

Bachelor of Nursing

Undergraduate Handbook 2021

Te Huataki Waiora School of Health

Division of Health, Engineering, Computing and Science

Te Tiriti o Waitangi

Te Tiriti o Waitangi is the founding document of Aotearoa-NZ and provides the basis of health within our country. The principles of Te Tiriti o Waitangi are foundational to the Bachelor of Nursing (BNurs) programme. This is evident through dedicated papers as well as all aspects of theory and practice.

The programme has a notable focus on equity for Māori and Pacific; mental health and addiction; and primary and community health. The approach will enable you upon graduation to work in partnership with whānau, hapu, iwi as well as across hospital and community settings.

Welcome from the Director

Congratulations on being accepted into the Bachelor of Nursing at the University of Waikato. You are making history; you are part of the first cohort to be educated as a Registered Nurse at the University of Waikato and the first-time Registered Nurses have been trained at a University within the Waikato District Health Board region.

Your programme is very different to others in Aotearoa-NZ, you will receive more clinical hours and your learning will be strongly integrated across practice and theory.

Te Huataki Waiora School of Health is committed to your education and to supporting you to graduate as a Registered Nurse with the skills, capabilities and competencies that will enable you to work across the Aotearoa-NZ health sector and internationally.

Cheryl Atherfold, Director of Nursing,
Te Whare Wānanga o Waikato – University of Waikato



Our programmes

Nursing at Te Huataki Waiora School of Health offers the following programmes:

- Bachelor of Nursing, BNurs;
- Bachelor of Nursing (Honours), BNurs (Hons);
- Postgraduate Certificate of Health Science, PGCert HSc;
- Postgraduate Diploma of Health Science, PGDip HSc;
- Master of Nursing Practice (MNursPrac);
- Master of Health Science, MHSc;
- Professional Doctor of Health Science, DHSc; and
- Doctor of Philosophy (Health Science), PhD.

The Bachelor of Nursing programme

Registered Nurses play a vital role in providing, leading and coordinating care that is compassionate, evidence-based and person-centred. They are accountable for their own practice and must be able to work autonomously, or as an equal partner within interdisciplinary teams. In order to respond to the impact and demands of professional nursing practice, they must be emotionally intelligent and resilient individuals, who are able to manage their own personal health and wellbeing and know when and how to access support.

The programme staircases year-on-year across the clinical, academic, cultural domains leading to entry to the Registered Nurse scope of practice. The programme matches excellent academic content with substantial clinical hours. Acute, primary/community and mental health clinical placements occur in each teaching block within each year. Key papers (Nursing Practice and Health Assessment) run across all teaching blocks using a scenario-based approach, with each scenario reflecting the three areas of clinical practice. Understanding of te Tiriti o Waitangi and its implications for health is a core component of each paper. Pacific values are also crucial. In this way, you will learn to integrate acute, primary/community and mental health and addiction. Experiential learning is central to the School's learning philosophy and will incorporate best practice models to ensure optimal outcomes for students.

Within all settings, you will learn to appreciate te reo Māori me ona tikanga alongside nursing knowledge, skills and evidence within clinical reasoning, and decision-making to inform the nursing process. Data analytics will increasingly emerge as a key element of healthcare decision-making and students will explore relevant data sources in each of the clinical placements as part of their assignments. The curriculum is inclusive of bi-cultural integration throughout all aspects of the programme reflecting equity and the needs of the population within case studies and scenarios. The workforce profile developed by clinical partners and stakeholders directly informs the academic profile.

	Trimester A (17 weeks)	Trimester B (18 weeks)	TOTALS
Year I Clinical placements across seven Localities, in primary, secondary/tertiary care	A 7-week teaching block, followed by 3-days a week clinical and 2-days a week teaching for 9-weeks. Clinical hours = 216 hrs HLTSC 101: Health Assessment I (30 pts) HLTSC 102: Applied Health Science I (30 pts) HLTSC 103: Nursing Practice I (30 pts) MAORI 150: Te Tiriti o Waitangi (15 pts)	A 4-week teaching block, followed by 3-days a week clinical and 2-days a week teaching for 13-weeks. Clinical hours = 312hrs HLTSC 104: Socio-political context of health and healthcare (15 pts)	TOTAL: 528 clinical hrs TOTAL: 120 points
Year II Clinical placements across seven Localities, in primary, secondary/tertiary care	A 7-week teaching block, followed by 3-days a week clinical and 2-days a week teaching for 9-weeks. Clinical hours = 216 hrs HLTSC 201: Health Assessment II (30 pts) HLTSC 202: Applied Health Science II (30 pts) HLTSC 203: Nursing Practice II (30 pts) MAORI 204: Māori, Pacific and Indigenous Perspectives of Health (15 pts)	A 4-week teaching block, followed by 3-days a week clinical and 2-days a week teaching for 13-weeks. Clinical hours = 312 hrs HLTSC 204: Pharmacology for nurses (15 pts)	TOTAL: 528 clinical hrs TOTAL: 120 points
Year III Clinical placements across seven Localities, in primary, secondary/tertiary care	A 7-week teaching block, followed by 3-days a week clinical and 2-days a week teaching for 9-weeks. Clinical hours = 216 hrs HLTSC 301: Health Assessment III (30 pts) HLTSC 302: Applied Health Science III (30 pts) HLTSC 303: Nursing Practice III (45 pts)	A 6-week teaching block, followed by 5-days a week clinical for almost 11-weeks, including a dedicated 'transition to practice' placement of 360 hrs. Total clinical hours = 432 hrs HLTSC 305: Creating and interpreting evidence (15 pts)	TOTAL: 648 clinical hrs TOTAL: 120 points
			TOTAL: 1,704 clinical hrs TOTAL: 360 points

The Bachelor of Nursing Graduate Profile

The Bachelor of Nursing (BNurs) programme is based on meeting the identified workforce needs for nursing within Waikato and the Midland region.

LEARNING PHILOSOPHY: Learner centred education approaches are situated within substantial clinical practice hours. There is a care continuum and lifespan focus across primary and community; acute care; and mental health and addiction settings throughout each year of the programme.

