Welcome to the
Graduate School of Nursing, Midwifery and Health

HLTH 520 **PRACTICE PLACEMENT**

2011 Course Outline
Trimester 1+2/3

Teaching dates: 28 February – 14 October 2011
Trimester dates: 28 February – 12 November 2011
Mid-term break: 6 June – 8 July 2011

Course coordinator:
Robyn Maude

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

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.

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Section 1: Operational Information

COURSE COORDINATORS & CONTACT DETAILS

Robyn Maude, Lecturer

Ph: 04 463 6137

Email: robyn.maude@vuw.ac.nz

In office on Wednesdays if not teaching available 9 – 5pm, please email if you wish to make an appointment to see Robyn.

POSTGRADUATE ADMINISTRATOR

Abbey McDonald

Ph: 04 463-6144

Email: abbey.mcdonald@vuw.ac.nz

POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health

Victoria University of Wellington

P O Box 7625

Newtown

Wellington 6242

PHYSICAL ADDRESS

Level 7, Clinical Services Block (CSB)

Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

OFFICE HOURS

The Graduate School office will be open on Thursday 6 January 2011 and close on Thursday 22 December 2011 from 9.00am – 4.00pm weekdays.

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. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

Section 2: Academic Requirements

COURSE AIMS

This course is designed to assist students to advance and develop their knowledge, skills and practice in secondary/tertiary maternity care settings.

COURSE CONTENT

This course explores current practice issues related to complex maternity care and focuses on a field of applied learning where the student draws on actual events to reflect on clinical practice. The student is facilitated to intentionally reflect on their personal knowledge of practice with relevant research and theory. The course supports the student to develop and understand their practice while generating knowledge and systematically reflecting on this to identify and achieve effective outcomes.

This course entails an intensive, clinical or other workplace experience based on a learning contract developed between students, their preceptors and academics at Victoria University of Wellington. The course provides students with an opportunity to identify an area for self directed learning, and to develop and implement a plan to address the learning goals identified.

The learning goals can be related to any area of midwifery practice including research, evaluation, quality, policy, and assessment, management and treatment of women and their families. Details of placements that are to be undertaken and the steps to doing this are provided in the following pages of the outline.

STUDENT OUTCOMES

Students will exit from the course with advanced knowledge and skills related to a midwifery practice in complex maternity care.

LEARNING OBJECTIVES

By the end of this course students will be able to:
- Apply advanced theoretical knowledge to practice
- Demonstrate problem solving abilities with regard to professional issues in the practice setting.
- Demonstrate professional communication, collaboration and consultation with members of the multi professional team
- Demonstrate the ability to apply reflective practice in the development of professional comportment.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

MIDWIFERY COUNCIL OF NEW ZEALAND COMPETENCIES THIS COURSE MEETS

Competency One
The midwife works in partnership with the woman/wahine throughout the maternity experience.

Competency Two
The midwife applies comprehensive theoretical and scientific knowledge with the affective and technical skills needed to provide effective and safe midwifery care

Competency Three
The midwife promotes practices that enhance the health of the woman/wahine and her family/whanau and which encourage their participation in her health care.

Competency Four
The midwife upholds professional midwifery standards and uses professional judgment as a reflective and critical practitioner when providing midwifery care.

EXPECTED WORKLOAD

As a guide, each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the duration of this course.

CLINICAL PLACEMENTS

In addition to the activities carried out in the placement setting students are also expected to undertake reading and attend seminars and other training opportunities as appropriate.
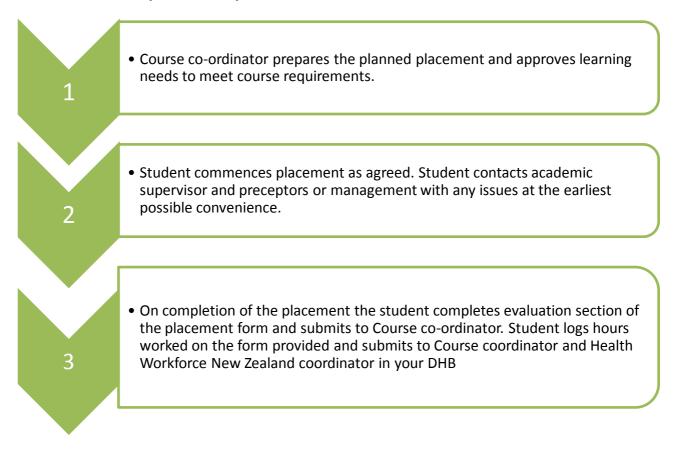
Involves undertaking a placement to advance midwifery practice in complex maternity care. The placements will be in your own workplace and at a Tertiary level maternity unit, which includes delivery suite and high dependency unit, inpatient antenatal ward, antenatal clinics. Students will also undertake clinical placements in tertiary level NICU and ICU and or ED and secondary antenatal clinics.

