

*Graduate School of Nursing, Midwifery & Health  
Course Outline*

# **NURS/MIDW 526**

(Trimester 3)

**Growing Cultures of Learning and  
Development**

**Course Co-ordinator:  
Cheryle Moss**

# **Victoria**

UNIVERSITY OF WELLINGTON

*Te Whare Wānanga  
o te Ūpoko o te Ika a Māui*



**2006**

### IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery and 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 that course timetables and venues need to be changed, all attempts will be made to notify the students.

Produced by Graduate School of Nursing, Midwifery and Health,  
81 Fairlie Tce, Kelburn, Wellington 6001.

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# **STAFF TEACHING IN THIS COURSE**

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## **COURSE CO-ORDINATOR**

Name: Associate Professor Cheryle Moss

Ph: 04 463-6141

Email: Cheryle.Moss@vuw.ac.nz

## **TEACHING TEAM**

International Guest:

Name: Ms Laurie Grealish

Organisation: University of Canberra

Email: Laurie.Grealish@canberra.edu.au

Name: Ms Sarah Lake

Tutor

Email: Sarah.Lake@vuw.ac.nz

## **STUDENT ADMINISTRATOR**

Abbey McDonald

Ph: 04 463-6144

Email: Abbey.McDonald@vuw.ac.nz

# **CONTACT DETAILS**

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## **POSTAL ADDRESS**

Graduate School of Nursing, Midwifery and Health  
Victoria University of Wellington  
P O Box 600  
Wellington

## **PHYSICAL ADDRESS**

The Fieldhouse Centre  
Victoria University of Wellington  
81 & 83 Fairlie Terrace  
Kelburn  
Wellington

Phone: (04) 463-5363 or  
0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: [nmh@vuw.ac.nz](mailto:nmh@vuw.ac.nz)

Web site: <http://www.vuw.ac.nz/nmh/>

Office Hours: Monday to Friday 8.30am to 5.00pm

## **GRADUATE SCHOOL DATES**

The Graduate School office will close on Thursday 21 December 2006 and reopen on Wednesday 3 January 2007.

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.

## **COURSE AIMS**

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The focus of the course is on the art of clinical facilitation in supporting clinical development. The techniques and strategies taught in the course will support clinicians, clinical educators, and clinical leaders to directly influence cultures of learning within their clinical environments.

As well as drawing on contemporary literature, teaching processes in the course will highlight potential applications in the clinical and education workplaces through case studies and shared dialogue with the course participants. During the course a variety of interactive processes will be used to attain a helpful balance for course participants between theory and practice.

The course is offered as a short intensive (one trimester, 30 point) programme of study involving on-site attendance at one school over four days, and independent case study work and reading taken over the remainder of the semester. The School will take place at the Graduate School of Nursing, Midwifery and Health, Room 203, 83 Fairlie Terrace, Kelburn.

## **COURSE OBJECTIVES**

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Student learning objectives for this course are stated as:

1. To consider clinical and workplace cultures as sites of teaching/learning intervention and development.
2. To gain deeper understanding of strategies that support development of cultures of learning in clinical contexts.
3. To explore potential applications in the clinical and education workplaces through case analysis and shared dialogue with the course participants.
4. To explore and develop practical skills in using facilitative processes to grow clinical capacities.
5. To explore different theoretical and practical techniques of knowledge surfing and knowledge utilisation which can be applied or supported in clinical and workplace settings.
6. To generate strategies and learn techniques that support creating knowledge in and for action.
7. To explore and apply facilitation practices that engender the building of effective clinical actions and sustain clinical development.
8. To construct a study of growing cultures of learning and development in the workplace in practice.

# **COURSE CONTENT**

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This course is particularly directed to nurses and midwives working in clinical or academic roles who are keen to develop the art of clinical facilitation and support the development of clinical learning environments. Topics covered in the course include:

- creating cultures of learning in clinical contexts
- using facilitative processes to grow clinical capacities
- knowledge surfing and knowledge utilisation
- creating knowledge in and for action
- building action and sustaining clinical development.

It is an expectation that students will develop a plan of study for the year that challenges and extends their entry knowledge and skills related to clinical facilitation.

# **GREAT BOOKS**

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Any of these books would make interesting reading for and during the course

McCormack, B., Manley, K. & Garbett, R. (2004). *Practice Development in Nursing*, Oxford: Blackwell.