STRUCTURE: Taught days and practice days across each of the teaching blocks for: (i) Primary and community care; (ii) Acute care; and (iii) integration of Mental health and addiction settings. These are complemented with face-to-face tutorials and online forums.

ACQUISITION OF SKILLS AND DEVELOPMENT OF ATTRIBUTES: Clinical hours associated with the University of Waikato BNurs programme will enable students to achieve mastery of clinical, relational, communication, cultural responsiveness and leadership skills and attributes. Graduates will be industry ready with a strong sense of their place to stand as a Registered Nurse within the profession across the continuum of care and the life span.

More specifically, graduates will be able to conduct a comprehensive health assessment, which is cognisant of both mental and physical health and be able to synthesise resultant findings into a plan of care that is developed in bi-cultural partnership with clients / tāngata whaiora. Graduates will have an in-depth knowledge of the impact of physiological systems and adaptive processes, describe the relationship between disease states and altered functioning and be able to integrate this knowledge with observations in clinical practice. The graduates will be able to synthesise knowledge and experience from their research and clinical practice to readily transition to the Registered Nurse role in acute or primary care within physical or mental health areas of practice. The graduate will be an effective communicator, be able to establish therapeutic client relationships and integrate cultural responsiveness into their nursing practice. The graduate will be able to

implement and evaluate therapeutic interventions with clients / tāngata whaiora who have mental or physical illness, addictions or disability in acute, primary care and rural health settings, ensuring that the principles of patient safety, cultural safety and quality of life indicators are met. Graduates will be able to undertake a comprehensive medicines assessment in order to understand the clients' / tāngata whaiora clinical needs and incorporate such, including known side effects, into treatment plans. Graduates will be able to undertake appropriate literature search strategies and be able to critically appraise professional literature. They will be able to use data to evaluate care and population health and be able to translate research findings into clinical practice. Graduates will be able to practise independently and in collaboration with other health professionals and also delegate direct care to enrolled nurses and care assistants and others.

GRADUATE PATHWAYS IN FURTHER EDUCATION: Further education opportunities for graduates at the University of Waikato include BNurs Honours, PG Cert, PG Dip, Masters and Nurse Practitioner programmes.

CAREER PROSPECTS: Graduates of the BNurs programme will be industry ready to enter the profession, and further career development within clinical practice, education and leadership within acute care, primary and community care, as well as mental health and addiction. There is a shortage of Registered Nurses across all clinical areas and this is set to worsen over the next few decades. The BNurs programme will produce graduates with skills which will enable them to articulate and develop new innovative clinical roles across the healthcare continuum. Throughout the ongoing industry engagement process, decision-makers and stakeholders have repeatedly indicated that graduates of the University of Waikato BNurs programme will be sought across Aotearoa-NZ.

SECTOR NETWORKS: District Health Boards, health providers and consumer groups across the Midland region.

Programme structure

AN INTEGRATED APPROACH: Underpinning the curriculum and educational philosophy is an approach that focusses on integration, a method of bringing all people and elements of learning and experience together in one space. The programme introduces an integrative approach to health education that extends beyond models of service delivery and clinical specialisms. Integration means integration of theoretical concepts across clinical settings and integration of clinical skills to provide a whole of person approach in every clinical encounter.

TEACHING PHILOSOPHY: A Life Course approach is employed throughout the programme in order to illustrate how individuals and whānau encounter health challenges over the course of their lives and how those challenges lead to adaptation and resilience as well as to illness and disease. Case studies are central to each of the papers and will progress in complexity over the three years of the programme. They will stimulate thinking about population health issues such as racism, poverty, health care systems and access to health care. This approach will focus on clinical reasoning, critical thinking, moral agency and cultural safety.

CLINICAL TEACHING MODEL: In clinical practice, students learn to make connections between theoretical concepts and the lived experience of consumers of health services. Through clinical encounters, students will develop the skills of culturally safe practice, clinical reasoning, critical thinking and moral agency. Students will have clinical placements with all **appropriate** health services within each of the seven health localities of Waikato DHB. Teaching will be supported by teachers in 'Academic Roles – Clinical;' joint appointments between clinical services and the University of Waikato. Student clinical practice will be supervised by Registered Nurses and other health professionals within clinical services. In addition to learning and practising clinical skills, clinical practice will generate critical inquiry about health and clinical issues. Questions arising through clinical experience will inform theoretical teaching in the clinical setting and in the classroom setting. The term 'classroom' is used here to refer to the range of teaching strategies designed to facilitate theoretical learning.

The Bachelor of Nursing is delivered in trimesters A and B in each of the three years in order to fully integrate the additional focus on primary care and associated increased clinical hours. Each year commences early March and ends early November, with a two-week break between Trimester A and B. You will also have a weeks break between the teaching and clinical blocks.

MENTAL HEALTH AND ADDICTION: The BNurs programme will ensure that every nurse graduates with a sound knowledge of mental health and addiction issues, skills in first line mental health screening and assessment and a defined core set of psychological intervention skills that can be applied in every clinical setting, including in mental health and addiction services. Mental health will be integrated into all theoretical and clinical teaching so that graduates will see mental health as a core nursing skill.

PAPERS:

Yr	PAPER CODE and NUMBER	Trimester
1	MAORI 150: Te Tiriti o Waitangi (15 pts)	A
	HLTSC 101: Health Assessment I (30 pts)	A & B
	HLTSC 102: Applied Health Science I (30 pts)	A & B
	HLTSC 103: Nursing Practice I (30 pts)	A & B
	HLTSC 104: Socio-political aspects of health and healthcare (15 pts)	B
2	MAORI 204: Māori, Pacific and Indigenous Health and Wellbeing (15 pts)	A
	HLTSC 201: Health Assessment II (30 pts)	A & B
	HLTSC 202: Applied Health Science II (30 pts)	A & B
	HLTSC 203: Nursing Practice II (30 pts)	A & B
	HLTSC 204: Pharmacology for Nurses (15 pts)	B
3	HLTSC 301: Health Assessment III (30 pts)	A & B
	HLTSC 302: Applied Health Science III (30 pts)	A & B
	HLTSC 303: Nursing Practice III (45 pts)	A & B
	HLTSC 305: Generating and Interpreting Evidence (15 pts)	B

Paper prescriptions

MAORI 150: Te Tiriti o Waitangi (15 pts)

This paper seeks to provide a sound understanding of Te Tiriti o Waitangi / The Treaty of Waitangi. The paper introduces you to foundational understandings of the Treaty of Waitangi, its intentions, its status over time in Aotearoa-NZ, its role in relationships between the Crown and Māori, breaches of the Treaty and how they are heard and responded to through the Waitangi Tribunal as well as new jurisprudence related to the Treaty of Waitangi. The paper reviews historical and contemporary interpretations and takes into account the interplay of contextual issues of the times. The paper will address themes as they relate to our constitutional arrangements in Aotearoa-NZ, issues of social justice and equity and Māori health.

