

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

# **NURS/MIDW/HEAL 532**

## **Trimester 2 - 2009**

### **Health Policy and Ethics**

**Course Co-ordinator:  
Katherine (Kathy) Nelson**

### 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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## **COURSE COORDINATOR**

Katherine Nelson, Senior Lecturer

Ph: 04 463-6138

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

## **TEACHING TEAM**

Joy Bickley-Asher

Email: [bickleyasher@clear.net.nz](mailto:bickleyasher@clear.net.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  
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Phone: (04) 463-5363 or  
0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: [nmh@vuw.ac.nz](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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The aims of the course are to:

- enhance ethical practice in nursing, midwifery and health service delivery
- explore the interface between ethical practice and health policy
- examine ways of influencing health policy.

# COURSE OBJECTIVES

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Participants will interact in teaching/learning sessions in order to:

1. explore different approaches to ethics including cultural safety and their relevance to professional practice and health policy
2. develop an understanding of the role of ethics in practice
3. critically evaluate the development, implementation and evaluation of health care policy
4. examine the national and international political arenas in which health care policies and decisions are determined
5. develop an understanding of the relationship between practice and health policy
6. influence health policy.

# COURSE CONTENT

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The course content runs over one trimester and is organised around three features:

- Two Schools held at Victoria University of Wellington, Graduate School
- Readings of policy and ethics
- Three assignments

All of the above are aimed at the achievement of the course objectives. The course content in summary is:

- health practice and ethics
- cultural safety as an ethical concept
- the relevance of the above to professional practice
- the development, implementation and evaluation of health policy
- policy analysis
- the national and international political arenas and their influence on health policy
- health care practitioner participation in the politics of health care
- the influence that health care practitioners can bring to bear on health policy.

## ELECTRONIC SOURCES

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- <http://www.med.umn.edu/bioethics> (you can receive their excellent electronic or hard copy newsletter if you supply them with your contact details).
- <http://www.moh.govt.nz/pandemicinfluenza>
- <http://www.newhealth.govt.nz/neac> - National Ethics Advisory Committee
- <http://nursingworld.org.com> - American Nurses Association
- [www.cna-aiic.ca](http://www.cna-aiic.ca) - Canadian Nurses Association
- [www.hdc.org.nz](http://www.hdc.org.nz) - Health and Disability Commissioner Cases, e.g., Case 06HDC16618
- [www.nzsp.org.nz](http://www.nzsp.org.nz) - New Zealand Society of Physiotherapists (2003). *NZSP Policy on Professional Sexual Boundaries*.
- [www.hpdt.org.nz](http://www.hpdt.org.nz) - Health Practitioners Disciplinary Tribunal

## JOURNALS

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- Ethics
- Ethics & Medicine: An International Journal of Bioethics
- Ethics & Behaviour
- Ethics and Culture
- Health Affairs
- Health Ethics Today
- Health Economics, Policy and Law
- Health & Social Care in the Community
- KiaTiaki
- Nursing Ethics
- Policy, Politics & Nursing Practice
- Social, Science & Medicine

## CODES OF ETHICS

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International Council of Nurses. (2000). *Code of ethics for nurses*. Geneva, Switzerland: Author.

New Zealand College of Midwives (2002). Code of ethics, in *Midwives handbook for practice* (2<sup>nd</sup> ed, pp10-11), Christchurch: Author.

New Zealand Nurses Association. (2001). *Code of ethics*. Wellington, Author.

New Zealand Associate for Research in Education. (1998). NZARE ethical guidelines, from <http://www.nzare.org.nz/research-ethics.html>

Nursing Council of New Zealand. (2005). *Guidelines for cultural safety, the Treaty of Waitangi, and Maori health in nursing education and practice*. Wellington: Author.

