NURS/MIDW 526
(Trimester 3)

Growing Cultures of Learning and Development

Course Co-ordinator:
Cheryle Moss
IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery and 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 and Health, 81 Fairlie Tce, Kelburn, Wellington 6001.

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STAFF TEACHING IN THIS COURSE

COURSE CO-ORDINATOR

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TEACHING TEAM

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Tutor
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STUDENT ADMINISTRATOR

Abbey McDonald
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CONTACT DETAILS

POSTAL ADDRESS

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Phone: (04) 463-5363 or
0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: nmh@vuw.ac.nz

Web site: http://www.vuw.ac.nz/nmh/

Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will close on Thursday 21 December 2006 and reopen on Wednesday 3 January 2007.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools.
COURSE AIMS

The focus of the course is on 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.

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. During the course a variety of interactive processes will be used to attain a helpful balance for course participants between theory and practice.

The course is offered as a short intensive (one trimester, 30 point) 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 semester. The School will take place at the Graduate School of Nursing, Midwifery and Health, Room 203, 83 Fairlie Terrace, Kelburn.

COURSE OBJECTIVES

Student learning objectives for this course are stated as:

1. To consider clinical and workplace cultures as sites of teaching/learning intervention and development.

2. To gain deeper understanding of strategies that support development of cultures of learning in clinical contexts.

3. To explore potential applications in the clinical and education workplaces through case analysis and shared dialogue with the course participants.

4. To explore and develop practical skills in using facilitative processes to grow clinical capacities.

5. To explore different theoretical and practical techniques of knowledge surfing and knowledge utilisation which can be applied or supported in clinical and workplace settings.

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 and sustain clinical development.

8. To construct a study of growing cultures of learning and development in the workplace in practice.
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 surfing and knowledge 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


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:


WORKLOAD

30 point 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 REQUIREMENTS

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.vuw.ac.nz

STAFF AND STUDENT 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.vuw.ac.nz/policy/studentconduct

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

www.vuw.ac.nz/policy/staffconduct
GRIEVANCE PROCEDURES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean or Postgraduate Student Association (PGSA) representatives are available to assist you, including with advice or support, at any stage. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website:

www.vuw.ac.nz/policy/academicgrievances

STUDENTS WITH IMPAIRMENTS

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

e-mail: 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 contact is Dr Allison Kirkman, Murphy Building, Room 407. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Phipihinga or Victoria International.

In addition, the Postgraduate Student Association is available to provide a variety of support and services. Find out more at:

www.vuw.ac.nz/pgsa

SCHOOL CATERING

The Graduate School will provide a light snack for lunch while students are attending Schools at Victoria University of Wellington, and hot beverages (tea, coffee, milo & soups) for morning and afternoon break. While we try to cater for the majority of students please feel free to bring your own supplies if your needs are not being met.

During the lunch breaks you may wish to investigate a variety of student cafes within walking distance on campus and several cafes at Kelburn shops approximately 10 mins walk from the School.
# COURSE TIMETABLE

<table>
<thead>
<tr>
<th>DATES</th>
<th>EVENT</th>
<th>ACTION</th>
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<tbody>
<tr>
<td><strong>Pre-course</strong></td>
<td>Preparation</td>
<td>• Commence pre-reading</td>
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<tr>
<td><strong>06–24 November 2006</strong></td>
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<td>• Complete a pre-course self-assessment</td>
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<td></td>
<td></td>
<td>• List your learning goals</td>
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<tr>
<td><strong>27-30 November 2006</strong></td>
<td>School Intensive</td>
<td>Attend Victoria University of Wellington</td>
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<tr>
<td><strong>30 November 2006</strong></td>
<td>Assessment due - Part A</td>
<td>Synopsis of proposed academic paper / case study</td>
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<tr>
<td><strong>10 January 2007</strong></td>
<td>Assessment due - Part B</td>
<td>Completed academic paper / case study</td>
</tr>
<tr>
<td><strong>26 January 2007</strong></td>
<td>Course review</td>
<td>Complete review document and return to</td>
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<td>Graduate School Nursing Midwifery &amp; Health</td>
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SCHOOL TIMETABLE

Dates: Monday 27 November - Thursday 30 November 2006

Times: 9.00am - 5.00pm

Venue: Room 203, 83 Fairlie Terrace, Kelburn

DRAFT TIMETABLE

Day 1 Monday 27 November 2006

Theme for the Day: Growing communities of practice

AM Gathering & 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: 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 Clinical facilitation - Supporting the development of learning cultures
1630-1700 Discussion re assessment work

Day 2 Tuesday 28 November 2006

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…
1330-1500 More presentations from the teaching team
1500-1530 Afternoon break
1530-1630 Group exercises
1630-1700 Discussion & theoretical resources
Day 3  Wednesday 29 November 2006

Theme for the Day: Working with & promoting knowledge frameworks

**AM  Knowledge surfing and knowledge utilisation**
- 0900-1030 Clinical performance, clinical decision-making, clinical competencies - individual locations
- 1030-1100 Morning break
- 1100-1230 Best practice, evidence based practice, SI = f(E,C,F) - Group work

1230-1330 Lunch

**PM  Creating knowledge in and for action**
- 1330-1500 Modelling, learning, & facilitation - site readiness
- 1500-1530 Afternoon break
- 1530-1600 Structural models… DEU’s, CDU’s, Unification
- 1600-1700 Assessment work

Day 4  Thursday 30 November 2006

Theme for the Day: Evaluative processes

**AM  Evaluation**
- 0900-1000 Feedback on Part A of Assessments, Where to from here for Part B?
- 1000-1030 Morning break
- 1030-1130 Evaluation frameworks
- 1130-1230 Designing evaluation, Project analysis, & Clinical outcomes

1230-1330 Lunch

**PM  Tools for the future**
- 1330-1430 Clinical pedagogies
- 1430-1530 Clinical tools & Case analysis
- 1530-1600 Afternoon break
- 1600-1700 Plans for reading / Group exercise review & summation
ASSESSMENTS

Assessment information including grade descriptions, the procedures for submitting assessments and referencing information is available on the Graduate School’s Website.

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

The Graduate School of Nursing, Midwifery and Health has set a number of assessment tasks and due dates to best meet the outcomes of the paper. 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 Policy for Submission and Return of Student Assessments:

1. All assessments 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 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.

3. Student coursework assessments submitted by the due date will be returned with feedback within four weeks of the due date.
4. Students who do not submit each piece of assessment within this framework may be subject to delays in their assessment being returned and may not receive comprehensive feedback.

5. Assessments which are late without an extension having been granted, and which remain outstanding for two weeks without due cause beyond the due date will be marked, but cannot attract a grade higher than a ‘C’ (pass) grade.

6. Assessments which remain outstanding for four weeks without due cause beyond the due date, will attract an ‘E’ (overall fail) grade.

Final assessments will not be accepted by email.

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

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. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:
Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not.

’Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.
Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:
- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University’s website at: www.vuw.ac.nz/home/studying/plagiarism.html
ASSESSMENT ONE

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

Part A: Synopsis (ungraded/feedback only) Due: Thursday 30 November 2006
Part B: Completed paper/case-study (100%) Due: Wednesday 10 January 2007

This assessment is worth 100% of your final grade

Option 1: Academic paper

Part A: Synopsis of proposed paper (ungraded)
Maximum words: Up to 250 words
Due date: Thursday 30 November 2006

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 assessment.

- 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)
Maximum words: Up to 3500 words
Due date: Wednesday 10 January 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 assessment. 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 of proposed case study (ungraded)
Maximum words: Up to 250 words
Due date: Thursday 30 November 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 assessment.

- 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)
Maximum words: Up to 3500 words
Due date: Wednesday 10 January 2007

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 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 assessment. Students wishing to vary their chosen area are advised to discuss variation with the course co-ordinator.