Paper convener: A/Prof Sandy Morrison

Email: sandy.morrison@waikato.ac.nz

HLTSC 101: Health Assessment I (30 pts)

This paper provides an introduction to health assessment. Nurses are required to assess clients and identify health priorities using information from observations and diagnostic tests and plan therapeutic interventions based on skilled client assessment and sound evidence-based decision-making processes. Clinical assessment requires a comprehensive approach integrating physical, social, cultural and psychological dimensions. The aim of this paper is to introduce the theory and skills required to perform client assessments and learn how the findings are used to guide diagnostic reasoning and therapeutic interventions. The student will gather the information in partnership with the client and family / whānau, interpret significant health behaviours, and identify alterations in psychosocial and physiological functioning.

Paper convener: Michelle Cameron

Email: michelle.cameron@waikato.ac.nz

HLTSC 102: Applied Health Science I (30 pts)

Anatomical, physiological and psychosocial functioning form a foundation for human experiences of health and illness. An understanding of the human and physical sciences including structure, function, physiology and illness and disease development is essential in order to develop a comprehensive understanding of the art and science of nursing. Registered Nurses are required to assess patients, identify health priorities using information from clinical observation, diagnostic tests and planned therapeutic interventions based on skilled client assessment and sound evidence based decision-making processes for which an understanding of pathophysiology and altered functioning is fundamental. This paper provides an introduction to pathophysiology and altered functioning and aligns with clinical nursing care. The aim of this paper is to introduce the theory and skills required to understand and identify pathophysiological processes and alterations in cognitive, emotional and social processes, and the impact of findings which guide diagnostic reasoning and therapeutic interventions. Students will learn the essential concepts of pathophysiological processes and altered health states, including the nature and causes of disease, illness, disability and long-term conditions.

Paper convener: Prof. Sarah Strasser

Email: sarah.strasser@waikato.ac.nz

HLTSC 103: Nursing Practice I (30 pts)

Nursing Council of New Zealand competencies include professional, ethical and legal requirements, care planning in response to assessment, therapeutic relationships, cultural responsiveness, and negotiated partnership with clients, families and trans-disciplinary care, all of which form the basis of this paper. The aim is to introduce the role of the nurse as a health professional and the theoretical, empirical, ethical, cultural and legal principles that govern this. The student will apply the information from the theoretical components into the practice environment from early in the programme.

Paper convener: An Yu

Email: an.yu@waikato.ac.nz

HLTSC 104: Socio-political aspects of health and healthcare (15 pts)

Nursing practice takes place within a global and regional socio-political context which influences provision of health services and health outcomes. This paper will align with the learning outcomes of MAORI 150 (Te Tiriti of Waitangi: An introduction to the Treaty of Waitangi) and MAORI 204 (Māori, Pacific and Indigenous health and Wellbeing) to explore the socio-political context of health and healthcare in Aotearoa-NZ. The focus of the paper is on equity and nurses' contribution to achieving equity in health outcomes.

Paper convener: Cheryl Atherfold & Chris Baker

Email: cheryl.atherfold@waikato.ac.nz chris.baker@waikato.ac.nz

MAORI 204: Māori, Pacific and Indigenous Health and Wellbeing (15 pts)

This paper teaches core conceptual understandings of Māori and Indigenous Health and Wellbeing. This paper will critically analyse health and wellbeing from a Māori and Indigenous perspective in relation to the impact of colonisation, and the social determinants of health on Māori and Indigenous peoples. There is an added element of exploring the whenua-based health practices and their relationship to contemporary society. As a result, this paper will enable students to consider factors within society that influence the health and wellbeing of Māori and Indigenous peoples.

Paper convener: Dr Jordan Waiti

Email: jordan.waiti@waikato.ac.nz

HLTSC 201: Health Assessment II (30 pts)

This paper extends the knowledge gained from Health Assessment I to consolidate fundamental health assessment skills. Nurses are required to assess clients and identify health priorities using their own clinical assessment and information from diagnostic tests and plan therapeutic interventions based on skilled client assessment and sound evidence based decision-making processes. Clinical assessment requires a comprehensive approach integrating physical, social, cultural and psychological dimensions. The aim of this paper is to build on the

theory and skills required to perform client and family/whānau assessments and extend their understanding concerning how the findings are used to guide diagnostic reasoning and therapeutic interventions. The student will relate the information from the client, family/whānau assessment to understand alterations in psychosocial and physiological functioning, common health problems, psychological, cultural and social health needs and the impact of the determinants of health.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 202: Applied Health Science II (30 pts)

The paper extends the knowledge gained from Pathophysiology I in Year I of the Bachelor of Nursing and continues to focus on physiology, pathophysiology and altered psychosocial functioning. Registered Nurses are required to assess patients, identify health priorities using information from diagnostic tests and planned therapeutic interventions based on skilled client assessment and sound evidence based decision-making processes for which an understanding of pathophysiology and altered functioning is fundamental. This paper extends knowledge of pathophysiology and altered functioning and aligns with clinical nursing care. The aim of this paper is to build on and develop the theory required to understand and identify pathophysiological and other altered processes and impact of findings, which guide diagnostic reasoning and therapeutic interventions. Students will relate concepts of pathological processes with health conditions including long-term conditions and disability. Clinical scenarios within each module will correlate anatomical pathology and alterations in psychosocial processes with major clinical symptoms and signs.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 203: Nursing Practice II (30 pts)