Particular knowledge and skills learnt could include – the advancement of practice in another setting; integration of services; understanding co-ordination of care. Application of new and advanced skills and knowledge.

Specific Planning Considerations – Need to have a current practicing certificate. If placement is outside of present scope of practice will definitely need clinical preceptor. In negotiations need to be clear about employment status such as whether the role is supernumerary or paid, and to be clear about expectations and who answerable to in the workplace.

ARRANGING YOUR PLACEMENT

Flowchart of the placement process

1 • Course co-ordinator prepares the planned placement and approves learning needs to meet course requirements.

2 • Student commences placement as agreed. Student contacts academic supervisor and preceptors or management with any issues at the earliest possible convenience.

3 • On completion of the placement the student completes evaluation section of the placement form and submits to Course co-ordinator. Student logs hours worked on the form provided and submits to Course coordinator and Health Workforce New Zealand coordinator in your DHB

The first stage is to complete the Placement Brief. This brief is designed as a planning tool and helps the student and Course coordinator assess that the placement is feasible, that there is skill and knowledge development for the students and that the appropriate mentor system is in place and that resource issues are addressed. This brief can also form the basis of the contract established between the student and the host organisation.

The placement brief will outline the following:

- Background to placement
- Self-directed learning aims
- Description of placement setting
- Planned activities including specific training to be provided
- Intended student outcomes
- Timeline
- Supervision and mentor arrangements
- Contact details of personnel

DURING PLACEMENT

Students will have both an academic supervisor and a preceptor. The role of the academic supervisor is to ensure that the placement meets the requirements of the course, that appropriate guidelines and parameters have been established for the placement, and

appropriate learning outcome criteria are in place. The academic supervisor will usually touch base with the student at the half way stage of the placement to check on how things are going.

The preceptor is responsible for providing the logistical and learning support required during the placement. Where appropriate the student will be introduced to the organisation and its staff, and told of any relevant codes of conduct. This may include confidentiality issues, dress and behaviour codes and processes for accessing resources. At the completion of the placement, the preceptor may be required to provide a statement for the student's portfolio or for use as evidence of meeting competencies.

The student is responsible for monitoring the progress of the placement. Students are also expected to keep a journal or learning log of what they are doing and reading, questions they have about this and areas for further development. This log will be incorporated into their portfolio submitted for examination, along with a log of hours in clinical placement..

ISSUES ENCOUNTERED ON PLACEMENT

When an issue arises students or the host organisation/preceptor should first try and address this jointly. If this is not possible either party can then contact the course coordinator. Where the issue is setting related such as setting no longer having the agreed mentor, setting putting unrealistic demands on student, removing approval to utilise report findings the course coordinator and student will jointly plan a course of action. Where the issue is student performance related such as the student not adhering to agreement, professional performance issue the course coordinator will meet in the first instance with the mentor and then the student to find a course of action that all can agree to.

COMPLETING THE PLACEMENT

Following the completion of the placement the student notifies the course coordinator that the placement is complete. The student completes their formal evaluation as part of their portfolio.

PRE-READINGS

Murad MH, Varkey P. (2008). Self-directed learning in health professions education. Ann Acad Med Singapore. 37(7):580-90.

Horsley T, O'Neill J, McGowan J, Perrier L, Kane G, Campbell C. (2010). Interventions to improve question formulation in professional practice and self-directed learning. Cochrane Database Syst Rev. 12;5:CD007335. Review.

Zadvinskis IM. (2008). Increasing knowledge level of evidence-based nursing through self-directed learning: lessons learned for staff development. J Nurses Staff Dev. 24(4):E13-9.

