

# Health Professions Postgraduate Programmes



A Network of:  
OTAGO POLYTECHNIC  
NORTHEC  
UNIVERSAL COLLEGE OF LEARNING  
CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY  
EASTERN INSTITUTE OF TECHNOLOGY  
NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY  
BAY OF PLENTY POLYTECHNIC



# Collaborating Partners



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# The TANZ Postgraduate Health Professional Programmes Collaboration

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**The Tertiary Accord of New Zealand (TANZ) is a collaborative alliance of seven institutes of technology/polytechnics. The TANZ mission is “working collaboratively as an Accord to identify, design, develop, deliver and evaluate applied vocational quality products and initiatives for tertiary learners”.**

The Eastern Institute of Technology (EIT), as the accredited, lead institution is collaborating with Christchurch Polytechnic Institute of Technology (CPIT), Otago Polytechnic, and the Universal College of Learning (UCOL), to provide a network of blended/on-line, flexibly-delivered postgraduate health professional programmes via the TANZ Accord.



The TANZ partners identified a community demand for postgraduate health professional programmes. They recognized that implementation of collaborative postgraduate programmes would significantly contribute to a national network of provision, enhancing opportunities for busy health professionals to complete applied postgraduate qualifications. For this reason, in 2007 the TANZ partners agreed to support the development of online, flexible delivery courses in the Postgraduate Certificate/ Postgraduate Diploma in Health Sciences and the Master of Nursing.

The blended/online format provides for flexibility and transportability for students who are typically engaged in full time clinical practice as well as their

family and community commitments. This assists health professionals to satisfy their desire to extend their knowledge and skills, and to contribute to improved health outcomes. These programmes are accredited by the New Zealand Qualifications Authority and the Nursing Council of New Zealand.

## Blended/online philosophy

The purpose of blended/online learning is to combine the strengths of synchronous and asynchronous learning activities. Research has demonstrated that this approach to adult learning not only enables more flexibility in student learning, but also places increased control and decision making into the hands of the student; this in turn encourages self-directed and cooperative learning. The use of the World Wide Web allows for rapid information transfer and sharing of ideas within limitless geographical boundaries.



**Rachael Walker NP (Renal)**, Hawke's Bay District Health Board. Graduate of EIT Master of Nursing.



# The TANZ Institutions

## **Eastern Institute of Technology (EIT)**

EIT's Faculty of Health Sciences is well-known for the quality of its health professional education and training. Close collaboration and partnerships with regional, national and international health, education and professional organisations ensures that graduates are at the leading edge of health professional knowledge and skill.

The Faculty enjoys strong community, industry and professional support for the wide range of programmes it provides in nursing, health, recreation and sport science, and has often been at the forefront of change.

For 30 years, EIT's nursing programmes have been recognised for their innovation, and quality of graduates. EIT was one of the first two institutes in New Zealand to receive Nursing Council approval for its Master of Nursing as a *"masters with a clinical focus and content for nurse-prescribing"*.

## **Christchurch Polytechnic Institute of Technology (CPIT)**

The School of Nursing and Human Services, CPIT has been delivering high quality post-graduate nursing programmes for a number of years. CPIT's most recent collaboration and partnership with EIT recognises the continued community demand for flexibly delivered programmes, and the exciting opportunities this programme opens up to students, wherever they may live. CPIT's commitment to excellence in educational delivery is enhanced through this partnership with EIT, whose innovative blended/online programmes, enable students to study at their pace and their place.

## **Otago Polytechnic**

*Nau mai ki tēnei tūraka tukutuku mo Te Kura Matatini ki Otago. Ma te ariā me te mahi koutou e ako ana hei whakapakari o koutou whai mahi.*

Otago Polytechnic provides quality skills for quality careers in Dunedin and the wider Otago region. Our programmes are backed by strong industry links, experienced academic staff and an innovative, collaborative research culture.

The School of Nursing at Otago Polytechnic welcomes and supports those nurses who wish to study post graduate courses through EIT, providing academic, library, information technology and research support.

## **University College of Learning (UCOL)**

The School of Nursing at UCOL welcomes the opportunity to support postgraduate students undertaking their Master's degree through EIT and the TANZ collaboration. We are happy to offer local access to library and support services, and staff who have extensive previous experience of guiding postgraduate students through their journey, We are committed to excellence, and to creating opportunities for nurses to develop great futures.

# EIT Faculty of Health Sciences

## Education

**The success of graduates of the Bachelor of Nursing and Bachelor of Recreation and Sport degrees, along with the range of health professionals engaged in EIT postgraduate programmes including the Postgraduate Certificate/Diploma in Health Science and the Master of Nursing have contributed to EIT's reputation as a provider of high quality health science programmes.**

While the faculty is committed to the development of each specific health profession, we are equally committed to ensuring multi-disciplinary understanding, respect and collaboration. This commitment also shapes our approach to research.

The Faculty of Health Sciences is justifiably proud of its work in preparing the health professionals of tomorrow, and for its support of health professionals in their postgraduate development.



**Trish White NP (Adult Urology)**, Hawke's Bay District Health Board.  
Graduate of EIT Master of Nursing.

## Research and Scholarship

**Research is a critical factor underpinning excellence in practice. The Eastern Institute of Technology sees research as one of its critical success factors, with particular emphasis on research which supports the work of its regional stakeholders.**

Staff in the Faculty of Health Sciences have active programmes of applied research, with two main themes: the training – rehabilitation continuum, and advancing nursing practice. Recent and ongoing collaborative research projects involve the Hawke's Bay District Health Board, Sport Hawke's Bay, and the Hawke's Bay, Wairoa and Tu Meke/

First Choice primary health care organisations.

The faculty engages on several other fronts to support evidence-based practice. The appointments of a Research Professor in 2002, and a Professor of Nursing in 2006 have demonstrated EIT's leadership and support for scholarship and research in the health professions.

