

Graduate School of Nursing, Midwifery & Health

Te Kura Tapuhi Hauora



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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2014

HLTH 520: Practice Placement

30 points

Trimester 1&2 2014

Course Coordinators:

Helen Rook (T1) & Kathy Nelson (T2)

Important Dates

Trimester dates: 3 March to 16 November 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Mid-year break: 3–13 July 2014

Mid-trimester break 2/3: 25 August to 7 September 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



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 distribution.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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Section 1: Operational Information

Course Coordinator & Contact Details

Helen Rook, Lecturer
Ph: 04 463-6145
Email: Helen.rook@vuw.ac.nz

Dr Kathy Nelson, Senior Lecturer
Ph: 04 463-6137
Email: Kathy.nelson@vuw.ac.nz

Postgraduate Student Administrator

Belinda Tuari
Ph: 04 463-6647
Email: belinda.tuari@vuw.ac.nz

Postal Address

Graduate School of Nursing, Midwifery & Health
Victoria University of Wellington
P O Box 7625
Newtown
Wellington 6242

Physical Address

Level 7, Clinical Services Block (CSB)
Wellington Regional Hospital
Riddiford St, Newtown
Wellington 6021

Office Hours

The Graduate School office will be open Monday 6 January 2014 and close on Friday 19 December 2014 from 9.00am – 4.00pm weekdays.

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. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

School Dates and Locations

1st School

Dates: Monday 24 March 2014
Times: 8:30am – 4:30pm
Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Monday 28 July 2014
Times: 8:30am – 4:30pm
Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

3rd School

Dates: Wednesday 1 October 2014
Times: 8:30am – 4:30pm
Venue: CS801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

Section 2: Academic Requirements

Communication of Additional Information

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student Victoria University of Wellington email.

Course Prescription

This course entails an intensive, clinical or other workplace experience based on a learning contract developed between students, their mentors and academics at Victoria University of Wellington.

Course Content

This course entails an intensive, clinical or other workplace experience based on a learning contract developed between students, their mentors and academics at Victoria University of Wellington. The course provides students with an opportunity to identify an area for self-directed learning, and to develop and implement a plan to address the learning goals identified.

The learning goals can be related to any area of health, nursing or midwifery practice including research, evaluation, quality, policy, and assessment, management and treatment of patients. Details of seven types of placements that can be undertaken and the steps to doing this are provided in the following pages of the outline. In addition to some specific considerations in undertaking a placement that are outlined under each type of placement the following points should be considered:

- Your personal circumstances such family commitments
- The support of your work setting to complete the placement as one block or as a series over several months
- Cost and resource implications – the university will not fund overseas travel but travelling overseas for a placement is possible if you can self-fund, or get access to grant funding
- The type of mentorship you would like
- The knowledge and skills you wish to acquire
- Your career plans.

Course Learning Objectives (CLOs)

Students who pass this course will be able to:

1. Apply advanced theoretical knowledge to practice
2. Demonstrate problem solving abilities with regard to professional issues in the practice setting.
3. Demonstrate professional communication, collaboration and consultation with members of the multi professional team
4. Demonstrate the ability to apply reflective practice in the development of professional comportment.

Teaching Format

This course is delivered via 3 face-to-face seminar type “schools” at the Graduate School of Nursing Midwifery & Health. The days will be a mix of lectures and small group activities. A distance component supported by Blackboard forms part of the course and supports student achieving their learning objectives.

Nursing Council of New Zealand Nurse Practitioner Competencies This Course Meets (NCNZ 2008)

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 3.1 Establishes therapeutic relationships with client that recognise the client in context and respects cultural identity and lifestyle choices
- 3.2 Contributes to clinical collaboration that optimises health outcomes for the client.

Mandatory Course Requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.
2. Complete all pieces of assessment to pass the course.
3. Participate in Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork as necessary.
4. Pass all pieces of assessment.

