NURS/MIDW 526
Trimester 2 - 2008

Special Topic: Growing Cultures of Learning and Development

Course Co-ordinator:
Cheryle Moss

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

2008

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

COURSE CO-ORDINATOR

Name: Cheryle Moss, Associate Professor

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TEACHING TEAM

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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 2008 and close on Tuesday 23 December 2008.

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 is about 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. Topics covered in the course include: creating cultures of learning in clinical contexts; using facilitative processes to grow clinical capacities; knowledge exploration and utilization; creating knowledge in and for action, building action and sustaining clinical development. 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.

The course is offered as a short intensive (one trimester, 30 pts) 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 trimester.

COURSE OBJECTIVES

Students who complete the course will be able to:

- Gain an appreciation of culture of learning and communities of practice theories and the relevance of these to clinical and workplace development

- Consider different theoretical and conceptual constructs of learning as they relate to professional knowledge and practices, and to workplace environments

- Consider practical application of culture of learning theory in relation to specific communities of practice, service and clinical development imperatives, frameworks for staff development, evolving and evaluating learning in the workplace

- Explore different pedagogical, facilitative and analytic processes which can be used to support workplace groups develop their clinical capacities and communities.

- Construct and defend a study of cultures of learning by using theory, tools or strategies taught in the course.

COURSE CONTENT

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 exploration and 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

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

Eraut, M., (1994). *Developing professional knowledge and competence.* London: The Falmer Press.

Higgs, J., & Titchen A., (2001). *Professional practice in health, education and the creative arts.* London: Blackwell.

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.

Senge, P., (2006). *The fifth discipline: The art and practice of the learning organization.* London: Random House.

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

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:

Andrew, N., Tolson, D., & Ferguson, D. (2007). Building on Wenger: Communities of practice in nursing. *Nurse Education Today*, *28*(2):246-52

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.

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.

Easterby-Smith, M.P.V., Antonacopoulou, E., 2006. Organizational learning, knowledge and dynamic capabilities. In: Delbridge, M.S., Johnson, G., Gratton, L. (Eds) *The Exceptional Manager*. Oxford University Press, Oxford, pp.156-177

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., (2005). Continuity of learning. *Learning in Health and Social Care, 4*(1), 1-6

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.

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.

Iedema R., Meyerkort, S. & White L. (2005). Emergent modes of work and communities of practice. *Health Services Management Research*, *18*(1):13-24.

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.

Lori, J. R., Land, S. & Mamede, F. (2007). Communities of practice: A sustainable knowledge hub for midwifery development. *MIDIRS Midwifery Digest*, *17*(3):347-50.

Lewis, M. A. (1998). An examination of the role of learning environments in the construction of nursing identity. *Nurse Education Today*, *18*:221-225.

Lyles, M. & Easterby-Smith, M. P. V. (2003). The Blackwell Handbook of Organizational Learning and Knowledge Management, Oxford: Blackwell.

Mcilfatrick, 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.

McDonald, P. W. & Viehbeck, S. (2007). Circle of research and practice. From evidence-based practice making to practice-based evidence making: creating communities of (research) and practice. *Health Promotion Practice*, *8*(2): 140-4.

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.

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.

Ranse, K. & Grealish, L. (2007). Nursing students' perceptions of learning in the clinical setting of the Dedicated Education Unit. *Journal of Advanced Nursing*, *58*(2), 171–179.

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.

Sandars, J. (2004). Improving the implementation of evidence-based practice: A knowledge management perspective. *Journal of Evaluation in Practice.*, *12*(3):341-346.

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.

Whiteford, G. (2007). Autonomy, accountability, and professional practice: Contemporary issues and challenges. *New Zealand Journal of Occupational Therapy*, *54*(1):11-14.