RECOMMENDED READING/TEXT

Riley-Doucet C. (2008). A self-directed learning tool for nurses who precept student nurses. J Nurses Staff Dev. 24(2):E7-14.

Sargeant, J., Armson, H., Chesluk, B., Dornan, T., Eva, K., Holmboe, E. et al. (2010). The processes and dimensions of informed self-assessment: A conceptual model. Acad Med. Apr 2, E publication.

Schweinfurth JM. (2007). Lifelong learning in otolaryngology: self-directed learning. Otolaryngol Clin North Am. 40(6):1323-30, ix.

Timmins F. (2008). Take time to facilitate self-directed learning. Nurse Educ Pract. 8(5):302-5.

Tompkins M, Paquette-Frenette D. (2010). Learning portfolio models in health regulatory colleges of Ontario, Canada. J Contin Educ Health Prof. 30(1):57-64.

James, D., Steer, P., Weiner, C. and Gonik, B. (Eds). (1999). High Risk Pregnancy management options. London: WB Saunders.

Pairman, S., Pincombe, J., Thorogood, C and Tracy, S. (Eds). (2006). Midwifery preparation for practice. Sydney: Elsevier.

Gibbs, D. Arulkumaran, S. (1997). Fetal Monitoring in Practice. Boston: Butterworth-Heinmann

Enkin, M., Marc J.N.C. Keirse, James Neilson, Caroline Crowther, Lelia Duley, Ellen Hodnett and Justus Hofmeyr. (2000). A guide to effective care in pregnancy and childbirth. New York: Oxford University Press.

Stables, D. (2005). Physiology in childbearing: with anatomy and related bioscience. 2 nd ed. Edinburgh: Elsevier

SCHOOL TIMETABLES

Timetables will be posted prior to the School on Blackboard.

1ST SCHOOL

Dates: Friday 1 April 2011

Times: 9am – 4.30pm

Venue: CS803, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

School focus – The scoio-political, economic and legal context of complex maternity care

2ND SCHOOL

Dates: Wednesday 10 August 2011

Times: 9am – 4.30pm

Venue: CS803, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

School focus – Presentations of placement achievements and learnings

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**

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 coordinator.

Students must complete all pieces of assessment to pass the course. Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

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.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

Section 3: Assessment Information

Learning objectives are assessed within the courses assessment activities.

ASSIGNMENT SUBMISSION GUIDELINES

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Identification of these courses and assignments will be outlined by your course coordinator at your first School.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:
- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

Late submission

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted 7days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.

- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C-.

- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding the word limit or for being seriously under length.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

Receipt of assignments (hard copies)

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent to the course coordinator. If you want your assignment sent back to you in hard copy, complete a self addressed and stamped envelope and attach it to the front of your assignment.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Presentation

Unless otherwise instructed, use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association (*6th ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on
http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf.

Finally, you can check http://www.apastyle.org/ for other resources.

When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- 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 be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. 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, as these make it difficult for markers to handle.

- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records

When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL_COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: PARONE-S_HTLT501_2_ 300011122).
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Fonts size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. These may include additional materials related to the text but not suitable for inclusion due to length or format. 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).
- Ensure you keep a copy of your assignment for your records.

ETHICAL CONSIDERATIONS

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:
- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy

issues when deciding what and how they record patient/ client information, and how they share practice experiences

- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health.

For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, kathy.nelson@vuw.ac.nz ph: 04 463 6138.

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 coordinator 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 coordinators 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 coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

ASSIGNMENT NUMBER ONE

Assignment Name: Environmental assessment and Individual Learning Plan

Due Date: 6th May 2011

This assignment is worth 40% of your final grade.

Midwives providing care for women with complex needs should have an understanding of the multiple clinical and contextual/environmental factors that influence the quality, delivery and outcomes of such care. This assignment will support you identify the skills you require to provide such care and to examine the contextual influences impacting on the delivery of this practice in your work setting. Analysis of your practice context will provide a way to explore elements of teamwork, delivery of quality care, resources, and practice issues that influence outcomes.