Workload

30 point courses in the Graduate School of Nursing, Midwifery & Health that run over two trimesters have an average workload of 12 hours per week, approximately 300 hours of study across the two trimesters. In this course the majority of this time could be done as one block, several smaller blocks or a weekly commitment. In general, the Student will be expected to spend between 100 and 200 hours in their practice placement with the Placement Provider. However, the Student's practice placement objectives will determine how many actual hours the Student needs to be onsite undertaking practice at the Placement Provider as opposed to undertaking other learning required to fulfil the requirements of the Course, offsite.

Blackboard Information

Students enrolling for this course will need access to the Victoria University of Wellington flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from:
<http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

Section 3: Assessment Information

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation. Marking criteria for assessment tasks will be made available on Blackboard.

Assignment

Assignment Name: **Portfolio**
Due Date for Full Portfolio: 14th October 2014
Word limit: Page limit for portfolio: 20 pages

This assignment is worth 100% of your final grade.

Blackboard blog: 15%

- Write a minimum of 10 substantive (250 word) blog entries. The focus of your first blog is to discuss the literature/theory that you will primarily draw on throughout your placement. Additional guidelines for writing blogs will be loaded on Blackboard.
- **All blogs are to be completed by the 12th September**

Presentation of your placement experience: 25%

- Write a placement brief due to be submitted on the **7th April (5%)**
The plan must be written in a format and to a standard that can be distributed to those who are interested in your placement or who will be assisting you in achieving your objectives. It should include the following:
 - The objectives of the placement
 - The significance of the placement
 - The resources if any that are required
 - Who is your placement and academic mentor
 - The expected outcomes of the placement
 - A signed placement agreement
- 15 minute formal presentation of your placement on **1st October (20%)**. Following the presentation there will be 5 minutes of questions.

Portfolio: 60%

- Formulate a portfolio to contain the following:
 - Introduction and overview of placement goals and activities (2 pages)
 - Evidence of theoretical application in relation to practice placement (12 pages)
 - Written evidence of collaborative work in the organisation (2 pages)
 - Articulation of how placement extends your professional practice, knowledge and skills (4 pages)
 - Appendix to include: mentor feedback statement(s) and placement evaluation, log of hours and self-assessment.

This assignment meets learning objectives: 1, 2, 3 & 4

Submission and Return of Work

For submission details, please see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date.

Extensions and Penalties

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Penalties

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding or being below the word limit by 10%.

Placement Arrangements

Types of Placements

Seven types of placements are outlined below. Students can choose one of these, undertake a placement that combines aspects of these or can contact the Course co-ordinator to discuss another kind of placement. In addition to the activities carried out in the placement setting students are also expected to undertake reading and attend seminars and other training opportunities as appropriate.

1. Clinical practice placement

Involves undertaking a placement to advance practice generally or related to a specific knowledge and skill set. Such placements can be in your own workplace, another setting in your organisation or in another organisation. For example, those in the emergency department may wish to join the ambulance service or go to a ward, and those in a ward may like to go to theatre or to the emergency department or a

community setting or general practice. Those in a secondary care hospital might like to go to a tertiary hospital.

Particular knowledge and skills learnt could include – the advancement of practice in another setting; integration of services; understanding co-ordination of care. Application of new and advanced skills and knowledge.

Specific Planning Considerations – Need to have a current practicing certificate. If placement is outside of present scope of practice will definitely need clinical mentor. In negotiations need to be clear about employment status such as whether the role is supernumerary or paid, and to be clear about expectations and who answerable to in the workplace.

2. Policy placement

Involves a placement with a policy or regulatory agency. Placements could include analysing or developing a policy for the agency, undertaking some quality assurance work, evaluating the impact of a policy, writing a discussion paper. Such placements will usually have a problem to be addressed or a strategic goal focus such as improving child health outcomes, health systems responses to people with bariatric health care needs. The placement could also involve the development of a pamphlet or brochure in line with current agencies policies and strategies.

Particular knowledge and skills learnt could include – Role of Policy, interface of policy and practice, policy development and analysis, policy writing. In addition project may require learning about evaluation, brochure development, writing speeches and documents for national consumption.