# SELECTED READINGS FOR ETHICS

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- Beauchamp, TL. & Childress, JF. (2009). *Principles of biomedical ethics*. (6th ed.). New York : Oxford University Press.
- Bickley Asher, J.L. (2002). *A study of medical, nursing and institutional not-for-resuscitation (NFR) discourses*. PhD thesis, Social Policy and Social Work, Massey University, Palmerston North.
- Bickley Asher, J.L. (2004). The practice of euthanasia: More than a debate. *Kaitiaki: Nursing New Zealand*, 10(5), 20-21.
- Bickley Asher, J.L. (2005). Keeping boundaries clear with patients. *Kaitiaki: Nursing New Zealand*, 11(4), 24.
- Bjorkland, P. (2004). Invisibility, moral knowledge and nursing work in the writings of Joan Liaschenko and Patricia Rodney. *Nursing Ethics*, 11(2), 111 – 121.
- Cartwright, S.R. (1988). *The report of the Cervical Cancer Inquiry*. Auckland: Government Print
- Consedine, R., & Consedine, J. (2<sup>nd</sup> Ed.), (2005). *Healing our history: The challenge of the Treaty of Waitangi*. Auckland: Penguin Books.
- Corley, M.C. (2002). Nurse moral distress: A proposed theory and research agenda. *Nursing Ethics*, 9(6), 636 – 650.
- Fry, S.T., & Johnstone, M-J. (2008). *Ethics in nursing practice : A guide to ethical decision making*. (3rd ed.). Chichester, U.K. : Wiley-Blackwell.
- Harris, R., Tobias, M., Jeffreys, M., Waldegrave, K., Karisen, S. & Nazroo, J. (2006). Racism and health: The relationship between experience of racial discrimination and health in New Zealand. *Social Science and Medicine*, 63(6), 1428-1441.
- Johnstone, M-J. & Kanitsaki, O. (2006). The ethics and practical importance of defining, distinguishing and disclosing nursing errors: A discussion paper. *International Journal of Nursing Studies*, 43 (3), 367-376.
- Johnstone, M-J. (5th Ed.). (2008). *Bioethics: A nursing perspective*. Sydney: Harcourt Saunders.
- Kiehl, E.M. (2006). Faculty forum: Using an ethical decision-making model to determine consequences for student plagiarism. *Journal of Nursing Education*, 45(6), 199-202.
- Kuosmanen, L., Hätönen, H., Malkavaara, H., Kylmä, J. & Välimäki, M. (2007). Deprivation of liberty in psychiatric hospital care: The patient's perspective. *Nursing Ethics*, 14(5), 597-607. Retrieved March 19, 2008, from Health Module database. (Document ID: 1341867541).
- Liaschenko, J. (2002). Health promotion, moral harm, and the moral aims of nursing. In L. Young & V. Hayes (Eds.), *Transforming health promotion practice: Concepts, issues, and applications* (pp. 136-147). Philadelphia: F.A. Davis.
- National Ethics Advisory Committee. (2006). *Ethical values for planning for and responding to a pandemic in New Zealand*. Wellington: Author.
- Nelson, WA., Weeks, WB., Campbell, JM. & McLeod, L. (2008). The organizational cost of ethical conflicts. *Journal of Health Care Management*, 53(1), 41-52.

- Ramsden, I. (2002). Cultural safety and nursing education in Aotearoa and Te Waipounamu. Unpublished PhD thesis. Wellington: Victoria University of Wellington. Available in full on the website of the Public Health Research Centre at Massey University.
- Rogers, J. & Niven, E. (2003). *A guide to ethics for New Zealand nurses*. Pearson Education.
- Rolls, S. & Thompson, C. (2007). Nursing obligations in a pandemic or disasters. *Kaitiaki: Nursing New Zealand*, 13(10), 27-31.
- Scopelliti, J., Judd, F., Grigg, M., Hodgins, G., Fraser, C., Hulbert, C. et al. (2004). Dual relationships in mental health practice: Issues for clinicians in rural settings. *Australian and New Journal of Psychiatry*, 38(11-12), 953-959. doi:10.1111/j.1440-1614.2004.01486.x
- Snyder, J.E., Gauthier, J.E. & Tong, R. (2008). *Evidence-based medical ethics [Electronic resource] : Cases for practice-based learning*. Totowa, N.J. : London : Humana ; Springer.
- Storch, J.L., Rodney, P. & Starzomski, R. (2004). *Toward a moral horizon: Nursing ethics for leadership and practice*. Toronto: Pearson Prentice Hall.

