

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

# **NURS 539**

## **Advancing Nursing Practice – Intensive Care**

**Course Co-ordinator:  
Caz Hales & Kevin O'Donnell**



**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**

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## **COURSE CO-ORDINATOR/S**

Name: Caz Hales

Ph: 04 385 5999 extn: 4068

Email: [caz.hales@ccdhb.org.nz](mailto:caz.hales@ccdhb.org.nz)

On parental leave until 4<sup>th</sup> May 2009

Name: Kevin O'Donnell

Ph: 04 385 5999 extn: 4068

Email: [Kevin.odonnell@ccdhb.org.nz](mailto:Kevin.odonnell@ccdhb.org.nz)

Co-ordinator from 5<sup>th</sup> January 2009 – 8<sup>th</sup> May 2009

## **PHYSICAL ADDRESS**

Professional Development Unit

Level L, WSB,

Wellington Hospital,

Riddiford Street, Newtown,

Wellington

## **STUDENT ADMINISTRATOR**

Abbey McDonald

Ph: 04 463-6144

Email: [Abbey.McDonald@vuw.ac.nz](mailto:Abbey.McDonald@vuw.ac.nz)

# CONTACT DETAILS

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## POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 600  
Wellington 6140

## PHYSICAL ADDRESS

The Fieldhouse Centre  
Victoria University of Wellington  
81 & 83 Fairlie Terrace  
Kelburn  
Wellington 6021

Phone: (04) 463-5363 or  
0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: [nmh@vuw.ac.nz](mailto:nmh@vuw.ac.nz)

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

Office Hours: Monday to Friday 8.30am to 5.00pm

## GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 5 January 2009 and close on Tuesday 22 December 2009.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools.

# **COURSE DESCRIPTION**

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NURS 539 Advancing Nursing Practice – Intensive Care is based on the Nursing Council of New Zealand 'Competencies for Advanced Nursing Practice Programmes'(NCNZ, 2001). It is designed to advance the students professional practice in Intensive Care through scholarship, critical thinking and reflective learning.

The course content is provided through seminars from expert clinicians, peer presentations, group work and simulation based learning opportunities. Course assessments are designed to provide further self directed learning opportunities by encouraging students to use available research to explore the paradigms of intensive care and the socio-political influences in relation to the planning and delivery of care within the context of their environment.

# **COURSE AIMS**

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NURS 539 Advancing Nursing Practice – Intensive Care aims to:

- Prepare students for advanced nursing roles in intensive care.
- Ensure a high level of competence in the provision of nursing care within intensive care areas.

# COURSE OBJECTIVES

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The course objectives are based on the Competencies prescribed by the New Zealand Nursing Council for Advanced Nursing Practice without Nurse Prescribing. (4.2.1 - 4.2.5)

The Professional Nurse who has enrolled a journey to advance their nursing practice in the area of Intensive Care will:

## **Competency 4.2.1: Articulates scope of nursing practice and its advancement**

- Define the scope of their nursing practice in health promotion, maintenance and restoration of health, preventing adverse sequelae, and rehabilitation (4.2.1 adapted).
- Describe diagnostic enquiry processes responding to actual and potential health needs, and characteristics of a particular population group (4.2.1).
- Explain 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 (4.2.1).
- Explore new approaches to the extension of nursing knowledge and delivery of expert care (4.2.1).

## **Competency 4.2.2: Shows expert practice working collaboratively across settings and within interdisciplinary environments**

- Demonstrate ethical decision-making, and provide care in a culturally safe manner to clients and their families (4.2.2 adapted).
- Demonstrate advanced diagnostic enquiry skills to assess the client health status, plan, implement and evaluate nursing care. (4.2.2 adapted)
- Develop a creative and innovative approach to client care and nursing practice. (4.2.2)
- Develop skills to rapidly anticipate and manage complex situations (4.2.2 adapted)
- Model expert skills within the clinical practice area. (4.2.2)
- Apply critical reasoning to nursing practice to facilitate decision-making (4.2.2 adapted).
- Recognise limits to own practice and consult appropriately (4.2.2).
- Utilise and interpret laboratory and diagnostic tests within their scope of practice (4.2.2).

