

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

# **NURS/MIDW 525**

## **Trimester 2**

**Special Topic: Clinical Puzzles &  
Collaborative Practices: Tools for  
Clinical Leadership & Practice  
Development**

**Course Co-ordinator/s:  
Cheryle Moss & Ken Walsh**

### 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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# **STAFF TEACHING IN THIS COURSE**

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## **COURSE CO-ORDINATORS**

Name: Associate Professor Cheryle Moss

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Name: Professor Ken Walsh

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## **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 & Health  
Victoria University of Wellington  
P O Box 600  
Wellington

## PHYSICAL ADDRESS

The Fieldhouse Centre  
Victoria University of Wellington  
81 & 83 Fairlie Terrace  
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Email: [nmh@vuw.ac.nz](mailto:nmh@vuw.ac.nz)

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

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**

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Participants in this course will study theoretical and practical bases of sets of clinical leadership activities that support the attainment of better workplace practices and that assist practice development. As well as offering cutting edge teaching about concepts of engagement, clinical puzzles, collaborative practices, and solution-focused approaches to clinical development, this course will offer special opportunities for participation and experiential learning.

The course is offered as a short intensive (one trimester, 30 point) programme of study involving on-site attendance at one 4-day Intensive School, and independent case study work and reading taken over the remainder of the semester. **The School will take place at the Bryant Education Centre, Waikato Hospital, Pembroke St, Hamilton.**

## **COURSE OBJECTIVES**

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Student learning objectives for this course are stated as:

1. To consider clinical and workplace cultures as sites which can sustain or resist intervention and development
2. To gain deeper understanding of leadership and strategies that support development of cultures of learning in clinical contexts
3. To explore potential applications of development models and tools through case analysis and shared dialogue with the course participants
4. To consider applications of leadership skills which aim to develop clinical capacities and grow clinical collaborations
5. To explore practical processes that support effective articulation of clinical puzzles
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 in relation to clinical puzzles and sustain clinical development.
8. To construct and defend study of clinical leadership and practice development using clinical activities taught in the course (including a defence of strategy and practical outcomes)

# COURSE CONTENT

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This course offers cutting edge teaching of clinical development techniques and methodologies for the advancement of effective clinical cultures. The art of clinical leadership in complex clinical environments will be considered and particular attention will be paid to:

- the skills used in developing clinical collaboration
- techniques for gaining the engagement of people in relation to clinical issues/needs and strategies for development
- the art of using co-operative processes in clinical puzzling,
- development of strategies for building effective co-operation and collaborations in clinical developments and projects, *and*
- the art of using solution focused practices to support capacity building in teams.

Theoretical bases of each of the skill frameworks will be explored, models and tools associated with using the skills in practice will be identified and demonstrated. Participants in the course will have opportunities to share and discuss current workplace cultures, needs for development and to identify ways of evolving practices in their workplaces.

## PRE-READINGS

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

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

## RECOMMENDED READING/TEXT

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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 Victoria University of Wellington 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:

- Binnie, A. & Titchen, A. (1999) *Freedom to Practise: The Development of Patient-Centred Nursing*, Oxford: Butterworth-Heinemann.
- Garbett, R. & McCormack, B. (2002) A concept analysis of practice development, *NT Research*, 7 (2), pp.87-100.
- 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), pp.577-588.
- Manley, K. & McCormack, B. (2003) Practice development: Purpose, methodology, facilitation and evaluation, *Nursing in Critical Care*, 8 (1), pp. 22-29.
- Manley, K. (1999) Developing a culture for empowerment, *Nursing in Critical Care*, 4 (2), pp. 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.
- 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), pp.913-924.
- Titchen A (2003) Critical companionship: Part 1, *Nursing Standard*, 18(9), pp.33-40 (A framework for facilitating learning from experience).
- Walsh, K.; Lawless, J. & Moss, C. (2005) 'The Development of an Engagement Tool for Practice Development'. *Practice Development in Health Care*. 4(3), 124-130.
- Walsh, K; & Moss, C. (2006) Solution focused nursing in mental health (Chapter 9). In McAllister, M (Ed.) (2006) *Solution Focused Nursing: Re-thinking Nursing*. Palgrave.
- Walsh, K., Moss, C. & FitzGerald, M. (2006). Solution focused approaches and their relevance to practice development. *Practice Development in Health Care*. 5(3) 145-155.
- Ward, C. & McCormack, B. (2000) Creating an adult learning culture through practice development, *Nurse Education Today*, 20 (4), pp.259-266.
- Wright, J. & Titchen A. (2003) Critical companionship part 2: Using the framework, *Nursing Standard* 18(10), pp.33-38.