McGill, I. and Brockbank, A. (2004). *The Action Learning Handbook*, London: Routledge.

Wenger, E. (1999) *Communities of Practice: Learning, Meaning, and Identity*, Cambridge University Press: Cambridge.

Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating Communities of Practice*, Harvard Business School Press: Boston, USA.

# RECOMMENDED READING

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There are no set texts for this course. Students are expected to search, locate and read sources from the catalogue and databases available through the University Library to explore key philosophical, social science, education, nursing and midwifery monographs. Students can also consult their course facilitators for support in considering primary materials.

Possible reading could include:

- Aranda, S. (2001). Silent voices, hidden practices: Exploring undiscovered aspects of cancer nursing. *International Journal of Palliative Care Nursing*, 7(4):1780185.
- Arbon, P. (2004). Understanding experience in nursing. *Journal of Clinical Nursing*, 13:150-157.
- Beattie, J., Cheek, J., & Gibson, T. (1996). The politics of collaboration as viewed through the lens of a collaborative nursing research project. *Journal of Advanced Nursing*, 24:682-687.
- Billett, S. (2004). Workplace participatory practices: Conceptualising workplaces as learning environments. *The Journal of Workplace Learning*, 16(6):312-324.
- Billett S., & Somerville, M. (2004). Transformations at work: Identity and learning. *Studies in Continuing Education*, 26(2):309-326.
- Binnie, A. & Titchen, A. (1999). *Freedom to Practise: The Development of Patient-Centred Nursing*. Oxford: Butterworth-Heinemann.
- Edgecombe, K., Wotton, K., Gonda, J. & Mason, P. (1999). Dedicated Education Units: 1 A new concept for clinical teaching and learning. *Contemporary Nurse*, 8(4). 166-171.
- Edmond, C. B. (2001). A new paradigm for practice education. *Nurse Education Today*, 21,251-259.
- Eraut M (2004) Informal learning in the workplace. *Studies in Continuing Education*, 26(2):247-273.
- Eraut, M. (1998). Concepts of competence. *Journal of Interprofessional Care*. 12(2),127-139.
- Fenwick, T. J. (2003). Emancipatory potential of action learning: A critical analysis. *Journal of Organisational Change Management*, 16(6):619-632.
- Garbett, R. & McCormack, B. (2002). A concept analysis of practice development. *NT Research*, 7(2):87-100.
- Guile, D., & Young, M. (1998). Apprenticeship as a conceptual basis for a social theory of learning. *Journal of Vocational Education and Training*, 50(2):173-192.

- Harvey, G., Loftus-Hills, A., Rycroft-Malone, J., Titchen, A., Kitson, A., McCormack, B. & Seers, K. (2002). Getting evidence into practice: The role and function of facilitation. *Journal of Advanced Nursing*, 37(6):577-588.
- Hughes, C. (1998). Practicum learning: Perils of the authentic workplace. *Higher Education Research and Development*, 17(2):207-227.
- Kingston, M. J., Evans, S. M., Smith, B. J., & Berry, J. G. (2004). Attitudes of doctors and nurses towards incident reporting: A qualitative analysis. *Medical Journal of Australia*, 181(1):36-39.
- Lewis, M. A. (1998). An examination of the role of learning environments in the construction of nursing identity. *Nurse Education Today*, 18:221-225.
- Mcilpatrick, S. (2004). The future of nurse education: Characterised by paradoxes. *Nurse Education Today*, 24:79-83.
- Manley, K. & McCormack, B. (2003). Practice development: Purpose, methodology, facilitation and evaluation. *Nursing in Critical Care*, 8(1):22-29.
- Manley, K. (1999). Developing a culture for empowerment. *Nursing in Critical Care*, 4(2):57-58.
- McCormack, B., Manley, K. & Garbett, R. (2004). *Practice Development in Nursing*, Oxford: Blackwell.
- McGill, I. & Brockbank, A. (2004). *The Action Learning Handbook*, London: Routledge.
- Moore, D. T. (2004). Curriculum at work: An educational perspective on the workplace as a learning environment. *The Journal of Workplace Learning*, 16(6):325-340.
- Morse, J. M. (1995). Nursing scholarship: Sense and sensibility. *Nursing Inquiry*, 3:74-82.
- O'May, F. & Buchan, J. (1999). Shared governance: A literature review. *International Journal of Nursing Studies*, 36:281-300.
- Pearson, A., Fitzgerald, M., Walsh, K., & Borbasi, S. (2002). Continuing competence and the regulation of nursing practice. *Journal of Nursing Management*, 10(6):357-363.
- Plsek, P. E. (1997). Collaborating across organizational boundaries to improve the quality of care. *American Journal of Infection Control*, 25:85-95.
- Rycroft-Malone, J., Harvey, G., Seers, K., Kitson, A., McCormack, B. & Titchen, A. (2004). An exploration of the factors that influence the implementation of evidence into practice. *Journal of Clinical Nursing*, 13(8):913-924.