# About eLearning

**eLearning is teaching and learning that takes advantage of all available resources techniques and technologies. eLearning is an alternative to – or added to – traditional classroom instruction. For some courses it is important that more face to face classroom time is necessary for learning skills and key information while other courses may be able to be delivered completely online and the emphasis will be placed on online discussion and information sharing making attendance more flexible.**

At EIT, we describe four levels of eLearning as noted below.

## Levels of eLearning

Web-Supported Learning	Web-Enhanced Learning	Blended Learning	Online Learning
EIT Online is used as a file repository to support a face-to-face delivered course. This enables on and off campus access to baseline course information such as course descriptors, assessment details, class notes and slideshows, etc.	EIT Online enhances a face-to-face delivered course, as a file repository and with some online learning activities, eg discussion forums; online tasks and group work (like wikis or databases); online quizzes and assignment submission.	A blend of classroom and online delivery using EIT online and/or other web tools. Uses a range of online assessment and communication tools, online activities, knowledge sharing and collaborative work to keep students connected and learning.	EIT Online (and/or other web tools) is used to deliver a range of online assessment and communication tools, activities, knowledge sharing and collaborative work to keep students connected and learning within a learning community. May use some print-based materials.

Given the kinds of learning described above, the range of delivery modes can be shown on a continuum.



The following table shows some online tools used to facilitate common teaching/learning processes:

Teaching/Learning Processes	Online Learning tools
Lectures, presentations, demonstrations	➤ PowerPoint and other media files, blogs, podcasts
Group discussion	➤ Chat rooms, discussion forums, wikis, emails
Assessments	➤ Online quizzes and tests

# Postgraduate Education Philosophy

## **Postgraduate study enables health professionals to develop skills of research, critical analysis, constructive synthesis and advanced practice.**

Professional practice will be strengthened by a knowledge base that builds upon the concepts of health, client, practitioner education and professional development.

### **Health**

- Health is a notion that signifies different things to different people. The reality of health lies on the boundary between personal and objective experience.
- The health of a client needs to be investigated through a perspective of phenomenological, humanistic and scientific study in order to evidence the complete representation of individual experience.
- Health and illness cannot be studied in a vacuum that ignores the web of causal factors contributing to the client's experience; namely the social, political, cultural and economic context of his/her life. We consider that through critical social reflection, assessment of the factors affecting the client's health and health-seeking behaviour will be explored.
- Health does not always mean the absence of illness or disease; rather it signifies that a client is enabled to live as satisfying a life as possible through the appropriate access of relevant physical, social, recreational, and emotional support that might be required.

### **Client**

- The client's individual experience should be the central focus for a health professional, for only then can a balanced care delivery plan reflect the objective and subjective inputs required for an effective assessment, plan and evaluation.
- The practitioner-client interaction is pivotal in the successful planning of client driven health outcomes. This should be a dynamic and developing interaction that strives to reflect an honest and mutually trusting, therapeutic relationship that can only exist in the creation of a professional caring environment.

- Central to the practitioner-client interaction is the ability to extend this therapeutic professional relationship outwards to the client's family or significant others. Without this wider communication and discourse effective health outcomes will be circumscribed.
- Placed in an appropriate environment and provided with social and culturally appropriate supports, every individual has the ability to learn and develop to the fullness of their unique potential.

### **Education for Advanced Practice**

- Graduates of health professional programmes should be able to access postgraduate education. This is required to support the knowledge base, professional integrity and autonomy of those who wish to become advanced practitioners.
- Our commitment is toward the continuing education of health professionals, offering them applied postgraduate educational opportunities to develop their practice at an advanced level.
- By supporting the advanced knowledge of clinically based practitioners we will demonstrate our commitment to bridging any perceived theory-practice gap. This will be reflected in the development of a curriculum that stresses critical reflection and transformative best-practice initiatives.
- The majority of our postgraduate students have accrued substantial clinical and life experiences. We believe that this must be acknowledged within the administration of our programmes, the development of our curriculum, and the teaching modalities used.
- Congruent with our commitment to drawing theory and practice closer, we believe that an applied research curriculum will significantly contribute to the creation of innovative practice.



