative care nursing.

Students may undertake the full programme as indicated above or undertake the course NURS 535 as a single paper or component of another qualification, such as a Postgraduate Diploma or Masters qualification.

NURS 535 is designed to give students the skills to advance their clinical practice and begin moving beyond the clinical environment into the arenas of practice development, leadership and influencing local and national palliative care service development and socio-political involvement. This course will extend and deepen the student's academic, theoretical and clinical knowledge through formal instruction and directed inquiry. Throughout the course, palliative care nurses will be encouraged to advance the specialty of palliative care nursing

Students will be supported in this learning process by the following:

Lecturers/Teaching Associates: Feedback is designed to assist you to utilise literature-researching skills in assessments and engage in critical dialogue about your clinical practice. The aim of this interaction is to develop student's confidence in systematically organising evidence that shows advancing skills across the advanced palliative care practice competencies. In addition lecturers/teaching associates from the Graduate School will contribute to students' work through providing teaching and academic supervision to support practice development at Schools.

Class colleagues: Each student is required to share their coursework with class peers informally in the 2nd School and formally in the 3rd School. Feedback will be provided that supports the development of work. This process enhances the student's ability to share their insights into the field of palliative care practice and to develop the confidence to become a voice within the community to advance care for the person, family and whanau requiring palliative care.

Blackboard: Blackboard is an online environment that supports teaching and learning at VUW by making course information and materials available online via the Internet. Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café. Within this programme Blackboard is used primarily to access files relevant to the learning and course requirements.

COURSE AIMS

The course NURS 535 aims to support students to:

- demonstrate advancing skills in palliative care through an educational experience, which is based on practice, theoretical knowledge and research.

- develop skills in comprehensive literature interpretation, critique and synthesis of a broad range of literature including policy documents.

- identify a specific topic of interest, undertake learning in relation to the topic and develop a paper (workplace initiative report or a paper that may be used for future publication) to demonstrate their understanding and practice expertise in the area.

- develop their topic of interest into a presentation format to present in a conference setting at a school to demonstrate how they have advanced their practice through enhancement of their knowledge base of contemporary palliative care nursing practice.

- demonstrate how they have integrated their knowledge to critically reflect on palliative care practice in the context in which they work. This will be achieved by considering models of patient care and service delivery with associated legislation, policy, protocols and professional requirements within the student's area of speciality practice.

- actively advance their palliative care nursing practice with reference to the advanced practice standards and competencies as outlined by Nursing Council of New Zealand (2001), through directed use of the course assignments and participation in all course components.

COURSE OBJECTIVES

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

- describe and discuss the impact of local and government policies/plans on the development of palliative care services relevant to the student's local and regional context.

- demonstrate a critical awareness of the influences of these policies/plans on palliative care developments.

- demonstrate advancing ability to interpret and utilise literature to inform practice development and in particular the experience of patients and carers.

- demonstrate a growing capacity for leadership in palliative care through presentation of a scholarly piece of work related to practice in a conference setting.

COURSE CONTENT

This course offers practitioners from a broad range of settings where palliative care occurs an advanced, clinically orientated course designed to meet the needs of contemporary palliative care nursing.

The content of the course will explore concepts and issues in the field from local, national and international perspectives using class colleagues, the lecturers/teaching associates and invited national speakers. The goal is to begin a process for each student that will evolve and broaden their position as an advanced practitioner in the field.

The assignments are designed to invite you to develop your practice wisdom through scholarship, discussion, writing, reflections, and in relating to colleagues as peers in the Schools throughout the course. The first assignment within this course involves an analysis of strategic documents relevant to contemporary palliative care practice in New Zealand. The second assignment invites students to develop their leadership skills through the development of a workplace initiative, or a paper for (future) publication.

READINGS

General Focus

Benner, P. (1991). The role of experience, narrative and community in skilled ethical comportment. *Advances in Nursing Science*, *14*: p. 1-21.

Benner, P., Tanner, C. A., & Chesla, C. A. (1996). Expert practice. In P. Lankas (Ed.) *Expertise in nursing practice: Caring, clinical judgment and ethics* (pp. 142-169). New York: Springer Publishing Company, Inc.

Durie, M. (1998). The application of the Treaty of Waitangi to health. In *Whaiora Māori Health Development* (2nd ed., pp. 81-97). Oxford: Oxford University Press.