Nursing Council of New Zealand competencies include professional, ethical and legal requirements, care planning in response to assessment, therapeutic relationships, cultural responsiveness, and negotiated partnership with clients, families and transdisciplinary care, which form the basis of this paper. The aim of the paper is to consolidate students' understanding of the role of the nurse as a health professional and the theoretical, ethical, empirical, cultural and legal principles that govern this. The student will apply the information from the theoretical components into the practice environment from early in the programme. The lifespan and care continuum are reflected in the placement settings for acute care, primary and community and mental health and addiction.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 204: Pharmacology for Nurses (15 pts)

This pharmacology paper builds on the foundation knowledge gained in year one. Nursing Council of New Zealand competencies include professional, ethical and legal requirements, care planning in response to assessment, therapeutic relationships, cultural responsiveness, and negotiated partnership with clients, families and transdisciplinary care all of which relate to medicines management. The aim of this course is to further develop the understanding of pharmacology and the role of medications in treatment and care of clients / tāngata whaiora and develop an understanding of side effects and the impact such have on care.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 301: Health Assessment III (30 pts)

This paper prepares the student to practise as a Registered Nurse, undertaking autonomous health assessment and clinical reasoning within primary/community and acute settings. Nurses are required to assess clients and identify health

priorities using information from diagnostic tests and plan therapeutic interventions based on skilled client assessment and sound evidence based decision-making processes. Clinical assessment requires a comprehensive approach integrating physical, social, cultural and psychological dimensions. The paper aims to build on the theory and skills from the previous two papers to autonomously perform client and family/whānau assessments, as well as use comprehensive health assessment to guide diagnostic reasoning and therapeutic interventions. The student will relate the information from the client, family/whānau assessment to understand underlying pathophysiological conditions.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 302: Applied Health Science III (30 pts)

The paper extends the knowledge gained from Applied Health Science II in Year 2 of the BNurs and continues to focus on physiology, pathophysiology and alterations in psychosocial processes. Registered Nurses are required to assess patients, identify health priorities using information from observation, diagnostic tests and planned therapeutic interventions based on skilled client assessment and sound evidence based decision-making processes for which and understanding of pathophysiology and altered functioning is fundamental. This paper further extends understanding of pathophysiology and aligns with clinical nursing care. This third pathophysiology paper has a strong focus on neuroscience and diseases associated with the brain. The paper provides essential learning opportunities for Registered Nurses prior to registration with the Nursing Council of New Zealand.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 303: Nursing Practice III (45 pts)

Nursing Council of New Zealand competencies include professional, ethical and legal requirements, care planning in response to assessment, therapeutic

relationships, cultural responsiveness, and negotiated partnership with clients, families and transdisciplinary care. This paper reflects the cumulative development of research-based understanding, critical reflection and experience to synthesise and apply these understandings in clinical practice moving towards the competencies of a Registered Nurse. The aim of this paper is to synthesise nursing practice knowledge and experience which enables transition to the Registered Nurse role on successful completion of the programme.

Paper convener: To be announced

Email: xxx@waikato.ac.nz

HLTSC 305: Generating and Interpreting Evidence

Registered Nurses employ a wide range of evidence in clinical decision-making. Research is of varying levels of rigour and therefore nurses must be able to effectively evaluate research studies in order to integrate appropriate research findings into clinical practice. The aim of this paper is to introduce students to the different forms of evidence that contribute to clinical decision-making in nursing practice. The paper will enable students to gain skills in locating and evaluating evidence and incorporating findings into their practice. Different research methods will be presented and explored for their relative contributions to health knowledge. Students will undertake a clinical audit related to the service that they are based at the time of the paper. On completion of the paper, students will be able to generate and critique evidence and understand the value of data in healthcare.

Paper convener: Prof. Matthew Parsons

Email: mparsons@waikato.ac.nz

Trimester dates

Year I:	Trimester A = 17 weeks	Year II:	Trimester A = 17 weeks
	Trimester B = 18 weeks		Trimester B = 18 weeks
Year III:	Trimester A = 17 weeks		
	Trimester B = 18 weeks		

- In 2021, trimester A will commence with Orientation (O) week on 22nd February. Teaching will commence on 1 March and run through to week of 12 April (Easter falls during this period). Clinical and teaching will commence 26th April following a weeks break. Trimester A will finish the week of the 21st June.
- Trimester B will commence 12th July and with four weeks teaching followed by one week break (week beginning 9th August). Teaching and clinical will commence 16th August and continue until the end of term, the week beginning 8th November.

A typical day

- A typical teaching day commences at 09.00 and can run through to 16.00. You need to check the online timetables and Moodle for up-to-date information around lectures, tutorials and labs. Lectures consist of practical components, case discussions and group work. Attendance is required at all of the taught programme with exception for sickness, bereavement and special circumstances by arrangement with each lecturer (**minimum attendance of 80% required over the year**). Some recorded content will be available for follow up review but does not replace attendance in class.
- Clinical days generally align to the work patterns and rosters of the placement area and you will know in advance the times that you will be working. **90 percent attendance is required for clinical placement days.**

Clinical practice

INTEGRATING CLINICAL AND THEORY: Te Tiriti can be thought of as Aotearoa-NZ's first formalised recognition of integration: the notion of different peoples coming together. In such a bringing together there will be differences, most notably in interpretations of what is agreed, on how commitments are honoured, and how differences are valued, respected and negotiated. The approach in the BNurs programme integrates aspects of theory, models of health as well as models of health services within a single curriculum. It does not attempt to suppress differences, but rather embraces differences as productive sources of learning and experience. Historical and current inequities are acknowledged, and the integrated approach provides a protective framework within which inequities can be addressed. Within our integrated approach we will take the emphasis off disease states and service delivery based on clinical specialisms. This aligns especially well with the emphasis on primary care and rural health and with the intention to teach mental health skills across the curriculum and in every clinical placement. The programme will aim to close the divide between classroom and clinical teaching through the use of case studies: narrative accounts of individuals, whānau and communities that develop over time and integrate knowledge and skills.

We will endeavour to ensure that your clinical experience will be of the highest quality, equally focussing on acute and primary care and integrating mental and physical health. The Waikato DHB region is separated into seven localities and clinical placements are available in all (Thames-Coromandel-Hauraki; North Waikato; Matamata-Piako; Greater Hamilton; Waitomo-Otorohanga; South Waikato; and North Ruapehu). Of these localities, one has a tertiary hospital (Hamilton), one a secondary hospital (Thames / Coromandel) and three have primary acute care centres (Tokoroa, Taumarunui and Te Kuiti).

TRANSPORT TO ACCESS CLINICAL PLACEMENTS: Our preference is to locate your clinical placement close to your community, although this will not always be possible. Consequently, transport will be required, so please let us know early if you will likely experience difficulties in this area.

INSURANCE: The student nurse is responsible to the Registered Nurse in their placement area for the quality of patient care and must operate under their supervision. Once a student accepts some independent responsibility for patient care, even under careful supervision, they also accept a liability for negligent or accidental practice. This will usually be shared by the supervising preceptor in general practice, or by the clinical agencies and Te Huataki Waiora School of Health. There could be circumstances where a student nurse would be held personally liable for their negligent act. As a protection against such liability, student nurses must take out individually suitable professional negligence cover before commencing their first clinical placement. Such cover should relate to clinical activities carried out by the student nurse both within and outside of the hospitals. The New Zealand Nurses Organisation and the College of Nurses Aotearoa-NZ have introduced a Student Membership to cover these requirements.

POLICE VETTING: The Children's Act 2014 requires organisations to ensure safety checks are completed for persons working with vulnerable members of society. Collection and consideration of a range of information including a referee check, interview and police vetting will occur prior to enrolment. Nursing students will undergo another safety check in Year 3 by the Nursing Council of New Zealand prior to sitting the State Registration Exam.

APPROXIMATE COSTS: UoW Nursing Tunic \$100; Stethoscope approx. \$150; Indemnity Insurance Y1, Y2 & Y3 \$40; Shoes \$100; Black dress pants \$60; NCNZ State Registration Exam (final year) \$240; Laboratory coat (if needed) \$30; Vaccinations \$200.

CODE OF CONDUCT: Nursing students must maintain standards of practice in the interests of public safety and the profession. All students must adhere to a Code of Conduct which is based on the Code of Conduct for Nurses (Nursing Council of New Zealand, 2012).

IMMUNISATIONS: Vaccinations (list over-page) are a prerequisite of the programme and you MUST provide evidence of immunity. If this is not available, you will need to be vaccinated by week two of the programme.

- Varicella zoster virus antibody: Serology, vaccination history, history of having disease
- Measles/ Mumps/ Rubella antibodies: Serology or vaccination history
- Hepatitis B serology: Antigen and antibody
- Pertussis: Vaccination history
- Seasonal Influenza: Annual
- COVID-19: as available

UNIFORM: We expect a standard of dress that reflects the professional image of a nurse. Some areas will require you to wear the UoW nursing uniform, some require specific clothing and equipment for infection control and health and safety, and some for role identification. When a uniform is not required, a professional standard of dress aligned to the health care provider's dress code is expected. Permission for specific cultural clothing can be obtained from the Director.

Student formal identification and name badges must be worn at all times. Uniforms and clothing must be clean and tidy, with no torn items. Bare below-the-elbows is required for clinical work. Footwear should be plain, clean, in good repair, low heeled with good support, have non-slip soles and enclose the whole foot. When not in uniform, clothing must be neat, clean and appropriate to the area, be modest in length and style, ensuring acceptable skin coverage. Clothing must not promote alcohol, drugs, food/drink to avoid contradiction of the health messages of the organisation. Jewellery is limited to one ring (a single plain band without stones) and plain studs / sleepers for piercings. A high standard of personal hygiene, cleanliness and grooming, including body odour minimisation is required at all times. Hair including facial hair must be washed regularly and kept clean and tidy. Hair is to be above collar or tied back and contained. Nails must be short and clean without varnish. Acrylic or gel nails are not permissible because of infection risk. Uniforms are not to be worn outside of the placement with the exception of travel to and from. Smoking or vaping is not permitted in uniform, uniforms must not smell of tobacco smoke.

Assessment guidelines

The schedule of grades used by the University and the range marks represented by each grade are below:

Percentage	Grade	GPA
95-100	A+	9
90-94	A+	9
85-89	A	8
80-84	A-	7
75-79	B+	6
70-74	B	5
65-69	B-	4
60-64	C+	3
55-59	C	2
50-54	C-	1
45-49	D	0
40-44	D	0
0-39	E	0

You should keep in mind that if you fail more than half of the papers you are enrolled in for the year, including incomplete (IC) grades, you are not guaranteed automatic re-entry into your programme.

OTHER NOTATIONS: If you are unable to complete a paper for any reason, you can apply to withdraw from the paper. This will be shown as a WD on your record. WD is NOT a failing grade and the following time limits apply:

- **WDFR (Withdrawn Full Refund).** You may withdraw at any time during the first two weeks of a paper and receive a full refund of your fees;
- **WD (Withdrawn).** After the initial two-week period, you may withdraw up to six weeks from the paper start date however you will not receive a refund of your fees unless there are circumstances beyond your control, and you can apply for compassionate withdrawal; and
- **If you withdraw** from a paper more than six weeks after it starts, you will receive an IC which is a failing grade.

Absence from classes or failure to submit items for assessment does not constitute withdrawal from a paper. If you do not withdraw from a paper using the procedures outlined in the University's Change of Enrolment regulations, you are considered to be still enrolled in the paper and you remain liable for any prescribed fees.

COMPASSIONATE WITHDRAWAL: If, after the deadline for withdrawal, you consider that you are unable to complete a paper because of exceptional circumstances beyond your control, you may apply in writing to the Director of Student Services for late withdrawal. The application must include an account, with appropriate evidence if available, of the circumstances that prompted the application. You are encouraged to seek advice first from your School, or from the Student Centre, about whether you might be entitled to special consideration.

RETURN OF ASSESSMENTS: All assessed coursework will be marked and returned to students as quickly as possible. Other than in exceptional circumstances this should be not more than two weeks after submission date (one week for Summer School papers).

REFERENCING GUIDELINES AND CAUTION AGAINST PLAGIARISM: All information in an assessment item that has been copied or paraphrased from another person's work, including ideas, concepts, images, as well as text, must be acknowledged in the assessment item. The source, author, date, page number, title of publication or website URL and so on are essential for correct referencing. Nursing at the University of Waikato uses APA 7 and it is expected that all assessed work presents references in this style.

The correct acknowledgement and citation of sources used in assessments is essential to avoid the possibility of a complaint of student misconduct through plagiarism. The guidelines on dealing with plagiarism or cheating in respect of assessment are published in the Student Discipline Regulations. Specific policies and/or guidelines for dealing with plagiarism, multiple submissions of essentially the same material, cheating etc are provided in School/Faculty handbooks and websites (see: <http://calendar.waikato.ac.nz/policies/discipline.html>). and you are

strongly recommended to familiarise yourself with these guidelines. The University uses the Turnitin online plagiarism detection service to promote academic integrity. All written work must be uploaded to Turnitin before submission.

REPEATING PAPERS: If a student fails a paper, they will be given an opportunity to repeat the paper and will be given advice and support to help them meet course criteria. Students will not normally be permitted to enrol in a clinical experience paper more than twice.

CLASS REPRESENTATIVES: A student from each year cohort is appointed by fellow class members to be 'class representative' for the length of the academic year. The class representative acts as a liaison between the class and academic staff. Class representatives are advocates for any concerns that impact on the quality of education and the ability to study effectively. These can include assessment items, access to course resources, the quality of paper materials and teaching facilities. (See: <https://sites.google.com/a/waikato.ac.nz/class-reps/home> for more details). The Student Representative Coordinator can be contacted on: ext. 6264, email: student.reps@waikato.ac.nz.

COMPLAINTS PROCEDURES: If you have a complaint in relation to assessment, you are entitled to seek resolution of your issue. Generally, your first point of contact should be your paper lecturer. The 'Student Concerns and Complaints Policy' (<http://calendar.waikato.ac.nz/policies/studentcomplaints.html>) provides details of the University's process for handling concerns and complaints and is available from School offices.

QUERYING A GRADE FOR A SPECIFIC PIECE OF INTERNALLY ASSESSED WORK: If you have a query about your grade, you have the right to ask for a reconsideration. First, you should discuss the matter with the lecturer of the paper. If it is agreed that a reconsideration of the mark or grade is warranted, it is the lecturer's responsibility to ensure that the work is re-marked (which may be done by another staff member). If you are not satisfied with the outcome, you should approach the Chairperson of Department next. If discussion with the Chairperson

of Department does not lead to an acceptable resolution, you may express your concerns, in writing, to the Dean of your School.

ASSIGNMENT DEADLINES: If you cannot meet the deadline for a significant reason you need to follow the procedures outlined below in requesting extensions. Late submissions without a granted extension should receive a deduction of 3% per weekday from the total paper grade. Late submissions will not be accepted one calendar week after the submission deadline. No deadlines may be extended beyond two weeks. Submitted work will be marked and returned to students via Moodle.

PROCESS FOR REQUESTING EXTENSIONS:

- A student should make every effort to request an extension before the due date.
- Extensions to the submission deadline should be agreed to in writing by the paper's lecturer. Extensions will normally only be given in case of illness, family bereavement, or serious personal accidents or circumstances.
- Applications for extensions should be made to the paper coordinator / convenor as specified in the paper outline.
- Requests for extensions on medical grounds must be accompanied by a medical certificate.

APPEALING MARKS: Questions about marks in an assessment should be discussed this with your lecturer in the first instance. If the issue is unresolved, the student should approach the programme director, Cheryl Atherfold.

MARKING CRITERIA: The Nursing programme uses the following assessment grid. Assessments guidelines for presentations will be provided by your paper lecturer:

Criteria	0 to 49 (D, E)	50 to 64 (C)	65 to 79 (B)	80 to 100 (A)
Demonstrate mastery of concepts	Work shows a lack of knowledge about and understanding of the topic. Work has significant gaps.	Work shows a knowledge of the subject matter and appreciation of main issues; however, some lapses and inadequacies.	Work shows a good to strong grasp of the subject matter and understanding of major issues though not necessarily of the finer points.	Work shows a sophisticated grasp of concepts and appreciation of issues. Outstanding mastery of complex material and subject.
Critique, analyse and argue from evidence	Work has gaps in evidence. Inadequate in degree of relevance or completeness.	There is some attempt to critique some aspects, but the focus is more on description than analysis.	Arguments clearly developed and based on convincing evidence. Argument has good structure and reasonable flow. Relevant literature referenced.	Extensive evidence of critique with rigorous analysis.
Engage in rigorous analysis, criticism & problem-solving	Understanding and coverage of material is inadequate.	Minimal evidence of critical analysis. The writing is more descriptive than analytical.	Evidence of originality and critical thinking. Some gaps in content and critical analysis.	High level of originality and critical thinking, with comprehensive synthesis of ideas and concepts.
Presentation and referencing	Communication and presentation skills are weak. Meaning often obscured by confusing writing and / or poor sentence / paragraph structure. Incomplete or absent references and / or list.	Significant problems with written expression and / or presentation. Significant errors in referencing.	Some errors noted in expression or presentation. Good communication and presentation skills. Some errors and / or omissions in referencing.	Excellent communication and presentation skills. Minimal flaws present. No omissions or errors in referencing.

Do you need help or have further questions?

STUDENT CENTRE AND THE HUB: Our Student Advisers in the Student Centre in Hamilton and The Hub in Tauranga can help you with all general enquiries, as well as enrolment, fees, programme, student payments, graduation, examination and assessment help. The Student Centre and Hub teams will also print and set up your Student ID card. To reach a student adviser call 0800 924 5286 or email info@waikato.ac.nz.

STUDENT LEARNING: The Student Learning team provides a University-wide service for students to assist with their academic learning needs. Dedicated tutors provide free advice and assistance with assignment preparation, referencing and citations, reading, exam preparation, language development, or any learning matter.

Phone: 07-838 4657 (Hamilton); 07-2620 559 (Tauranga). E-mail: cetladmin@waikato.ac.nz.

LIBRARIES: The Hamilton campus library offers many group and quiet study spaces, computer suites, and copying, printing and scanning facilities. The library also runs free tours and tutorials to help improve your learning. Each School has a dedicated Academic Liaison Librarian to help you find the materials you need for assignments. The dedicated librarian for Nursing is (to be confirmed). Tutorials are available on topics such as database searching, formatting long documents, referencing, and use of the EndNote referencing system. For issues involving research on Māori issues you can contact Te Kaitakawaenga Māori / Māori Academic Liaison Librarian Hinerangi Kara (hinerangi.kara@waikato.ac.nz). Hinerangi has expertise in Te Reo Māori, Tikanga Māori, Hauora and Wellbeing and Hauora Māori.

You can contact the library by an in-person visit, by phone, email or through the chatbot (Libby) on the Library website.

STUDYLINK SUPPORT: If you need assistance or advice on using StudyLink services, our StudyLink Liaison Officer can help. Email n.hayes@waikato.ac.nz or call 0800 WAIKATO ext. 4790 for free and confidential support.

MENTORS: Gloria Clarke is the Academic Liaison Mentor and has the responsibility of assisting students in the Faculty. If you need help with study skills, Moodle, missed assessments or special consideration you can email Gloria on gloria.clarke@waikato.ac.nz. All nursing students will be assigned a staff mentor that you will retain throughout the programme. The role of the mentor is to guide you through the academic and professional issues that arise in the course of your programme. You are encouraged to make an arrangement with your mentor for contact whether by email or face to face, and to develop a plan for regular contact.

TĀTAI ARONU I MĀORI STUDENT SUPPORT CENTRE: Tātai Aronui (see: <https://www.waikato.ac.nz/fmis/students/tatai-aronui>) provides assistance throughout student studies by providing academic, personal and procedural support as well as referrals to other services on campus. Scholarship information and application assistance is provided as well as assistance in applying for extensions and programme planning. There are also opportunities for students to develop physically, spiritually, mentally and intellectually through Māori-focused events such as kapa haka, pōwhiri, kai tahi, hākinakina as well as other opportunities. The services are available online or in person and students are welcome to come in and talk.

All students identifying as Māori will be assigned a Māori mentor who will provide ongoing support and guidance throughout the programme of studies. Students and their mentor will meet each term or more frequently as required.

PACIFIC CULTURE, COMMUNITY AND SUPPORT: The University has a culturally diverse team of Pacific Support Staff who are here to help Pacific nursing students find success in their university journey, including the Pacific Student Success Coordinator (pacific.support@waikato.ac.nz). Our cultural legacy-based

Pacific orientation, “Beginning the Voyage”, Imua Learner Leader Initiative and Challenge the Horizon Higher Learners Initiative for new students are designed to help Pacific students acclimate to study and to develop leadership skills. The Conch is a dedicated space on campus for Pacific students to meet, study, refuel and be cultural. Pacific communities form a vibrant part of our Waikato University community through Pacific Student Associations – ten cultural and four academic – on social media via our Pacific at Waikato Facebook page and through our partnerships and close relationships with external Pacific community organisations. Waikato celebrates Pacific language, culture and identity through nine Language Weeks, various Independence Days and other cultural events. Pacific students at Waikato have a voice through the Pacific Student Leadership Group, 14 Pacific Student Associations and the Waikato Student Union Pacific Director and Advocates. Scholarships include the Pacific Excellence School Leavers Scholarship, Tertiary Achievement in Pacific Ako (TAPA) Awards, and Edna Money Scholarship (see [waikato.ac.nz/scholarships](https://www.waikato.ac.nz/scholarships)). For more information, see our Pacific at Waikato landing page <https://www.waikato.ac.nz/students/pacific-support/> and Facebook page <https://www.facebook.com/PacificAtWaikato/>.

WELLBEING SERVICES: As a student at our Hamilton campus, you will have access to low-cost nurse and GP consultations, prescriptions and mental health support once you register with our on-campus Student Health Service. We also have trained counsellors to help you through whatever problems you are facing such as loneliness, stress, anxiety, depression, relationships and sexuality.

Contact the Student Health Centre on 07 838 4037 for all appointments and support.

Professional practice

BEING A PROFESSIONAL: A professional is someone who is entrusted by society with special responsibilities because they hold a valued body of knowledge and skill embodying values of respect, integrity and accountability. Nurses work with people in vulnerable situations requiring a high level of integrity and trust. The required standards of professional behaviour are outlined in the Code of Conduct of the Nursing Council of New Zealand. The Code outlines eight principles of nursing practice, the values of respect, trust, partnership and integrity, and the relevant standards for each of the eight principles. The Bachelor of Nursing programme aims to equip you with the values of nursing along with the professional knowledge and skill of a Registered Nurse. As a student you will be expected and supported to develop and demonstrate these values. In your student role you are expected to respect the experience of consumers of health services and to engage professionally in your learning experiences. *Professional values are demonstrated in attendance at theoretical and clinical learning experiences, punctuality and reliability, and in relating respectfully to your teachers, colleagues and staff of clinical agencies.* Professional practice is an expectation of the Nursing Council of New Zealand and so is assessed as one aspect of your clinical nursing practice.

SOCIAL MEDIA: Social media is a valuable tool when used wisely. It can help people develop and maintain social relationships, and can benefit health care in a variety of ways. These include fostering professional connections, promoting timely communication with patients and family members, and educating and informing consumers and health care professionals. But social media can also have untoward effects, such as breaching patient confidentiality, promoting views considered to be unethical, and exemplifying behaviour which is unprofessional and brings disrepute on nurses and on the profession. The way you engage with social media and used electronic communications as a nurse may differ from how you use these technologies in your personal life. As a nurse you need to be aware that the principles of safety, respect and privacy apply to use of social media as much as to other forms of communication. The University of Waikato and the agencies in which you are placed for clinical experience have policies governing use of social

media. As a professional you need to be aware of and follow these policies. Guidelines on the use of social media are available on the website of the Nursing Council of New Zealand.

SAFETY CHECKS AND POLICE VETTING: The Children's Act 2014 requires organisations to complete safety checks for persons working with children. The School requires proof of identity, referee check and police vetting as a condition of entry to the programme. Police vetting will also prior to sitting the State Registration Exam.

SPEAKING OUT: In clinical practice placements, you may observe or become aware of practice issues that raise ethical concerns. This might involve quality of care, cultural safety, consumers' rights, medication errors and other issues. You may find it difficult to raise these issues with clinical staff or clinical mentors. Nevertheless, nursing students and Registered Nurses have an obligation to address issues of ethical concern. This is part of the role of the Registered Nurse. If you become aware of an ethical concern you should discuss it with clinical staff or your assigned academic mentor in the first instance. If you feel unable to discuss the issue with clinical staff or your mentor, you can discuss it with another nursing lecturer or with the Director of Nursing.

CLINICAL COMPETENCE: Every nursing student is required to demonstrate a satisfactory standard of clinical competence in each clinical placement. Clinical competence will be assessed against the Nursing Council's domains of competence for Registered Nurses. Over the three years of the course students are expected to achieve progressively higher level of competency within these domains, culminating at the completion of the third year in being assessed as meeting the competencies of a Registered Nurse.

FITNESS FOR REGISTRATION: The role of the Nursing Council of New Zealand (NCNZ) is to protect the health and safety of the public by ensuring that nurses are competent and fit to practise. To meet this requirement the NCNZ must determine the fitness to practise of all candidates for registration under the Health Practitioner Competence Assurance Act (2003). On completion of your programme

the Director of Nursing needs to make a statement to the NCNZ that you are fit for registration for the practice of nursing. To be fit for practice nurses must be able to communicate effectively for the purposes of practising nursing and must not have been convicted by any court in Aotearoa-NZ or elsewhere of any offence punishable by imprisonment for a term of three months or longer. Students who have convictions will need to satisfy the NCNZ that the offence does not reflect adversely on their fitness to practise as a nurse. The NCNZ requires each candidate to obtain a Ministry of Justice criminal conviction record three months before registration and to provide that record to the NCNZ. Nurses must not have any mental or physical condition that means they are unable to perform the functions of a nurse and must not be the subject of any professional disciplinary proceedings, investigation or order of a disciplinary tribunal in Aotearoa-NZ or in another country which reflect adversely on their fitness to practise. In addition, nurses must not be subject to an order of an educational institution which reflects adversely on their fitness to practise as a nurse. Finally, a candidate may be declined registration if the NCNZ has reason to believe that they may endanger the health or safety of members of the public. If during your programme you become involved in criminal or professional conduct proceedings, you are required to discuss the situation with the Director of Nursing as soon as possible. You should also enlist the support of your professional association or the University of Waikato student support services. For further information about registration, students are referred to the NCNZ website.

PRIVACY AND CONFIDENTIALITY: In clinical and classroom settings, students will have access to private and confidential information concerning consumers and their whānau / families. This is an inherent aspect of professional practice and must be treated with the greatest respect. Keeping personal information private and confidential is an ethical responsibility of a professional practitioner, whether registered or a student. It is also a legal responsibility under the Privacy Act (1993) (and the related Health Information Privacy Code, 1994) and a requirement of professional standards of practice. For health consumers, privacy of health information is a right under the Code of Health and Disability Services Consumers'

Rights (1996). As a student you will participate in clinical and classroom discussions of your practice. You will also be asked to write clinical case studies describing consumers' and whānau / aiga / families' health problems and your clinical care. Whānau / aiga / family and friends are an integral part of healthcare; however, sharing of information in relation to consumers with their whānau / aiga / family members should only occur when the consumer has provided consent. Occasionally, consumer health issues will attract the attention of news media. Any correspondence with media should be directed to the clinical service. You should not communicate directly with media in relation to consumer information in any situation, including confirming or denying that an individual is a consumer of health services.

Information shared in clinical practice and in the classroom setting should not be shared outside that setting. This includes verbal discussion, online or social media, and written communications. In written assignments and class discussions, names and identifying details such as address, or place of work should not be shared. Instead you should use pseudonyms and general statements to refer to consumers. Any handwritten notes containing consumers' personal information should be kept on the premises of the clinical service and not with your personal property. At times you will need to access information from consumers' clinical records. Such access is only for the purposes of clinical care of the consumers you are caring for. You should not access consumers' clinical records for any other reason, and never for reasons of personal curiosity about friends, whānau / aiga / families, or individuals who are subject to media publicity.

REQUIREMENTS FOR REGISTRATION AS A REGISTERED NURSE: Under the Health Practitioners Competence Assurance Act 2003, students seeking registration as a Registered Nurse must meet the following requirements: (i) Complete the theoretical and clinical experience requirements of an accredited programme in the Registered Nurse scope of practice; (ii) Demonstrate competency against the Nursing Council's Competencies for the Registered Nurse scope of practice; (iii) be deemed to be fit for registration (section 16, Health

Practitioners Competence Assurance Act 2003); and (iv) Pass the State Final Examination for Registered Nurses.

THE UNIVERSITY OF WAIKATO REQUIREMENTS FOR PERMISSION TO SIT

STATE EXAMINATION: In order to be given permission to sit the State examination for registration, students must regularly attend all scheduled theoretical and clinical experience. Absence from scheduled theoretical learning or clinical experience may mean that: (i) The clinical or theoretical hours required to sit the examination for registration are not attained; or (ii) The University’s requirements for the Bachelor of Nursing programme are not met. In either case the student may be required to complete further clinical experience or theoretical work to meet a minimum requirement.

Contact information

DIRECTOR OF NURSING: Cheryl Atherfold
cheryl.atherfold@waikato.ac.nz

ADVOCACY: The Waikato Student Union (WSU) offers advocacy services for students on a variety of matters. For more information see their website: <http://wsu.org.nz/>

Notes:

