

Graduate School of Nursing, Midwifery & Health



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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2012

HLTH 509: Specialist Practice: Aged Care

Trimester 2

**Course Coordinator:
Kay de Vries**

Trimester dates: 16 July 2012 – 17 November 2012

Mid-trimester break: 27 August 2012 – 9 September 2012



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 COORDINATOR & CONTACT DETAILS

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POSTGRADUATE STUDENT ADMINISTRATOR

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POSTAL ADDRESS

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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 Wednesday 4 January 2012 and close on Friday 21 December 2012 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 PRESCRIPTION

This course will develop knowledge of specialist practice at an advanced level, in the context of international developments in patient care. Innovations in practice and challenges facing specific specialty practice areas are the key content areas. Students must be in direct patient contact.

COURSE AIMS

This course has been designed to facilitate development of nursing knowledge and practice across all areas where older people are accessing healthcare both in New Zealand and internationally.

COURSE CONTENT

This programme is suitable for nurses and other healthcare professionals from a wide variety of healthcare care areas, for example; all acute environments; primary care; care home facilities; hospices; home

- Ageing within cultural contexts
- Ageing policy and health systems for older people
- Stereotyping, marginalisation and isolation of older people
- Communication skills and life story narratives
- The experiences of older people with dementia and their caregivers
- End of life experiences of older people across care settings
- Loss and bereavement experiences of older people

STUDENT OUTCOMES

This course has been designed to facilitate development of nursing knowledge and practice across all areas where older people are accessing healthcare both in New Zealand and internationally:

- Developing scholarly inquiry and critical thinking in old age care practice in all settings including the community
- Demonstrate understanding and knowledge of theoretical perspectives of ageing within society and across cultures
- Critically analyse and discuss the psychological, societal, spiritual and cultural attitudes to care of older people
- Demonstrate understanding of the experiences of older people with dementia and their significant others in all settings
- Identify and analyse key factors, which contribute to the psychological experience of older people experiencing severe illness, dying or loss or bereavement
- Reflect on personal values, beliefs, and communication skills and recognise the extent to which they will influence interactions with older people and their significant others.

LEARNING OUTCOMES

This course has been designed to facilitate development of advanced nursing practice that is consistent with the Nursing Council of New Zealand competencies for Nurse Practitioner Practice Programmes (NZNC, 2008). Through advanced professional practice, participants of the course will interact in teaching and learning in order to:

- Developing scholarly inquiry and critical thinking in old age care practice in all settings including the community (1.1, 2.2).
- Demonstrate understanding and knowledge of theoretical perspectives of ageing within society and across cultures (1.1, 2.2)
- Critically analyse and discuss the psychological, societal, spiritual and cultural attitudes to care of older people (1.1, 2.4, 2.5).
- Demonstrate understanding of the experiences of older people with dementia and their significant others in all settings (1.1, 2.4, 2.5).
- Reflect on personal values, beliefs, and communication skills and recognise the extent to which they will influence interactions with older people and their significant others. (3.2, 3.3).
- Critically analyse challenges and innovations related to practice inherent in the aged care environment (2.2, 2.4).

NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.

1.2 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within health care settings.

2.2 Demonstrates advanced practice in direct client care within a range of contexts and situations.

2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.

2.5 Uses a formal approach to monitor and evaluate client responses to interventions.

3.2 Contributes to clinical collaboration that optimises health outcomes for the client.

3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

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 12 week trimester, break, study week and exam period.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

SUGGESTED READING

Byrne G Neville C 2010 *Community mental health for older people*. Churchill Livingstone, London.

Frank AF 1995 *The wounded storyteller: body, illness and ethics* The University of Chicago Press, Chicago

Goldberg S 2000 *Attachment and development* Arnold, London

Gott M (ed) 2011 *Living with ageing and dying: Palliative and end of life care for older people*. Oxford University Press, Oxford.

Hansson R & Stroebe M 2007 *Bereavement in later life: coping, adaptation, and developmental influences*. American Psychological Association.

Hepple J, Pearce J & Wilkinson P 2002 *Psychological therapies with older people* Brunner-Routledge, Hove

Kazer MW 2012 *Case studies in gerontological nursing for the advanced practice nurse*. Wiley-Blackwell, Chichester, UK.

McCarthy B 2011 *Hearing the person with dementia: Person-centred approaches to communication for families and caregivers*. Jessica Kingsley, London.

Parkes CM 2006 *Love and loss* Routledge, London

Rapport F & Wainwright P 2006 *The self in health and illness* Radcliffe Publishing: Oxford.

Ryan P 2011 *Ageing and older mental health: Issues and implications for practice*. Routledge, London.

Silverman J, Kurtz S, Draper J 2005 *Skills for communicating with patients*. (2nd ed) Radcliffe Publishing: Oxford.

RECOMMENDED JOURNALS

Age and Ageing

Aging and Society

International Journal of Nursing Studies

Journal of Advanced Nursing

Journal of Clinical Nursing

Journal of Mental Health

TEXT BOOK PURCHASE

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of Vicbooks in the Student Union Building, Kelburn Campus.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

COURSE ORGANISATION

This course will be delivered in two blocks over one trimester. The days will be a mix of lectures and small group activities.

As co-ordinator I am open to suggestions from you as to specific topics that you may find helpful. If given enough notice it is usually, but not always, possible to meet requests.

SCHOOL TIMETABLES

1st SCHOOL

Dates: Monday 30, Tuesday 31 July & Wednesday 1 August 2012

Times: 9am – 5pm daily

Venue: Room : CS801, Level 8, CSB, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates: Wednesday 3 & Thursday 4 October 2012

Times: 9am – 5pm daily

Venue: Room: CS801, Level 8, CSB, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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**

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course students are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator. Students must complete and pass 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. Your course coordinator will explain the expectations for this course 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 7 days 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.
- Font 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 comportsment, 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: belinda.tuari@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 course 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.

INTRODUCTION TO ASSIGNMENTS ONE AND TWO

All assignments for this course require conducting 'Life Story' interview(s) with an older person in your care. Life Story work is an activity which involves reviewing and evaluating an older person's past life events and developing an individual biography of that person. It provides a valuable insight into the life of someone especially when they have difficulty in sharing this information themselves and it helps to encourage better communication and relationships between the person, family carers and staff who are providing care. The assignments will provide the opportunity to apply Life Story narrative collection and advanced communication skills in interaction and assessment of life experiences of an older person.

Try to select a person who you feel has unmet needs. If the chosen person has dementia part of the Life Story may be collected from relatives and significant others for that person. If you are not sure whether your proposed person with whom to conduct the Life Story is appropriate, please discuss this with the course coordinator.

Consent must be gained from the person (or proxy consent from family member/significant other if that person has dementia)

The Life Story may take the form of for example: a DVD, scrap book, collage, reminiscence box, or be in electronic format.

This Life Story will be used to inform your first two assignments.

ASSIGNMENT NUMBER ONE

Assignment Name: **Essay – Blackboard discussions and reflective essay on experiences in conducting a ‘Life Story’ case**

Due Date: 21st Sept 2012

Word limit: ≤250 words for weekly discussion (Blog)

This assignment is worth 30% of your final grade.

This assignment provides an opportunity for you to reflect on your communication skills, interactions and relationships that development during the collection of the Life Story. You should use literature from communication and reflective practice to underpin your discussion.

If you are not sure whether your approach is appropriate, please discuss this with the course coordinator.

Weekly discussion of your experiences of conducting the Life Story will take place on Blackboard. Discussions will be on the communication skills that you used during the interaction, examples of powerful connections or shortcomings in your interactions during Life Story development and discuss the implications of this on your personal learning and practice. A reflective essay will be produced that will draw on communication literature and research.

The following aspects should be covered in your reflective account:

- Briefly outline the specific aspect of your interaction
- Reflection on personal values and beliefs, and discuss the extent to which they influenced your interactions with the older person
- If there were any shortcomings in your experience of collecting the Life Story reflect on how you might do it differently
- Use literature from communication research and reflective practice to underpin your discussion

ASSIGNMENT NUMBER TWO

Assignment Name: **Presentation – Life Story**

Due Date: 3rd October 2012

Word limit: flexible

This assignment is worth 20% of your final grade.

This assignment is a presentation that will draw on the Life Story which may take the form of for example: a DVD, scrap book, collage, reminiscence box, or be in electronic format.

The following aspects should be covered within this presentation:

The steps, processes and methods used to collect the Life Story

An overview of the person's Life Story – you are not expected to present the complete Life Story but may show excerpts from this to support the presentation

Reflections on your experiences and learning whilst developing the Life Story

INTRODUCTION TO ASSIGNMENT THREE

This assignment requires an exploration of one specific aspect within the Life Story. This can be an issue or event related to physical health, social, psychological or spiritual experiences e.g. retirement, poverty, admission to care home, dealing with an illness, bereavement, dying. Discuss this in the light of existing literature and theory related to the issue/event.

If you are not sure of the relevance of your chosen approach, please discuss this with the course coordinator.

ASSIGNMENT NUMBER THREE

Assignment Name: **Essay**
Due Date: 12th Nov 2012
Word limit: 4000 words

This assignment is worth 50% of your final grade.

Summarise clearly the issue/event that occurred. Develop a scholarly discussion that draws on policy, research and theory literature related to the issue/event. Critically analyse and discuss how the issue/event influenced the delivery of care for the older person.

The following aspects should be covered within the main assignment:

- The specific issue/event you have selected and a rationale for the selection
- Literature (research and policy) and theoretical frameworks relevant and linked to the issue/event
- How the issue/event was dealt with, either by yourself or by other professionals/healthcare workers and/or family/significant others
- How it could have been dealt with differently in light of research and theory
- Conclude with recommendations for practice development within your work place.