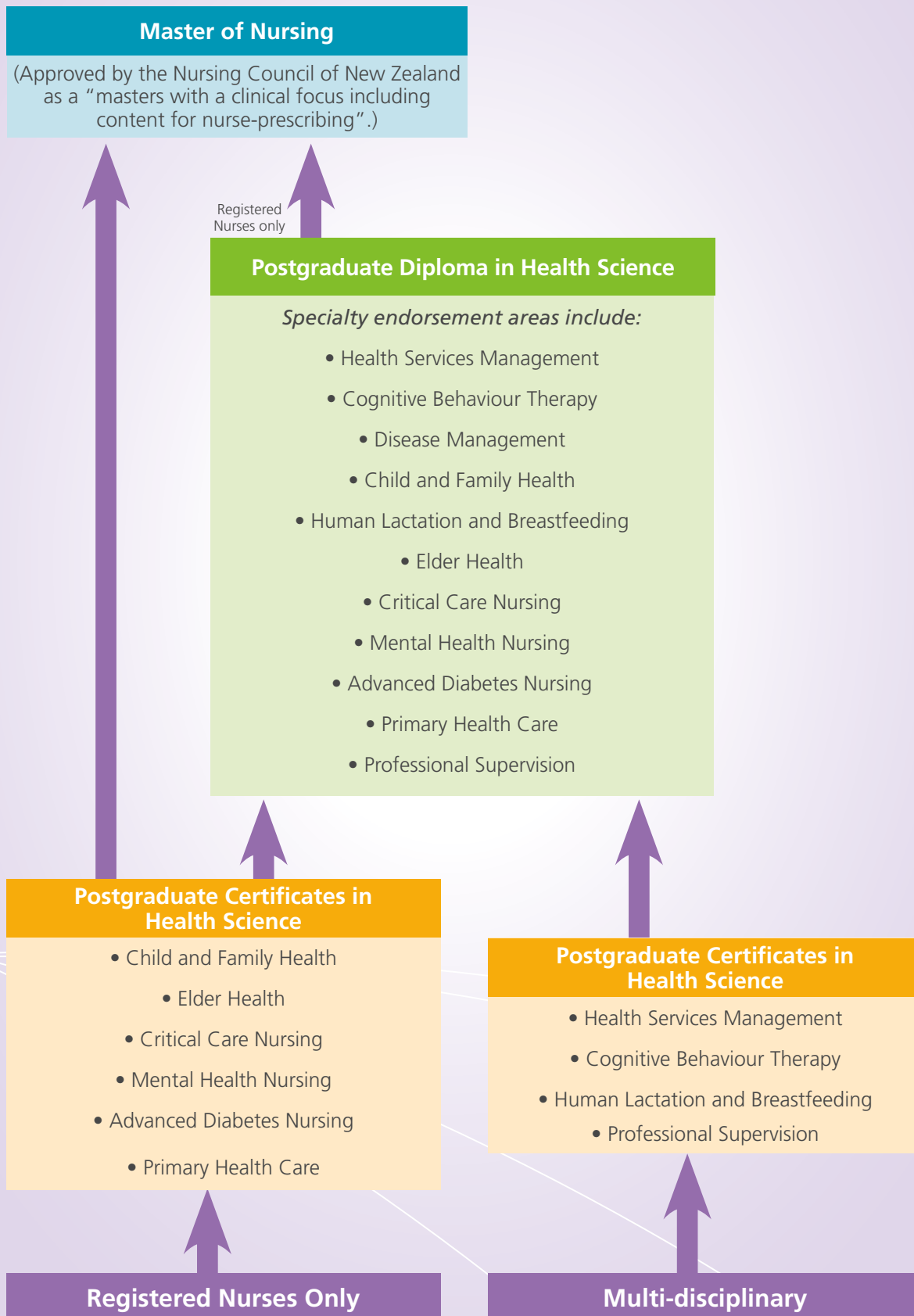
# Postgraduate Education Philosophy

## Professional Development

- All practitioners have a commitment to the social contract their individual profession holds with society. To continue to provide society with the most expert caring service we can offer, as educators and clinicians we are duty bound to provide and take up opportunities for further advancement in education. Society needs specialists and advanced practitioners to lead the health professions and to contribute to health policy planning.
- Nursing in particular has been at the vanguard of professional commitment to the Treaty of Waitangi and a bicultural New Zealand society. We believe our postgraduate studies should build upon undergraduate cultural safety education and further develop this approach towards the provision of health care for all New Zealanders.
- Professional practice can be enhanced and facilitated through multidisciplinary cooperation and teamwork. Only in this manner can health resources be efficiently mobilised on behalf of client and family.
- Moral and ethical dimensions in the practice of advanced clinical work must be explored, defined and articulated in order to fully support the practice of professional caring.
- We believe that the curriculum we have planned underpins our vision of providing postgraduate education that focuses on areas that require advanced clinical knowledge and applied research, locally and nationally.



# Postgraduate Programme Pathways



# Postgraduate Study Commitments

**We value our partnership with postgraduate students, and aim to ensure a quality educational experience in a supportive environment, encouraging personal growth and professional development.**

Study at the postgraduate level means making a commitment to personal and professional development. Considerable study above “class time” is necessary. This will include pre-reading,

studying and writing, fieldwork, participation in seminars and other activities in order to maximise the benefits of each course.

## Length of Programmes

A postgraduate certificate is comprised of “60 credits”, which is considered to be equivalent to six months full-time study. Designed to meet the needs of practitioners, the Faculty of Health Sciences postgraduate certificates may be completed part time over one or two years.

Similarly, the Postgraduate Diploma in Health Science (120 credits) may be completed part-time over two to four years and the Master of Nursing (240 credits) may be completed over five years.

Please refer to programme-specific requirements for further details.

## Entry Requirements

- 1 An undergraduate degree in a health science with a B average pass or better. A minimum of two years clinical practice may be an advantage.
- 2 Where the applicant may have less than a B average in her/his undergraduate degree, she/he may be provisionally accepted.
- 3 Where an applicant does not hold an undergraduate degree in health science:
  - \* the applicant shall provide evidence of having completed a relevant professional qualification, and
  - \* provide evidence of successful completion of a relevant qualification or programme of study which is equivalent to those of first degree graduates, through the submission of a portfolio of evidence.
- 4 A personal interview may assist the application process.

## English Language Entry Requirement – where English is NOT the first language

Applicants are required to have attained an acceptable level of English language fluency. This may be demonstrated in a variety of ways, including successful study in English, approved scores on IELTS (6.5 Academic) tests, completion of accepted international equivalents, or completion of an EIT Hawke's Bay assessment.

## Entry with Credit

You may already have some knowledge or skills that can be recognised as part of your intended study. This may take a number of different forms including other tertiary study. If you would like consideration of possible credit toward your intended programme of study, please provide this information as part of your application.

**For further information** please contact the Faculty Administration Secretary, Stacey Wong, telephone 06-974 8000, Extn 5407.



**Fiona Unac NP MN** is a graduate of the EIT Master of Nursing and is an Acute Care Nurse Practitioner at the Hawke's Bay District Health Board.



# Postgraduate Certificate in Health Science

**The Postgraduate Certificate in Health Science is for qualified health professionals who wish to develop advanced practice and/or advanced clinical management skills. Students are supported to develop their knowledge and skill to be able to extend innovative and high quality approaches to health care delivery.**

The Postgraduate Certificate in Health Science is awarded at the 400-level (Level 8), and comprises a minimum of 60 credits at Level 8 (NQF).

