# 2012

# HLTH 520: Practice Placement

## Trimester 1+2/3

## Course Coordinator:
## Helen Rook

**Trimester dates: 5 March – 4 July 2012 + 16 July – 17 November 2012**
**Mid-trimester break: 6 – 22 April 2012 + 27 August – 9 September 2012**

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.

# Section 1: Operational Information

## COURSE COORDINATOR & CONTACT DETAILS
Helen Rook
Ph: 04 463 6145
Email: helen.rook@vuw.ac.nz

## POSTGRADUATE STUDENT ADMINISTRATOR
Belinda Tuari
Ph: 04 463-6647
Email: belinda.tuari@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 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 entails an intensive, clinical or other workplace experience based on a learning contract developed between students, their mentors and academics at Victoria University of Wellington. Please note that CRN 19834 is for Complex Care Midwives only.

## COURSE AIMS

This course is designed to assist students to advance and develop their knowledge, skills and practice in a self identified area.

## COURSE CONTENT

This course entails an intensive, clinical or other workplace experience based on a learning contract developed between students, their mentors 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 health, nursing or midwifery practice including research, evaluation, quality, policy, and assessment, management and treatment of patients. Details of seven types of placements that can be undertaken and the steps to doing this are provided in the following pages of the outline. In addition to some specific considerations in undertaking a placement that are outlined under each type of placement the following points should be considered:

- Your personal circumstances such family commitments
- The support of your work setting to complete the placement as one block or as a series over several months
- Cost and resource implications – the university will not fund overseas travel but travelling overseas for a placement is possible if you can self fund this, or get access to a grant to fund this
- The type of mentorship you would like
- The knowledge and skills you wish to acquire
- Your career plans.

## STUDENT OUTCOMES

Students will exit from the course with advanced knowledge and skills related to a specific practice area.

## 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.

## 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.

3.1 Establishes therapeutic relationships with client that recognise the client in context and respects cultural identity and lifestyle choices

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

## EXPECTED WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health that run over two trimesters have an average workload of 12 hours per week, approximately 300 hours of study across the two trimesters. In this course the majority of this time could be done as one block, several smaller blocks or a weekly commitment. In general, the Student will be expected to spend between 100 and 200 hours in their practice placement with the Placement Provider. However, the Student's practice placement objectives will determine how many actual hours the Student needs to be onsite undertaking practice at the Placement Provider as opposed to undertaking other learning required to fulfil the requirements of the Course, offsite.

## WITHDRAWAL DATES

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

## RECOMMENDED READING/TEXTS

Riley-Doucet, C. (2008). A self-directed learning tool for nurses who precept student nurses. *J Nurses Staff Dev, 24*(2), E7-14. doi: 10.1097/01.NND.0000320659.18297.f0

Sargeant, J, H. A., B. Chesluk, T. Dornan, E. Holmboe, K. Eva, K. Mann, J. Lockyer, C. van der Vleuten, & Loney, E. (2010). Processes and dimensions of informed self-assessment: A conceptual model. *Academic Medicine, 85*(7), 1212-1220. doi: 10.1097/ACM.0b013e3181d85a4e.

Schweinfurth, J.M. (2007). Lifelong learning in otolaryngology: self-directed learning. *Otolaryngol Clin North Am, 40*(6), 1323-30, ix. doi:S0030-6665(07)00159-4 [pii]

Timmins, F. (2008). Take time to facilitate self-directed learning. *Nurse Educ Pract, 8*(5), 302-5. doi:S1471-5953(08)00021-8 [pii]

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. doi: 10.1002/chp.20057

## PRE-READINGS

Murad, M.H., & Varkey, P. (2008). Self-directed learning in health professions education. *Ann Acad Med Singapore, 37*(7), 580-90. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/18695772?dopt=Citation

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, (*5), CD007335. doi: 10.1002/14651858.CD007335.pub2

Zadvinskis, I.M. (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. doi: 10.1097/01.NND.0000320659.18297.f0

## TEXT BOOK PURCHASE

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 Vicbooks on level 3 of the Student Union Building. 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/

## TYPES OF PLACEMENTS

Seven types of placements are outlined below. Students can choose one of these, undertake a placement that combines aspects of these or can contact the Course co-ordinator to discuss another kind of placement. 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.

