

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

# **NURS/MIDW/HEAL 519**

**Historical Inquiry in Nursing**

**Historical Inquiry in Midwifery**

**Historical Inquiry in Health**

**Course Co-ordinator:**

**Pamela Wood**

### 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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# **STAFF TEACHING IN THIS COURSE**

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Dr Pamela Wood, Associate Professor

Ph: 04 463 6650

Email: [pamela.wood@vuw.ac.nz](mailto:pamela.wood@vuw.ac.nz)

## **STUDENT ADMINISTRATOR**

Abbey McDonald

Ph: 04 463-6144

Email: [Abbey.McDonald@vuw.ac.nz](mailto:Abbey.McDonald@vuw.ac.nz)

# CONTACT DETAILS

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## POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 600  
Wellington 6140

## PHYSICAL ADDRESS

The Fieldhouse Centre  
Victoria University of Wellington  
81 & 83 Fairlie Terrace  
Kelburn  
Wellington 6021

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

Fax: (04) 463-5442

Email: [nmh@vuw.ac.nz](mailto:nmh@vuw.ac.nz)

Web site: <http://www.victoria.ac.nz/nmh>

Office Hours: Monday to Friday 8.30am to 5.00pm

## GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 5 January 2009 and close on Tuesday 22 December 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

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This course offers students the opportunity to explore the history of their professions and to develop an understanding of the process of historical inquiry within the scholarship of their professional discipline. While the focus will be on the history of nursing, midwifery and health in Aotearoa/New Zealand, reference will also be made to relevant international contexts. Through class presentations and guided reading, students build their knowledge of health history. They are also introduced to the processes of historical inquiry by planning and undertaking a small-scale project and writing a report that positions the inquiry within the scholarship of their professional discipline. Students choose whether to concentrate on primary (historical) sources, secondary (literature) sources or oral history sources in exploring a subject of interest to them. In these ways students learn skills in identifying, selecting, critically examining and interpreting sources relevant to historical inquiry in health.

This course therefore has two main aims. Firstly, it is designed to help students critically appraise existing literature. The different approaches taken by historians, in researching and writing about aspects of nursing, midwifery and health history, will be examined through selected literature. Some students may choose to use this part of the course as a foundation for their assignment work – a scholarly exploration of a particular topic in nursing, midwifery or health history based on existing literature.

Secondly, it is designed to guide students in developing skills in historical research at a beginning level. All aspects of the historical research process will be discussed. Some students may wish to focus on this aspect of the course and further develop their skills in historical inquiry through a small-scale research project using historical primary sources.

To support students in their learning about the history of nursing, midwifery and health, and about the process of historical inquiry, tutorials will be conducted throughout the year by e-mail. Students are expected to have access to e-mail and to engage actively in regular tutorial sessions.

# COURSE OBJECTIVES

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Students will engage in teaching/learning processes in order to be able to:

- select and critically appraise existing literature related to a particular historical inquiry within nursing, midwifery or health
- demonstrate an understanding of the principles of historical inquiry within the scholarship of their professional discipline
- undertake a small-scale historical inquiry within nursing, midwifery or health, based on primary and/or secondary sources, at the standard required at the 500 level within the scholarship of their professional discipline.

The organisation of this course is based on the assumption that this might be the first opportunity students have had to study a course focusing on history. The course will assist students to develop beginning skills in historical inquiry, and expand their knowledge of the history of their professions. While the assessment recognises that students might be new to the process of historical inquiry, students will be expected to engage in scholarly work at the standard required at the 500 level in the scholarship of their professional discipline.

# COURSE ORGANISATION

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This course is organised over 24 weeks of the academic year. Students will attend two three-day Schools. A mix of lectures, discussions, guest presentations, student presentations, site visits, and scholarly exercises using historical sources will be part of the teaching/learning methods during these Schools. At the second School, students will give a 20-minute presentation on their project. This is not a 'graded assignment'; it is simply an opportunity for students to share the results of their projects with others in the class and to get feedback on their projects before submitting the final report. In addition, students will join in discussions by e-mail in the time between Schools to support their learning and continue coverage of relevant topics.