- Schulz, K. (2005). Learning in complex organisations as practicing and reflecting: A model development and application from a theory of practice perspective. *Journal of Workplace Learning*, 17(8):493-507.
- Titchen, A. (2003). Critical companionship: Part 1 (A framework for facilitating learning from experience). *Nursing Standard*, 18(9):33-40.
- Varcoe, C., Doane, G., Pauly, B., Rodney, P., Storch, J. L., Mahoney, K., McPherson, G., Brown, H. & Starzomski, R. (2004). Ethical practice in nursing: Working the in-between. *Journal of Advanced Nursing* . 45(3):316-325.
- Walsh, K., Lawless, J., Moss, C., & Allbon, C. (2005). The development of an engagement tool for practice development. *Practice Development in Health Care*, 4(3):124-130.
- Ward, C. & McCormack, B. (2000). Creating an adult learning culture through practice development, *Nurse Education Today*, 20(4):259-266.
- Wenger, E. (1999). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press: Cambridge.
- Wenger, E., McDermott, R., Snyder, W. M. (2002). *Cultivating Communities of Practice*. Boston: Harvard Business School Press.
- Wepa, D. (2005). *Cultural Safety in Aotearoa New Zealand (Ed)*. Auckland: Pearson, Prentice Hall Health.
- Wilkinson, J. E., Rushmer, R. K. & Davies, H. T. O. (2004). Clinical governance and the learning organization. *Journal of Nursing Management*, 12:105-113.
- Wotton, K., & Gonda, J. (2004). Clinician and student evaluation of a collaborative clinical teaching model. *Nurse Education in Practice*, 4: 120-127.
- Wright, J. & Titchen, A. (2003). Critical companionship Part 2: Using the framework, *Nursing Standard*, 18(10):33-38.

## **WORKLOAD**

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30 point courses in the Graduate School of Nursing, Midwifery and Health have an average workload of twelve hours per week, however as this course is being run over one trimester your workload can be up to 30 hours per week.

## **MANDATORY COURSE REQUIREMENTS**

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In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course co-ordinator.

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

## **GENERAL UNIVERSITY REQUIREMENTS**

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Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz)

## **STAFF AND STUDENT CONDUCT**

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The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

# **GRIEVANCE PROCEDURES**

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If you have any academic problems with your course you should talk to the tutor or lecturer concerned. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean or Postgraduate Student Association (PGSA) representatives are available to assist you, including with advice or support, at any stage. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

# **STUDENTS WITH IMPAIRMENTS**

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The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

## **STUDENT SUPPORT**

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Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, Room 407. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Postgraduate Student Association is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/pgsa](http://www.vuw.ac.nz/pgsa)

## **SCHOOL CATERING**

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The Graduate School will provide **a light snack for lunch** while students are attending Schools at Victoria University of Wellington, and hot beverages (tea, coffee, milo & soups) for morning and afternoon break. While we try to cater for the majority of students please feel free to bring your own supplies if your needs are not being met.

During the lunch breaks you may wish to investigate a variety of student cafes within walking distance on campus and several cafes at Kelburn shops approximately 10 mins walk from the School.