Clark, D., & Seymour, J. (1999). Definitions, components, meanings. In D. Clark & J. Seymour (Eds.), *Reflections on palliative care* (pp. 79-103). Buckingham: Open University Press.

Greenhalgh, T. (1997). Why read papers at all? In *How to read a paper: The basics of evidence based medicine* (pp. 1-33 & 177-187). London: BMJ Publishing Group.

McDrury, J., & Alterio, M. (2002). Storytelling developments. In *Learning through storytelling: Using reflection and experience in higher education contexts* (pp. 31-41). Palmerston North: The Dunmore Press Ltd.

Palliative Care Focus
Note: Significant on-line access to material on Blackboard

Benner, P., Hooper-Kyriakidis, P., & Stannard, D. (1999). Facing death: End-of-life care and decision making. In *Clinical wisdom and interventions in critical care: A thinking-in-action approach* (pp. 363-403 & 567-570). Philadelphia: W.B. Saunders Co.

Glass, E., Cluxton, D., & Rancour, P. (2001). Principles of patient and family assessment. In B. R. Ferrell & N. Coyle (Eds.), *Textbook of palliative nursing* (pp. 37-50). Oxford: Oxford University Press.

Pennell, M., & Corner, J. (2000). Palliative care and cancer. In J. Corner, & Bailey, C. (Ed.) *Cancer nursing: Care in context* (pp. 517-534). Oxford: Blackwell Publishing.

Stanley, K. J., & Zoloth-Dorfman, L. (2001). Ethical considerations. In B. R. Ferrell & N. Coyle (Eds.), *Textbook of palliative nursing* (pp. 663-680). Oxford: Oxford University Press.

Cancer Focus

Ahlberg K (2006) The social and cultural context of cancer care. In : N. Kearney & A. Richardson (Eds.) *Nursing patients with cancer: principles and practice* (pp. 37-52). Edinburgh, Elsevier / Churchill Livingstone.

Boyle, F.M., Robinson, E., Dunn, S.M., and Heinrich, P.C. (2005) Multidisciplinary care in cancer: the fellowship of the ring. *Journal of Clinical Oncology* 23(4), 916-920.

Flanagan, J., Clarke, D., Kendrick, K. and Land, C. (2002) *The advancing role of nurses in cancer care. In: D. Clarke, J. Flanagan & K. Kendrick* (Eds.) Advancing Nursing Practice in Cancer and Palliative Care (pp. 3-19). Basingstoke: Palgrave Macmillan.

Grundy, M. (2006) Cancer care and cancer nursing. In: N. Kearney & A. Richardson (Eds.) Nursing patients with cancer: principles and practice (pp. 742-770). Edinburgh, Elsevier / Churchill Livingstone.

Elder Care Focus

Bennett, G. & Kingston, P. (1993). *Elder abuse: concepts, theories and interventions*. London : Chapman & Hall.

Courtney, M. & Spencer, L. (2000). What's best? Clinical indicators of quality in residential aged care facilities. *Collegian* 7(2), 14 – 19.

Cunningham, C.W. (2002). *Nga ahuatanga noho o te hunga pakeke Maori : e tu te huru ma, haramai e noho = Living standards of older Maori : to the elderly who have reached the pinnacle, remain as a guiding light for us all: a report.* Wellington : Ministry of Social Development

Dwyer, M., Gray, A. & Renwick, M. (2000). *Factors affecting the ability of older people to live independently : a report for the International Year of Older Persons.* Wellington : Ministry of Social Policy.

Fletcher, P. & Lynn, R. (2002). *Health of older people in New Zealand: a statistical reference.* Wellington : Ministry of Health.

Gutheil, I, A. & Heyman, J. (1997). *The health and wellbeing of older people and kaumatua: the public health issues.* Wellington: Ministry of Health.

Kendall, K, J. (1998). *Practical approaches to infection control in residential aged care.* Victoria, Australia: Ausmed.

Lees, L. (2005 Feb). A framework to promote the holistic care of older people in emergency care. *Nursing older people* 16(10): 16-21.

Nay, R., Powell, G., & Koch, S. (2000). Nursing care of older people : developments and innovations internationally. Geneva : International Council of Nurses.

Neville, S. (2005). Independence and well-being in later life: three New Zealand studies. *Nursing praxis in New Zealand* 21(1): 14-23.

Rawlings-Anderson, K. (2004). Continuing professional development. Assessing the cultural and religious needs of older people. *Nursing older people* 16(8): 29-33.

