

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

HEAL 525

Trimester 2 - 2007

**Teaching and learning in a practice
discipline: New strategies, skills and
pedagogies**

**Course Co-ordinator:
Rose McEldowney**

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 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 & Health,
81 Fairlie Tce, Kelburn, Wellington 6001.

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Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 3 January 2007 and close on Thursday 21 December 2007. Between 25 June and 13 July limited academic support will be available.

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

The challenge for educators in rapidly evolving health professions is adapting teaching and learning approaches that are responsive to changes in student populations, healthcare settings, and practice roles. This course is informed by current pedagogical research in the health professions. It is designed to inspire ways of reforming, integrating and restyling teaching and learning strategies and skills for those who teach practitioners of care in clinical contexts.

COURSE OBJECTIVES

- Discover new ways to challenge and change conventional approaches to curriculum and instruction in creating student-centred practice education
- Learn alternatives to outcomes education
- Deconstruct taken-for-granted assumptions about developing and designing practice-based courses
- Explore instructional technology skills that accommodate ‘absence of physical presence’ when teaching a practice discipline
- Share wisdom, expertise and experiences with students, educators and clinicians through participatory inquiry and reflection
- Develop new pedagogical approaches to apply in a practice setting

COURSE CONTENT

Welcome to HEAL 525.

This course focuses on teaching and learning practices in clinical education. The teaching and learning processes in the course will emphasise a praxiological approach – that is students and teachers together will engage in critical thinking, reflecting, writing and dialogue. It is hoped that our shared experiences will enable us to extend our theoretical, experiential and practice understandings of advancing clinical education in both practice and education settings.

We will critically examine and challenge different pedagogical approaches that may inform teaching and learning in practice and academic contexts, such as outcomes and competency based education, and critical, feminist, phenomenological, narrative, indigenous and postmodern pedagogies. We will also explore innovative ways or ‘trying something new’ for instructional design and delivery of courses and programmes. These approaches and processes will be informed by both classical and contemporary research in general education and clinical education contexts in the health professions.

Students are encouraged to seek their own resources according to their specific interests and areas of clinical education (for example, teaching and learning practices in undergraduate or postgraduate clinical education, the role of clinical preceptor, mentor or supervisor). A list of key education journals and sites will be provided. You will need to read thoroughly and prepare for discussions and assignments. Guest speakers will also present their insights into aspects of clinical education during the schools.

I wish to acknowledge Professor Emerita Nancy Diekelmann, School of Nursing, University of Wisconsin, Madison for her generosity in gifting teaching materials for this course. Also Associate Professor Brenda Paton, Faculty of Nursing, University of Calgary, Alberta, Canada for her support and guidance in setting up this course.

PRE-READINGS

Here are a few journals to get you started. We recommend that you peruse them prior to and during the course:

The Australian Electronic Journal of Nursing Education

<http://www.scu.edu.au/schools/nhcp/aejne/>

The Journal of Continuing Education in Nursing

<http://www.jcenonline.com/>

Journal of Nursing Education

<http://www.journalofnursingeducation.com/about.asp>

Nursing Education in Practice

http://www.elsevier.com/wps/find/journaldescription.cws_home/623062/description?navopenmenu=-2

Nursing Education Today

<http://www.elsevier-international.com/journals/nedt/>

International Journal of Nursing Education Scholarship

<http://www.bepress.com/ijnes/>

National League for Nursing

<http://www.nln.org/nlnjournal/nursingreferences.htm>

Nursing Education Perspectives

<http://nln.allenpress.com/pdfserv/i1536-5026-026-05-0300.pdf>

Clinical Simulation in Nursing Education

<http://inacsl.org>

The Clinical Teacher

<http://www.blackwellpublishing.com/journal.asp?ref=1743-4971>

Journal of E-learning Clinical Education

<http://www.health.auckland.ac.nz>

General education texts are available in the VUW library. General education journals can be accessed on line. We suggest doing a Google search to identify any of interest.

RECOMMENDED READING/TEXT

The text below is a valuable resource – there are two copies available for classroom use.

Diekelmann, N.(Ed.). (2003). *Teaching the practitioners of care: New pedagogies for the health professions* (Vol.2). Madison, WI: University of Wisconsin Press.

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week, however as this course is run over one trimester only the workload is approximately 30 hours per week.

MANDATORY COURSE REQUIREMENTS

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 assignment to satisfactorily complete the course.

