TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

HLTH 520: Practice Placement

30 POINTS
TRIMESTER 1 & 2 2015

Important dates

Trimester dates: 2 March to 15 November 2015
Teaching dates: 2 March to 16 October 2015
Easter/Mid-trimester break: 3 April to 19 April 2015
Mid-year break: 2 July to 12 July 2015
Mid-trimester break 2/3: 24 August to 6 September 2015

Last assessment item due: 30 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

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SECTION 1: OPERATIONAL INFORMATION

Class times and locations

1st School

Dates: Wednesday 18 March 2015
Times: 0830 - 1630
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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2nd School

Dates: Monday 27 July 2015
Times: 0830 - 1630
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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3rd School

Dates: Wednesday 30 September 2015
Times: 0830 - 1630
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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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.

Names and contact details

Course Coordinators & Contact Details

Professor Jo Walton
Ph 04 463 6135
Email jo.walton@vuw.ac.nz

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

Office Hours

The Graduate School office will be open Monday 5 January 2015 and close on Friday 18 December 2015 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.

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

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 University of Wellington email.

SECTION 2: COURSE INFORMATION

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.

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 project to address their self-identified goals.

Negotiated learning goals can be related to any area of health, nursing or midwifery practice including research, evaluation, quality, policy, or the assessment, management and treatment of patients. Some examples of the kinds of placements that might be undertaken are provided in the following pages of the outline. In designing your project you should keep in mind:

- the knowledge and skills you wish to acquire
- your career plans
- the needs and support of your work setting (including the availability of a suitable and willing mentor)
- timing your project (e.g. as one block placement or a project staged 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, or gain access to grant funding
- your personal circumstances (e.g. family commitments).

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. apply advanced theoretical knowledge to practice
2. demonstrate effective problem solving with regard to professional issues in the practice setting
3. demonstrate professional communication, collaboration and consultation with members of the multi professional team
4. demonstrate the ability to apply reflective practice in the development of professional comportment.

NB Students pursuing the Nurse Practitioner pathway should also look carefully at the NP competencies relevant to this course at the end of this Course Outline. Please discuss your goals with your Course Coordinator with these competencies also in mind.

Teaching format

This course is delivered via three face-to-face seminar type “schools” 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 an important part of the course and supports students achieving their learning objectives. Students are expected to participate in all aspects of the course: i.e. face to face and online.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. attend all Schools (unless under special circumstances prior arrangements have been made with the Course Coordinator)
2. complete all pieces of assessment
3. participate in lectures, tutorials, electronic and other distance learning activities, practical and fieldwork as agreed in the learning contract.

Workload

The workload expectation for a two trimester long 30-point course in the Graduate School of Nursing, Midwifery & Health is approximately 12 hours per week, which equates to 300 hours of study across the two trimesters.

Work toward achieving the negotiated project outcomes, including time spent on placement will make up the bulk of the time required for the course.

Practical work may be completed as one block, several smaller blocks or a weekly commitment. Students should normally expect to spend between 100 and 200 hours working directly toward their project goals (ie with the placement provider).

Each student's negotiated agreement and project objectives will determine how many actual hours is spent on site undertaking the negotiated practice activities. The remainder of the workload will be taken up with attendance at the Schools in Wellington, with reading, reviewing and completing the assessment tasks for the course.

SECTION 3: ASSESSMENT INFORMATION

Assessment items and workload per item		%	CLO(s)	Due date
1	**Portfolio** Comprising of • Project Plan (1500 words) • Blackboard blog (250 words per blog) • Project Report (5000-6000 words)	**100%** 20% 20% 60%	**1, 2, 3 & 4**	 2 April 2015 25 September 2015 30 October 2015

Approval is required in writing from the Course Coordinator if you wish to use work you have submitted from a previous course or have written for your organisation.

Marking guidelines for all assessment tasks will be available on Blackboard and discussed at the first School in March.

Assessment

Assignment: **Portfolio**

Due Date: 30 October 2015

Word Count: As specified below

This assignment is worth 100% of your final grade

The portfolio will contain several elements of work as detailed below. **Please note carefully the individual submission dates for each activity.**

Part 1: Project plan (20% of final grade) (Guideline 1500 words)
Due date: **Thursday 2 April 2015**

Your plan must be written in a format and to a standard that can be distributed to those who are interested in your placement or who will be assisting you in achieving your objectives. It should include the following:

- the objectives of the project
- the significance of the project
- the resources (if any) that are required
- the name and role and contact details of your project mentor
- the expected outcomes of the project
- your project timeline
- any other information you consider relevant at this stage
- signed statement of student responsibilities.

Discussions at the first School (18 March) will assist you in finalising your project plan. Once your plan has been agreed to by your practice mentor and Course Coordinator you will be ready to commence your project.