Schneider, J, P. (2005). Chronic pain management in older adults. *Geriatrics* 60(5): 26.

Williams, J. (1998). *Caring for the person with faecal incontinence : a compassionate approach to management.* Melbourne : Ausmed.

Please access a copy of the competencies and standards for your area of practice. Note this may cover several different interests in which you have an expertise or fields of interest that are combined such as gerontology, dementia care, chronic care, long term care and community care and palliative care.

The latest palliative care competency profile is found in this document:
Ministry of Health. 2008. *A National Professional Development Framework for Palliative Care Nursing in Aotearoa New Zealand*. Wellington: Ministry of Health. URL: http://www.moh.govt.nz
http://www.moh.govt.nz/moh.nsf/pagesmh/8629/$File/palliative-care-framework-nov08.pdf

To assist you to benchmark your palliative care practice against international specialist palliative care competencies refer to the following:

1. Competencies in nursing: A framework for nurses working in specialist palliative care from the Royal College of Nursing

Available at: http://www.rcn.org.uk/publications/#c, or from the Royal College of Nursing Home-page under the alphabetical listing of the publications.

2. Competency standards for specialist palliative care nursing

Available at: http://www.cpcre.com/ under the tab publications and left side of screen click on "Competency standards for specialist palliative care nursing"

Nursing Council of New Zealand. 2002 *Nurse Practitioner Endorsement: Guidelines for applicants*. Wellington: Nursing Council of New Zealand.

Nursing Council of New Zealand. 2007. *Competencies for Registered Nurses*. Wellington: Nursing Council of New Zealand.From www.nursingcouncil.org.nz

RECOMMENDED READING/TEXT

There is no set text in this course – largely due to the cost of the texts. However you are strongly advised to access a comprehensive text from the field such as:

Doyle, D., Hanks, G., Cherny, N. I. & Calman, K.. (Eds.). (2004). *Oxford textbook of palliative medicine. (*3rd ed.). New York: Oxford University Press.

Ferrell, B.R., & Coyle, N.(Eds.). (2004). *Textbook of palliative nursing*. (2nd Ed) New York: Oxford University Press.

Twycross, R., & Wilcock, A. (2001). *Symptom management in advanced cancer.* (3rd ed.). Abingdon, Oxon: Radcliffe Medical Press. (This text is more affordable).

Guidelines for cultural safety, the Treaty of Waitangi, and Māori health in nursing and midwifery education and practice. (2002). Wellington: Nursing Council of New Zealand.

Other Texts that are relevant
Barnard, D., Towers, A., Boston, P., & Lambrinidou, Y. (2000). *Crossing over: Narratives of palliative care*. New York: Oxford University Press.

MacLeod, R., Vella-Brincat, J., & Macleod, A. (2004). *The palliative care handbook, incorporating the Nurse Maude palliative care formulary: Guidelines for clinical management and symptom control.* (2nd ed.): Genesis Oncology Trust.

Download from http://www.marypotter.org.nz/PCH/handbook/index.php

Many strategic policy documents necessary for the first assignment –see course outline can be ordered at no cost in hard copy or freely down loaded from the Ministry of Health Website at:

http://www.moh.govt.nz/moh.nsf/wpg_Index/Publications-Index

There are extensive links to web sites on the Blackboard site for NURS 535 and NURS 512. Other specialist readings may be recommended according to the identified learning needs of individual students.

It is suggested that you create a master reference list out of your own resources and existing writing. We suggest you consider organising them in a way that enables you to focus on the particular interests that you have so they are available as your own future writing resource.

EndNote is one format for recording references that is available to Students at VUW through Library services http://www.victoria.ac.nz/Library/instruction/EndNote_index.aspx

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 you 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.

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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			
23 February			
2 March			
9 March	9 & 10 March	NURS 512	1st School
	11 & 12 March	**NURS 535**	**1st School**
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	
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	**13,14,15 July**	**NURS 535**	**2nd School**
20 July			
27 July			
3 August			
10 August			
17 August			
24 August	24 & 25 August	NURS 512	2nd School
	26 August	**NURS 535**	**3rd School**
31 August			
7 September			
14 September			
21 September			
28 September			
5 October			
12 October			
19 October			
26 October	26 October	Labour Weekend	

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Wednesday 11 & Thursday 12 March 2009

Times: 9am - 5pm

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

2ND SCHOOL

Dates: Monday 13, Tuesday 14 & Wednesday 15 July 2009

Times: 9am - 5pm

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

3RD SCHOOL

Dates: Wednesday 26 August 2009

Times: 9am - 5pm

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

1ST SCHOOL

ASSIGNMENTS

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

All assignments for NURS 535 are to be submitted electronically via Blackboard and this will be discussed further during the 1ˢᵗ School.

