

*Graduate School of Nursing, Midwifery & Health
Course Outline*

**NURS/MIDW 522
Trimester 3 - 2008**

**Leadership in the Healthcare
Environment**

**Course Co-ordinator:
Jo Walton**

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

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

Produced by the Graduate School of Nursing, Midwifery & Health,
81 Fairlie Terrace, Kelburn, Wellington 6021.

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Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will close on Tuesday 23 December 2008 and reopen on 5 January 2009.

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

COURSE AIMS

This course explores current theories of leadership in relation to today's complex and dynamic health care environment.

Topical issues in health care will be used as cases for critique and discussion. Students will engage in group exercises, make a presentation to their colleagues and write about leadership, change and innovation in health care practice.

This course supports students in recognising their own and others' leadership qualities and to harness these toward more productive and efficient working relationships.

COURSE OBJECTIVES

At the completion of the course, students will be able to:

- identify and critique current theories of leadership and their applicability to the health care environment
- critically analyse topical health issues and their implications for leadership in the health care sector
- identify leadership skills required to implement positive change in health care settings
- reflect on their own leadership styles and opportunities for influencing organisational development within health care settings
- interact effectively with colleagues in joint learning activities and problem solving activities
- produce a comprehensive report on a significant health care issue of interest to them, using the literature to support their recommendations for change.

COURSE CONTENT

This course will offer a number of exciting possibilities for students to engage with 'futures' thinking, ideas for change and service development, and will assist students to recognise leadership potential (their own and others') in their working environments.

As Course Coordinator I would like to welcome you and introduce you to what we consider is an exciting opportunity to participate in exploring and developing personal and professional understandings of leadership in practice. NURS/MIDW 522 is an optional course in the MA (Applied) or MN (Clinical) programmes. It provides opportunities for students to explore the future of our practice worlds and our place in making a worthwhile contribution (present and future) both personally and professionally.

I am confident that this course will stimulate the exchange of ideas, experiences and reading. During the course you will be encouraged to look to the big picture and contemplate your vision of positive improvements in your working environment. Ideas that may engage you will include such things as change and innovation, practice development, values in the workplace, work re-design, leadership, business planning, evaluation strategies, vision making, professional dreaming, transformation, futures thinking ... and so the list could go on. We will be encouraging you as a group to creatively explore and critically appraise these and related conceptual ideas from a number of diverse theoretical, cultural, paradigmatic and disciplinary perspectives. In addition you will be challenged to think deeply and creatively with each other in some practical tasks at the four day School.

As a way of exploring a number of the realities of leadership and innovation guests may be invited to share their personal and professional experiences during the School. Past groups of students have found this aspect of the course invaluable. We will be encouraging you to take notice of a range of qualities associated with the professional leadership showcased by our guests in relation to their ideas, experiences, professional commitment to change and development, and their ways of making things happen.

During the semester students will actively pursue, read and critique literature of relevance to this course and their own interests. As ideas and insights are generated from these learning activities, students will offer commentary and dialogue to their peers. Provision for tutorials and individual presentations will be made during the School.

It is an expectation in this programme of study that all students will examine their entry knowledge, insights and understandings in relation to the overall course aims and objectives, and actively pursue learning strategies and goals which extend their skills and knowledge in these areas.

However, perhaps the most important aspect of this course rests in the freedom that exists for students to direct their inquiry and to build and extend their knowledge in ways which are personally meaningful and professionally helpful. Students will be expected to identify and pursue project work in relation to one or more areas of key interest to them (which relate to their personal and professional objectives). Peer and lecturer support for these inquiry goals and ways of progressing the projects will be provided through tutorials during the School and Blackboard resources on-line.

Jo Walton
Course Coordinator

PRE-READINGS

Please note that you are required to bring your first assignment (2 pages) to the School on Monday November 3rd. This assignment requires thinking, but no compulsory reading in order to complete.

REQUIRED TEXT

Clegg, S., Kornberger, M. & Pitsis, T. (2008) Managing and Organisations: An introduction to theory and practice (2nd ed.) Thousand Oaks, Ca.: Sage

This is a new text, which comes with rave reviews from a variety of sources. We are confident that you will find it a most valuable resource for years to come. Some exercises in the School will be based on material from the text.

The book is available on campus at VicBooks Ltd, at a cost of \$128.00

RECOMMENDED READING

There is an expectation that you will browse in the library and the internet for inspiring books, journal articles and other resources on vision, innovation, leadership, service development and change in health care. This activity is central to the work of the course and you will be expected to contribute to tutorial activities and on-line discussion throughout the course. Don't feel you must limit your reading to material directly relating to the health care environment: we will be looking also to other disciplines such as business, psychology and the social sciences for relevant material during this course.

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week, however for this one-trimester condensed course we recommend up to 24 hours per week be set aside for self directed study, reflection and assignment writing.

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all four days of the School unless under special circumstances prior arrangements have been made with the course co-ordinator.

