

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

NURS 527

Trimester 2 - 2007

**Special Topic: Advancing Primary
Mental Health Nursing Practice**

**Course Co-ordinator:
Chris 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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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

This course provides students with an understanding of contemporary primary health care in Aotearoa New Zealand and the place and positioning of primary mental health care. The focus of the course is on advancing knowledge, leadership, strategic thinking and advanced practice roles in the development and delivery of nurse led primary mental health services.

The course will advance mental health nursing knowledge and practice for those working in or considering working in primary health care. It also complements and extends the psychiatric mental health nursing knowledge and skills developed in NURS 534: Mental Health Nursing in Complex Contexts, and NURS 523: Advanced Assessment and Diagnosis in Psychiatric Mental Health Nursing.

LEARNING OUTCOMES

The learning outcomes of this course are designed to facilitate development of advancing nursing practice that is consistent with the standards of Te Ao Maramatanga (New Zealand College of Mental Health Nurses) (2004), and its competencies for advanced practice in New Zealand (2002), and the Nursing Council of New Zealand (NCNZ) competencies for Registered Nurse scope of practice (2005). The course encourages practice development to level of the NCNZ Nurse Practitioner™ competencies (2002).

Upon completion of this course the student will:

- Have a clear understanding of the broader structure, process and context of contemporary and comparative primary health care in Aotearoa New Zealand.
- Have enhanced knowledge of primary mental health care within a broader primary health care context, its implementation, tensions and barriers.
- Have critically analysed the role of primary mental health nursing and the contribution of nurses to primary mental health care within their own professional context.
- Have utilised evidence-based practice and research to support advanced primary mental health nursing knowledge and skills.
- Be able to identify and articulate examples of nurse-led primary mental health care services for identified populations.

COURSE CONTENT

- This course uses individual and group approaches to learning. Students are exposed to complex case scenarios which they will work through in small groups. The process involves identifying actual and potential health needs, the means by which these needs can be assessed/evaluated, whether referral is indicated, and primary health care interventions that can be utilised at the point of contact. Students will have resource sessions which will provide input from experts.
- Students will maintain ongoing contact with the course coordinator and others enrolled in this course. Assessment in the course consists of two inter-related components: current best practice in primary mental health care and nursing, and a written proposal for an innovative primary mental health nurse-led service.
- Students will articulate in both discussion and written assessments an understanding of the underlying philosophies/theoretical frameworks of primary health care, and the professional, ethical, legal and cultural contexts that impact on the delivery of primary mental health care.
- Students will explore the critical components of primary mental health nursing care including legislation, policy, the interface between primary-secondary-tertiary services, networking, interdisciplinary collaboration, nursing workforce development, nursing innovation and leadership.
- The successful completion of this course requires students to submit and pass two written assignments.

Relationship between NURS 527 learning outcomes, Nursing Council Nurse Practitioner™ competencies and NZCMHN standards