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

- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).

- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.

- Ensure you keep a copy of your assignment until it is returned from being marked.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course co-ordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course co-ordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

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

REPORTING STUDENT ACHIEVEMENTS AND AWARDS

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications).

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

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

ASSIGNMENT NUMBER ONE

Assignment Name: **Strategic Document Review**

Due Date: 29th May   Submit written work for marking

This assignment is worth 50% of your final grade.

Word Guide: maximum 2000 - 3000 words.

Preamble: International, national and local strategic documents or plans influence the context in which you work and impact specifically on patient and carer experience of a service. This assignment creates the opportunity for you to become familiar with a range of local, national and international strategic documents or plans that could impact on palliative care in your work environment. You will use this assignment to broadly consider the potential or current impact of such documents on your practice, your employing organisation and its delivery of palliative care to patients and their carers.

Assignment:
Choose an aspect of health services relevant to your workplace and scope of practice. Then analyse how current local, national and international documents on palliative care (or your scope of practice eg gerontology and/or cancer and/or long term conditions) and their management currently shape, or could potentially shape, the ongoing development of health care services in your workplace. Using this information write a report, including an executive summary, that details your findings and/or recommendations. Support your writing by reference to other relevant resources, such as a government strategy documents, national/international literature and evidence of discussions/consultation with other pertinent sources.

If you identify a *submission* or *consultancy document* that they would like to respond to this can be negotiated as an alternative framework for the report/academic paper. Please discuss with course coordinator.

NB: We will discuss the assignment in more detail at the School.

Here is a list of the kind of documents that might be of interest (you will be looking for material that relates to your specific interests and work context):

- The palliative care and health plan for your District/Region

- Your service/organisation's strategic plan

- The New Zealand Palliative Care Strategy. (2001). Wellington: Ministry of Health.

- *Minister of Health (2003) The New Zealand Cancer Control Strategy*. Wellington: Ministry of Health and the New Zealand Cancer Control Trust.

- Cancer Control Taskforce (2005) The New Zealand Cancer Control Strategy Action Plan 2005 – 2010 Wellington: Ministry of health

- University of Auckland. 2008. *A Report on Palliative Care and Cancer Nurses Educational Needs.* Prepared for the Ministry of Health. Auckland: Auckland Uniservices Ltd.

- *Meeting the needs of people with chronic conditions* (2007) Wellington: Ministry of Health.

- Ministry of Health. 2008. A National Professional Development Framework for Palliative Care Nursing in Aotearoa New Zealand: Adapted from: The National Cancer Nursing Education Project (EdCaN). 2008. Ministry of Health's website:http://www.moh.govt.nz

Or URLhttp://www.moh.govt.nz/moh.nsf/pagesmh/8629/$File/palliative-care-framework-nov08.pdf

- National Cancer Nursing Education Project (EdCaN). 2008. *National Education Framework –Cancer Nursing: A national professional development framework for cancer nursing.* Canberra: Cancer Australia.

- *National Education Framework – Cancer Nursing: A national professional development framework for cancer nursing*. Canberra: Cancer Australia.

Further documents that might be of interest:

The Ministry of Health has produced an extensive list of strategic documents, and depending on your particular interest some of these may be relevant to your work. For example:.

- Robson B, Purdie G, Cormack D. 2005. *Unequal Impact: Māori and Non-Māori Cancer Statistics 1996–2001*. Wellington: Ministry of Health.

- Ministry of health and University of Otago. 2006. *Decades of Disparity III: Ethnic and socio-economic inequalities in mortality, New Zealand 1981-1999*. Wellington: Ministry of health.

- *The New Zealand Health Strategy*. (2000). Wellington: Ministry of Health.

- *He Korowai Oranga: Maori Health Strategy*. (2002). Wellington: Ministry of Health

- *Implementing the New Zealand Health Strategy 2001*. (2001). Wellington: Ministry of Health.

- *Health of Older People Strategy: Health sector action to 2010 to support positive ageing*. (2002). Wellington: Ministry of Health.

- Health and Disability Services Commissioner. 2006. *Code of Health and Disability Services Consumers' Rights*. URL: http://www.hdc.org.nz.

- *The Evaluation of the Eleven Primary Health Care Nursing Innovation Projects* (2007) Wellington: Ministry of Health

- *Health Targets. Moving toward healthier futures* (2007) Wellington: Ministry of Health

- *The New Zealand Disability Strategy: Making a world of difference Whakanui Oranga* (2001) Wellington: Ministry of Health.

- *Whakatataka: Maori Health Action Plan 2002-2005* (2002) Wellington: Ministry of Health.

- *The Primary Health Care Strategy* (2001) Wellington: Ministry of Health.

- *Health of Older People Strategy: Health sector action to 2010 to support positive ageing* (2002) Wellington: Ministry of Health.

- *Child Health Strategy* (1998) Wellington: Ministry of Health.

- *The Pacific Health and Disability Action Plan* (2002) Wellington: Ministry of Health.

- Nurse Practitioners in New Zealand (2002) Wellington: Ministry of Health.

- *Guidelines for cultural safety, the Treaty of Waitangi, and Maori health in nursing and midwifery education and practice.* (2002). Wellington: Nursing Council of New Zealand. (Document from Nursing Council)

Many of above documents can be ordered at no cost in hard copy or freely down loaded from the Ministry of Health Website at: http://www.moh.govt.nz/moh.nsf/wpg_Index/Publications-Index

All assignments for NURS 535 are to be submitted electronically via Blackboard.

ASSIGNMENT NUMBER TWO

Assignment Name: **Option One: Written Paper** (for conference or journal)
OR
Option Two: Written report or paper on a workplace initiative

Due Dates: | 29th May | *Optional:* Email *draft* Title and Abstract for your 2nd School presentation to course coordinator for formative feedback. Use Template on Blackboard.

	Email Title and Abstract for Presentation for
3rd July	Conference Handbook
13 -15th July	Presentation with Abstract and key words in Conference format (Length 15 minutes)
26th August	*Optional:* Draft formal written paper
4th September	Submit Formal written paper

Word Guide: For option one the publication guide will determine the word limit.

For option two the maximum word limit is 4000 words.

The total assignment is worth 50% of your final grade. 40% Paper and 10% Presentation

Preamble: Through this assignment you will demonstrate skills of advancing leadership. Whatever your topic you will be required to conduct a review of relevant national and international literature to inform this piece of work. This work will be presented formally in the 2nd School to class colleagues and also submitted as a written paper for marking.

Assignment Option One: Paper for Publication

Develop a paper for publication in a relevant refereed journal. Obtain a copy of the journal's 'guidelines to authors' and write your work according to the journal requirements. Attach a copy of the 'guidelines to authors' when submitting your work. (Note: please continue to use APA 5th Edition referencing style). This work will be marked using course criteria with consideration of the 'guidelines to authors'. If submitting the paper for publication you are encouraged to consider final comments and identify the person who is course coordinator as associate author to acknowledge their input. Please advise the course co-ordinator of your intention and discuss further. Use this paper as the basis for your powerpoint presentation.

OR

Develop *a conference paper for publication* in a book of proceedings. An important part of creating a conference paper to support a presentation is developing work in accordance with the guidelines of the conference convenors. Obtain information about a relevant conference. This would give details of the theme for the conference and the kinds of presentations sought, guidelines regarding the abstract and other requirements. When you submit your work for marking include the relevant guidelines with your work. It is not a formal course requirement to present the paper at a conference outside of the 2nd School. If you do you are encouraged to consider marker's final comments and are asked to advise the course co-ordinator of your intention.

Assignment Option Two: Workplace Initiative

Document (in a paper/report/submission/resource) the planning for development of a workplace initiative. This might include work such as:
- A paper or report on the development of new aspects or refinement of a service.
- A paper or report on the background planning and research that underpins an anticipated service development.
- A submission or discussion document for a manager or board, trust or runanga.
- Plan development of practice policy/protocols/procedures.
- Development of new resource materials.

<u>**NOTE**</u>: In this assignment it is important to gain approval from your lecturer/teaching associate for your plans before you proceed. Formal fieldwork that would necessitate ethical approval from the ethics committee (such as undertaking some surveys, formal interviews, implementing questionnaires etc) are outside of the scope of what can be undertaken in this programme.