Students are also encouraged to explore the resources for historical inquiry which are accessible in their local area, including their local library. Holdings in the National Library in Wellington (including the Photographic Collection, Alexander Turnbull Library and the Oral History Centre) are valuable for historical research and lists of most holdings are available on-line. The National Library also has many historical newspapers, full-text, on-line. Exploration of sources held at Archives New Zealand, either in Wellington or in regional branches, might be useful for particular topics. Libraries of other local institutions (e.g. district health boards, polytechnics) might also hold historical sources.

# RECOMMENDED READING/TEXT

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## Books

The Victoria University of Wellington library has a range of books relevant to the course that can be identified through the catalogue. Library staff can send these to students studying at a distance. Others could be easily purchased from local book shops. You will also find several available in your local public library. Remember that as a student at Victoria University you can arrange to borrow books from other libraries through the interloan system. Older books, e.g. reminiscences of nurses in the past, can often be found in local second-hand bookshops.

To gain the most from your study in this course, you are encouraged to read widely, not only in the topic you choose for your assignment work but in the general fields of the history of nursing, midwifery and other health professions, and the history of public health and medicine. For the wider context of health and welfare in New Zealand, you might also want to read anything by Barbara Brookes, Charlotte Macdonald, Margaret Tennant, Linda Bryder, Caroline Daley and Philippa Mein Smith.

**The following list is *not comprehensive*.** Other references will be given in class, Please share your own discoveries of relevant articles with other members of the class.

This list uses a conventional referencing system within history. It is different from the system required in other courses, or outlined in your Student Handbook, or detailed in the standard information of all our course outlines (p.17). You can use the system demonstrated below in your assignments. A more detailed handout given to you in class will explain the referencing system more fully.

Abel-Smith, B., *A History of the Nursing Profession*, Heinemann, London, 1960.

Baly, M. E., *Nursing and Social Change*, Heinemann Medical, London, 1973.

Baly, M. E., *Florence Nightingale and the Nursing Legacy*, Croom Helm, London, 1986.

Barclay, L., Fenwick, J., Nielson, F., Poston-Anderson, B., Stowers, P. and Wilkinson, J., *Samoan Nursing: The Story of Women Developing a Profession*, Allen & Unwin, St Leonards, Australia, 1998.

Brookes, B., Cooper, A. and Law, R., eds., *Sites of Gender: Women, Men and Modernity in Southern Dunedin, 1890-1939*, Auckland University Press, Auckland, 2003.

Brown, M., Masters, D. and Smith B., *Nurses of Auckland: The History of the General Nursing Programme in the Auckland School of Nursing*, M. Brown, D. Masters, B. Smith, Auckland, 1994.

Bryder, L., ed., *A Healthy Country: Essays on the Social History of Medicine in New Zealand*, Bridget Williams Books, Wellington, 1991.

Bryder, L. and Dow, D., eds., *New Countries and Old Medicine*, Proceedings of an International Conference on the History of Medicine and Health, Auckland, 1995.