# COURSE TIMETABLE

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<b>DATES</b>	<b>EVENT</b>	<b>ACTION</b>
<b>Pre-course 06–24 November 2006</b>	Preparation	<ul style="list-style-type: none"><li>• Commence pre-reading</li><li>• Complete a pre-course self-assessment</li><li>• List your learning goals</li></ul>
<b>27-30 November 2006</b>	School Intensive	Attend Victoria University of Wellington
<b>30 November 2006</b>	Assessment due - Part A	Synopsis of proposed academic paper / case study
<b>10 January 2007</b>	Assessment due - Part B	Completed academic paper / case study
<b>26 January 2007</b>	Course review	Complete review document and return to Graduate School Nursing Midwifery & Health

# SCHOOL TIMETABLE

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Dates: Monday 27 November - Thursday 30 November 2006

Times: 9.00am - 5.00pm

Venue: Room 203, 83 Fairlie Terrace, Kelburn

## DRAFT TIMETABLE

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### Day 1 Monday 27 November 2006

Theme for the Day: Growing communities of practice

#### AM Gathering & Conceptual framework for the course

0900-1000 Welcome, Introductions, Group values & Learning goals

1000-1030 Morning break

1030-1130 Conceptual framework for course

1130-1230 Mapping exercise: Self practices, Cultures of learning in the workplace

1230-1330 Lunch

#### PM Advancing learning and practice in the workplace

1330-1500 Workplace cultures, Workplace learning, & Workplace communities of practice

1500-1530 Afternoon break

1530-1630 Clinical facilitation - Supporting the development of learning cultures

1630-1700 Discussion re assessment work

### Day 2 Tuesday 28 November 2006

Theme for the Day: Progressing cultures of learning in clinical contexts

#### AM Some theory...

0900-1000 Learning in the workplace... Presentations from the teaching team

1000-1030 Morning break

1030-1230 Clinical analysis & case examples

1230-1330 Lunch

#### PM Some practical processes...

1330-1500 More presentations from the teaching team

1500-1530 Afternoon break

1530-1630 Group exercises

1630-1700 Discussion & theoretical resources

### **Day 3 Wednesday 29 November 2006**

Theme for the Day: Working with & promoting knowledge frameworks

#### **AM Knowledge surfing and knowledge utilisation**

- 0900-1030 Clinical performance, clinical decision-making, clinical competencies - individual locations
- 1030-1100 Morning break
- 1100-1230 Best practice, evidence based practice,  $SI = f(E,C,F)$  - Group work
  
- 1230-1330 Lunch

#### **PM Creating knowledge in and for action**

- 1330-1500 Modelling, learning, & facilitation - site readiness
- 1500-1530 Afternoon break
- 1530-1600 Structural models... DEU's, CDU's, Unification
- 1600-1700 Assessment work

### **Day 4 Thursday 30 November 2006**

Theme for the Day: Evaluative processes

#### **AM Evaluation**

- 0900-1000 Feedback on Part A of Assessments, Where to from here for Part B?
- 1000-1030 Morning break
- 1030-1130 Evaluation frameworks
- 1130-1230 Designing evaluation, Project analysis, & Clinical outcomes
  
- 1230-1330 Lunch

#### **PM Tools for the future**

- 1330-1430 Clinical pedagogies
- 1430-1530 Clinical tools & Case analysis
- 1530-1600 Afternoon break
- 1600-1700 Plans for reading / Group exercise review & summation

# ASSESSMENTS

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**Assessment information including grade descriptions, the procedures for submitting assessments and referencing information is available on the Graduate School's Website.**

Assessment cover sheets and reply paid postcards are attached at the back of this outline. Please ensure you complete an assessment cover sheet and attach it to the front of each assessment you submit. All assessments are to be sent to **Abbey McDonald, Student Administrator** who will record the details and pass it to the appropriate marker. **Please do not address assessments to members of the academic staff, as they are not necessarily the markers of the assessment.** If you want to have receipt of your assessment acknowledged, complete a reply paid postcard and attach it to the front of your assessment.

The Graduate School of Nursing, Midwifery and Health has set a number of assessment tasks and due dates to best meet the outcomes of the paper. In keeping with the Graduate School's stated philosophy that no assessment work shall serve the Graduate School alone, it is possible to negotiate alternative assessments and schedule. This should be undertaken in consultation with the course co-ordinator.