Specific Planning Considerations – May need higher agency approval in addition to specific mentor. In negotiation need to be clear about what you can share about the placement with others, and establish the extent of what you develop in the placement can be used by you for other purposes - such as part of your portfolio.

3. Quality assurance and evaluation placement

Involves undertaking a **small scale** quality assurance project or formal evaluation as a placement. Such a project could be undertaken in your own workplace or on behalf of the quality assurance team or nursing management. For example placements could involve an analysis of incident reports, an evaluation of delayed discharge, documentation of partner abuse or pressure area assessments. This project would involve you developing the evaluation proposal, undertaking the evaluation and presenting a report of findings.

Particular knowledge and skills learnt could include – Interface of policy, practice and evaluation, evaluation from design through to analysis, quality assurance, audit, report writing.

Specific Planning Considerations – Need approval for undertaking the quality assurance or evaluation exercise from clinical setting and from organisation management. Some projects will require ethics and quality committee approval which may delay timeframe. Budget may include data gathering costs. In negotiations need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the placement can be used for other purposes - such as part of your portfolio.

4. Practice development and implementing change placement

Involves addressing an issue where change is required. Activities would include planning and leading the implementation of the change and evaluating its impact. The topic of the implementation could be of a national policy such as screening for abuse or of an area known to be problematic or to need improvement in your work setting or your organisation.

Particular knowledge and skills learnt could include: Practice development, leadership, change management, organisational policy and processes, stakeholder engagement and evaluation.

Specific Planning Considerations – Need approval for undertaking the practice development or change process within the setting the change is to be undertaken. Budget for any resource materials needed for the change needs to be understood. In negotiations need to be clear about what can be shared about the placement with others, and establish the parameters for what developed in the placement can be used by you for other purposes - such as part of your portfolio, or a conference presentation or article.

5. Research focused placement

Because of the size of the paper it is not feasible to develop and lead your own research project. For that reason a research placement must be located with established GSNMH researchers or nominated adjunct staff member. You may assist with design, data collection and analysis. Please note that a 'chart review' is classed as research.

Particular knowledge and skills learnt could include: research and evaluation, statistical and qualitative analysis, evidenced-based practice, literature searching and report writing.

Specific Planning Considerations – In negotiations you need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the placement can be used by you for other purposes - such as part of your portfolio, a conference presentation and your rights to be named on research outputs.

6. Education focused placement

This placement would involve being located with nurse or midwife educators or public health agencies to develop an educational program for the community, nurses, midwives or the health sector.

Particular knowledge and skills learnt could include: research and evaluation, statistical and qualitative analysis, evidenced-based practice, literature searching and report writing.

Specific Planning Considerations – In negotiations need to be clear about what can be shared about the placement with others, and establish the extent of what developed in the placement can be used by you for other purposes - such as part of your portfolio, a conference presentation and your rights to be named on research outputs.

7. Overseas placement

Any of the above could be undertaken overseas. For example if you regularly work with people from Samoa you might like to arrangement a placement in Samoa that aligns with your service to gain an understanding of cultural responses and influences on health care.

Particular knowledge and skills learnt could include: what is listed above, cross cultural health care, understanding the impact of health care delivery systems.

Specific Planning Considerations – Recognition of professional qualification in country going to. Indemnity insurance. Personal safety. Applicability of experience to New Zealand setting.

Arranging your placement (see Flowchart next page – also available on Blackboard).

The first stage is to complete the Placement Brief. This brief is designed as a planning tool and helps the student and Course co-ordinator assess that the placement is feasible, that there is skill and knowledge development for the students and that the appropriate mentor system is in place and that resource issues are addressed. This brief can also form the basis of the contract established between the student and the

host organisation. The brief should be written in a format and to a standard that can be distributed to those who are interested in the placement or who will be assisting the student achieve their objectives.