Please submit this assignment via Turnitin/Blackboard

Part 2: Blackboard blog (20% of final grade) (Guideline 250 words per blog)
Due date: **All blogs are to be completed by Friday 25 September 2015**

You are required to write a minimum of 10 substantive (250 word) blog entries. Your blog is to be used as a vehicle for regular recording of progress and reflections on your project, and to share these with others in the class. In addition you may use the blog to seek advice or opinions from your classmates and/or to offer insights as you make progress on your project. Participation in discussion with other students via the blog site is also expected. From time to time your Course Coordinator will join the discussions. Additional guidelines for writing blogs will be loaded on Blackboard, along with a suggested schedule for posting your entries

Part 3: Project report (60% of final grade) (Guideline: 5000-6000 words)
Due date: **Friday 30 October 2015**

Write a report documenting the following:

- your project aims and objectives
- the significance of the project
- the work undertaken
- the project outcomes
- other material relevant to your project

Submit your report electronically, including an appendix containing your project plan, evidence of collaboration in the organisation, log of hours, mentor feedback sheet, self-appraisal and any other relevant documentation.

Your report should be suitable to give to your project mentor/s and the organisation who hosted you and/or your employer.

Please submit this assignment via Turnitin/Blackboard

Submission and return of work

For submission details, please see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date.

Extensions and penalties

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.

Penalties

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 up to 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 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.

Placement

Students are responsible for planning, negotiating and organising their own placements/ project work. Approval must be sought from the Course Coordinator and from the nominated placement mentor ***before work commences*** on the project.

Specific guidelines for placement mentors are available on Blackboard, and will be discussed at the first School in March.

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 Coordinator 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 distribution.

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 **small scale** quality assurance project or formal evaluation 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

In a 30-point course it is not feasible to develop and lead your own research project. For that reason a research placement must be located with established GSNMH researchers or nominated adjunct staff member. You may assist with design, data collection and analysis. Please note that a ‘chart review’ is classed as research.

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 you 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 below – also available on Blackboard)**.**
The first stage is to complete the project plan (see further detail under Assessment on page 7). This plan is designed to help the student and Course Coordinator assess that the project is feasible, that the intended outcomes are appropriate, that a suitable mentor is available and that resource issues are addressed.

During placement

Students will liaise with both their Course Coordinator and their placement mentor or adviser. The role of the Course Coordinator is to ensure that: the placement meets the requirements of the course; appropriate guidelines and parameters have been established for the placement; and appropriate learning outcome criteria are in place.

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 record of what they are doing, reading, thinking, any questions they have and areas for further development.

Issues encountered on placement

If an issue arises, students and the host organisation/mentor should first try and address this jointly. The Course Coordinator is available to assist with any matters that cannot be resolved between the parties concerned. Students are encouraged to alert the Course Coordinator promptly

if difficulties arise, so that solutions can be negotiated with the least interruption to learning outcomes.

Completing the placement/project

The final project report should be shown to placement mentors/advisors and employers as appropriate at the end of the course. Please inform your Course Coordinator if work is to continue in relation to the placement activity (e.g. student and mentor planning to write a paper together, new project work or career change). The mentor is asked to complete an evaluation form which will be submitted with the student's portfolio. The student also completes an 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 Coordinator to find out about placement possibilities.

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

Student completes a project plan and submits to Course Coordinator. Clinical placement may require evidence of current practicing certificate.

Course Coordinator approves that planned placement/project and learning needs meet course learning objectives

Student formally submits project plan to the Course Coordinator and arranges for sign off of the placement agreement with the organisation and/or project mentors. Student signs and submits student responsibility form and placement contract to the Course Coordinator

Student commences project work as agreed. Student contacts mentors or Course Coordinator with any issues at the earliest possible convenience.

Student records activities, thoughts etc via Blackboard blogs and exchanges feedback with peers and Course Coordinator as appropriate.

On completion of the placement the student completes evaluation section of the placement form and submits to Course Coordinator. Where appropriate student arranges with mentor for a statement of performance or for evidence of competencies met.

Where appropriate the Course Coordinator sends feedback form to organisation or placement mentors.

Project report is submitted for grading and shared with placement mentors/advisors and employers as appropriate.

SECTION 4: ADDITIONAL INFORMATION

Set texts

There is no set text for this course.

Recommended reading

Any recommended reading will be listed on Blackboard.

Student feedback

Enhancements made to this course, based on the feedback of previous students, have been incorporated into the course this year. Feedback will be requested from students at the end of the course, but is welcomed at any time: we endeavour to facilitate useful learning experience and welcome your assistance in improvements to the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

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/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

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 www.adobe.com/products/acrobat

Students are encouraged to use Endnote to manage the research material they use and cite. Endnote can be obtained at http://library.victoria.ac.nz/library/resources/guides/endnote.html

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: 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**