## **WORKLOAD**

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30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week across two trimesters, however, as this course is run over the second trimester only the workload will be approximately twenty four 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 assignment to satisfactorily complete the course.

## **GENERAL UNIVERSITY POLICIES AND STATUTES**

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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.victoria.ac.nz](http://www.victoria.ac.nz).

## **STUDENT AND STAFF 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.victoria.ac.nz/policy/studentconduct](http://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](http://www.victoria.ac.nz/policy/staffconduct)



# **ACADEMIC GRIEVANCES**

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

# **ACADEMIC INTEGRITY AND PLAGIARISM**

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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](http://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](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**

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](mailto: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](mailto: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**

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In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto: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/](http://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](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## **SCHOOL CATERING**

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The Graduate School will provide a **light snack for lunch** while students are attending Schools at Bryant Education Centre. 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.

# **COURSE TIMETABLE**

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| <b>DATES</b>                             | <b>EVENT</b>             | <b>ACTION</b>   |
|--|--------------------------|---|
| <b>Pre-course<br/>1 - 18 August 2007</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 August 2007</b>               | 4-day School (Intensive) | Attend Class at <b>Bryant Education Centre, Waikato Hospital, Pembroke Street, Hamilton</b>   |
| <b>29 August 2007</b>                    | Assignment due - Part A  | Synopsis of proposed academic paper / case study – Undertaken during the school intensive   |
| <b>12 October 2007</b>                   | Assignment due - Part B  | Completed academic paper / case study   |
| <b>30 November 2007</b>                  | Course review            | Complete course review feedback and return document to Graduate School Nursing Midwifery & Health   |

# SCHOOL TIMETABLE

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## 1<sup>ST</sup> SCHOOL (4-DAY INTENSIVE)

Dates: Monday 27, Tuesday 28, Wednesday 29 & Thursday 30 August 2007

Times: 9.00am - 5.00 pm

Venue: Bryant Education Centre, Waikato Hospital, Pembroke St, Hamilton

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## DRAFT TIMETABLE

### Day 1 Monday 27 August

Theme for the Day: Developing clinical collaborations

AM 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: Clinical leadership

1230-1330 Lunch

PM Engagement & Collaborations

1330-1400 Building the practice of engagement

1400-1530 Group exercises

1530-1600 Afternoon break

1600-1700 Discussion & theoretical resources

### Day 2 Tuesday 28 August

Theme for the Day: Co-operative processes of clinical puzzling

AM Negotiating clinical puzzles & starting action

0900-1000 Working with clinical puzzles

1000-1030 Morning break

1030-1230 Clinical analysis & case examples

1230-1330 Lunch

PM Clinical evidence & clinical contexts

1330-1400 Tools for reading & working with clinical cultures

1400-1500 Group exercises

1500-1530 Afternoon break

1530-1600 Gathering & using evidence

1600-1700 Group exercise

### **Day 3            Wednesday 29 August**

Theme for the Day: Solution focussed approaches

AM    Building action & Sustaining clinical development

0900-1000    Building clinical development,

1000-1030    Morning break

1030-1230    Clinical analysis & case examples

1230-1330    Lunch

PM    Clinical evaluation

1330-1500    Working with different evaluative strategies

1500-1530    Afternoon break

1530-1630    Evaluation: Modelling exercise

1630-1700    Feedback (Hand-in Part A of Assignment)

### **Day 4            Thursday 30 August**

Theme for the Day: Managing developmental issues

AM    General review & assessment planning

0900-1030    Individual Feedback session – Part A of Assignment

1030-1100    Morning break

1030-1130    General Feedback on Part A of Assignments,

1130-1230    Assessment work... Where to from here for Part B?

1230-1330    Lunch

PM    Developmental issues

1330-1430    Working through developmental issues

1430-1530    Project analysis & clinical outcomes Where to from here?

1530-1600    Afternoon break

1600-1700    General plans for reading / group exercise review & summation

# ASSIGNMENTS

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**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.



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## ASSIGNMENT ONE

### Choose either **Option 1: Academic Paper** OR **Option 2: Case Study**

**Part A: Synopsis (ungraded/feedback only)**      **Due: Wednesday 29 August 2007**  
(this will be undertaken and completed during the School)

**Part B: Completed paper/case-study (100%)**      **Due: Friday 12 October 2007**

This assignment 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:              Wednesday 29 August 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 topic for the written academic paper. Please use the following headings to address this part of the assignment.

- 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)**

Length:                5000 words  
Due date:              Friday 12 October 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 assignment. 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: Wednesday 29 August 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 assignment.

- 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)

Length: 5000 words  
Due date: Friday 12 October 2007

Students will undertake an 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 assignment. Students wishing to vary their chosen area are advised to discuss variation with the course co-ordinator.