## **Competency 4.2.3: Shows effective nursing leadership and consultancy**

- Develop confidence in undertaking leadership roles in complex situations within their area of practice.(4.2.3 adapted).
- Demonstrate skilled preceptor/coaching and teaching skills through reflection on process and engaging in practice. (4.2.3 adapted)
- Initiate change and respond proactively to changing systems (4.2.3)

- Develop into an effective nursing resource/peer mentor through the application of interpersonal skills and integration of theory and practice. Lead case reviews or defusing/debriefing activities within their scope of practice (4.2.3 adapted)

**Competency 4.2.4: Develops and influences health/socio-economic policies and nursing practice at a local and national level**

- Understand how national policy influences policy and practice at local level, through critical inquiry and research of evidence based practice. (4.2.4 adapted).
- Benchmark best practice through review, critique and development of policy/guidelines at local level. (4.2.4 adapted)
- Understand and demonstrate commitment to quality, risk management and resource utilisation (4.2.4 adapted)

**Competency 4.2.5: Shows scholarly research inquiry into nursing practice.**

- Evaluate health outcomes and, in response, help to shape policy and nursing practice. (4.2.5)
- Determine evidence based practice through scholarship and practice. (4.2.5)
- Reflect and critique the practice of self and others (4.2.5).

Nursing Council standards and competencies for Advanced Nursing Practice Courses (May, 2001).

# COURSE CONTENT

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Nursing Council of New Zealand 'Advanced Nursing Practice Competencies' (May 2001) are explored throughout the year within the School framework and assessment work to:

- Articulate the scope of nursing practice and its advancement (4.2.1).
- Show effective practice working collaboratively across settings and interdisciplinary environments (4.2.2).
- Show effective nursing leadership and consultancy (4.2.3).
- Develop and influence health/socio-economic policies and nursing practice at a local and national level (4.2.4).
- Show scholarly research inquiry into nursing practice (4.2.5).

NURS 539 will focus on:

- Acute symptoms management related to advanced pathophysiology
- Advanced physical assessment
- Reflecting on nursing practice
- Clinical research for advanced nursing practice
- Influential forces in nursing and health care

Advancing Nursing Practice – Intensive care (NURS 539) consists of two schools and can be taken concurrently with a practicum course (NURS 512) to complete a Post Graduate Certificate in Clinical Nursing (Intensive Care).

## ACADEMIC PREPARATION

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Student Learning Support Services. (2006). *Study hub*. Retrieved 13<sup>th</sup> November, 2006, from [http://www.vuw.ac.nz/st\\_Services/slss/studyhub.aspx](http://www.vuw.ac.nz/st_Services/slss/studyhub.aspx)

This site provides a range of useful information from writing skills, plagiarism, managing your time effectively, to critical thinking and a lot more.



## RECOMMENDED TEXT

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Buckley, L.S. (2003). *Bates Guide to Physical Examination and History Taking* (8<sup>th</sup> ed.). Philadelphia: Lippincott Williams and Wilkins.

Marini, J.J., & Wheeler, A.P. (2006). *Critical Care Medicine: the essentials*. (3<sup>rd</sup> ed.). Philadelphia: Lippincott.

New Zealand Resuscitation Council. (2007). *Resuscitation: Level 7*. New Zealand: Author.

Rolfe, G., & Fullbrook, P. (1998). *Advanced Nursing Practice*. London: Butterworth Heinemann.

Urden, L. D., Stacy, K. M., & Lough, M.E. (2002). *Thelan's Critical Care Nursing Diagnosis and Management*. (4<sup>th</sup> ed.). St Louis: Mosby.

# RECOMMENDED WEBSITES

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## Critical Care nursing Information Sites

- <http://www.critical-care-nurse.org>
- <http://www.medscape.com/homeindex?src=hdr>
- <http://www.aacn.org/>
- <http://www.acccn.com.au/>
- <http://www.baccn.org.uk/>
- <http://www.wfccn.org/index.html>
- <http://www.efccna.org/>
- <http://www.caccn.ca>
- [http://www.nzno.org.nz/Site/Sections/Critical\\_Care/Default.aspx](http://www.nzno.org.nz/Site/Sections/Critical_Care/Default.aspx)
- [www.researchreview.co.nz](http://www.researchreview.co.nz)

Breath & Heart Sounds websites:

- <http://www.blaufuss.org/>

## Evidence Based Practice

- The Cochrane Collaboration (<http://www.cochrane.org>)
- The Joanna Briggs Institute (<http://www.joannabriggs.edu.au>)
- Clinical Evidence (<http://www.clinicalevidence.com>)
- Evidence-Based Nursing (<http://ebn.bmjournals.com>)
- National Institute for Clinical Excellence (NICE) (<http://www.nice.org.uk>)
- New Zealand Guidelines Group (<http://www.nzgg.org.nz>)