Notes regarding this assignment
This work will be developed progressively over the year, supported by contact with your teaching associate and comments from colleagues and Graduate School lecturers/teaching associates at Schools (if attending) about your work in progress.

School One group discussion to identify possible range and scope of ideas for conference presentation and paper.

School Two Part A: Presentation: (Length of presentation 15min – see mini-conference timetable)

Present to your colleagues your current ideas and plan for this work. This needs to include a working title, working abstract, and an outline of your proposed work. Clearly identify key articles that will inform your work. Identify a specific area that you would like feedback on from peers in the student group. If you are seeking presentation at a conference or publication in a Journal bring the relevant documentation for Notice board display.

One day in the 2rd School will be conducted as a mini-conference with scheduled sessions. Each person will present his or her work in an allotted half hour session (15 minutes performance, 5 minutes response time). There will be teaching during the Schools to assist you to consider the abstract, prepare for your presentation and instruction on formal acknowledgment of the presentation chair role. Peer feedback will be given in response to your presentation.

Note for any students taking only NURS 535 please talk with the course coordinator about your ideas for this work submission format.

Abstract: Email by 3 July 2009 to Margaret.martin@vuw.ac.nz
To assist with preparation for the 2nd School you are required to electronically submit the abstract for your presentation to Margi martin by the 3rd July. An electronic form will be make available on Blackboard for this purpose.

Part B: Formal written paper
Bring 2 drafts of your formal paper to the final School 26th August to discuss outline with colleagues.

Submit your final written version of this assignment for marking. This written version should be presented in a scholarly style that is appropriate to the type of work you have undertaken for this assignment, and must include relevant references.

EXAMPLE 1. LEARNING CONTRACT TEMPLATE
Students Name:

Mentors name :

Learning Objectives	Learning Strategies & Resources	Time-line	Evidence of Accomplishment and Validation

Nurses Signature……………………………………Date……………………..

Clinical Mentor Signature………………………...Date……………………..

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
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Student Name:

Date:

Review and make progressive and summative statements about your learning strategies and outcomes against the course aims, objectives, performance criteria and advanced competencies.

Consider using the template below (or design your own) using the MOH Palliative Care Core Competency framework.

Consistent with the New Zealand Nursing Council competencies, the capabilities required of nurses working with people affected by a life-threatening illness are identified within the four domains of nursing practice. These four domains provide an organising Framework for categorising core competencies in palliative care required of all nurses, thus enabling the capabilities to be integrated with the existing undergraduate curriculum Frameworks and nurse entry to practice (NETP) programmes.

The four domains of nursing practice are as follows.
• *Domain 1: Professional responsibility –* competencies that relate to professional, legal and ethical responsibilities and cultural safety. These include being able to demonstrate knowledge and judgement, and being accountable for one's own actions and decisions, while promoting an environment that maximises clients' safety, independence, quality of life and health.
• *Domain 2: Management of nursing care –* competencies related to client assessment and managing client care, which are responsive to clients' needs, and which are supported by nursing knowledge and evidence-based practice.
• *Domain 3: Interpersonal relationships* – competencies related to interpersonal and therapeutic communication with clients, other nursing staff and inter-professional communication and documentation.
• *Domain 4: Inter-professional health care and quality improvement –* competencies to demonstrate that, as a member of the health care team, the nurse evaluates the effectiveness of care and promotes a nursing perspective with the inter-professional activities of the team.

http://www.moh.govt.nz/moh.nsf/pagesmh/8629/$File/palliative-care-framework-nov08.pdf

Advancing Practice Competencies In Palliative Care/Gerontology/chronic conditions *(insert date School 1-School 2 and School 3 to make update statements-self audit)*
Identify relevant (palliative care) assessment and diagnostic frameworks based on the purpose of the interview, uniqueness of the client, significant others and whanau, and identify appropriate therapeutic approaches
School 1 March 2009
Conduct an appropriate palliative care interview, relevant to the setting/situation and practice, which leads to an appropriate palliative care assessment, diagnosis, referral and consultation, which takes into account age, gender, culture and socio economic, family and spiritual needs

Critique and use advanced diagnostic inquiry skills based on the assessment
Utilise evidence-based practice and research to support advanced nursing knowledge
Communicate the outcomes of the assessment and diagnosis to the client and significant others
Articulate professional values, ethics and standards that underpin assessment and diagnosis
Assess risk: professional, legal, clinical, public and organisational

Summary of progress to date. What course outcomes/ advanced competencies in particular are you developing/have developed through your work? Review your strategies, summarising your progress to date.
IN CONCLUSION Colleague as mentor or critical friend. How has this process supported you to advance your practice competencies?
Clinical Mentoring. How has this process supported you to advance your practice competencies?
Comment on changes related to your practice. e.g. How are you using/have you used the opportunity available to consider or to make significant changes in your practice as a consequence of this course? In what ways are you able to use the course to actively develop a new awareness/position for yourself in your practice?