- Buhler-Wilkerson, K., *No Place Like Home: A History of Nursing and Home Care in the United States*, Johns Hopkins University Press, Baltimore, 2003.
- Burgess, M., *Nursing in New Zealand Society*, Longman Paul, Auckland, 1984.
- Chick, N. and Rodgers, J., eds., *Looking Back, Moving Forward: Essays in the History of New Zealand Nursing and Midwifery*, Graduate School of Nursing and Midwifery, Massey University, Palmerston North, 1997.
- Currie, M., *Fever Hospitals and Fever Nurses*, Routledge, London, 2004.
- Davies, C., ed., *Rewriting Nursing History*, Croom Helm, London, 1980.
- Dingwall, R., Rafferty, A. M. and Webster, C., *An Introduction to the Social History of Nursing*, Routledge, London, 1988.
- Dow, D., *Safeguarding the Public Health: A History of the New Zealand Graduate School of Health*, Victoria University Press in association with the Ministry of Health and with the assistance of the Historical Branch, Department of Internal Affairs, Wellington, 1995.
- Dow, D., *Maori Health and Government Policy 1840-1940*, Victoria University Press in association with the Historical Branch, Department of Internal Affairs, Wellington, 1999.
- Fealy, G. M., *A History of Apprenticeship Nurse Training in Ireland*, Routledge, London, 2005.
- Gibson Smith, M. and Shadbolt, Y. T., eds., *Objects and Outcomes: New Zealand Nurses' Association 1909-1983*, New Zealand Nurses Association Inc., Wellington, 1984.
- Kendall, S. and Corbett, D., *New Zealand Military Nursing: A History of the Royal New Zealand Nursing Corps, Boer War to Present Day*, S. Kendall & D. Corbett, Auckland, 1990.
- Lange, R., *May the People Live: A History of Maori Health Development 1900-1920*, Auckland University Press, Auckland, 1999.
- Leap, N. and Hunter, B., *The Midwife's Tale: An Oral History from Handy-Woman to Professional Midwife*, Scarlet Press, London, 1993.
- McGann, S., *The Battle of the Nurses: A Study of Eight Women who Influenced the Development of Professional Nursing, 1880-1930*, Scutari Press, London, 1992.
- Maclean, H., *Nursing in New Zealand: History and Reminiscences*, Tolan, Wellington, 1932.
- Maggs, C. J., ed., *Nursing History: The State of the Art*, Croom Helm, London, 1987.
- Mein Smith, P., *Maternity in Dispute: New Zealand, 1920-1939*, Historical Publications Branch, Graduate School of Internal Affairs, Wellington, 1986.
- Mortimer, B. and McGann, S., eds., *New Directions in Nursing History*, Routledge, London, 2005.
- Nolan, P., *A History of Mental Health Nursing*, Chapman & Hall, London, 1993.
- Papps, E. and Olssen, M., *Doctoring Childbirth and Regulating Midwifery in New Zealand*, Dunmore Press, Palmerston North, 1997.
- Rae, Ruth, *Scarlet Poppies: The Army Experiences of Australian Nurses During World War One*, College of Nursing New South Wales, Sydney, 2004.



- Rafferty, A. M. and Robinson, J., *Nursing, History and the Politics of Welfare*, Routledge, London, 1996.
- Rattray, J., *Great Days in New Zealand Nursing*, A.H. & A.W. Reed, Wellington, 1961.
- Reverby, S., *Ordered to Care. The Dilemma of American Nursing, 1850-1945*, Cambridge University Press, Cambridge, 1995.
- Rogers, Anna, *While You're Away: New Zealand Nurses at War, 1899-1948*, Auckland University Press, Auckland, 2003.
- Sargison, P., *From Candles to Computers: A Bibliography of Printed Sources on the History of Nursing in New Zealand*, New Zealand Nursing Education and Research Foundation, Wellington, 1986.
- Sweet, H. and Ferguson, R., *Community Nursing and Primary Healthcare in Twentieth-Century Britain*, Routledge, London, 2007.
- White, R., *Social Change and the Development of the Nursing Profession: A Study of the Poor Law Nursing Service 1848-1948*, H. Kimpton, London, 1978.
- Wilson, K., *Angels in the Devil's Pit: Nursing in Rotorua 1840-1940*, Karo Press, Wellington, 1998.
- Wood, P. J. and Papps, E., *Safety to Practise: Reflections of Chairpersons of the Nursing Council of New Zealand 1971-2001*, Nursing Council of New Zealand, Wellington, 2001.

### Articles and Papers

Students are expected to use their literature searching skills to identify articles and papers relevant to their study. In addition, students are encouraged to browse the contents of two journals which specialise in the history of nursing and midwifery. The journal of the American Association for the History of Nursing, *Nursing History Review*, can be accessed electronically through the university library catalogue system. Volumes prior to 2005 cannot be accessed in full-text electronically but lists of articles in these volumes can be found at [www.aahn.org](http://www.aahn.org) and individual articles requested by interloan through the university library. Since 2004 the Australian-based *Nursing Inquiry* has had one issue a year dedicated to international nursing and midwifery history. It can also be accessed electronically through the university's catalogue system. Other journals in professional disciplines have occasional articles on professional history. Students can also look at journals that deal more broadly with medical history, such as *Social History of Medicine*, *Bulletin of the History of Medicine*, *Medical History*, *Health and History*. Historical issues of the *British Journal of Nursing* have been digitised and can be accessed at <http://rcnarchive.rcn.org.uk>. Historical issues of the *American Journal of Nursing* can be accessed through the university library catalogue.