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

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning,
- cancellation of your mark for an assessment or a fail grade for the course,
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

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

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the Victoria homepage at:

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

Information on the following topics is available electronically under "Course Outline General Information" at:

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

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

SCHOOL CATERING

The Graduate School will provide tea & coffee for morning and afternoon break while students are attending Schools (**a light lunch is provided**).

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

All our students have access to the 'Treehouse' at the back of 83 Fairlie Tce while here at Schools where you may wish to use appliances (toaster, microwave & oven).

COURSE TIMETABLE

WEEK STARTING Monday	DATES	EVENT	ACTION
27 October	27 October	Labour Weekend	
3 November	3,4,5,6 November	Residential School	Assignment Part A Due Monday 3 rd November at School.
10 November			
17 November			Assignment Part B Due Monday 17 th November
24 November			
1 December			
8 December			
15 December			
22 December	25 December 26 December	Xmas Day Boxing Day	
29 December	1 January	New Years Day	
5 January	5 January	VUW opens	
12 January			
19 January			
26 January			Assignment Part C Due Monday 26 th January
2 February			
9 February			
16 February			
23 February			
2 March			
9 March			

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Monday 3, Tuesday 4, Wednesday 5 & Thursday 6 November

Times: 9.00am - 4.30pm

Venue: Room 203 83 Fairlie Tce, Kelburn, Wellington

ASSIGNMENTS

Assignment information including grade descriptions, the procedures for submitting assignments and referencing information is available on the Graduate School's Website.

Assignment cover sheets and acknowledgement postcards are attached at the back of this outline. Please ensure you complete an assignment cover sheet and attach it to the front of each assignment you submit. All assignments are to be sent to **Abbey McDonald, Student Administrator**, who will record the details and pass it to the appropriate marker. **Please do not address assignments to members of the academic staff, as they are not necessarily the markers of the assignment.** If you want to have receipt of your assignment acknowledged, complete an acknowledgement postcard and attach it to the front of your assignment.

The Graduate School of Nursing, Midwifery & Health has set a number of assessment tasks and due dates to best meet the outcomes of the course. In keeping with the Graduate School's stated philosophy that no assessment work shall serve the Graduate School alone, it is possible to negotiate alternative assessments and schedule. This should be undertaken in consultation with the course co-ordinator.

Graduate School guidelines for submission and return of student assignments:

1. All assignments are to be received at the GSNMH by the nominated due date.
 - 1.1 An extension to the due date may be given in exceptional circumstances.
 - 1.2 An application for an extension must be made in writing to Course Co-ordinators at least 24 hours before the due date. Email application is acceptable.
 - 1.3 Course Co-ordinators may grant an extension of up to 2 weeks.
 - 1.4 Any extension requested for longer than 2 weeks must be made in writing to the course co-ordinator **and** the Teaching and Learning Co-ordinator or in her absence the Head of School. Email application is acceptable. The decision will be made by the Teaching and Learning Co-ordinator or in her absence the Head of School.
 - 1.5 All extensions are to be notified by the Course co-ordinator and the Teaching and Learning Co-ordinator or in her absence the Head of School to the Student Administrator for recording.
2. Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date. Students who do not submit assignments within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.
3. Assignments without an approved extension which remain outstanding for up to two weeks beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
4. Assignments without an approved extension that remain outstanding beyond two weeks from the due date will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.

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

ETHICAL CONSIDERATIONS

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

ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

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

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

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:

http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
 - Course number, assignment number and student ID number (left aligned), e.g. *NURS 522, Assignment Part A, 300011122*
 - Page number (right aligned)
- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.
- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.
- Ensure you keep a copy of your assignment until it is returned from being marked.

CONFERENCE & SCHOOL PRESENTATIONS

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

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

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

REPORTING STUDENT ACHIEVEMENTS AND AWARDS

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

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

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

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ASSIGNMENT FOR NURS/MIDW/ HEAL 522

Assignment Name: **Leadership for Positive Change Project**

Students are expected to identify and pursue project work (a hypothetical project) in relation to an area of key interest to them. The assignment relates to the course description and overall course objectives.

This project is made up of three component parts, all of which build on each other. Each part is assessed separately and the totals summated to calculate the final grade.

Due Date and Weighting

Part A is assessed as 10% of your final grade

(Due date Monday 3 November 2008: to be submitted at Day One of School)

Part B is assessed as 20% of your final grade

(Due date Monday 17 November 2008)

Part C is assessed as 70% of your final grade

(Due date Monday 26 January 2009)

Components of assignment

Part A

Personal Vision and Initial Project Plan

Due: Monday 3 November 2008

Length: Two pages only

Weighting: 10% of final grade

All students are required to submit Part A of the assignment.

The purpose of this assignment is to stimulate your thinking before you attend the summer school. You will use your work as a basis for group discussion during the school.

Taking regard of your work environment, your personal values and the current health care context identify an area (or more than one if you wish) where you believe leadership is required to instigate positive change, describe the situation in one paragraph, and in a second paragraph outline the ideal future situation as you envision it.