## Recommended Journals

- AACN : Advanced Critical Care
- Critical Care Medicine
- Critical Care Nurse
- Critical Care Nursing Quarterly
- Dimensions of Critical Care Nursing
- Intensive and Critical Care Nursing
- Journal of Advanced Nursing
- Medline Database (<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>)

## Drug Information

- Pharmac (<http://www.pharmac.govt.nz>)
- Medsafe (<http://www.medsafe.govt.nz>)

## NZ health Information Sites

- Health Ed (<http://www.healthed.govt.nz/>)
- The Health and Disability Commissioner website ([www.hdc.org.nz](http://www.hdc.org.nz) )
- The Ministry of Health ([www.moh.govt.nz](http://www.moh.govt.nz))
- Maori Health ([www.maorihealth.govt.nz](http://www.maorihealth.govt.nz))
- NZ Health Information Service ([www.nzhis.govt.nz](http://www.nzhis.govt.nz))
- NZ Health Technology Assessment Reports (<http://nzhta.chmeds.ac.nz>) useful literature reviews.
- Public Health Intelligence ([www.moh.govt.nz/phi](http://www.moh.govt.nz/phi))

# BLACKBOARD INFORMATION

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Students enrolling in this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1<sup>st</sup> School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher(v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

## How to log onto Blackboard

- Open a web browser and go to [myVictoria.ac.nz](http://myVictoria.ac.nz)
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

## Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

**Problems with access?** Contact ITS service desk **04 463 5050**

## **ETHICAL CONSIDERATIONS**

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At all times students must act within the boundaries of professional Codes of Conduct, relevant legislative frameworks and the governance, rules and contracts of their employing organisation. Further information with regard to student's ethical responsibilities and relevant templates can be accessed on the Blackboard site or will be provided in class if required.

## **WORKLOAD**

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30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week.

## **MANDATORY COURSE REQUIREMENTS**

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In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course co-ordinator.

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

# GENERAL UNIVERSITY STATUTES AND POLICIES

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Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to the Academic Policy and Student Policy sections on:

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

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

## ACADEMIC INTEGRITY AND PLAGIARISM

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

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

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

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

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

## USE OF TURNITIN

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

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

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

## SCHOOL CATERING

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

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

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

# COURSE TIMETABLE

WEEK STARTING Monday	DATES	EVENT	ACTION
2 February	6 February	Waitangi Day	
9 February			
16 February			
23 February			
2 March			
9 March			
16 March	<b>17 &amp;18 March</b>	<b>1<sup>st</sup> School</b>	
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	<b>8<sup>th</sup> May</b>		<b>Assignment 1</b>
11 May			
18 May			
25 May			
1 June	1 June	Queens Birthday	
8 June			
15 June			
22 June			
29 June			
6 July			
13 July			
20 July	<b>20 &amp;21, July</b>	<b>2<sup>nd</sup> School</b>	
27 July			
3 August			
10 August	<b>14<sup>th</sup> August</b>		<b>Assignment Two</b>
17 August			
24 August			
31 August	<b>31 August &amp; 1 September</b>	<b>3<sup>rd</sup> School</b>	
7 September			
14 September			
21 September			
28 September			
5 October			
12 October			
19 October			
26 October	26 October	Labour Weekend	

# **SCHOOL TIMETABLE**

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Timetables will be forwarded prior to the Schools commencing.

Venues utilised during programme:

Graduate School of Nursing and Midwifery, 83 Fairlie Tce, Kelburn  
National Patient Simulation Suite, Wellington, Capital & Coast Health  
Education Centre, Wellington, Capital & Coast Health

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

Dates: Tuesday 17 & Wednesday 18 March 2009

Times: 9am - 5pm

Venue: Room (TBC), 83 Fairlie Tce, Kelburn, Wellington

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

Dates: Monday 20 & Tuesday 21 July 2009

Times: 9am - 5pm

Venue: Room(TBC), 83 Fairlie Tce, Kelburn, Wellington

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## **3<sup>RD</sup> SCHOOL**

Dates: Monday 31 August & Tuesday 1 September 2009

Times: 9am - 5pm

Venue: Room(TBC), 83 Fairlie Tce, Kelburn, Wellington

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# ASSIGNMENTS

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

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

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

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

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

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

# ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

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

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

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

[http://www.vuw.ac.nz/st\\_Services/slss/studyhub/reference/APA.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf)

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
  - Course number, assignment number and student ID number (left aligned), e.g. *NURS 512, Assignment 2, 300011122*
  - Page number (right aligned)
- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.
- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.
- Ensure you keep a copy of your assignment until it is returned from being marked.