## **SELECTED READINGS for POLICY**

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- Aponte, J. & Nickitas, D.M. (2007). Community as client: reaching an underserved urban community and meeting unmet primary health care needs. *Journal of Community Health Nursing*, 24(3): 177-90
- Bonham V.L, & Knerr, S. (2008). Social and ethical implications of genomics, race, ethnicity, and health inequities. *Seminars in Oncology Nursing*, 24(4), 254-61
- Bodenheimer, T., & Grumbach, K. (2005). *Understanding health policy: A clinical approach*. New York: McGraw-Hill.
- Cheyne, C., O'Brien, M., & Belgrave, M. (2004). *Social policy in Aotearoa/New Zealand: A critical introduction*. (3<sup>rd</sup> Ed). Auckland: Oxford University Press.
- Cultural Safety Research Group. (2006). Opening our eyes - shifting our thinking the *process of teaching and learning about reflection in cultural safety education and practice: An evaluation study*. Wellington: Whitireia Community Polytechnic and the Graduate School of Nursing, Midwifery and Health, Victoria University of Wellington.
- Dew, K., & Davis, P. (Eds.). (2004). *Health and society in Aotearoa New Zealand*. (2<sup>nd</sup> Ed). Auckland: Oxford University Press.
- Durie, M. (2001). *Mauri ora: The dynamics of Maori health*. Auckland: Oxford University Press.
- Gauld, R. (Ed.) (2006). *Comparative health policy in the Asia-Pacific*. Berkshire, England: Open University Press.
- Gauld, R. (Forthcoming). *The new health policy*. Open University Press.
- Godin, P. (Ed). (2006). *Risk and nursing practice*. Basingstoke: Palgrave Macmillan.
- Herdman, R., McGuire, W., & Simone, J. (2006). Influencing cancer policy. *Health Affairs*, 25(3), 800-7



- Kawharu, I. H. (Ed.). (2003). *Conflict and compromise: Essays on the Māori since colonisation*. Auckland: Reed.
- Killoran, A., Swann, C., & Kelly, M.P. (Eds.). (2006). *Public health evidence: Tackling health inequalities*. Oxford: Oxford University Press.
- Kufeldt, K., Simard, M., Thomas, P., & Vachon, J. (2005). A grass roots approach to influencing child welfare policy. *Child & Family Social Work, 10*(4), 305-14
- Nyamathi A; Koniak-Griffin D; Greengold BA (2007). Development of nursing theory and science in vulnerable populations research. *Annual Review of Nursing Research, 25*, 3-25
- Postma J. (2008). Elucidating empowerment in El Proyecto Bienestar (the Well-Being Project). *Journal of Advanced Nursing, 62*(4), 441-50.
- Sharp, A., & McHugh, P.G. (2001). (Ed). *Histories, power and loss: Uses of the past : A New Zealand commentary*. Wellington: Bridget Williams Books.
- Siegrist, J., & Marmot, M. (Ed). (2006). *Social inequalities in health: New evidence and policy implications*. Oxford: Oxford University Press.
- Smith F. (2007). Paediatric nursing in Europe: Influencing policy and practice. *Paediatric Nursing, 19*(10), 24-5
- Smith G.R. (2007). Health disparities: what can nursing do? *Policy, Politics & Nursing Practice, 8*, 285-291
- Maslin-Prothero, S., & Masterson, A. (2002). Power, politics, and nursing in the United Kingdom. *Policy, Politics & Nursing Practice, 3*(12), 108-117
- Villeneuve, M.J. (2008). Yes we can! Eliminating health disparities as part of the core business of nursing on a global level. *Policy, Politics, & Nursing Practice, 9*(4), 334-341.

## **WORKLOAD**

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30 point courses in the Graduate School of Nursing, Midwifery & Health run over one trimester have an average workload of 24 hours per week.

# **MANDATORY COURSE REQUIREMENTS**

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In order to complete this course successfully 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>

The AVC(Academic) 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. This website can be accessed at: <http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

# 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 (**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

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WEEK STARTING Monday	DATES	EVENT	ACTION
6 July			
13 July	<b>13 July 16 &amp; 17 July</b>	<b>Assignment 1 1<sup>st</sup> School</b>	
20 July			
27 July			
3 August			
10 August			
17 August	<b>18 August</b>	<b>Assignment 2</b>	
24 August			
31 August			
7 September			
14 September			
21 September	<b>24 &amp; 25 September</b>	<b>2<sup>nd</sup> School</b>	
28 September			
5 October			
12 October	<b>14 October</b>	<b>Assignment 3</b>	
19 October			
26 October	26 October	Labour Weekend	
2 November			
9 November			
16 November			

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

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Be sure to start your reading programme before you come to the 1<sup>st</sup> School. It will make the two days considerably more meaningful.