### 1. Clinical practice placement

Involves undertaking a placement to advance practice generally or related to a specific knowledge and skill set. Such placements can be in your own workplace, another setting in your organisation or in another organisation. For example, those in the emergency department may wish to join the ambulance service or go to a ward, and those in a ward may like to go to theatre or to the emergency department or a community setting or general practice. Those in a secondary care hospital might like to go to a tertiary hospital.

*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 mentor. 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.

## 2. Policy placement

Involves a placement with a policy or regulatory agency. Placements could include analysing or developing a policy for the agency, undertaking some quality assurance work, evaluating the impact of a policy, writing a discussion paper. Such placements will usually have a problem to be addressed or a strategic goal focus such as improving child health outcomes, health systems responses to people with bariatric health care needs. The placement could also involve the development of a pamphlet or brochure in line with current agencies policies and strategies.

*Particular knowledge and skills learnt could include* – Role of Policy, interface of policy and practice, policy development and analysis, policy writing. In addition project may require learning about evaluation, brochure development, writing speeches and documents for national consumption.

*Specific Planning Considerations* – May need higher agency approval in additional to specific mentor. In negotiation need to be clear about what you can share about the placement with others, and establish the extent of what you develop in the placement can be used by you for other purposes - such as part of your portfolio.

## 3. Quality assurance and evaluation placement

Involves undertaking a quality assurance project or formal evaluation project as a placement. Such a project could be undertaken in your own workplace or on behalf of the quality assurance team or nursing management. For example placements could involve an analysis of incident reports, an evaluation of delayed discharge, documentation of partner abuse or pressure area assessments. This project would involve you developing the evaluation proposal, undertaking the evaluation and presenting a report of findings.

*Particular knowledge and skills learnt could include* – Interface of policy, practice and evaluation, evaluation from design through to analysis, quality assurance, audit, report writing.

*Specific Planning Considerations* – Need approval for undertaking the quality assurance or evaluation exercise from clinical setting and from organisation management. Some projects will require ethics and quality committee approval which may delay timeframe. Budget may include data gathering costs. In negotiations need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the placement can be used for other purposes - such as part of your portfolio.

## 4. Practice development and implementing change placement

Involves addressing an issue where change is required. Activities would include planning and leading the implementation of the change and evaluating its impact. The topic of the implementation could be of a national policy such as screening for abuse or of an area known to be problematic or to need improvement in your work setting or your organisation.

*Particular knowledge and skills learnt could include:* Practice development, leadership, change management, organisational policy and processes, stakeholder engagement and evaluation.

*Specific Planning Considerations* – Need approval for undertaking the practice development or change process within the setting the change is to be undertaken. Budget for any resource materials needed for the change needs to be understood. In negotiations need to be clear about what can be shared about the placement with others, and establish the parameters for what developed in the

placement can be used by you for other purposes - such as part of your portfolio, or a conference presentation or article.

## 5. Research focused placement
This placement would be located with established researchers at GSNMH or at a research centre and involve you working on an aspect of their research. For example you may assist with design, data collection and analysis.

*Particular knowledge and skills learnt could include:* research and evaluation, statistical and qualitative analysis, evidenced-based practice, literature searching and report writing.

*Specific Planning Considerations* – In negotiations need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the placement can be used by you for other purposes - such as part of your portfolio, a conference presentation and your rights to be named on research outputs.

## 6. Education focused placement
This placement would involve being located with nurse or midwife educators or public health agencies to develop an educational program for the community, nurses, midwives or the health sector.

*Particular knowledge and skills learnt could include:* research and evaluation, statistical and qualitative analysis, evidenced-based practice, literature searching and report writing.

*Specific Planning Considerations* – In negotiations need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the placement can be used by you for other purposes - such as part of your portfolio, a conference presentation and your rights to be named on research outputs.

## 7. Overseas placement
Any of the above could be undertaken overseas. For example if you regularly work with people from Samoa you might like to arrangement a placement in Samoa that aligns with your service to gain an understanding of cultural responses and influences on health care.