The postgraduate certificate is characterised by advanced study in health science. In general, study towards the postgraduate certificate will:

- Require a foundation of undergraduate knowledge and skills achieved through a previous tertiary qualification or relevant and equivalent professional experience.
- Require self-directed study and independent work.
- Enable the student to develop skills for advanced study in health science.
- Require a beginner understanding of research methodology.
- Develop skills in critically analysing, synthesising, evaluating, and influencing issues relevant to one's health science discipline.

- Provide a basis for further study.

Each programme may consist of formal lectures or through blended/online delivery, and may require clinical fieldwork. Students are expected to spend time in independent study, critical reflection, and field work in their place of study or place of work. Each credit for the course generally represents 10 hours of student learning/study time over the period of the course.

Graduates of the Postgraduate Certificate in Health Science may credit their programme of study/courses to the Postgraduate Diploma in Health Science programme. Multidisciplinary graduates of the Postgraduate Certificate in Health Science may progress to the Postgraduate Diploma in Health Science. Registered Nurse graduates may credit their programme of study/courses to the Master of Nursing programme.



**Natasha Ashworth RN MN** is the Clinical Nurse Manager Long Term Conditions, Tairāwhiti District Health. She is also a Senior Lecturer at EIT and Professional Practice Fellow for the University of Otago. Natasha is a graduate of the EIT Master of Nursing.



# Postgraduate Certificate in Health Science

## Multidisciplinary Programme Options

Postgraduate Certificate in Health Science (with endorsement)
<b>Courses required</b>
<b>Postgraduate Certificate in Health Science (Health Services Management)</b> PG8.408 Health Services Management <b>and choose one of either:</b> PG8.405 Ethical Concepts and Legal Issues for Advanced Practice <b>or</b> PG8.423 Operational Management for Health Services <b>or</b> PG8.410 Advancing Specialty Practice
<b>*Postgraduate Certificate in Health Science (Cognitive Behaviour Therapy)</b> PG8.414 Cognitive Behaviour Therapy
<b>Postgraduate Certificate in Health Science (Professional Supervision)</b> PG8.416 Clinical Supervision in the Health Professions PG8.419 Advanced Supervision Practice

## Nursing/Midwifery Programme Options

Postgraduate Certificate in Health Science (with endorsement)
<b>Courses required</b>
<b>Postgraduate Certificate in Health Science (Child and Family Health)</b> PG8.406 Advanced Practice to Support Child & Family Health PG8.410 Advancing Specialty Practice
<b>Postgraduate Certificate in Health Science (Human Lactation and Breastfeeding)</b> PG8.407 Human Lactation Breastfeeding & Infant Nutrition PG8.410 Advancing Specialty Practice
<b>Postgraduate Certificate in Health Science (Elder Health)</b> PG8.411 Advanced Practice to Support Elder Health PG8.410 Advancing Specialty Practice
<b>Postgraduate Certificate in Health Science (Critical Care Nursing)</b> Three options: Intensive Care Nursing, Coronary Care Nursing, Emergency Nursing PG8.412 Advanced Practice in Critical Care Nursing PG8.410 Advancing Specialty Practice
<b>Postgraduate Certificate in Health Science (Mental Health Nursing)</b> PG8.413 Psychiatric/Mental Health Nursing PG8.410 Advancing Specialty Practice
<b>Postgraduate Certificate in Health Science (Advanced Diabetes Nursing)</b> PG8.417 Advanced Diabetes Nursing PG8.410 Advancing Specialty Practice
<b>Postgraduate Certificate in Health Science (Primary Health Care)</b> PG8.418 Advanced Primary Health Care PG8.410 Advancing Specialty Practice

**NB:** Programmes may be completed over one or two years unless otherwise indicated.

*Programmes indicated with an asterisk (\*) must be completed over one year.*

# Postgraduate Certificate in Health Science

## Postgraduate Certificate in Health Science (no specialty endorsement)

### Choose any two courses from the list below

PG8.400	*Special Topic: Clinical Practicum
PG8.401	Advanced Clinical Assessment and Diagnostic Reasoning
PG8.402	Advanced Pathophysiology for Health Professionals
PG8.405	Ethical Concepts and Legal Issues for Advanced Practice
PG8.406	Advanced Practice to Support Child and Family Health
PG8.407	Human Lactation, Breastfeeding & Infant Nutrition
PG8.408	Health Services Management
PG8.409	Pharmacotherapeutics for Advanced Nursing/Midwifery Practice
PG8.410	Advancing Specialty Practice
PG8.411	Advanced Practice to Support Elder Health
PG8.412	Advanced Practice in Critical Care Nursing
PG8.413	Psychiatric/Mental Health Nursing
PG8.416	Clinical Supervision in the Health Professions
PG8.417	Advanced Diabetes Nursing
PG8.418	Advanced Primary Health Care
PG8.419	**Advanced Supervision Practice
PG8.423	Operational Management for Health Services

\* *Special conditions apply*

\*\* *Pre-requisite courses are required/recommended*



# Postgraduate Diploma in Health Science

**The Postgraduate Diploma in Health Science is for qualified health professionals who wish to develop advanced practice and/or advanced clinical management skills. Students are supported to develop their knowledge and skills to be able to extend innovative and high quality approaches to health care delivery.**

The Postgraduate Diploma in Health Science is awarded at the 400-level (Level 8), and comprises a minimum of 120 credits at Level 8 (NQF).

The postgraduate diploma is characterised by advanced study in health science. In general, study towards the postgraduate diploma will:

- Require a foundation of undergraduate knowledge and skills achieved through a previous tertiary qualification or relevant and equivalent professional experience.
- Require self-directed study and independent work.
- Enable the student to develop skills for advanced study in health science.
- Require an understanding of research methodology and process.
- Further develop skills in critically analysing, synthesising, evaluating, and influencing issues

relevant to one's health science/professional discipline.

- Provide a basis for further study.

Each programme may consist of formal lectures or blended/online delivery, and may require clinical fieldwork. Students are expected to spend time in independent study, critical reflection, and field work in their place of study or place of work. Each credit for the course generally represents 10 hours of student learning/study time over the period of the course.

The Postgraduate Diploma in Health Science is approved by the Nursing Council of New Zealand as an advanced practice programme.

Registered Nurse graduates may credit their programme of study/courses to the Master of Nursing programme.



**Diane Williams NP (Primary Health)**, HealthRight Clinical Coordinator, Midlands Health Network. Graduate of EIT Master of Nursing.

# Postgraduate Diploma in Health Science

## Multidisciplinary Programme Options

Postgraduate Diploma in Health Science (with endorsement)
<b>Courses required</b>
<b>Postgraduate Diploma in Health Science (Health Services Management)</b> PG8.408 Health Services Management PG8.423 Operational Management for Health Services PG8.405 Ethical Concepts and Legal Issues for Advanced Practice PG8.410 Advancing Specialty Practice
<b>Postgraduate Diploma in Health Science (Cognitive Behaviour Therapy)</b> PG8.414 Cognitive Behaviour Therapy <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Professional Supervision)</b> PG8.416 Clinical Supervision in the Health Professions PG8.419 Advanced Supervision Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule

## Nursing/Midwifery Programme Options

Postgraduate Diploma in Health Science (with endorsement)
<b>Courses required</b>
<b>Postgraduate Diploma in Health Science (Disease Management)</b> PG8.401 Advanced Clinical Assessment and Diagnostic Reasoning PG8.402 Advanced Pathophysiology for Health Professionals PG8.404 Advanced Practice for Disease Management PG8.410 Advancing Specialty Practice
<b>Postgraduate Diploma in Health Science (Child and Family Health)</b> PG8.406 Advanced Practice to Support Child & Family Health PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Human Lactation and Breastfeeding)</b> PG8.407 Human Lactation, Breastfeeding & Infant Nutrition PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Elder Health)</b> PG8.411 Advanced Practice to Support Elder Health PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Critical Care Nursing)</b> PG8.412 Advanced Practice in Critical Care Nursing PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Mental Health Nursing)</b> PG8.413 Psychiatric/Mental Health Nursing PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Advanced Diabetes Nursing)</b> PG8.417 Advanced Diabetes Nursing PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule
<b>Postgraduate Diploma in Health Science (Primary Health Care)</b> PG8.418 Advanced Primary Health Care PG8.410 Advancing Specialty Practice <b>Plus</b> any two 30 credit courses from the Postgraduate Diploma in Health Science schedule



# Postgraduate Diploma in Health Science

## Postgraduate Diploma in Health Science (no specialty endorsement)

### Choose any four courses from the list below

PG8.400 \*Special Topic: Clinical Practicum

PG8.401 Advanced Clinical Assessment and Diagnostic Reasoning

PG8.402 Advanced Pathophysiology for Health Professionals

PG8.404 \*\*Advanced Practice for Disease Management

PG8.405 Ethical Concepts and Legal Issues for Advanced Practice

PG8.406 Advanced Practice to Support Child and Family Health

PG8.407 Human Lactation, Breastfeeding and Infant Nutrition

PG8.408 Health Services Management

PG8.409 Pharmacotherapeutics for Advanced Nursing/Midwifery Practice

PG8.410 Advancing Specialty Practice

PG8.411 Advanced Practice to Support Elder Health

PG8.412 Advanced Practice in Critical Care Nursing

PG8.413 Psychiatric/Mental Health Nursing

PG8.416 Clinical Supervision in the Health Professions

PG8.417 Advanced Diabetes Nursing

PG8.418 Advanced Primary Health Care

PG8.419 \*\*Advanced Supervision Practice

PG8.423 Operational Management for Health Services

**NB:** Programmes may be completed over one to four years unless otherwise indicated.

\* *Special conditions apply*

\*\* *Prerequisite courses are required/recommended*

**The Master of Nursing programme is specifically designed to prepare nurses for advanced practice roles including Nurse Practitioner. Students are supported to further develop their knowledge and advanced practice skills in order to deliver innovative and high quality approaches to health care.**

In particular, graduates of the Master of Nursing shall be able to:

- Articulate the scope of nursing practice, and its advancement.
- Apply a broad body of advanced knowledge, scholarship and skills within their scopes of nursing practice.
- Critically evaluate their own practice and the practice of others.
- Lead collaborative expert practice across settings, within the interdisciplinary team.
- Act as a consultant, leader, role model, mentor and teacher in complex situations, and across disciplines.
- Influence and contribute to the development of health and socio-economic policies at a local and national level.
- Research, critically analyse, and implement findings in practice, and advance knowledge and understanding.

- Use diagnostic reasoning and professional judgement to prescribe interventions, appliances, treatments and authorised medicines within their own scope of practice.

*The Master of Nursing is approved by the Nursing Council of New Zealand as a "masters with a clinical focus, including the content for preparation for nurse prescribing."*

Career opportunities/Advanced Practice roles may include:

- Nurse Practitioner
- Clinical Nurse Specialist
- Nurse Consultant
- Clinical Charge Nurse
- Nurse Educator
- Case Manager/Case Coordinator
- Clinical Leader
- Health Manager



## Programme Structure

The Master of Nursing comprises a minimum of 150 credits at the Level 8 (NQF) and 90 credits at Level 9 (NQF). The Master of Nursing degree is awarded upon successful completion of five courses from the Master of Nursing programme schedule, plus MN9.490 Masterate Research.

It is recognised that students undertaking the Master of Nursing are often engaged in full time clinical practice and study part time.

Courses may consist of formal lectures or through blended/online delivery, and may require clinical fieldwork. Students are expected to spend time in independent study, critical reflection, and field work in their place of study or place of work. Each credit for the course generally represents 10 hours of student learning/study time over the period of the course.

## Examples of Master of Nursing Pathways

### Focus on Advanced Practice in Chronic Illness/Disease Management

Year 1		Year 2	
MN8.401	Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490	Masterate Research
MN8.402	Advanced Pathophysiology for Health Professionals	MN8.420	Advanced Practicum
MN8.409	Pharmacotherapeutics for Advanced Nursing/Midwifery Practice		
MN8.404	Advanced Practice for Disease Management		

### Focus on Advanced Practice in Primary Health Care

Year 1		Year 2	
MN8.401	Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490	Masterate Research
MN8.402	Advanced Pathophysiology for Health Professionals	MN8.420	Advanced Practicum
MN8.409	Pharmacotherapeutics for Advanced Nursing/Midwifery Practice		
MN8.418	Advanced Primary Health Care		

### Focus on Advanced Practice in Diabetes Nursing

Year 1		Year 2	
MN8.401	Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490	Masterate Research
MN8.402	Advanced Pathophysiology for Health Professionals	MN8.420	Advanced Practicum
MN8.409	Pharmacotherapeutics for Advanced Nursing/Midwifery Practice		
MN8.417	Advanced Diabetes Nursing		

### Focus on Advanced Practice in Child and Family Nursing

Year 1		Year 2	
MN8.401	Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490	Masterate Research
MN8.402	Advanced Pathophysiology for Health Professionals	MN8.420	Advanced Practicum
MN8.409	Pharmacotherapeutics for Advanced Nursing/Midwifery Practice		
MN8.406	Advanced Practice to Support Child and Family Health		

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## Examples of Master of Nursing Pathways

### Focus on Advanced Practice in Elder Health

Year 1	Year 2
MN8.401 Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490 Masterate Research
MN8.402 Advanced Pathophysiology for Health Professionals	MN8.420 Advanced Practicum
MN8.409 Pharmacotherapeutics for Advanced Nursing/Midwifery Practice	
MN8.411 Advanced Practice to Support Elder Health	

### Focus on Advanced Practice in Critical Care Nursing

Year 1	Year 2
MN8.401 Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490 Masterate Research
MN8.402 Advanced Pathophysiology for Health Professionals	MN8.420 Advanced Practicum
MN8.409 Pharmacotherapeutics for Advanced Nursing/Midwifery Practice	
MN8.412 Advanced Practice in Critical Care Nursing	

### Focus on Advanced Practice in Human Lactation, Breastfeeding & Infant Nutrition

Year 1	Year 2
MN8.401 Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490 Masterate Research
MN8.402 Advanced Pathophysiology for Health Professionals	MN8.420 Advanced Practicum
MN8.409 Pharmacotherapeutics for Advanced Nursing/Midwifery Practice	
MN8.407 Human Lactation, Breastfeeding and Infant Nutrition	

### Focus on Clinical Management

Year 1	Year 2
MN8.405 Ethical Concepts and Legal Issues for Advanced Practice	MN9.490 Masterate Research
MN8.408 Health Services Management	One other course from the Master of Nursing Course Schedule
MN8.423 Operational Management for Health Services	
MN8.410 Advancing Specialty Practice	

### Focus on Advanced Nursing Practice – other specialty areas

Year 1	Year 2
MN8.401 Advanced Clinical Assessment and Diagnostic Reasoning	MN9.490 Masterate Research
MN8.402 Advanced Pathophysiology for Health Professionals	<b>Plus either</b>
MN8.409 Pharmacotherapeutics for Advanced Nursing/Midwifery Practice	MN8.420 Advanced Practicum
<b>Plus</b> one 30 credit specialty practice course from the Master of Nursing Schedule	<b>or</b>
	MN8.410 Advanced Specialty Practice



## Master of Nursing Course Schedule

MN8.400	*Special Topic: Clinical Practicum
MN8.401	Advanced Clinical Assessment and Diagnostic Reasoning
MN8.402	Advanced Pathophysiology for Health Professionals
MN8.404	**Advanced Practice for Disease Management
MN8.405	Ethical Concepts and Legal Issues for Advanced Practice
MN8.406	Advanced Practice to Support Child and Family Health
MN8.407	Human Lactation, Breastfeeding & Infant Nutrition
MN8.408	Health Services Management
MN8.409	Pharmacotherapeutics for Advanced Nursing/Midwifery Practice
MN8.410	Advancing Specialty Practice
MN8.411	Advanced Practice to Support Elder Health
MN8.412	Advanced Practice in Critical Care Nursing
MN8.413	Psychiatric/Mental Health Nursing
MN8.414	Cognitive Behaviour Therapy
MN8.416	Clinical Supervision in the Health Professions
MN8.417	Advanced Diabetes Nursing
MN8.418	Advanced Primary Health Care
MN8.419	**Advanced Supervision Practice
MN8.420	**Advanced Practicum
MN8.423	Operational Management for Health Services
MN9.421	Research Design and Process
MN9.490	Masterate Research

**NB:** Programmes may be completed over five years.

\* *Special conditions apply*

\*\* *Prerequisite courses are required/recommended*



# Course Descriptions

## Special Topic: Clinical Practicum (M-D)

PG8.400/MN8.400

The purpose of this course is to provide the students with the opportunity to develop advanced professional practice knowledge and skills within the clinical environment of their specific specialty area of practice. This course focuses on skills and knowledge of clinical processes, assessment, treatment modalities and evaluation of the care provided to their particular client group.

**NB:** This is not a regularly scheduled course, but may be run as a partnership opportunity with health care organisations. However, students may apply for RPL/cross credit, as appropriate.

## Advanced Clinical Assessment and Diagnostic Reasoning (N/M)

PG8.401/MN8.401

This course will further develop your comprehensive interviewing, physical examination and diagnostic reasoning skills for advanced nursing practice. Utilising critical thinking you will learn how to identify a patient's chief complaint, take an in depth history of a presenting illness, perform a physical exam, and be able to discuss differential diagnosis.

## Advanced Pathophysiology for Health Professionals (M-D)

PG8.402/MN8.402

This course builds upon undergraduate study and the professional clinical knowledge embedded in practice. Students will explore complex adult and child disease processes in order to support advanced diagnostic reasoning for these client groups. This course assumes a knowledge of normal physiological function and directs the student towards a progressive and more critical understanding of altered, complex health states.

## Advanced Practice for Disease Management (N)

PG8.404/MN8.404

This course focuses on the role of the Advanced Practice nurse in management of common presentations in primary care. The focus will be on the illnesses commonly measured as disease indicators in Population Health. Early detection and management of preventable and controllable disease will greatly reduce health care burden to our communities in the future.

This course requires the student to build on knowledge derived from prior clinical experience and postgraduate courses: Advanced Clinical Assessment & Diagnostic Reasoning (MN8.401), and Advanced Pathophysiology (MN8.402).

The role of the Nurse Practitioner in health outcomes will be examined, and use of current and emergent research encouraged. There will be a focus on use of best practice guidelines.

## Ethical Concepts and Legal Issues for Advanced Practice (M-D)

PG8.405/MN8.405

This course advances the understanding of ethical and legal principles associated with health care. Students explore questions and reflect on issues concerning the equity and appropriateness of health care services.

## Advanced Practice to Support Child and Family Health (N/M)

PG8.406/MN8.406

Advances in health care are initiating changes from an individual/person paradigm to the nursing care of families as a whole (Kaakinen et al., 2010). Arising from this starting point, this course draws on knowledge of the child/tamariki, youth/rangatahi and families/whānau. The child/youth within the family as the centre of health care will be examined and explored from a wide range of perspectives and disciplines.

## Human Lactation, Breastfeeding and Infant Nutrition (M-D)

PG8.407/MN8.407

This course develops theoretical and practical knowledge of breastfeeding, human lactation and infant nutrition to an expert level. Practitioners are assisted to explore the context of breastfeeding, human lactation and infant nutrition in relation to historical and socio-cultural perspectives, anatomy and physiology, mother – baby dyad and other contemporary issues.

Practitioners completing this course would be capable of providing lactation education and environments that support breastfeeding, and infant nutritional support.

# Course Descriptions

## Health Services Management (M-D)

PG8.408/MN8.408

This course is intended for those already working in health service management as well as those considering the possibility of a management role. It is anticipated that students participating in this course are able to apply their knowledge and skills to their chosen area of practice. Students will be encouraged to identify and reflect upon the legal and regulatory requirements for health service management as well as the quality management ramifications arising from these.

## Pharmacotherapeutics for Advanced Nursing/ Midwifery Practice (N/M)

PG8.409/MN8.409

Building on undergraduate preparation in pharmacotherapeutics and clinical practice, this course develops in-depth understanding of pharmacologic principles used to support the delivery of care to clients in various settings. Diagnostic, nutritional and pharmacotherapeutic agents affecting the major body systems are studied. The uses of complementary and homeopathic agents are reviewed within research literature, and situated within the changing framework of health delivery.

## Advancing Specialty Practice (M-D)

PG8.410/MN8.410

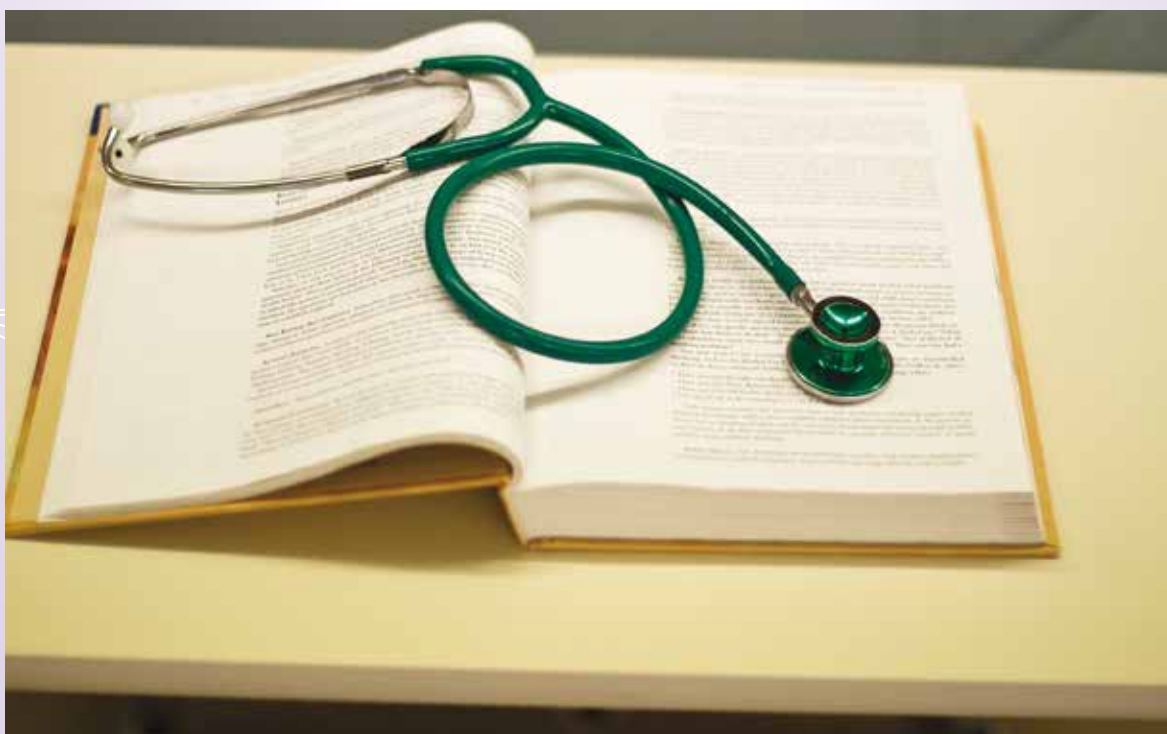
This course provides the opportunity for the health professional to critically appraise and reflect upon individual and organisational health care provision and develop strategies for enhancing practice within a specialised area.

## Advanced Practice to Support Elder Health (N/M)

PG8.411/MN8.411

This course recognises the diversity of the age group and the complex relationship between determinants of health, health status and well being. With the steady increase in the number of older people, and particularly frail elders, it is vital that advanced practitioners are able to assess, plan and deliver appropriate and evidence based services for this age group.

The course examines the scope of independent/ collaborative practice in relation to health promotion, maintenance and restoration of health, preventative care, rehabilitation and/or palliative care and encourages the generation of new approaches to the delivery of expert care in different settings.





# Course Descriptions

## Advanced Practice in Critical Care Nursing (N)

PG8.412/MN8.412

This level 8 online course provides for specialist practice in critical care nursing. The course explores essential theory underpinning practice and assists the registered nurse working in a critical care environment, to develop advanced practice knowledge and skills. Students will reflect on, and critically analyse advanced bioscience, clinical assessment, treatment modalities and interventions in critical care.

The course facilitates the development of advanced critical care nursing practice within three specialty streams; intensive care, coronary care and emergency department nursing.

## Psychiatric/Mental Health Nursing (N)

PG8.413/MN8.413

This course provides for specialist practice in mental health nursing. It is designed to extend and develop the clinicians' knowledge and skills necessary to work towards an advanced level of practice within the mental health field. The course builds on a foundation of clinical experience, theoretical understanding, research and evidence-based practice. It aims to prepare nurse specialists to advance their professional practice through therapeutic relationships, multidisciplinary cooperation and team work.

## Cognitive Behaviour Therapy (M-D)

PG8.414/MN8.414

The Postgraduate Certificate in Health Science (Cognitive Behaviour Therapy) is a 60 credit clinically/practice based postgraduate course designed to enable registered health professionals, social workers and associated professionals working in areas such as education, justice and counselling to develop specialist advanced skills in cognitive behaviour therapy. The course builds on the foundation knowledge already achieved in a professional's pre-entry education qualification and their subsequent clinical experience.

## Clinical Supervision in the Health Professions (M-D)

PG8.416/MN8.416

Clinical supervision is a formalised reflective practice among health and social service professionals. It provides for the sharing of experiences, particularly to surface conflicts, tensions and ethical issues in professional practice. It is an important process that supports the development and maintenance of high

quality practice, both for health and social service professionals and for clients. Clinical supervision is used in social work, mental health nursing, psychotherapy, occupational therapy and psychology and there is an increasing focus on its usefulness for health professions and scopes of practice. This course assists the health and social service professional to develop knowledge and skills for clinical supervision. It is also relevant for those participating in, or who want to understand the supervision process.

## Advanced Diabetes Nursing (N)

PG8.417/MN8.417

This course develops advanced theoretical and practical knowledge of diabetes mellitus within a primary care framework to an expert level.

Practitioners are assisted to explore the context of diabetes mellitus in relation to the impact of this disease on an international as well as an individual perspective. Contemporary issues in relation to pathophysiology, diagnosis, facilitating clients to reach target goals, and holistic strategies to improve outcomes and prevent co-morbidities will be discussed.

Practitioners completing this course would be capable of providing diabetes education and therapeutic environments that support the patient/whanau with diabetes as well as primary prevention for the community.

## Advanced Primary Health Care (M/N)

PG8.418/MN8.418

This course assists the registered nurse working in primary health, or who is particularly interested in primary health, to develop advanced practice knowledge and skills in primary health care. Students will reflect on, and critically analyse the theoretical basis of primary health nursing, with a strong focus on rural health. It is expected that nurses who complete this course will have developed necessary understandings and skills to influence health outcomes locally.

## Advanced Supervision Practice (M-D)

PG8.419/MN8.419

This course builds on the understandings and practice skills developed in Clinical Supervision in the Health Professions. It provides an opportunity for critical reflection on practice using current theories, models and approaches to supervision leading to the enhancement of practice skills



# Course Descriptions

## Advanced Practicum (N)

**MN8.420**

This course is the “capstone” course in the Master of Nursing Nurse Practitioner pathway. As such, the course utilises a clinical practicum, workshops and seminars to assist the student to consolidate advanced knowledge and skills within the individual’s specialty area. With clinical supervision and academic mentorship, practitioners will develop a portfolio of evidence which demonstrates competencies consistent with the Nursing Council of New Zealand Nurse Practitioner scope of practice.

## Operational Management for Health Services (M-D)

**PG8.423/MN8.423**

This course is intended for those already working in health service management as well as those considering the possibility of an operational management role. The course provides an overview of current operational management practices that are relevant to Health Services. Students participating in this course will have the opportunity to apply their knowledge and skills in a critical way to their chosen area of practice.

## Masterate Research (N)

**MN9.490**

This course critically examines the philosophical, methodological and ethical issues that underpin research. The intent is to establish a sound foundation for the student’s developing knowledge and understanding of the nature and application of research. The aim will be to support the student in identifying and formulating research questions and the selection of appropriate research methodology and design in preparation for Masterate Thesis research.

A range of current research methods will be explored in terms of the design, data collection and relevant analytic issues. This will include: construction and use of measurement tools and the collection, analysis and interpretation of quantitative data, and; qualitative research approaches to study human phenomena.

The student is required to carry out a piece of scholarly work which demonstrates a high degree of skill in data collection, analysis, critical evaluation and effective oral and written communication (NZQA, 2000, p23).

### Key:

N	Nursing
M-D	Multidisciplinary
N/M	Nursing and Midwifery



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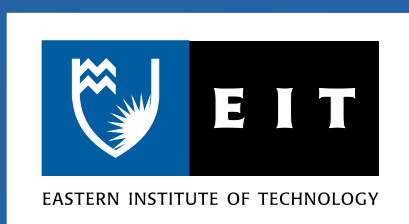
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# Health Professions Postgraduate Programmes



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