The placement brief will outline the following:

- The objectives of the placement
- The significance of the placement
- The resources if any that are required
- Who is your placement and academic mentor
- The expected outcomes of the placement

During placement

Students will have both an academic supervisor and a placement mentor or adviser. The role of the academic supervisor is to ensure that the placement meets the requirements of the course that appropriate guidelines and parameters have been established for the placement, and appropriate learning outcome criteria are in place. It is imperative that the student arranges to 'meet' their academic mentor at least four times during the course.

The placement mentor or adviser is responsible for providing the logistical and learning support required during the placement. Where appropriate the student will be introduced to the organisation and its staff, and told of any relevant codes of conduct. This may include confidentiality issues, dress and behaviour codes and processes for accessing resources. At the completion of the placement, the mentor or advisor may be required to provide a statement for the student's portfolio or for use as evidence of meeting competencies. The mentor or advisor is then invited to complete an evaluation of the placement.

The student is responsible for monitoring the progress of the placement. Students are also expected to keep a blog of what they are doing, reading, thinking, any questions they have and areas for further development.

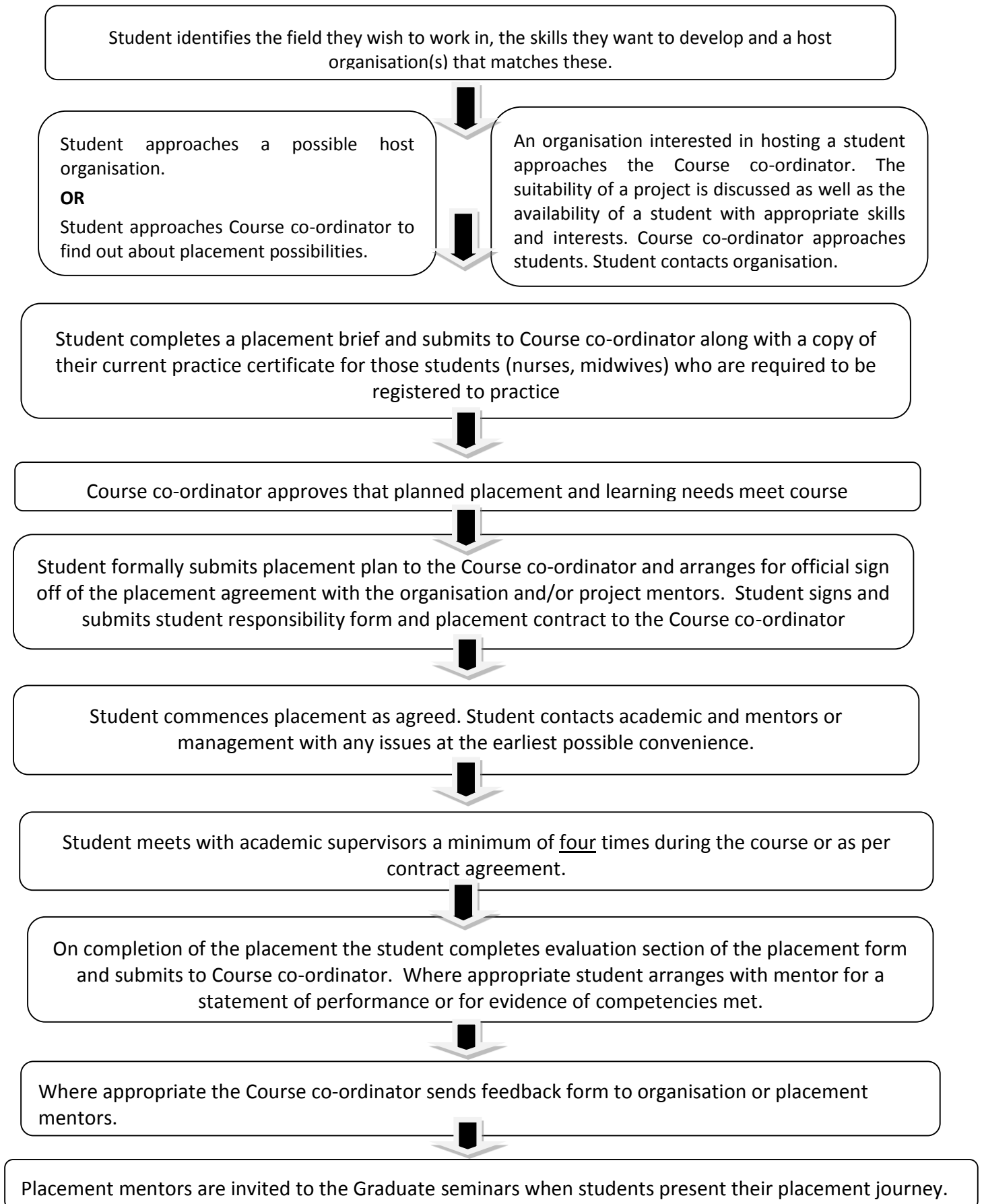
Issues encountered on placement

When an issue arises students or the host organisation/mentor should first try and address this jointly. If this is not possible either party can then contact the Course co-ordinator. Where the issue is setting related such as setting no longer having the agreed mentor, setting putting unrealistic demands on student, removing approval to utilise report findings the Course co-ordinator and student will jointly plan a course of action. Where the issue is student performance related such as the student not adhering to agreement, professional performance issue the Course co-ordinator will meet in the first instance with the mentor and then the student to find a course of action that all can agree to.

Completing the placement