*Particular knowledge and skills learnt could include*: what is listed above, cross cultural health care, understanding the impact of health care delivery systems.

*Specific Planning Considerations* – Recognition of professional qualification in country going to. Indemnity insurance. Personal safety. Applicability of experience to New Zealand setting.

**Arranging your placement** (see Flowchart next page – also available on Blackboard)**.**
The first stage is to complete the Placement Brief. This brief is designed as a planning tool and helps the student and Course co-ordinator 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 placement mentor or adviser. 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 placement mentor or adviser 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 mentor or advisor may be required to provide a statement for the student's portfolio or for use as evidence of meeting competencies. The mentor or advisor is then invited to complete an evaluation of the placement.

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.
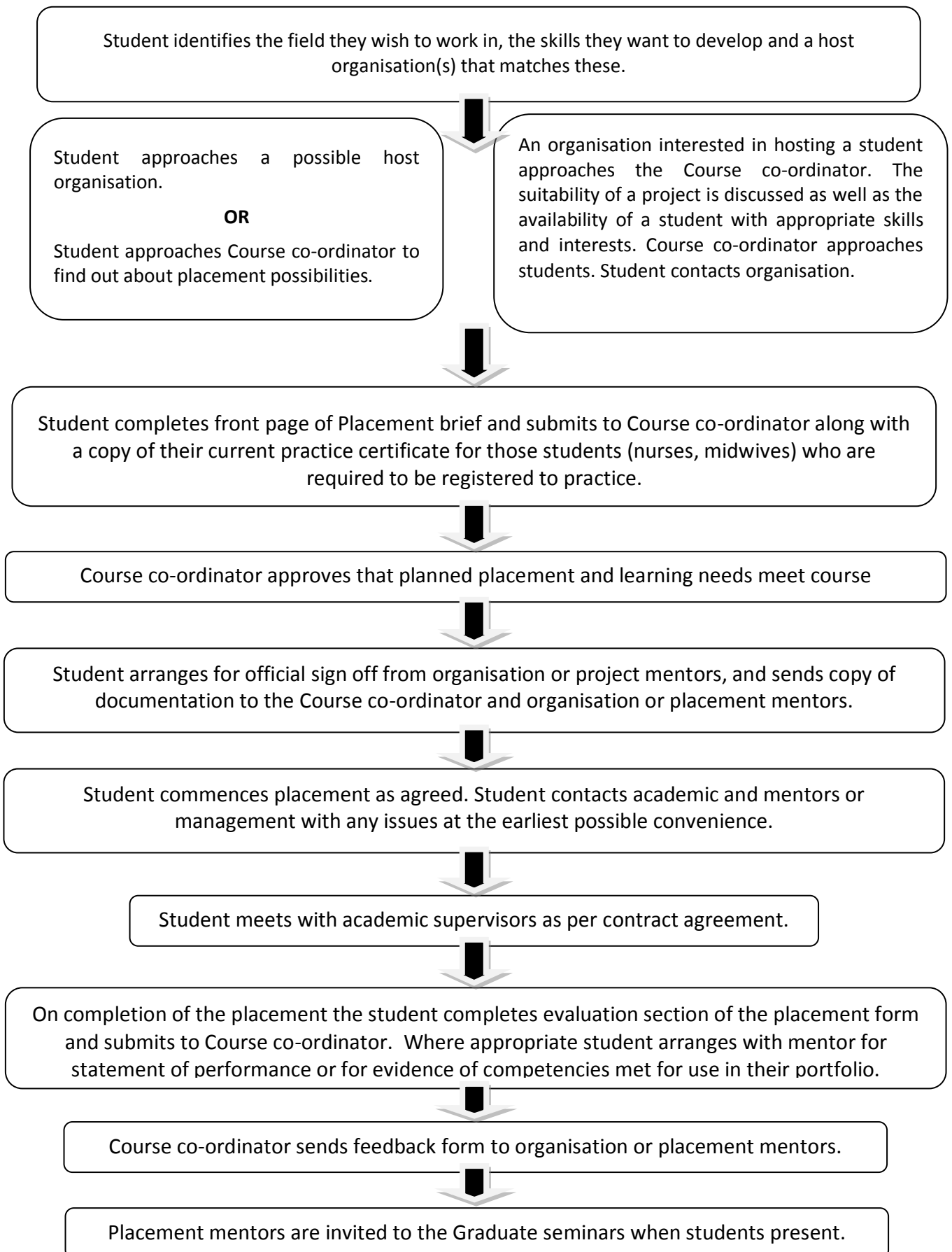
**Issues encountered on placement**

