

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

NURS 557

Entry to Specialty Nursing Practice - Renal

**Course Co-ordinator:
Janis Powell**



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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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 the pathophysiological knowledge to work effectively in the care of patients from specific specialty areas. Application of these pathophysiological principles are applied by individual course coordinators to specific specialty settings.

COURSE OBJECTIVES

Through specialist professional practice the nurse will extend their knowledge and skill in regards to :

1. Pathophysiology of disease processes.
2. Assessment of the disease process within the specialty.
3. Identification of concepts, principles, and responses related to pathophysiological processes that result in disease.
4. Treatment principles and management of the disease process within the specialty setting.
5. Integration of new skills and knowledge into practice.

COURSE CONTENT

This course consists of clinical and theoretical components. The emphasis is on development of pathophysiological knowledge and its application to the specialty area.

Students undertaking the course are drawn from a range of health care services and will be working as registered nurses in their specialist area during the course. The clinical environment is the key area for integrating new skills and knowledge into practice.

CLINICAL COMPONENT

Students are expected to apply their new theoretical knowledge to clinical practice. Students are encouraged to select a clinical mentor to assist in this process. Mentors can be chosen from the students specialty area. The relationship between the student and the mentor supports to their achievement of the course objectives through critical reflection.

THEORETICAL COMPONENT

The theoretical component consists of School days or block courses (6) in total. These school days will provide a combination of general pathophysiology and specialist area information.

Students will be expected to attend all parts of the course well prepared to participate in, and from time to time, lead the discussion.

RECOMMENDED READING/TEXT

American Psychological Association (2001) *Publication Manual of the American Psychological Association* (5th ed.) DC: American Psychological Association ISBN-10: 1557987912

Either

McCance, K. Heuther, S. (2008). *Understanding pathophysiology* (4th Ed.) St Louis: Mosby ISBN: 9780323049900

OR

Porth, C. (2007). *Pathophysiology: Concepts of altered health states* (5th Ed.). New York: Lippencott ISBN: 0781749883

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 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	2 & 3 March	1st School	
9 March			
16 March			
23 March			
30 March			
6 April	10 April	Easter Friday	
13 April	13 April	Easter Monday	
	14 April	VUW Holiday	
20 April	25 April	ANZAC Day	
27 April			
4 May	7 & 8 May	2nd School	
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			
27 July			
3 August			
10 August	10 & 11 August	3rd School	
17 August			
24 August			
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: Monday 2 & Tuesday 3 March 2009

Times: 0830 - 1630 each day

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

2ND SCHOOL

Dates: Thursday 7 & Friday 8 May 2009

Times: 0830 - 1630 each day

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

3RD SCHOOL

Dates: Monday 10 & Tuesday 11 August 2009

Times: 0830 - 1630 each day

Venue: Room (TBA), 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: Learning Resource

Due Date: 17th April 2009

This assignment is worth 25% of your final grade

This assignment should demonstrate your understanding of theoretical knowledge and how it may be used effectively in your specialty area.

You will be expected to produce an evidence based learning resource for your practice environment. This can take the form of one of the following:

- A poster
- A booklet
- A pamphlet
- Instructional DVD

The learning resource can be formulated for use by either peers, families or patients. The subject and format of the learning resource should be negotiated with and agreed by the course coordinator. The resource will be marked on the following:

- Appropriateness to the target group
- Degree to which the resource was based on evidence
- Presentation
- Quality of information used

Students are to submit a reference list along with the resource.

ASSIGNMENT NUMBER TWO

Assignment Name: Case Example
Due Date: 19th June 2009
Word Guide: 4000 words - Case Example (Written)

This assignment is worth 35% of your final grade.

This case example should demonstrate your theoretical knowledge and its integration with specialty nursing practice.

Case Example

In this assignment you are required to present a written case example in a formal essay format, regarding aspects of a patient's presentation and management.

This assignment will allow you to identify a specific patient presentation that is of interest to you and is relevant to your own clinical environment. You will research issues related to the pathophysiology of your patient's presentation and discuss those issues in relation to your own practice. You will be required to use relevant current literature, research and other resources.

The assignment should include the following

- Relevant physiology and pathophysiology
- Clinical Assessment of your patient
- A critique of the relevant literature
- Reflection on your practice and how completing this assignment has enhanced your practice

This assignment should take the form of a formal academic essay and follow the American Psychological Association (APA) 5th edition referencing practice.

ASSIGNMENT NUMBER THREE

Assignment Name: Short answer questions – Applied physiology

Due Date: 28th August 2009

This assignment is worth 40% of your final grade

INTRODUCTION

The purpose of this assignment is for the student to demonstrate their understanding of the pathophysiological processes underlying disease states.

Students will select FOUR questions from a possible six WHICH WILL BE GIVEN TO YOU BY YOUR COURSE COORDINATOR IN THE SECOND SCHOOL.

Students are expected to provide a succinct discussion of the concepts highlighted within the questions of no more than 1000 words per question (total 4000 words).

The assignment is a short essay format and should be referenced as per the American Psychological Association (APA) 5th edition referencing practice.

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