Other useful websites are [www.ukchnm.org](http://www.ukchnm.org), the UK Centre for the History of Nursing and Midwifery, and [www.nursing.unimelb.edu.au/anhp](http://www.nursing.unimelb.edu.au/anhp), the Australian Nursing History Project.

# BLACKBOARD INFORMATION

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Students enrolling for this course may need access to the VUW flexible learning system (Blackboard) via the Internet.

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

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

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

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

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

Computer skills required:

- Internet browsing skills
- Basic word processing skills

## How to log onto Blackboard

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

## Off Campus access

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

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

## **WORKLOAD**

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30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week.

## **MANDATORY COURSE REQUIREMENTS**

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

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

## **GENERAL UNIVERSITY STATUTES AND POLICIES**

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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 or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

# **ACADEMIC INTEGRITY AND PLAGIARISM**

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Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **USE OF TURNITIN**

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Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>.

Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.

Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

# SCHOOL CATERING

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The Graduate School will provide tea & coffee for morning and afternoon break while students are attending Schools on site (**lunch is not 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
2 February	6 February	Waitangi Day	
9 February			
16 February			
23 February			
2 March			
9 March			
16 March			
23 March			
30 March	<b>30, 31 March &amp; 1 April</b>	<b>1<sup>st</sup> School</b>	
6 April	10 April	Easter Friday	
13 April	13 April	Easter Monday	
	14 April	VUW Holiday	
20 April	25 April	ANZAC Day	
27 April	<b>Wednesday 29 April</b>		<b>Assignment 1 due</b>
4 May			
11 May			
18 May			
25 May			
1 June	1 June	Queens Birthday	
8 June			
15 June			
22 June			
29 June			
6 July			
13 July			
20 July			
27 July			
3 August			
10 August			
17 August	<b>19, 20 &amp; 21 August</b>	<b>2<sup>nd</sup> School</b>	
24 August			
31 August			
7 September			
14 September			
21 September	<b>Wednesday 23 September</b>		<b>Assignment 2 due</b>
28 September			
5 October			
12 October			
19 October			
26 October	26 October	Labour Weekend	
2 November			
9 November			
16 November			

# SCHOOL TIMETABLE

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## 1<sup>ST</sup> SCHOOL

Dates: Monday 30 & Tuesday 31 March & Wednesday 1 April 2009

Times: Monday 0930–1700, Tuesday and Wednesday 0900–1630

Venue: Room 203, 83 Fairlie Tce, Kelburn, Wellington

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## DRAFT TIMETABLE

### Monday 30 March

0930 – 1000	Welcome, introduction to the course
1000 – 1100	Setting the scene for historical inquiry
1100 – 1130	Morning tea
1130 – 1230	The 'why', 'what', 'which' and 'who' of historical inquiry
1230 – 1330	Lunch
1330 – 1500	Topic in nursing, midwifery or health history
1500 – 1530	Afternoon tea
1530 – 1700	How have historians approached their topic?

### Tuesday 31 March

0900 – 0930	Welcome and check in, preparation for visit
0930 – 1200	Exploring sources: Alexander Turnbull Library
1200 – 1230	Discussion
1230 – 1330	Lunch
1330 – 1500	Oral history
1500 – 1530	Afternoon tea
1530 – 1630	Exploring the scope of inquiry and managing the process

### Wednesday 1 April

0900 – 1030	Ideas for Assignment 1
1030 – 1100	Morning tea
1100 – 1230	Interpreting evidence – class exercise
1230 – 1330	Lunch
1330 – 1500	Telling the story – reporting historical inquiry
1500 – 1530	Afternoon tea
1530 – 1630	Final discussion, questions and closure

## 2<sup>ND</sup> SCHOOL

Dates: Wednesday 19, Thursday 20 & Friday 21 August 2009

Times: Wednesday 0930–1700, Thursday and Friday 0900–1630

Venue: Room TBA, 83 Fairlie Tce, Kelburn, Wellington

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DRAFT TIMETABLE (Visits and guest lectures might vary)

### Wednesday 6 August

0930 – 1000	Welcome and catch-up
1000 – 1100	Guest lecture: Dr Kate Hunter, historian, Victoria University of Wellington – World War I Nurses
1100 – 1130	Morning tea
1130 – 1230	Student presentations (2)
1230 – 1330	Lunch
1330 – 1500	Archives New Zealand visit
1500 – 1530	Afternoon tea
1530 – 1700	Discussion – preserving our history