# CONFERENCE & SCHOOL PRESENTATIONS

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

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

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

# REPORTING STUDENT ACHIEVEMENTS AND AWARDS

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

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

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

# ASSIGNMENT NUMBER ONE

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Assignment Name: The health needs of a particular patient population.

Due Date: 8 May 2009

Word guide: Length 3500 words

This assignment is marked as 50% of your final grade.

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## **Preamble:**

This assignment requires an exploration of the characteristics and health needs of a particular patient group who present to the intensive care clinical area. It provides the opportunity to apply advanced nursing knowledge and expertise to critically review the evidence base that underpins the care of this group in order to evaluate the current care and outcomes for this particular patient group.

You must select a specific patient group that presents to the intensive care clinical area with actual or potential health needs (eg, DKA, Adult/Paediatric trauma, Head Injury, Sepsis, ARDS). Try to select a patient group you have a particular interest in, and one that you feel has unmet needs. If you are unsure, if your proposed patient group is appropriate, please discuss this with the course coordinator.

This assessment relates to the following course objectives:

1. Articulate their scope of nursing practice and its advancement within their work context.
2. Demonstrate expert practice working collaboratively across settings and within interdisciplinary environments.
3. Demonstrate scholarly research into nursing practice.

## **Assignment Outline:**

Write a short case study (500 words) from your practice to illustrate the particular group & issue you have selected. Use this case to inform your discussion throughout your assignment. *Include the case study as an appendix to the main assignment.*

The following aspects should be covered within the main assignment:

- The patient group you have selected and a rationale for the selection.
- The pathophysiology of the disease leading up to the presenting signs and symptoms.
- Current management strategies (medical & **nursing**) associated with this condition within your work environment.
- Examine current literature (journals, text books and websites etc) to identify treatment trends and recommended best practice with regards to meeting the health needs of this group of patients.
- Conclude with a best practice statement and recommendations (if appropriate) for practice development within your work place.

# ASSIGNMENT NUMBER TWO

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Assignment Name: Influencing Health Policies and Nursing Practice.  
Due Date: 14 August 2009  
Word guide: Length 3500 words

This assignment is marked as 50% of your final grade

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## **Preamble**

There are many local and national strategic documents and plans that shape intensive care services within New Zealand and influence the policies that govern your practice.. As an advanced practice nurse, you must be familiar with these documents, in order to understand their influence on the planning and delivery of intensive care within your area of practice. This assignment provides an opportunity for you to examine a range of these documents, along with other relevant evidence based literature and provide a critique of a chosen policy that informs an area of your practice, within your service.

This assessment relates to the following course objectives:

- 2 Demonstrate expert practice working collaboratively across settings and within interdisciplinary environments.
- 3 Demonstrate effective nursing leadership and consultancy
- 4 Develop and influence health/socio-economic policies and nursing practice at a local and national level.
- 5 Demonstrate scholarly research inquiry into nursing practice.

## **Assignment Outline:**

Think carefully about your current practice environment and select a policy that informs/governs your practice. Examine the current local & national documents that have influenced the development of that policy as well as current literature on the chosen subject. Using this information, provide a written critique of the policy being reviewed in light of the information you have reviewed.

The following aspects should be covered in your critique of the chosen document.

- A brief overview of the policy/document, its purpose, and implications for practice in the Intensive Care setting.
- A brief overview of the local and or national document that informs the chosen policy.
- A literature review of the issues within the policy, that you have chosen to discuss.
- Discussion in support of, or recommendations for change to the policy/document with clear links to the local or national documents that have influenced the policy.

Please submit the policy/document you have critiqued as an appendix to your written work.

**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/hsemid/research/student-achievements.aspx> or you could contact [Abbey.mcdonald@vuw.ac.nz](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

**Student Name:** \_\_\_\_\_

**Course Code:** \_\_\_\_\_

**Industry sponsorship**

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

**Special awards, Prizes & Scholarships**

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

**Professional presentations / Seminars /Conferences**

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

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

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

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

**Other Special Achievements**

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

**Attach and submit with your final assignment thank you**