



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY AND HEALTH

HLTH 520: PRACTICE PROJECT

30 POINTS
TRIMESTER 1 & 2 2016

Key dates

Trimester dates: 29 February to 13 November 2016

Teaching dates: 29 February to 16 October 2016

Easter break: 24 to 30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Mid-year break: 30 June to 8 July 2016

Mid-trimester break 2/3: 22 August to 4 September 2016

Last assessment item due: 28 October 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

SECTION 1: OPERATIONAL INFORMATION

Class times and locations

1st School

Dates: Tuesday 15 and Wednesday 16 March 2016
Times: 09.00 – 17.00 daily
Venue: CS803, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Thursday 22 and Friday 23 September 2016
Times: 09.00 – 17.00 daily
Venue: CS802, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, 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.

Names and contact details

Course Coordinator

Professor Jo Walton

Ph: 04 463 6135

Email: jo.walton@vuw.ac.nz

Office hours: Monday – Thursday 12.00 – 14.00. Other times by appointment.

Please email if you need assistance and I will endeavour to get back to you within 24 hours, either to set up an appointment (phone or face to face) or to answer your query directly.

Postgraduate Student Administrator

Caleb Aveling

Ph: 04 463 6647

Email: caleb.aveling@vuw.ac.nz

Office hours: Monday – Friday 09.00 – 17.00

Office Hours

The Graduate School office will be open 09.00 – 17.00 weekdays from Tuesday 5 January 2016 and close on Thursday 22 December 2016.

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 VUW email.

SECTION 2: COURSE INFORMATION

Prescription

Students negotiate, design, undertake and report on an evidence based project of relevance to their practice area under the supervision of academic and workplace mentors.

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:

- Integrate theory and research in the design and implementation of a practice-based project
- Organise the resources necessary to undertake an independent project
- Demonstrate effective communication, reflection and problem solving with regard to professional issues in the practice setting
- Critique their own work and use this as a basis from which to recommend changes in the practice setting

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 two 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 at least 50%, students must:

- attend the two on-campus Schools to engage in class discussion and problem solving.

Any student who is concerned that they have been (or might be) unable to meet the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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 (where relevant) 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.

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	Project plan (1500 words)	20%	1, 2, 3	14 April 2016
2	Blackboard blog (minimum of 10 entries, 250 words per blog)	20%	1, 2, 3	30 September 2016
3	Project report (5000 words): Part 1 Presentation (10%) Part 2 Written report (50%)	60%	1, 2, 3, 4	22-23 September 2016 28 October 2016

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 1:	Project plan
Weighting:	20% of final grade
Word count:	1500 words (guideline)
Due date:	Thursday 14 April 2016

This assignment is key to the project work that follows. Your plan is where you identify your project aims and set out the key parameters of your work. Ideally you will arrive at the first School in March with some general ideas about what you would like to do. The focus of the first School will be on planning, project management and how to document and record your work. Class discussions will help you clarify and refine your ideas. Feedback on your written plan and on your blogs during the year (see Assignment Two) should also assist you to complete a project you will be proud of.

The plan you submit for your assignment 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.

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 Blackboard

Assignment 2: Blackboard blogs

Weighting: 20% of final grade

Word count: 250 words per blog (guideline)

Due date: All blogs are to be completed by Friday 30 September 2016

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

Assignment 3: Project report
Weighting: 60% of final grade

Part 1: Presentation (10% of final grade)

Due date: Second School: 22/23 September

You are asked to make a presentation to the class (and possibly some invited attendees) about your project. The purpose of the presentation is to share an overview of your work to date, and to seek feedback that will assist you toward finalising your work and writing your final report. The format for the past few years has been that students present seven slides (eg PowerPoint) in seven minutes, followed by discussion. Students report finding this pecha kucha style of presentation helps focus their minds, keep their presentation alive, and is not too onerous for presenter or listeners.

We will discuss this style of presentation at the School in March, and again on Blackboard during the year.

Part 2: Written report (50% of final grade)

Word count: 5000-6000 words (guideline)

Due date: Friday 28 October 2016

For this assignment you are asked to submit a written report of your project. In the main body of your report you should document

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

You must also add an appendix containing your project plan, evidence of collaboration in the organisation, log of hours, mentor feedback sheet, self-evaluation 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.

The subject of report writing, and more details about what you should include will be discussed at the September School (when you will have a much clearer idea of how your project will look at the completion of the year's study).

Please submit this assignment via 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

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.

Planning and conducting your project

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 Projects

Seven types of projects are outlined below. Students can choose one of these, undertake a project that combines aspects of these or can contact the Course Coordinator to discuss another kind of project. In addition to the activities carried out for the project itself students are 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 learned 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

You must have a current practicing certificate, and may need to provide evidence of health status etc, as you would in applying for a job. If the placement is outside your present scope of practice will definitely need a clinical mentor. In negotiations you will need to be clear about employment status, such as whether the role is supernumerary or paid, and to be clear about expectations and to whom you are answerable in the workplace.

2. Policy placement

Involves a placement with a policy or regulatory agency. Projects 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 project could also involve the development of a pamphlet or brochure in line with current agency policies and strategies.

Particular knowledge and skills learned could include: the role of policy, interface of policy and practice, policy development and analysis, policy writing. In addition this type of project may require learning about evaluation, brochure development, writing speeches and documents for national distribution.

Specific Planning Considerations

You may need higher agency approval in addition to that of your specific mentor. In negotiation you need to be clear about what you can share about the placement with others, and establish the extent to which you can use any work involved in your placement for other purposes - such as part of your project report.

3. Quality assurance and evaluation project

Involves undertaking a **small scale** quality assurance project or formal evaluation as your project. Such a project could be undertaken in your own workplace or on behalf of the quality assurance team or nursing or midwifery management. For example, projects 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. Please note: in cases where sensitive information is involved Human Ethics committee approval may be required. You must discuss this with your course coordinator before undertaking the project. It may be sufficient for you to PLAN the evaluation (ie the first step only) as your project for the course.

Particular knowledge and skills learned could include: understanding the interface of policy, practice and evaluation, evaluation from design through to analysis, quality assurance, audit, report writing.

Specific Planning Considerations

You must have approval for undertaking the quality assurance or evaluation exercise from the 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 you need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the project can be used for other purposes - such as part of your project report.

4. Practice development and implementing change project

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 health screening or of an area known to be problematic or to need improvement in your work setting or your organisation.

Particular knowledge and skills learned could include: practice development, leadership, change management, organisational policy and processes, stakeholder engagement and evaluation.

Specific Planning Considerations

You will need approval for undertaking the practice development or change process within the setting the change is to be undertaken. Any budget needed for the change needs to be identified and negotiated with the practice area. In negotiations you need to be clear about what can be shared about the project with others, and establish the parameters for what developed in the project can be used by you for other purposes - such as part of your project report, or a conference presentation or article. Note: public presentation or publication is likely to require Human Ethics Approval: you must discuss with your course coordinator before making any plans in this regard.

5. Research-focused project

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 learned 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 (and your specific project) with others, and establish the extent to which you can use any work involved for other purposes - such as part of your project report, or a conference presentation with the research team. You should also discuss your rights to be named on any specific research outputs.

6. Education-focused project

This project 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 learned could include: adult education theory, design of a curriculum, practical steps involved in planning an educational programme, and factors related 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 (and your specific project) with others, and establish the extent to which you can use any work involved for other purposes - such as part of your project report, or a conference presentation with the research team. You should also discuss your rights to be named on any specific research outputs.

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

You would need to explore questions related to the recognition of your professional qualification in the destination country, indemnity insurance, personal safety and the applicability of the

experience you gain to the New Zealand setting. You must discuss your plans with the course coordinator before making any firm arrangements.

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 project mentor or adviser. The role of the Course Coordinator is to ensure that: the project meets the requirements of the course; appropriate guidelines and parameters have been established and appropriate learning outcome criteria are in place.

The project mentor or adviser is responsible for providing logistical and learning support required during the project/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 project/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/project. Students are also expected to keep a record of what they are doing, reading, thinking, any questions they have and areas for further development.

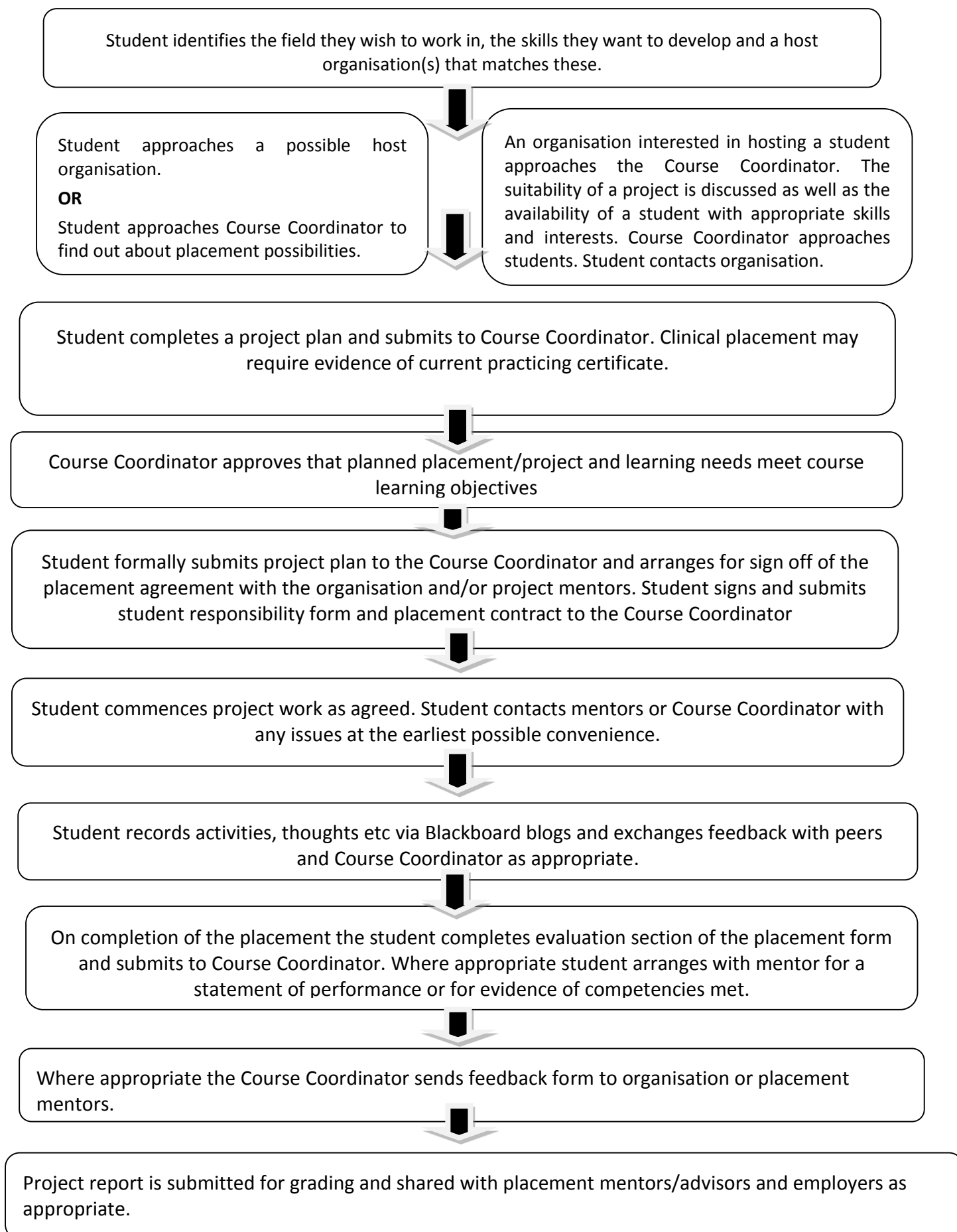
Issues encountered on placement

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 project 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 project 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 project process



SECTION 4: ADDITIONAL INFORMATION

Set texts

There is no set text for this course.

Recommended reading

Recommended reading will be listed on Blackboard.

Ethical conduct

Students are expected to adhere to ethical principles in all aspects of their coursework. This applies to academic integrity and also to the way information about, or from, individuals in the practice setting is managed. Good ethical practice must be maintained in all learning activities. The Human Ethics Committee at Victoria University of Wellington has granted approval for the incorporation of data or observations from patient/client/individuals into coursework from the Graduate School of Nursing, Midwifery and Health, and expects adherence to the instructions below.

Students are expected to adhere to their professional codes of conduct and standards, relevant legislative frameworks and contractual obligations to any employing organisation at all times. In addition, all students in classes where assignments might include observations, reports, images, photographs or descriptions of individuals (patients or colleagues) with whom they have worked in a clinical or practice setting as part of an assignment, must:

1. Read and sign the "Information for using individual data in an assignment: Student agreement statement"
2. Determine whether verbal or written informed consent is required, according to the guidelines provided in the student agreement statement and in consultation with their course coordinator if they are unsure;
3. Provide the patient/client/individual, or the parent/guardian of the child, whose data they intend to use with full information about how they intend to obtain and use the data;
4. Provide written information and obtain written informed consent if required.

Should students have any concerns about ethical aspects of their course requirements they should discuss them with the course coordinator.

Your Course Coordinator will discuss the ethical implications and special requirements (if any) for this particular course.

Student feedback

Students in past years have enjoyed this course and rated it well: above the average for the Faculty in most categories. Specifically they have commented that the course has helped them develop their communication skills, and the assignments have helped them learn. Many students comment on the many transferable skills they have developed in completing their project, and that they feel the course has been an excellent way to complete their Master's degree.

One change has been made to the course this year, which is an allocation of grade points for the class presentation. This has been initiated to reward students for the amount of work involved.

The organisation of School days has also been changed to two days in September rather than one day mid-year and one in September. We have made this change to accommodate class numbers and ensure there is adequate time to discuss individual projects and advise on report writing.

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
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (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
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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.

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**