Next, conduct a thorough SWOT analysis of your area of concern, identifying the strengths, weaknesses, opportunities and threats inherent in the proposed change. Present your analysis as a table (four quadrants on one page).

There is no need to compose sentences in your SWOT analysis (notes will suffice, though they should be comprehensible to your peers), or to write an introduction or conclusion to Part A of your assignment. References are NOT required for Part A, but may be added if you wish.

Come to the School prepared to share your ideas and personal visions and possibilities related to your chosen area of practice concern. You may wish to refer to key documents, strategies or policies to guide you.

Presentation of your initial plan during a tutorial session at the School is a requirement of the course, and time will be scheduled for this activity. No formal preparation other than completion of Part A is required for this presentation: discussions are intended to be collegial, informal and fun.

NB

Throughout this course you will be working on a hypothetical, thinking/reading, conceptually workable project. It is a 'thought experiment' not a project to be conducted in the real world (at least not under the auspices of this course). (see also notes on General Intentions and Parameters of the Project p.17)

Part B

Revised project plan

Due:	Monday 17 November 2007
Word limit	None specified
Weighting:	20%

As a result of activities, discussion, learning and reflection during the four day intensive School, you are asked to refine your initial project plan (as identified in Part A).

For this assignment (Part B) you are required to submit a revised/modified/further developed version of your intended project plan.

You should identify the project on which you will work for the rest of the semester, and include as many details as you are able in the time frame. Part B of your assignment is due soon after the four day school in order to assist you in working to task, and to keep the learning, thinking and reading from the school fresh in your mind.

Along with your revised plan you should include a copy of the original plan submitted for Part A, and a reflective paper that captures your thoughts, feelings and reasons for the modifications you have made between your initial and your subsequent project plan.

There is no word limit for this part of the assignment, but you should aim to be concise, accurate and to the point.

Further guidelines for Part B and Part C will be available during the School.

Part C Final Report: Leadership for Positive Change

Project Due: Monday 26 January 2008
Length: 5000 -6000 words
Weighting: 70%

The final and completed project should be submitted by **Monday 26th January 2008**. In addition to the project itself, students should include a statement containing the following information:

- title of the project;
- a synopsis of the project; and,
- a brief statement of why this project has been of interest to the student (and how he/she has directed this project to build and extend his/her knowledge in ways which are personally meaningful and professionally helpful).

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Please submit project and accompanying statement by Monday 26th January 2009.

Students will be given the criteria for assessment of the completed project prior to submission.

NB

In the unusual situation that students may need to change their topic options during the course of the year, changes in the requirements for Parts A, B & C of the assignment may require negotiation. These will need to be undertaken in consultation with the course co-ordinator.

Criteria for assignment include (but are not limited by):

- Parts A, B & C of the project are required to be undertaken. All parts are summative. If for some reason a student is unable to undertake a class presentation, an alternative arrangement with the Course Co-ordinator may be negotiated.
- The quality of work submitted in Parts A, B and C of the project will be the major determinant of the final grade.
- Projects are expected to reflect substantial effort undertaken across the trimester. It is an expectation that qualities such as: thoroughness, thoughtfulness, resourcefulness, intellectual rigor and creativity will be characteristic of the submitted project work, as will evidence of active pursuit of skills and knowledge in the area of the project.

General Intentions and Parameters of the Project

While there are a number of requirements in relation to the project (refer pp. 14-17), the general overall goal is to critique ideas so that the work you produce is intellectually rigorous and conceptually practical and workable.

It is important to understand that the general intent of the projects is that they are 'reading and thinking, conceptually workable' projects rather than 'doing' projects. They are not 'research' projects and do not involve gathering data from your field of practice. Therefore, it is essential that no breach of human ethics' principles occur during the development of the projects.

To summarise, you should:

- Clearly establish the intention and boundaries of the NURS/MIDW 522 project
- Ensure that the project is primarily a 'thinking and reading, conceptually workable' project, rather than one which is 'practically undertaken' during the course of the project
- Safeguard that NURS/MIDW 522 projects do not become 'research' projects
Ensure the information gathering is based primarily on published literature
- Guarantee that the project development does not require formal information gathering or information generating processes such as questionnaires or interviews
- Ensure that ethical principles are sustained at all times in the project development and reporting
- Ensure that workplace activities are not initiated on the grounds of the NURS/MIDW 522 projects
- Ensure that if activities which are undertaken as part of the normal work role form the basis of the reflective reading/writing project, that these are negotiated appropriately.

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

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

Student Name: _____

Course Code: _____

Industry sponsorship

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

Special awards, Prizes & Scholarships

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

Professional presentations / Seminars /Conferences

If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these

Example: Student, A. (2008). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2008.

Publications (Book reviews, editorials, journal articles, chapters, monographs, books etc)

Example: Student, A & Teacher, B. (2008). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, 5(4), 114-126.

Other Special Achievements

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

Attach and submit with your final assignment thank you