### Thursday 7 August

0900 – 0930	Check-in and questions
0930 – 1100	Student presentations (3)
1100 – 1230	A topic in nursing, midwifery or health history
1230 – 1330	Lunch
1330 – 1500	Student presentations (3)
1500 – 1530	Afternoon tea
1530 – 1630	Discussion

### Friday 8 August

0900 – 0930	Check-in and questions
0930 – 1030	Guest lecture: Dr Katherine Nelson, Mental health services in New Zealand
1030 – 1100	Morning tea
1100 – 1230	Student presentations (3)
1230 – 1330	Lunch
1330 – 1500	A topic in nursing, midwifery or health history
1500 – 1530	Afternoon tea
1530 – 1630	Final discussion, questions and closure



# ASSIGNMENTS

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**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

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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

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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](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 512, Assignment 2, 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

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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](mailto: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

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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](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

# ASSIGNMENT NUMBER ONE

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Assignment Name: Scope of inquiry

Due Date: 29 April 2009

This assignment is worth 30% of your final grade

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Choose **ONE** of the following:

**1. Scope of Inquiry: Literature**

Choose a topic of interest to you, related to the history of your profession or health. Select articles from the existing literature which are relevant to this topic. Write a brief account (approximately 1500 - 2000 words) which describes your topic, the scope of the literature available and its relevance to your topic, and whether there are any identifiable gaps in the literature.

You do not need to go into depth about each article – the intention is for you to describe the scope of an inquiry which would be possible, based on existing literature. This assignment could form the basis of a more in depth appraisal of secondary sources, in Assignment 2. Alternately, it could contribute related literature for a study using mainly primary sources.

**2. Scope of Inquiry: Appraisal of Primary Sources**

Choose a topic of interest to you, related to the history of your profession or health. Identify accessible primary sources which are relevant to this topic. Write a brief account (approximately 1500 – 2000 words) which describes your topic and existing literature, the scope and nature of the available primary sources, what the sources would contribute to a study of your topic, and whether there are any problems with the sources which would hinder a full exploration of the topic.

This assignment could form the basis of a more in depth study of your topic in Assignment 2. Alternately, it could indicate avenues to be followed in an in depth study using secondary sources.

**3. Scope of Inquiry: Oral History**

Choose a topic of interest to you, related to the history of your profession or health, that could be explored through oral history. Write a brief account (approximately 1500 – 2000 words) which describes your topic, the scope and nature of available secondary sources, what oral history would contribute to a study of your topic, the kinds of people who might be interviewed, whether there are any problems which would hinder a full exploration of the topic, and what other sources would need to be included for a sufficient study of the topic.

This assignment could form the basis of an oral history project in Assignment 2. Alternately, it could provide valuable information for a study based mainly on written sources, either primary or secondary.

## **Criteria for Assessment: Scope of Inquiry**

### **General Criteria**

The submitted assignment provides evidence that the student has

- identified a topic relevant to the history of their profession or health
- an understanding of the application of principles of historical inquiry within the scholarship of their professional discipline
- achieved work at the standard required at the 500 level within the scholarship of their professional discipline

### **Specific Criteria Related to Assignment Options**

#### **1. Scope of Inquiry: Literature**

- adequately describes the topic
- describes the literature and explains its relevance to the topic
- identifies any gaps in the literature
- clearly describes the scope of inquiry which would be possible based on the literature

#### **2. Scope of Inquiry: Appraisal of Primary Sources**

- adequately describes the topic
- describes the scope and nature of the identified primary sources
- explains how the primary sources would contribute to a study of the topic
- identifies any problems with the primary sources which would hinder a full exploration of the topic

#### **3. Scope of Inquiry: Oral History**

- adequately describes the topic of interest
- describes the literature and explains its relevance to the topic
- explains how oral history interviews would contribute to a study of this topic
- identifies the kinds of people and sources which would need to be included for a sufficient study of the topic
- identifies any problems which might hinder a full exploration of the topic

# ASSIGNMENT NUMBER TWO

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Assignment Name: Historical Inquiry Project

Due Date: 23 September 2009

This assignment is worth 70% of your final grade

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## 1. Historical Inquiry Project: Literature

Choose a topic of interest to you, related to the history of your profession or health, and carry out an inquiry based on existing literature. Please remember that this is a small-scale inquiry.