NURS 535
Advancing Nursing Practice- Palliative Care

CLINICAL COMPETENCY FORM

To be completed by the respective colleague. Please complete this form (email template) to provide validation statements of student's progress in advancing their practice competencies. Your specific feedback on the content of your work with the student and their learning outcomes/competency would be helpful. The student will include your comments in their Portfolio.

Student Name: …………………………………………………………..

Clinical Mentor: …………………………………………………………..

Teaching Staff: ……………………………………………………………

Peer/Colleague/Critical Friend: …………………………………………

Name: **Date:**
(Signed)

**MARKING CRITERIA FOR
NURS 535**

2009

ASSIGNMENTS 1& 2

VICTORIA
UNIVERSITY OF WELLINGTON

NURS 535: Assignment Number One

Assignment Name:	Strategic Document Review
Due Date:	29th May 2009
Paper Length:	3000 words
Assignment Value:	50% of final grade

Assignment criteria

Grade	Core indices of quality	Example criteria
Distinction (A, A plus)	Excellent work	Excellent paper Superior quality - overall - in analysis, critique & or synthesis. May have excellent integration, creativity, in construction and in substance.
Credit (A minus, B plus)	Very good work	Creditable paper. General or considerable merit overall or significantly in one or more areas list in below: • grasp of approaches • depth & quality of analysis / synthesis / critique of field in relation to weight of evidence / quality of research • very good construction of paper - management and presentation of ideas
Pass (B, B minus, C plus, C)	Satisfactory work B range – good work C range – passable but weak work	Reasonable grasp of approaches Reasonable attempt at analysis / synthesis / critique of field in relation to weight of evidence /quality of research. Reasonable construction of paper - management and presentation of ideas.
Unsatisfactory / Re-write (C minus or below)	Unsatisfactory work	Poor paper. Inferior quality or flawed - overall - in analysis, critique & or synthesis. May be poor in integration, construction and substance.

In the following section a list of specific areas associated with the assignment task has been outlined. For your feedback, we have provided an indicator of quality in relation to each of these as they applied to your work. These specific comments should be read in relation to the overall comments provided above.

Not present, not applicable =NA

Quality: Excellent, very good, good, weak, unsatisfactory

Key Framework	Quality	Comment
Report or negotiated paper		
Quality of Research		
Evidence of Critical Review		
Theoretical Evidence		
Practice Evidence		
Academic criteria		
Overall construction		
Originality/ Creativity		
Clarity of ideas		
Coherence overall of paper		
Introduction		
Conclusion		
Recommendations		
Reference list		

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

NURS 535 Feedback Sheet

Assignment: 1

Value: 50%

Evidence of report
Student name:
Recommended grade:
Teaching Staff:

Overall Comments:

Specific Comments:

NURS 535 Criteria for Assignment Number Two

Assignment Name: Written Paper
Due Date: 4th Sept 2009 – Written work

Part A   This assignment is worth 40 % of your final grade

Name:

Mark:

Name of Marker:

Date:

Marking template for Paper	Mark	Comment
• Articulates the report style eg classically using inductive or deductive framework and • Executive Summary • Layout • Orientates report appropriately to the client/population group situation • Reference style	/50	
• Scholarship-Data is appropriate to case • Detailed support for the case carefully argued • Concise summary • Clear identification of the examined data against case –established issues, problems and potential problems	/25	
• References	/25	

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

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NURS 535 Criteria for Assignment Number Two Presentation

Assignment Name: Written Paper for publication or Initiative

Due Date: 13 -15 July 2009 - Presentation

This presentation is worth 10% of your final grade

Marking template for Presentation	Mark possible	Mark gained and comment
DEVELOPMENT AND INTEGRITY OF PRESENTATION	25%	
AUDIENCE	25%	
CONTRIBUTION TO KNOWLEDGE	25%	
PRESENTATION	25%	

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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