

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

2013

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

HLTH 540: Special Topic: NETP Professional Nursing 30 points

Full Year

Course Coordinator: Natalie Lindsay

Trimester dates:

1 September 2013 – 30 June 2014

Mid-trimester break: 26 August to 8 September 2013

Mid-trimester break: 21 December to 5 January

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

Natalie Lindsay, Lecturer

Ph: 04 463 6651 or 0275636651

Email: natalie.lindsay@vuw.ac.nz

Office Hours: Monday – Thursday 0830 – 1500 hrs

POSTGRADUATE STUDENT ADMINISTRATOR

Annemarie Thorby

Ph: 04 463-6647

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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 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: 17 and 18 October 2013
Times: Day 1: 10am – 6 pm, Day 2: 8 am – 4pm
Venue: Room 801, Level 8, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates: 27 and 28 January 2014
Times: Day 1: 10am – 6 pm, Day 2: 8 am – 4pm
Venue: Room 801, Level 8, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

DHB TUTORIAL DAYS TIMETABLES

1st DHB day (1 day)

Dates: 16 December 2013 – Capital and Coast DHB
Times: 9am -5pm daily
Venue: Room 801, Level 8, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd DHB days (2 days)

Dates: 26 and 27 March 2014 – Capital and Coast DHB
Times: 9am -5pm daily
Venue: Room 801, Level 8, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

TOUCHSTONE SESSION TIMETABLES

1st TOUCHSTONE SESSION

Dates: 21 November 2013 – Capital and Coast DHB
Times: TBC
Venue: Room 801, Level 8, CS Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd TOUCHSTONE SESSION

Dates: 19 May 2014 – Capital and Coast DHB
Times: TBC
Venue: Room 801, Level 8, CS 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 blended learning, practice and research-oriented course, facilitates the integration of newly graduated nurses into the nursing profession. The course explores how newly graduated nurses become professionally self-confident, how they respond to and meet the needs of patients, family, whānau and communities and how they navigate workplace practices.

COURSE CONTENT

This course is suitable for newly graduated nurses working in primary, secondary and tertiary health care services. The course is taught using a blended learning approach. There will be 8 contact days which consist of lectures, tutorials, simulation and a distance component supported by Blackboard which builds on the face-to-face contact time. The course assessments facilitate student transition from a graduate nurse to a competent practitioner through engagement in theory, research and clinical practice.

The course content will cover four modules.

Module 1 – Therapeutic Milieu (Workplace Contextualisation)

Module 2 – Practice Competence towards Excellence (Reskilling/Upskilling)

Module 3 – Management of Practice & Influence in Health Systems (Collaborative Practice)

Module 4 – Professional Authority (Professional Visibility)

COURSE LEARNING OBJECTIVES

Students who pass this course will be able to:

1. Apply critical thinking and clinical assessment, judgements, decision making skills to the patient/family/whānau/community
2. Demonstrate a creative and collaborative approach to the provision of safe care
3. Analyse and critique the current professional contexts in which nurses practice
4. Identify and critique nursing theory and research that informs professional practice
5. Demonstrate skills of reflection and reflexivity as professional practice habits

STUDENT OUTCOMES

Students undertaking this course will:

1. Describe the context within which nursing practice takes place, including the broad healthcare environment and the distinctive milieu nurses create to protect patients from harm and foster their healing and health (or peaceful end of life)
2. Share experiences and reflections related to nurses' roles in creating a therapeutic milieu for patients

3. Critically discuss key nursing action and attitude skills and how they are developed from competence toward excellence
4. Demonstrate ability to assess, plan and implement patient care using care delivery frameworks specific to practice context areas
5. Explain how nurses detect, monitor and minimise collaborative problems through working in a trustworthy partnership with multi-disciplinary teams
6. Debate the management and interpersonal issues involved in nurses' trustworthy collaboration with other health professionals, their participative-authoritative collaboration with healthcare teams and how these affect their influence in health systems
7. Assess the influence of using a distinctively nursing philosophy and model of practice on nurses' professional identity and self-confidence, how they are perceived by other health professionals and how they are perceived in the public domain.

TEACHING FORMAT

The course will be delivered in two schools (2 x 2 study days) held at the Graduate School of Nursing Midwifery and Health, Wellington. Tutorials supporting the school content will be delivered at each individual DHB (3 DHB Tutorial days) plus additional 8 hours of face-to-face contact time (known as Touchstone hours – delivered as 2 x 4 hr blocks).

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances where 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 10 month programme.

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 as this is a new course in 2013.

Student feedback on University courses may be found at:

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

RECOMMENDED READINGS/TEXTS

Recommended reading links will be provided within each module via Blackboard.

PRE-READINGS

Any pre-readings will be sent to students prior to the commencement of the course.

RECOMMENDED WEBSITES

Nursing Council of New Zealand - www.nursingcouncil.org.nz/

New Zealand Nurses Organisation - www.nzno.org.nz/

International Council of Nurses - www.icn.ch/

World Health Organisation - www.who.int/

Careful Nursing - www.carefulnursing.ie

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

ASSIGNMENT NUMBER ONE

Assignment Name: **Professional Reflections**
Due Date: Blog 1: 26 November – 3 December 2013
Blog 2: 14 – 21 January 2014
Blog 3: 11 – 18 February 2014
Blog 4: 11 – 18 March 2014
Word limit: 2000 words

This assignment is worth 20% of your final grade.