This assignment in two parts

Part A. Environmental assessment

Briefly describe your work environment. Include information about

- The population profile (e.g. age , ethnicity),
- The institution in which you work (e.g. size, size regarding the population served in your region, and scope and organisation of services provided).
- Use the SWOT tool* (or an alternative tool of your choice) to assist you to comprehensively analyse the factors that influence the care provided in your institution. This may include consideration of multiple internal or external factors such as current practices, resources, the workforce, interdisciplinary teamwork, documentation, internal policies or procedures, the physical environment, evidence-based decision-making, organisational strategic plans, personal knowledge, attributes and experience, funding, policy initiatives and government strategies. Please describe your tool of choice and provide a reference.
- Clearly indicate your conclusions or key findings including any opportunities of suggestions for change that you have identified (1500 words)

Part B. Self-assessment of practice and development of learning needs.

Identify areas of your practice in which you would like to advance your skills and knowledge.

The following are some examples:

- o   practice-based skills
- o   specialised therapies that requires you to extend your knowledge and clinical practice expertise,
- o   a professional leadership or development focus - *For example*: advancing skills and knowledge in debriefing or supervision *(these are examples only)*

- you may wish to become a 'champion' in your area of practice for a specific project or therapy or patient management
- or you may wish to build on an existing strength or interest and develop this further.

- Discuss your ideas with your course coordinator to ensure your objectives are SMART objectives (Specific, Measurable, Achievable, Realistic & Time).

- Draft a potential plan of development identifying your learning needs, objectives and outline the strategies and resources you will utilise to advance your practice.

- Identify how you will validate your learning outcomes.

- Provide a brief outline of your area of work, and/or position held and a background to the focus of your learning contract. This should preface your learning template.

SWOT Analysis Tool is a tool used for planning/auditing or evaluating the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project.

When developing this assignment carefully consider issues of confidentiality, your code of ethics, the Privacy Act and the policy of your place of practice. If this work is to be used beyond the coursework purposes specified: eg: PDRP evidence, conference presentation, etc informed consent from the persons and organisations involved is required.

ASSIGNMENT NUMBER TWO

Assignment Name: **Practice Portfolio**

Due Dates: Part A Presentation will take place at the 2nd School (10th August 2011)

                     Part B Practice Portfolio Submission – 7th October 2011

Word guide: The portfolio has several parts. Word limits are provided below where applicable.

This assignment will be marked as 60% the final course grade.

This portfolio is progressively developed over the course of the year. The portfolio not only meets the requirements for this course but may be used for other purposes such as: to support a Quality and Leadership Programme (QLP), and the recertification programme for the Midwifery Council. The portfolio must be available for the programme evaluators.

Part A– Presentation

During the 2nd School you are required to give a formal PowerPoint presentation (30%). The presentation should be 25 minutes and a further 5 minutes for facilitated discussion. This presentation provides you with the opportunity to share with your colleagues your identified learning objectives and to report on your progress to date and showcase your practice development. The presentation also allows for reflection and further clarification of your learning objectives.

For all school presentations our VUW Power Point template should be used and can be accessed via Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

Part B – Practice Portfolio Submission

Submit a portfolio that reveals your advancement in respect to your identified objectives.

The Practice Portfolio submission (70%), should be of an appropriate academic standard with attention to style and referencing and should include the following components:

- o   Front Page
- o   Table of Contents
- o   Up to date CV
- o   Skills assessment form – pre and post programme evaluation
- o   Learning Plan that incorporates your identified learning objectives and the strategies and resources you have engaged in to achieve these. NB: The Learning Plan is a "living" document and you may have revised or reviewed your objectives and strategies throughout the year. Submit your final/revised Learning Plan with

your submission. There should be sufficient evidence and validation of practice advancement in your portfolio that supports your learning objectives and outcomes.

There are many ways to demonstrate your development as a midwife working in complex care: For Example: learning of new skills, development of a learning package, literature reviews, workplace teaching sessions, workplace initiatives, conference presentations, publications, case studies, audits, policy development, reflection and journaling.. (Produce in table form)

- o Logbook including all placements during the 10 weeks of clinical placement and learning sessions in groups or individually with preceptors, with a short reflection on each teaching session
- o A description of three clinical scenarios including at least one follow-through with reflections on the role of the midwife. (1500 words)
- o A summary reflection on your practice, the literature you have read, and the feedback you have been given on your practice and theoretical work. How are you using/have you used the opportunity available this year to develop skills or to consider or make significant changes in your practice as a consequence of the programme? Comment on how the preceptoring process has helped develop and support your practice. (1500 words)
- o References and Resources