## **Graduate School Policy for Submission and Return of Student Assessments:**

1. All assessments are to be submitted to the Graduate School by 5.00pm on the nominated due date.
  - 1.1 An extension to the due date may only be given in exceptional circumstances. Such circumstances would typically be sickness (as evidenced by a medical certificate) or bereavement.
  - 1.2 Application for an extension must be made to Course Co-ordinators at least 24 hours before the due date.
  - 1.3 Course Co-ordinators may grant an extension of up to 2 weeks.
  - 1.4 Any extension requested for longer than 2 weeks must be agreed to and signed off by the Teaching and Learning Co-ordinator or in her absence the Head of School.
2. Dean's extensions
  - 2.1 are available in exceptional circumstances for only the final piece of assessment in any course,
  - 2.2 must be applied for in writing at least 48 hours prior to due date,
  - 2.3 may be approved for up to 4 weeks by the Teaching and Learning Co-ordinator with the appropriate documentation provided,
  - 2.4 may be extended beyond 4 weeks with written approval by, and an interview with, the Teaching and Learning Co-ordinator.
3. Student coursework assessments submitted by the due date will be returned with feedback within **four weeks** of the due date.



4. Students who do not submit each piece of assessment within this framework may be subject to delays in their assessment being returned and may not receive comprehensive feedback.
5. Assessments which are late without an extension having been granted, and which remain outstanding for two weeks without due cause beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
6. Assessments which remain outstanding for four weeks without due cause beyond the due date, will attract an 'E' (overall fail) grade.

**Final assessments will not be accepted by email.**

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

**The University defines plagiarism as follows:**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

*'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

**Plagiarism is not worth the risk.**

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct ([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

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## ASSESSMENT ONE

Choose either **Option 1: Academic Paper**

**OR**

**Option 2: Case Study**

**Part A: Synopsis (ungraded/feedback only)**

**Due: Thursday 30 November 2006**

**Part B: Completed paper/case-study (100%)**

**Due: Wednesday 10 January 2007**

This assessment is worth 100% of your final grade

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### Option 1: Academic paper

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#### Part A: Synopsis of proposed paper (ungraded)

Maximum words: Up to 250 words

Due date: Thursday 30 November 2006

During the School students will nominate a topic area and submit for feedback an outline of their interests and a synopsis of their chosen topic for the written academic paper. Please use the following headings to address this part of the assessment.

- Name
- Proposed topic (Working title)
- Nominate 3 - 5 key words
- Brief outline of your interests and reasons for working on this topic (rationale)
- Likely sources of material/search strategy

#### PART B: Completed academic paper (graded)

Maximum words: Up to 3500 words

Due date: Wednesday 10 January 2007

Students will write a reasoned academic paper on a topic of their choice\*. The paper will address an agreed topic of relevance to this paper (the course aims, objectives, and substantive content) and the usual expectations regarding standards of academic research and writing apply. Generally the paper will be assessed on grounds of academic coherence, substantive academic contribution, and reasonable clinical or professional relevance.

\*It is generally expected that students will write in the area as agreed in Part A of the assessment. Students wishing to vary their chosen area are advised to discuss variation with the course co-ordinator.

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## Option 2: Case Study

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Students are expected to use ideas, techniques, and tools taught in the course and apply one or some them in clinical sites. In support of this students will undertake a case-study in a clinical setting.

### **Part A: Synopsis of proposed case study (ungraded)**

Maximum words: Up to 250 words

Due date: Thursday 30 November 2007

During the School students will nominate a topic area and submit for feedback an outline of their interests and a synopsis of their chosen area for the case study. Please use the following headings to address this part of the assessment.

- Name
- Proposed topic (Working title)
- Nominate 3-5 key words
- Brief outline of your interests and reasons for working on this case study (rationale)
- Likely clinical involvement /
- Ethical framework for undertaking the case study
- Likely sources of material/search strategy

### **PART B: Completed case study (graded)**

Maximum words: Up to 3500 words

Due date: Wednesday 10 January 2007

Students will undertake and agreed small case study of practice using a method/process or strategy taught in the course\*. The submitted account of the case study will include the following areas:

Title

Part 1: Executive summary

Part 2: Background and goals of the clinical case-study

Part 3: Summary of what was undertaken and achieved in the clinical arena (including the ethical compartment and management of any issues)

Part 4: Critical academic and practical review of the case work

Part 5: Tools, source material, references, copies of formal agreements etc

Generally the paper will be assessed on the reasonableness (significance, relevance and context) of the clinical or professional work undertaken, insight into the tools/strategies and process, critical review of the work undertaken. The usual expectations of academic coherence and substantive academic contribution apply. While the case study will be assessed as a whole Part 4 of the case study will usually be weighted more highly than parts 1, 2, 3, & 5.

\*It is generally expected that students will write in the area as agreed in Part A of the assessment. Students wishing to vary their chosen area are advised to discuss variation with the course co-ordinator.