This assignment is designed to provide opportunities to explore in depth, your clinical judgement in the context of nurse practice. It encourages nurses to examine what underpins their actions on a daily basis.

ASSIGNMENT OUTLINE:

This on-line blog will guide your professional reflections of your nursing practice. You will be given four scenarios (one for each module) to be completed via Blackboard. Using a clinical judgement model (e.g. Tanner 2006) you will discuss and reflect on each scenario (4 x 500 words).

Scenario 1 (Module 1 – Therapeutic Milieu)

Completion Date: 26 November – 3 December 2013

Scenario 2 (Module 2 – Practice Competence towards Excellence)

Completion Date: 14 – 21 January 2014

Scenario 3 (Module 3 – Management of Practice & Influence in Health Systems)

Completion Date: 11 – 18 February 2014

Scenario 4 (Module 4 – Professional Authority)

Completion Date: 11 – 18 March 2014

This assignment assesses the course learning objectives:

1. Apply critical thinking and clinical assessment, judgements, decision making skills to the patient/family/whānau/community
2. Demonstrate a creative and collaborative approach to the provision of safe care.
5. Demonstrate skills of reflection and reflexivity as professional practice habits.

ASSIGNMENT NUMBER TWO

Assignment Name: **Patient Stability Assessment**

Due Date: Part A – (15%) 25 March 2014
Part B – (25%) 23 April 2014

Word limit: 2500 words

This assignment is worth 40% of your final grade.

The primary emphasis in this assignment is that you demonstrate a systematic approach to assessing the stability of your patient caseload in your daily nursing practice.

ASSIGNMENT OUTLINE:

Part A Clinical Assessment 15%

1. Meet with your educator/NETP co-ordinator to develop a structured approach to systematically assessing the stability of patients in your work context. This meeting must occur prior to the first Touchstone day. During this meeting establish a professional learning plan (complete template) to help integrate this assessment into your daily nursing practice. This plan needs to be completed and brought to the first Touchstone day.
2. Assessment - Set up a time prior to 29 July 2013 to undertake this clinical assessment with your educator/NETP co-ordinator. During this assessment you are required to competently demonstrate a thorough patient stability assessment which you have been using in your day-to-day practice.
3. Following this assessment provide an oral summary of these findings to your educator/NETP co-ordinator. Critically reflect on the findings of your assessment and your proposed action plan with your educator/NETP co-ordinator (Template attached).

Part B Essay 2500 words 25%

This cannot be done unless Part A is achieved

1. Provide a summary of the patient you assessed in part A. This should include all relevant information for this health episode/admission such as the patient's background, presenting health problem/issue, past health history, social and other relevant history.
2. Present the findings of your patient's stability assessment and identify areas of potential or actual concern.
3. Based on the information you have presented and using the literature, provide a rationale for the patient's current stability status and the action plan you would implement for this patient.
4. Using the oral feedback from Part A, comment on how and why your intervention plan changed.

Submit Part B via the Turnitin portal on Blackboard.

This assignment assesses the following course learning objectives:

1. Apply critical thinking and clinical assessment, judgements, decision making skills to the patient/family/whānau/community
2. Demonstrate a creative and collaborative approach to the provision of safe care
4. Identify and critique nursing theory and research that informs professional practice
5. Demonstrate skills of reflection and reflexivity as professional practice habits.

ASSIGNMENT NUMBER THREE

Assignment Name: **Reflexive Case Study**

Due Date: 27 May 2014

Word limit: 3000 words

This assignment is worth 40% of your final grade.

The primary emphasis in this assignment is to extend your professional practice through the process of critical thinking and reflection, and theoretical understanding of your area of practice. Critical reflection provides the opportunity for you to analyse practice experiences and events. This will be achieved by your documentation and reflection on your practice. Using literature to inform your work you will actively identify and discuss insights gained in relation to your practice.

ASSIGNMENT OUTLINE

Part 1 (word guide 1000)

Write an account of your practice using a reflective model (e.g. Johns, 2000; Schon, 1995 and 1987; Benner & Wrubel 1989; Gibbs 1988). The focus of your account can be professional, ethical, accountability, behavioural, advocacy, cultural safety, managing within the team, managing yourself, or a nurse/patient interaction.

Part 2 (word guide 2000)

Revisit your account and identify one theme to further reflect upon. Critically analyse this theme using current literature and discuss how you would manage a similar situation/scenario in the future.

This assignment assesses the following course learning objectives:

1. Apply critical thinking and clinical assessment, judgements, decision making skills to the patient/family/whānau/community
2. Demonstrate a creative and collaborative approach to the provision of safe care
3. Analyse and critique the current professional contexts in which nurses practice
4. Identify and critique nursing theory and research that informs professional practice
5. Demonstrate skills of reflection and reflexivity as professional practice habits

Please submit this assignment via the Turnitin portal on Blackboard.