Write a report of this inquiry (approximately 4,000 - 5,000 words) that describes your topic, provides a reasonable justification for its investigation, and weaves in a critical appraisal of the literature while describing the results of your inquiry. This report should reflect the scholarly nature of your inquiry and your main argument should be clear to the reader. You may find it helpful to structure your report as an article which would be suitable for publication in a journal.

## 2. Historical Inquiry Project: Primary Sources

Choose a topic of interest to you, related to the history of your profession or health, and carry out an inquiry based on primary sources. Please remember that this is a small-scale inquiry.

Write a report of this inquiry (approximately 4,000 – 5,000 words) which describes your topic, provides a reasonable justification for its investigation, and presents the results of your inquiry with any relevant interpretation or commentary. Make sure that your argument is clear, and that each significant point is linked to primary sources. Make reference to relevant existing literature where appropriate. You may find it helpful to structure your report as an article which would be suitable for publication in a journal.

## 3. Historical Inquiry Project: Oral History

Choose a topic of interest to you, related to the history of your profession or health, that would be suitable for an inquiry based on oral history. Please remember that this is a small-scale inquiry.

Identify a person or people (the number will be negotiated with the lecturer) who would be willing to be interviewed by you for an oral history. Follow the required processes for ensuring that informed consent is obtained (these have been developed in conjunction with the Victoria University of Wellington Human Ethics Committee). Carry out an oral history study, following the accepted procedures for oral history.

Write a report of this inquiry (approximately 4,000 – 5,000 words) which describes your topic, provides a reasonable justification for its investigation, and presents the results of your inquiry with any relevant interpretation or commentary. Make sure that your argument is clear, and that each significant point is linked to the material gained through the oral histories. Include relevant quotations from the interviews. Make reference to relevant existing literature where appropriate. You may find it helpful to structure your

report as an article which would be suitable for publication in a journal. Submit the report along with the tapes and material related to informed consent.

## **Criteria for Assessment: Historical Inquiry Project**

### **General Criteria**

The submitted assignment provides evidence that the student has

- identified a topic relevant to the history of their profession or health
- an understanding of the application of principles of historical inquiry within the scholarship of their professional discipline
- reported their investigation in a way which is appropriate to the inquiry and which reflects the scholarly nature of their inquiry
- achieved work at the standard required at the 500 level within the scholarship of their professional discipline

### **Specific Criteria Related to Assignment Options**

#### **1. Historical Inquiry Project: Literature**

- provides evidence of an understanding of the principles of historical inquiry within the scholarship of their professional discipline based on secondary sources
- describes the topic adequately
- provides a reasonable justification for an investigation of the topic
- provides evidence of a reasonable selection of relevant literature
- critically appraises the literature
- provides a clear argument
- reports the investigation adequately and in a style which engages the reader's interest

#### **2. Historical Inquiry Project: Primary Sources**

- provides evidence of an understanding of the principles of historical inquiry within the scholarship of their professional discipline based on primary sources
- describes the topic adequately
- provides a reasonable justification for an investigation of the topic
- provides evidence of a reasonable coverage of relevant primary sources
- provides reasonable interpretation of the primary sources examined
- provides a clear argument, with each significant point linked to primary sources
- refers to relevant existing literature where appropriate
- reports the investigation adequately and in a style which engages the reader's interest

### **3. Historical Inquiry Project: Oral History**

- provides evidence of an understanding of the principles of historical inquiry within the scholarship of their professional discipline based on oral history
- adequately describes the topic
- provides a reasonable justification for an investigation of the topic
- provides evidence (through the oral history tapes and consent forms) that the interviews were conducted ethically
- provides evidence (through the oral history tapes and accompanying material) that adequate research was undertaken in preparation for the interviews
- provides reasonable interpretation of information obtained through the oral history interviews
- provides a clear argument, with each significant point linked to material obtained through the oral history interviews
- includes relevant quotations from the oral history interviews which illustrate points in the argument
- refers to relevant existing literature where appropriate
- reports the investigation adequately and in a style which engages the reader's interest



**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](mailto: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**