When an issue arises students or the host organisation/mentor should first try and address this jointly. If this is not possible either party can then contact the Course co-ordinator. 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 co-ordinator 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 co-ordinator 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 co-ordinator that the placement is complete. This notification also informs the Course co-ordinator if the student intends on having an ongoing relationship with the organisation or mentor in relation to the placement activity (e.g. planning on writing a paper together). The mentor is asked to complete an evaluation form which will be submitted with the student's portfolio. The student completes their formal evaluation as part of their portfolio.

**Flowchart of the placement process**

Student identifies the field they wish to work in, the skills they want to develop and a host organisation(s) that matches these.

Student approaches a possible host organisation.

**OR**

Student approaches Course co-ordinator to find out about placement possibilities.

An organisation interested in hosting a student approaches the Course co-ordinator. The suitability of a project is discussed as well as the availability of a student with appropriate skills and interests. Course co-ordinator approaches students. Student contacts organisation.

Student completes front page of Placement brief and submits to Course co-ordinator along with a copy of their current practice certificate for those students (nurses, midwives) who are required to be registered to practice.

Course co-ordinator approves that planned placement and learning needs meet course

Student arranges for official sign off from organisation or project mentors, and sends copy of documentation to the Course co-ordinator and organisation or placement mentors.

Student commences placement as agreed. Student contacts academic and mentors or management with any issues at the earliest possible convenience.

Student meets with academic supervisors as per contract agreement.

On completion of the placement the student completes evaluation section of the placement form and submits to Course co-ordinator. Where appropriate student arranges with mentor for statement of performance or for evidence of competencies met for use in their portfolio.

Course co-ordinator sends feedback form to organisation or placement mentors.

Placement mentors are invited to the Graduate seminars when students present.

## SCHOOL TIMETABLES

**1ˢᵗ SCHOOL**
Dates:           Wednesday 28 March 2012
Times:           8.30am -4.30pm
Venue:           Room CS803, Level 8, Clinical Services Block, Wellington Hospital


School focus – Self directed learning processes, pitfalls and outcomes

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**2ⁿᵈ SCHOOL**
Dates:           Friday 20 July 2012
Times:           8.30am -4.30pm
Venue:           Room CS803, Level 8, Clinical Services Block, Wellington Hospital


School focus – Progress update

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**3ʳᵈ SCHOOL**
Dates:           Wednesday 26 September 2012
Times:           8.30am -4.30pm
Venue:           Room CS803, Level 8, Clinical Services Block, Wellington Hospital


School focus – Presentations of placement achievements and learning

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# 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 C*onfirmation 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 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 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 (*6<sup>th</sup> 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 your course coordinator.

## 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.

# ASSIGNMENTS

Assignment Name:  **Portfolio**

Due Date:  10th October 2012

Word limit:  Page limit for portfolio: 20 pages

This assignment is worth 100% of your final grade.

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Blackboard blog:

- A minimum of 20 substantive blog entries
  (Blog 15%)

Presentation of your placement experience:

- Formal presentation on 26th September 2012 – 15 minutes
- Following the presentation 5 minutes questions
  (Presentation 15%)

You will formulate a portfolio containing the following:

- Evidence of theoretical application in relation to practice placement (12 pages)
- Written evidence of collaborative work in the organisation (2 pages)
- Articulation of how placement extends or applies to your scope of practice (2 pages)
- Demonstration of skills learnt in relation to the project (4 pages)
- Appendix to include: learning contract, mentor feedback statement(s) and placement evaluation.
  (Portfolio 70%)