Course Objectives	Nursing Council Competencies	NZCMHN Standards
<ul style="list-style-type: none"> Have a clear understanding of the broader structure, process & context of contemporary and comparative primary health care in Aotearoa NZ 	1.0 explains the application/adaptation of advanced nursing knowledge, expertise and evidence based care to improve the health outcomes for clients across the care continuum within the scope of practice	iii) provides nursing care that reflects contemporary nursing practice & is consistent with the therapeutic plan
<ul style="list-style-type: none"> Have enhanced knowledge of primary mental health care within a broader primary health care context, its implementation, tensions and barriers 	1.0 describes diagnostic enquiry processes, responds to actual and potential health needs and characteristics of the particular population group 2.0 -uses professional judgement to assess the client's health status and make differential diagnoses/implement nursing interventions/treatments & refer the client to other health professionals - demonstrates culturally safe practice - collaborates & consults with the client, family & other health professionals ...	i) ensures her/his practice is culturally safe ii) establishes partnerships as the basis for a therapeutic relationship with consumers iv) promotes health & wellness in the context of her/his practice
<ul style="list-style-type: none"> Have critically analysed the role of primary mental health nursing and the contribution of nurses to primary mental health care within their own professional context 	1.0 -defines the scope of independent/collaborative nursing practice in health promotion, maintenance and restoration of health, preventative care, rehabilitation and/or palliative care 2.0 -uses professional judgement to refer the client ... - applies critical reasoning to nursing practice issues/decisions 5.0 -reflects and critiques the practice of self and others	v) is committed to ongoing education and contributes to the continuing development of the theory and practice of Mental Health Nursing
<ul style="list-style-type: none"> Have utilised evidence-based practice and research to support advanced primary mental health nursing knowledge & skills 	2.0 -models expert skills within the clinical practice area 4.0 -demonstrates commitment to quality, risk management and resource utilisation 5.0 -evaluates health outcomes, and in response helps to shape nursing practice -determines evidence-based practice through scholarship and practice - influences purchasing and allocation through utilising evidence-based research findings	iii) provides nursing care that reflects contemporary nursing practice and is consistent with the therapeutic plan
<ul style="list-style-type: none"> Be able to identify and articulate examples of nurse-led primary mental health care services for identified populations 	1.0 -generates new approaches to the extension of nursing knowledge and delivery of expert care with the client groups in different settings -defines the scope of independent/collaborative nursing practice in health promotion, maintenance and restoration of health, preventative care, rehabilitation and/or palliative care 2.0 -applies critical reasoning to nursing practice issues/decisions 3.0 -takes a leadership role in complex situations across settings and disciplines -initiates change & responds proactively to changing systems -is an effective nursing resource	vi) is a health professional who demonstrates the qualities of identity, independence, authority and partnership.

RECOMMENDED READING/TEXT

There are no set readings for this course. However, it is expected that students will share literature, resources and experience through email discussion to assist them in the completion of their assessments. Familiarity with relevant policy documents is expected including the Ministry of Health *Primary Health Care Strategy* (2001), the *Draft action plan; Te Tahuhu – Improving mental health 2005-2015* (2006), *Tauawhitia te Wero- Embracing the challenge: National mental health and addiction workforce development plan 2006-2009* (2005), and *Mental health nursing and its future: A discussion Framework* (2006).

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 being run over one trimester the average workload will be approximately 24 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.

COURSE TIMETABLE

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

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: Advancing primary mental health nursing care

Due Date: 27 August 2007

This assignment is worth 40% of your final grade

In this essay consider the broad context of primary health care in Aotearoa New Zealand, its drivers/influences, the underlying philosophy/theoretical framework, the tensions, the activities, types of service delivery and modes of intervention. Taking into account this broad view you will explore your own professional context/practice area to identify an unmet primary health need and make a case for how this gap may be addressed.

- Briefly describe your practice area – no more than a page.
- Identify a primary mental health care need or gap in your practice area.
- Explore why this unmet need/gap has emerged.
- Make a case for how this primary health need/gap may be addressed by nurses. Consider the issues of interface, collaboration, risks and benefits, barriers, and what existing primary health care service could help address this need/gap.
- Support your discussion using relevant literature - a minimum of 10 relevant references is required.

(word guide 3,000 – 3,500 words)

Assignment Number Two

Assignment Name: Proposal for a nurse-led primary mental health care service

Due Date: 29 October 2007

This assignment is worth 60% of your final grade

This final assignment is a written proposal for a nurse-led primary mental health care service. Write your proposal as if you are submitting it to a Primary Health Organisation.

- Describe your proposed service including the target population, service delivery, interventions etc.
- Provide your rationale for the proposed service and support this with relevant literature.
- Identify which stakeholders you would need to consult
- Discuss the interface (primary-secondary-tertiary) and any issues that might need to be addressed.
- Consider the workforce requirements including any development or training, budgetary considerations, and resources.
- Identify criteria for evaluating the effectiveness of the proposed service
- Support your proposal using appropriate literature – a minimum of 10 relevant references is required.
- Complete an executive summary – 1-2 pages outlining the proposal.

(word guide 4,000 – 5,000 words)