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

30 credit 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

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 STATUTES AND POLICIES

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 hardcopy or under "about Victoria" on the VUW homepage at:

http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at:

http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

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.vuw.ac.nz/home/studying/plagiarism.html

SCHOOL CATERING

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

DATES	EVENT	ACTION
Pre-course Mid-June – Mid-July 2008	Preparation	- Commence pre-reading - Complete a pre-course self-assessment - List your learning goals
14 - 17 July 2008	**School Intensive**	Attend Victoria University of Wellington
15 August 2008	Assignment due - Part A	Synopsis of proposed academic paper / case study
17 October 2008	Assignment due - Part B	Completed academic paper / case study
17 October 2008	Course review	Complete review document and return to Graduate School Nursing, Midwifery & Health

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Monday 14, Tuesday 15, Wednesday 16 & Thursday 17 July 2008

Times: 9.00am-5.00pm

Venue: Meet at Room 203 83 Fairlie Tce, Kelburn, Wellington

THE FOLLOWING TIMETABLE IS INDICATIVE ONLY

Day 1   Monday 14 July 2008

Theme for the Day: Growing communities of practice
AM   Gathering & Conceptual framework for the course
0900-1000   Welcome, Introductions, Group values & Learning goals
1015-1045   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   Assumptions about changing workplaces- workplace reform, contemporary
                    models of work
1630-1700   Discussion re assignment work

Day 2   Tuesday 15 July 2008
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…
1330-1430   Workshops with the teaching team (Split into groups)
1430-1445   Afternoon break (1)
1445-1545   Workshops with the teaching team (Split into groups)
1545-1600   Afternoon break (2)
1600-1700   Discussion & theoretical resources

Day 3   Wednesday 16 July 2008

Theme for the Day: Working with & promoting knowledge frameworks

AM   Knowledge and learning practices

0900-1030   Clinical performance, clinical decision-making, clinical competencies
    (Trigger sessions)
1030-1100   Morning break
1100-1145   Clinical competencies (Academic presentation)
1145-1230   Moral knowing in practice (Academic presentation)
1230-1330   Lunch

PM   Creating knowledge in and for action

1330-1415   Theory and practice: An exploration of relationships
1415-1500   Structural models… Dedicated Education Units
1500-1530   Afternoon break
1530-1700   Discussion and class activities in relation to the course assignment work

Day 4   Thursday 17 July 2008

Theme for the Day: Evaluative processes

AM   Evaluation

0900-1000   Evaluation of professional performance in clinical settings
1000-1030   Morning break
1030-1130   Evaluation and deconstructing the role of evidence
1130-1230   Process evaluation of learning; and cultural analyses and critiques of
        learning environments
1230-1330   Lunch

PM   Tools for the future

1330-1530   Growing cultures of learning and development: Class constructions
1530-1600   Afternoon break
1600-1700   Plans for reading / Group exercise review & summation

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 an 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 received at the GSNMH by the nominated due date.

   1.1 An extension to the due date may be given in exceptional circumstances.
   1.2 An application for an extension must be made in writing to Course Co-ordinators at least 24 hours before the due date. Email application is acceptable.
   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 made in writing to the course co-ordinator **and** the Teaching and Learning Co-ordinator or in her absence the Head of School. Email application is acceptable. The decision will be made by the Teaching and Learning Co-ordinator or in her absence the Head of School.
   1.5 All extensions are to be notified by the Course co-ordinator and the Teaching and Learning Co-ordinator or in her absence the Head of School to the Student Administrator for recording.

2.   Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date. Students who do not submit assignments within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.

3.   Assignments without an approved extension which remain outstanding for up to two weeks beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.

4.	Assignments without an approved extension that remain outstanding beyond two weeks from the due date will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.

Final assignments will not be accepted by email. Students must submit and pass all pieces of assessment to satisfactorily complete the course.

ETHICAL CONSIDERATIONS

At all times students must act within the boundaries of professional Codes of Conduct, relevant legislative frameworks and the governance, rules and contracts of their employing organisation. Further information with regard to student's ethical responsibilities and relevant templates can be accessed on the Blackboard site or will be provided in class if required.

ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

The Graduate School recommends the use of APA referencing for all assignments and information on APA referencing can be found by searching online:

Publication Manual of the American Psychological Association: 5th ed. (2001).

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:
http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references

- Font size 12, Times New Roman or Arial only

- Double or 1.5 line spacing. Justify all text

- 4.5-5 cm margin on the left side for marker's comments.

- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.

- All pages should have a footer which includes the following:
  - Course number, assignment number and student ID number (left aligned), e.g.
    NURS 512, Assignment 2, 300011122
  - Page number (right aligned)

- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.

- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).

- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.

- Ensure you keep a copy of your assignment until it is returned from being marked.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course co-ordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course co-ordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course co-ordinators and teaching associates who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

REPORTING STUDENT ACHIEVEMENTS AND AWARDS

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications).

You are required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for this course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

ASSIGNMENT NUMBER ONE

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

Part A: Synopsis and theoretical framing (30%) Due: 15 August 2008

Part B: Completed paper/case-study (70%)   Due: 17 October 2008

This assignment is worth 100% of your final grade

During 2008, all assignment work for this course is being moderated. Please submit 2 copies of your assignment.

Option 1: Academic paper

Part A: Synopsis and theoretical framing of the proposed paper (30%)
Maximum words: 1500 words
Due date: **15 August 2008**

Following the School students will nominate a topic area and submit a synopsis of their chosen topic, and outline the theoretical framing of the written academic paper. Please use the following headings to address this part of the assignment.

- Proposed topic (Working title)
- Nominate 3 - 5 key words
- Brief outline of your interests and reasons for working on this topic (rationale) (200-300 words)
- Theoretical framing of the proposed paper including rationale(1000 words)
- Sources of material [strategy thus far and the on-going search strategy] (200 words)
- References

PART B: Completed academic paper (70%)
Maximum words: 5000-5500 words
Due date: **17 October 2008**

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.

Option 2: Case Study

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 and theoretical framing of the proposed case study (30%)
Maximum words: 1500 words
Due date: **15 August 2008**

Following the School students will nominate a topic area and submit a synopsis of their chosen topic, and outline the theoretical framing of the case study. Please use the following headings to address this part of the assignment.

- Proposed topic (Working title)
- Nominate 3 - 5 key words
- Brief outline of your interests and reasons for working on this topic (rationale) (200 words)
- Theoretical framing of the proposed paper including rationale(800 words)
- Likely clinical involvement /Ethical framework for undertaking the case study (300 words)
- Sources of material [strategy thus far and the on-going search strategy] (200 words)
- References

PART B: Completed case study (70%)
Maximum words: 5000-5500 words
Due date: **17 October 2008**

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 comportment and management of any issues)
       Part 4: Critical academic and practical review of the theoretical applications and 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, theoretical bases of the intervention strategy, 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.

GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH
Record of Special Achievements related to Study at Victoria

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications). Please complete this form and **submit with your final assignment for the course**. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Student Name: **Course Code:**

Industry sponsorship

Name of Sponsor	Notes in relation to the conditions of sponsorship	Value	Year
eg, C&C DHB	50% Student fees paid on successful completion of the course of study	$	2008

Special awards, Prizes & Scholarships

Name of Award/ Prize/ Scholarship	Source/Provider	Notes in relation to the prize/award/scholarship	Value/ Form	Year
eg 'Best clinical innovation'	Mental Health College of Nurses	A project that I developed while doing my practicum course resulted in our clinical team changing the way in which we met with and involved families in patient care	$500 Award Certificate	2008

Professional presentations / Seminars /Conferences
If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these
Example: Student, A. (2008). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2008.

Publications (Book reviews, editorials, journal articles, chapters, monographs, books etc)
Example: Student, A & Teacher, B. (2008). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, *5*(4), 114-126.

Other Special Achievements
If you have had any other special achievements during the year please provide the details.

Attach and submit with your final assignment thank you