

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2013

HLTH 509: Specialist Practice: Aged Care 30 points

Trimester 2

Course Coordinator: Dr Kay de Vries

Trimester dates: 15 July to 17 November 2013

Mid-trimester break: 26 August to 8 September 2013

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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POSTAL ADDRESS

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PHYSICAL ADDRESS

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Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

OFFICE HOURS

The Graduate School office will be open Monday 7 January 2013 and close on Friday 20 December 2013 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.

SCHOOL TIMETABLE

1st SCHOOL

Dates: Wednesday 31 July & Thursday 1 August 2013
Times: 9am – 5pm daily
Venue: CS803, Level 8, Clinical Services Building, Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates: Wednesday 25 & Thursday 26 September 2013
Times: 9am – 5pm daily
Venue: CS803, Level 8, Clinical Services Building, Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

Section 2: Academic Requirements

COMMUNICATION OF ADDITIONAL INFORMATION

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student Victoria email.

COURSE PRESCRIPTION

This course will challenge nurses and other healthcare professionals to consider the experiences of older people from healthy retirement to death through consideration and investigation of research and care within New Zealand international contexts. Students must be in direct patient contact.

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

COURSE LEARNING OBJECTIVES

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). By the end of this course students will be able to:

1. Developing scholarly inquiry and critical thinking in old age care practice in all settings including the community.
2. Demonstrate understanding and knowledge of theoretical perspectives of ageing within society and across cultures.
3. Critically analyse and discuss the psychological, societal, spiritual and cultural attitudes to care of older people.
4. Demonstrate understanding of the experiences of older people with dementia and their significant others in all settings.
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.
6. Critically analyse challenges and innovations related to practice inherent in the aged care environment.

TEACHING FORMAT

This course is delivered in two blocks over one trimester at the Graduate School of Nursing Midwifery & Health. The days will be a mix of lectures and small group activities. A distance component supported by Blackboard forms part of the course and supports student achieving their learning objectives.

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.

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.

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 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.

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

Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds. If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

STUDENT FEEDBACK

Apart from updating content, this course has had no major changes in format. Students in 2012 evaluated the course very highly.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

SUGGESTED READINGS

- Bryrne, G., & Neville, C. (2010). *Community mental health for older people*. London: Churchill Livingstone.
- Frank, A.F. (1995). *The wounded storyteller: Body, illness and ethics*. Chicago: The University of Chicago Press.
- Goldberg, S. (2000). *Attachment and development*. London: Arnold.
- 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*. Hove: Brunner-Routledge.
- Kazer, M.W. (2012). *Case studies in gerontological nursing for the advanced practice nurse*. Chichester, UK: Wiley-Blackwell.
- McCarthy, B. (2011). *Hearing the person with dementia: Person-centred approaches to communication for families and caregivers*. London: Jessica Kingsley.
- Parkes, C.M. (2006). *Love and loss*. London: Routledge.
- Rapport, F., & Wainwright, P. (2006). *The self in health and illness*. Oxford: Radcliffe Publishing.
- Ryan, P. (2011). *Ageing and older mental health: Issues and implications for practice*. London: Routledge.
- Silverman, J., Kurtz, S., & Draper, J. (2005). *Skills for communicating with patients* (2nd ed.). Oxford: Radcliffe Publishing.

RECOMMENDED JOURNALS

- Age and Ageing
- Aging and Society
- Aging & Mental Health
- International Journal of Nursing Studies
- Journal of Advanced Nursing
- Journal of Clinical Nursing
- Journal of Mental Health
- Journal of Psychosomatic Research
- Social Science and Medicine

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 nominated collection points at each campus. Customers will be contacted when they are available.

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

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the Victoria 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**

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues:
www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute:
www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

INTRODUCTION TO ASSIGNMENTS

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.

If you are a student working in an acute care setting where admission stays for older people are often very short (average 5 days) you may select 3 patients and conduct interviews about their life-stories with each of them. This can include interviews with family members to capture detail of the life-stories.

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 journal, a DVD, scrap book, collage, reminiscence box, or be in electronic format.

This Life Story will be used to inform your assignments.

ASSIGNMENT NUMBER ONE

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

Due Date: 23 September 2013

Word limit: ≤250 words for weekly discussion over 7 weeks (Blog)

This assignment is worth 15% 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.

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.

The following course objectives will be met by this assignment:

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.
6. Critically analyse challenges and innovations related to practice inherent in the aged care environment.

ASSIGNMENT NUMBER TWO

Assignment Name: **Presentation – Life Story**

Due Date: 26 September 2013

Word limit: Flexible

This assignment is worth 15% of your final grade.

This assignment is a presentation to the class that will draw on the Life Story which may take the form of for example: a journal, 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

The following course objectives will be met by this assignment:

2. Demonstrate understanding of the experiences of older people with dementia and their significant others in all settings.
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.
6. Critically analyse challenges and innovations related to practice inherent in the aged care environment.

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: 28 October 2013
Word limit: 4000 words

This assignment is worth 70% 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.

The following course objectives will be met by this assignment:

1. Developing scholarly inquiry and critical thinking in old age care practice in all settings including the community.
2. Demonstrate understanding and knowledge of theoretical perspectives of ageing within society and across cultures.
3. Critically analyse and discuss the psychological, societal, spiritual and cultural attitudes to care of older people.
4. Demonstrate understanding of the experiences of older people with dementia and their significant others in all settings.
6. Critically analyse challenges and innovations related to practice inherent in the aged care environment.

Please submit this assignment via the Blackboard portal.