Following the completion of the placement the student notifies the Course co-ordinator that the placement is complete. This notification also informs the Course co-ordinator if the student intends on having an ongoing relationship with the organisation or mentor in relation to the placement activity (e.g. planning on writing a paper together). The mentor is asked to complete an evaluation form which will be submitted with the student's portfolio. The student completes their formal evaluation as part of their portfolio.

Flowchart of the placement process



Section 4: Additional Information

Recommended Reading

Horsley, T., O'Neill, J., McGowan, J., Perrier, L., Kane, G., & Campbell, C. (2010). [Interventions to improve question formulation in professional practice and self-directed learning](#). *Cochrane Database Syst Rev*, (5), CD007335. doi: 10.1002/14651858.CD007335.pub2

Murad, M. H., & Varkey, P. (2008). [Self-directed learning in health professions education](#). *Ann Acad Med Singapore*, 37(7), 580-90. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/18695772?dopt=Citation>

Riley-Doucet, C. (2008). [A self-directed learning tool for nurses who precept student nurses](#). *J Nurses Staff Dev*, 24(2), E7-14. doi: 10.1097/01.NND.0000320659.18297.f0

Sargeant, J., Armson, H., Chesluk, B., Dornan, T., Eva, K., Holmboe, E., ... van der Vleuten, C. (2010). Processes and dimensions of informed self-assessment: A conceptual model. *Academic Medicine*, 85(7), 1212-1220. doi: 10.1097/ACM.0b013e3181d85a4e.

Schweinfurth, J. M. (2007). [Lifelong learning in otolaryngology: self-directed learning](#). *Otolaryngol Clin North Am*, 40(6), 1323-30, ix. doi:S0030-6665(07)00159-4 [pii]

Stangitti, K., Schoo, Adrian., Welch, D. . (2013). *Clinical and fieldwork placement in health professions*. (2nd ed.). Australia: Oxford University Press.

Timmins, F. (2008). [Take time to facilitate self-directed learning](#). *Nurse Educ Pract*, 8(5), 302-5. doi:S1471-5953(08)00021-8 [pii]

Tompkins, M., & Paquette-Frenette D. (2010). [Learning portfolio models in health regulatory colleges of Ontario, Canada](#). *J Contin Educ Health Prof*, 30(1), 57-64. doi: 10.1002/chp.20057

Zadvinskis, I. M. (2008). [Increasing knowledge level of evidence-based nursing through self-directed learning: lessons learned for staff development](#). *J Nurses Staff Dev*, 24(4), E13-9. doi: 10.1097/01.NND.0000320659.18297.f0

Student Feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz