

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

NURS 550

Advanced Assessment in Clinical Nursing – General Nursing

Course Co-ordinators:

Sara Quirke and Rebecca Menza

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 CO-ORDINATORS

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CONTACT DETAILS

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Email: nmh@vuw.ac.nz

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

Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on 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 AIMS

This course aims to facilitate the development of history taking and clinical examination skills for clinical practice in a range of health settings. Clinical decision-making processes will be explored to prepare nurses to critically examine advanced nursing knowledge when applied to diagnostic reasoning and therapeutics within their area of practice. Students will critically analyse data from patient histories, examinations and relevant literature and demonstrate synthesis of this knowledge into practice.

This course provides the knowledge and skills of complex assessment and diagnostic reasoning to position the student if they choose the prescribing pathway.

COURSE OBJECTIVES

The development of advanced assessment skills and diagnostic reasoning in advanced clinical assessment supports advanced nursing practice that has a clinical and therapeutic focus. Advanced nursing programmes prepare registered nurses to develop their practice through scholarly inquiry, which is applied within a defined scope of practice. The New Zealand Nursing Council competencies for Advanced Nursing Practice (May, 2001) underpin the objectives of this course. Students will interact in teaching and learning sessions in order to:

- Demonstrate the use of advanced assessment and diagnostic skills within their area of practice (4.2.1.)
- Demonstrate advanced health assessment of individuals across the lifespan via the identification and use of assessment tools and frameworks (4.2.1)
- Demonstrate the ability to confidently take a patient history relevant to the situation/practice area (4.2.2)
- Demonstrate knowledge of pathophysiological processes to support diagnostic reasoning (4.2.1, 4.2.2)
- Demonstrate knowledge of physiological responses to illness and identify appropriate treatment interventions (4.2.1, 4.2.2)
- Apply critical reasoning to nursing practice issues and decision making processes within their clinical area and critique advanced diagnostic inquiry based on the assessment (4.2.1)
- Model expert advanced clinical assessment skills within the clinical practice area (4.2.3)
- Communicate the outcomes of the assessment and diagnosis to the client/significant others and the health professionals in the interdisciplinary team with a high degree of competence (4.2.2)
- Recognise limits to own practice and refer or consult appropriately (4.2.5)
- Utilise evidence-based practice and research skills to develop advanced nursing knowledge (4.2.2).

COURSE CONTENT

This clinically based programme is designed to develop assessment skills and knowledge to support nurses within their area of practice. The Schools offered through the academic year will endeavour to support individual students practice.

This advanced practice programme is designed to offer nurses the background to work effectively. The intention is to build upon knowledge gained through successful completion of the Entry To Specialty Practice papers and/or the Postgraduate Certificates in Clinical Nursing (NURS 539, 540, 541, 542, 543, 545, 547, 548, 549).

Students will be encouraged to articulate in discussion and in their written assignments an understanding of the following

- The process of identifying a chief complaint, taking a patient history pertinent to the chief complaint, and articulating a relevant review of systems
- Methods of questioning/communicating with patients and families, diagnostic reasoning processes and effective clinical decision making strategies supported by theoretical frameworks
- Overall clinical examination processes. Methods of examining patients, equipment required for specific examinations, head to toe assessment
- In depth assessment and clinical examination of the following systems:
 - Respiratory
 - Cardiovascular
 - Neurological/cognitive
 - Abdominal

Supported by practical clinical workshops within the classroom setting.

- How advanced clinical assessment skills can be utilised in practice –modelling new skills and innovative practice, the role of the Nurse Practitioner
- Evidence-based practice will underpin scientific and interpretative approaches to support the development of clinical competency in advanced health assessments.

The course assignments have been developed to allow the student to critique contemporary assessment tools and the knowledge required to underpin advanced assessment and clinical examination skills.

The successful completion of the course requires students to submit and pass two written assignments and demonstrate accurate clinical assessment through the presentation of a clinical examination log.

Assignment 1 - is a critical analysis of the literature designed to demonstrate knowledge of history taking within students individual practice setting, determining which factors influence the outcome of a history taking episode such as consultation skills, environmental issues, history taking frameworks, patient/nurse/doctor relationships utilising evidence to support conclusions.

Assignment 2 - allows the student to test their assessment and clinical examination skills in the form of an in-depth patient case study. Within this assignment students will carry out a full assessment and clinical examination of their chosen patient, discuss in depth pathophysiological processes to support a list of differential diagnoses or a definitive patient diagnosis and justify their clinical decision making/diagnostic reasoning process through the utilisation of relevant literature.

Assignment 3 – is in two parts. In part 1 the student will prepare a Clinical Examination Log which will allow the student in collaboration with an identified clinical mentor to practice their developing assessment and clinical examination skills in the cardiovascular, respiratory, neurological and abdominal systems. Students are expected to design and negotiate specific clinical experiences with a clinical mentor of their choice who is either a medical consultant or registrar, nurse practitioner or suitably qualified nurse in relation to advanced practice competency development relevant to their clinical setting. Mentors will be asked to give feedback on students progress at the end of the course using the Mentor Feedback form which is available on Blackboard.

The Clinical Examination Log presents formal evidence of integration of theory and practice. The mentor statement provides supporting evidence that the student has met an advanced level of competence in:

- Conducting an assessment which includes taking a clinical history
- Conducting a physical examination of a patient appropriate to their presenting condition
- Discussion of the relevant associated pathophysiology
- Demonstration of diagnostic reasoning

In part 2 students will complete an oral presentation. Students will be required to present one case from their 8 cases (as above) to a panel. Students will be expected to demonstrate knowledge of the following:

- Present a thorough history focussed to the chief complaint
- Present the relevant findings of an appropriate clinical examination including positive findings and pertinent negative findings
- A succinct summary of the assessment
- Prioritised Differential diagnoses
- Suggested treatment plan based on the above

DEMONSTRATION OF PROGRESSION FROM SPECIALIST TO ADVANCED COMPETENCE

This course is designed to support the student as they identify how they have *integrated* their practice and theoretical knowledge gained from the entry to the specialty programme and move to demonstrate gaining increased proficiency in a range of assessment, diagnostic and patient centred relational competencies. To support this process and provide the student and mentors with a bench mark the following description is of a typical graduate profile that would be evident on completion of the programme in assessment in their area of specialty. This profile can be used as a benchmark to demonstrate an integrated progression to advanced practice competence.

RELATIONSHIP BETWEEN LEARNING OUTCOMES, NURSING COUNCIL COMPETENCIES (2001) AND THE GRADUATE PROFILE

Upon completion of this course students will be able to demonstrate that they have the capacity practically and theoretically to demonstrate advanced assessment and diagnostic reasoning in their scope of practice.

Course Objectives	NC Competencies	Graduate Profile
Demonstrate use of relevant advanced assessment and diagnostic skills	4.2.1	Demonstrated use of relevant advanced assessment and diagnostic skills to an appropriate level with mentor in clinical setting and demonstrated for instance in a supervised setting using the OSCE model.
Demonstrate advanced health assessment through the use of assessment and diagnostic frameworks	4.2.1	Demonstrated ability to discern appropriate use of assessment and diagnostic reasoning framework for a patient and family or typical scenario for a population group that enables therapeutic pathways to be appropriately identified.
Demonstrate the ability to confidently take a patient history relevant to the practice situation/area	4.2.2	Demonstrated ability to appropriately present in written format and to peers for review patient case study/scenario or a patient population group using the recognised format.
Apply critical reasoning to nursing practice issues and decisions and critique advanced diagnostic inquiry based on the assessment;	4.2.1	Demonstrated ability of assessment in the consultation process with mentor, relating and interpreting data found on examination appropriate to the patient and family situation.
Utilise evidence-based practice and research to support advanced nursing knowledge;	4.2.2	Demonstrated ability to relate to the individual patient and family using a nursing leadership practice framework,
Demonstrate knowledge of pathophysiological processes to support diagnostic reasoning and demonstrate knowledge of physiological	4.2.1	Demonstrated ability to summarise the interview and physical assessment, identify the problems, investigations and offer interpretations of any tests conducted; describe the differential

responses to illness and identify appropriate treatment interventions.		diagnoses as appropriate in the situation supported by the explanation of the pathophysiology.
Communicate the outcomes of the assessment and diagnosis to the client and significant others, and the health professionals in the interdisciplinary team with a high degree of competence;	4.2.2	Demonstrated ability to summarise the interview and physical assessment, identify the problems, investigations and offer interpretations of any tests conducted; describe the differential diagnoses as appropriate in the situation supported by the explanation of the pathophysiology.
Recognise limits to own practice and refer or consult appropriately;	4.2.5	Demonstrated ability to offer opportunity for guided discussion and debate as to options for care based on evidence; and an ability to relate the plan for care, and manage the care relationships.

The objectives of this course are informed by the following New Zealand Nursing Council competencies for Advanced Nursing Practice (2001).

<http://www.nursingcouncil.org.nz/competenciesnp.pdf>

PRE-READINGS

Talley, N.J., & O'Connor, S. (2001). *Clinical examinations: A systematic guide to physical diagnosis*. (4th ed). East Gardens: New South Wales.

RECOMMENDED READING/TEXT

Bickley, L.S., & Szilagyi, P.G. (2003). *Bates guide to physical examination and history taking*. Philadelphia: Lipincott Williams and Wilkins.

Guyton, A.C., & Hall, J.C. (2006) *Textbook of medical physiology*. (11th ed). Philadelphia: WB Saunders.

Jarvis, C. (2004). *Pocket Companion for physical examination and health assessment* (4th Ed) St Louis, MO: Saunders.

McPhee, S.J., & Papadakis, M.A. (2009). *Current medical diagnosis and treatment*. USA: McGraw Hill.

Seidal, H.M. (2003). *Mosbys Guide to physical examination*. (5th ed) St Louis, MO: Mosby.

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			
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	20 & 21 April	1st School	
	25 April	ANZAC Day	
27 April			
4 May			
11 May			
18 May			
25 May			
1 June	1 June	Queens Birthday	
	2 & 3 June	2nd School	
8 June			
15 June			
22 June			
29 June			
6 July			
13 July			
20 July			
27 July			
3 August			
10 August			
17 August			
24 August			
31 August			
7 September			
14 September	14 & 15 September	3rd School	
21 September			
28 September			
5 October			
12 October			
19 October			
26 October	26 October	Labour Weekend	

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Monday 20 & Tuesday 21 April 2009

Times: 0830 - 1630 each day

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

2ND SCHOOL

Dates: Tuesday 2 & Wednesday 3 June 2009

Times: 0830 - 1630 each day

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

3RD SCHOOL

Dates: Monday 14 & Tuesday 15 September 2009

Times: 0830 - 1630 each day

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

ASSIGNMENTS

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

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

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

Graduate School guidelines for submission and return of student assignments:

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

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

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, 30001122*
 - 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: 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: Patient History Taking – A critical analysis

Due Date: Friday May 29th, 2009

Length: 2500 words

This assignment is worth 20% of your final grade

The purpose of this assignment is to demonstrate knowledge of the contextual, environmental or relationship issues associated with patient history taking within your practice setting. There is an abundance of literature which examines which factors may influence the outcome of a history taking episode such as consultation/communication skills, environmental issues, and patient/nurse/doctor relationships. In this assignment you will give an in depth analysis of one or more of these factors as it relates to your practice setting.

This assignment is not a description of the history taking process. You should provide a critical analysis of some of the concepts which influence the outcome of a history taking episode based on robust research evidence.

ASSIGNMENT NUMBER TWO

Assignment Name: Patient Case study

Due Date: Friday 31st July, 2009

Length: 3000 words

This assignment is worth 30% of your final grade

The purpose of this assignment is for you to demonstrate that you are developing a diversity of skills in history taking, clinical examination and evidence based diagnostic reasoning.

1. Identify a specific complaint and take a full history of this complaint
2. Perform a relevant clinical examination
3. Present a succinct summary of your findings including pertinent negative data that may have influenced your reasoning
4. Discuss the differential diagnoses supported with relevant scholarly research, including pathophysiological processes
5. Justify your diagnostic reasoning exploring the literature and best practice
6. Reflect on how effective your assessments skills are in practice.

ETHICS

Students ethical responsibilities can be found on the NURS550 Blackboard site

Details of Clinical Mentor

Student's Name

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Mentor's Work Title/First Name/Surname

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Work Address:	Home Address:
Work Phone:	Home Phone:
Fax:	Email:

Degrees/Diploma's/Certificates	University/Polytechnic/Other Setting	Field	Year Conferred

Relevant practice academic & research experience	From Year	To year
Relevant mentoring experience		

Other Details of Importance: Please add an additional page to the document if you wish, as your comments are valued.

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