GENERAL UNIVERSITY POLICIES AND STATUTES

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.victoria.ac.nz.

STUDENT AND STAFF CONDUCT

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.victoria.ac.nz/policy/studentconduct

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

www.victoria.ac.nz/policy/staffconduct

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.victoria.ac.nz/policy/academicgrievances

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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

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

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

STUDENTS WITH IMPAIRMENTS (SEE APPENDIX 3 OF THE ASSESSMENT HANDBOOK)

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

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

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 contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Pihipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the Marae.

STUDENT SERVICES

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.victoria.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

SCHOOL CATERING

The Graduate School will provide a **light snack for lunch** while students are attending Schools, 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

WEEK STARTING Monday	DATES	EVENT	ACTION
4 June	4 June	Queen's Birthday	
11 June			
18 June			
25 June			
2 July			
9 July			
16 July			
23 July	23 & 24 July	1st School	
30 July			
6 August			
13 August			
20 August	24 August		Assignment 1 due
27 August			
3 September			
10 September			
17 September	21 September		Assignment 2 due
24 September	24 & 25 September	2nd School	
1 October			
8 October			
15 October			
22 October	22 October	Labour Weekend	
	23 October		Assignment 3 due
29 October			
5 November			
12 November			

SCHOOL TIMETABLE

A DETAILED TIMETABLE WILL BE SENT PRIOR TO EACH SCHOOL

1ST SCHOOL

Dates: Monday 23 & Tuesday 24 July 2007
 Times: 9.30am to 5pm
 Venue: 83 Fairlie Tce, Kelburn, Wellington

2ND SCHOOL

Dates: Monday 24 & Tuesday 25 September
 Times: 9.30am to 5pm
 Venue: 83 Fairlie Tce, Kelburn, Wellington

ASSIGNMENTS

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

Assignment cover sheets and acknowledgement postcards are attached at the back of this outline. Please ensure you complete an assignment cover sheet and attach it to the front of each assignment you submit. All assignments 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 assignments to members of the academic staff, as they are not necessarily the markers of the assignment.** If you want to have receipt of your assignment acknowledged, complete a acknowledgement postcard and attach it to the front of your assignment.

The Graduate School of Nursing, Midwifery & Health has set a number of assessment tasks and due dates to best meet the outcomes of the course. 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 guidelines for submission and return of student assignments:

1. All assignments 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 or Head of School 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 or Head of School.

3. Student coursework assignments submitted by the due date will be returned with feedback within four weeks of the due date. Students who do not submit within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.
4. Assignments which remain outstanding for up to two weeks without due cause beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
5. Assignments that remain outstanding beyond two weeks from the due date without due cause will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.
6. In exceptional circumstances withdrawal from assessment is a mechanism that may be recommended by the Course Co-ordinator to the Head of School when all avenues for extension have been exhausted and the Course Co-ordinator is satisfied that the student will be able to complete the required work in the negotiated timeframe. This timeframe will normally be to the end of the following trimester and will not extend beyond three trimesters.

Final assignments will not be accepted by email.

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

ASSIGNMENT NUMBER ONE

Assignment Name: A narrative paper focusing on the student's own philosophies and pedagogical practices in healthcare education

Word limits 2500-3000 words

Due Date: 24 August 2007

This assignment is worth 30% of your final grade

A personal narrative is reflective, autobiographical and interpretive in style. In this assignment you will

- identify and explore your personal philosophical and pedagogical approach to teaching and learning in healthcare education
- use evidence from clinical education research and your practice to support ideas and theorising about your approach.

ASSIGNMENT NUMBER TWO

Assignment Name: Design a teaching session/package using instructional technology

Due Date: 21 September 2007

This assignment is worth 30% of your final grade

This assignment presents an opportunity for you to design an interactive teaching session or package using different technologies (for example E-learning – Blackboard or Moodle, Simulation Suite, interactive CDROM).

You do not have to implement the course or package!

We will discuss possibilities and expectations in the first school.

ASSIGNMENT NUMBER THREE

Assignment Name: Write a journal article about an innovative practice in healthcare education

Word limit (2500-3000 words)

Due Date: 23 October 2007

This assignment is worth 40% of your final grade

Select a journal that resonates with your thinking and approach to innovative practices in health education.

Develop an article that reflects the layout and design as recommended by the journal editorial group.

Feedback will be given on the article and it is intended that the course co-ordinator will work with you to submit the article for publication.