1. Submit assignment 1 by Monday 13<sup>th</sup> July
2. Commence reading regarding ethics

# SCHOOL TIMETABLE

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

Dates: Thursday 16 July and Friday 17 July  
Times: Thursday 9.00 am to 5.00 pm  
Friday 9.00 am to 4.30 pm  
Venue: Room 203, 83 Fairlie Terrace, Kelburn, Wellington

### FOCUS ON ETHICS IN HEALTH CARE

The emphasis in this School will be on your participation in

- understanding ethical approaches to examining issues
- developing awareness and strategies to address ethical issues
- preparation for Assignment 1

**TIMETABLE** details will be provided nearer the school, but for those who require to make any related appointments the approximate times for lunch is 12.30 to 1.30 daily.

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

Dates: Thursday 24 and Friday 25 September  
Times: Monday 9.00 am to 5.00pm  
Tuesday 9.00 am to 4.30pm  
Venue: 83 Fairlie Terrace, Kelburn, Wellington

### FOCUS ON NATIONAL AND INTERNATIONAL HEALTH POLICY AND ISSUES

The emphasis in this School will be on your participation in

- the politics of health care
- influencing health policy
- the Treaty of Waitangi and the New Zealand health system
- preparation for Assignment 1

**TIMETABLE** details will be provided nearer the school, but for those who require to make any related appointments the approximate times for lunch is 12.30 to 1.30 daily.

# ASSIGNMENT SUBMISSION GUIDELINES

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The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Electronic versions of assignments may be submitted by email to meet the assignment submission deadline, but a hard copy must have already been posted. Some courses require that you access Blackboard and submit all assignments through this site; please refer to your course outline for identification of these courses and assignments.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date.

## Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. You should let your course co-ordinator know as soon as possible in advance of the deadline if you are seeking an extension. An application for extension should be made via email or written application after discussion with your course co-ordinator.

## Late submission penalties

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows;

- Work submitted without an approved extension up to 7 days late will receive a 10% reduction in mark, equivalent to a two grade penalty, for example;  
A to B+  
B to C+
- For lateness of 7-14 days the work will be marked but will receive no more than a C grade;
- Work submitted without an approved extension that remains outstanding beyond two weeks from the due date will attract an 'E' (fail) grade;
- A penalty will also be incurred for exceeding the word limit to the extent that it is unnecessarily excessive. The penalty may be to ignore the work incorporated in the excess.

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.

## Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

### Receipt of assignments (hard copies)

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.

## **ETHICAL CONSIDERATIONS**

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The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course. Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course co-ordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course co-ordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course co-ordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School. For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, [kathy.nelson@vuw.ac.nz](mailto:kathy.nelson@vuw.ac.nz); 04 463 6138.

# 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: Description of an ethical incident

Due Date: Monday 13 July 2009

This assignment is worth 5% of your final grade

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## PARAGRAPH FORMAT

Briefly describe an incident from your practice that demonstrates

either:

    exemplary ethical practice

or

    a departure from ethical practice.

It needs to be an incident that you would be comfortable discussing in the workshop so it is important to remove any identifiable details.

Length: Maximum of 500 words.

**Format:** Submission by email attachment to [kathy.nelson@vuw.ac.nz](mailto:kathy.nelson@vuw.ac.nz)

This assignment relates to Course Objectives 2.

# ASSIGNMENT NUMBER TWO

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Assignment Name: Reflection on and analysis of a topic from an ethical perspective

Due Date: Tuesday 18<sup>th</sup> August 2009

**This assignment is worth 45% of your final grade**

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## ESSAY FORMAT

- It should be written as an essay addressing the topic set
- A title page is required
- Must use APA referencing style.

## TOPIC

Select an aspect of ethical practice that interests you; for example, truth-telling, rationing, right to life, cultural safety, patient autonomy, respectful relationships, organ donation, compulsory care.

Using one approach to ethical practice write an essay on your selected topic.

The essay needs:

- An introduction including an outline of what the essay will cover
- The body of the essay requires
  - A brief account of the topic (aspect of ethical practice that interests you) including its potential significance
  - A brief account of the selected ethical approach using authoritative published sources
  - An analysis of the topic from the perspective of the selected ethical approach
  - Your evaluation of the effectiveness of the selected approach in addressing the topic.
- A conclusion which contains a summary of the essay and a reflection on the insights you have gained from completing the assignment.

Word length - up to 3500 words

This assignment relates to Course Objectives 1 and 2.

# ASSIGNMENT NUMBER THREE

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Assignment Name: Submission or Service proposal

Due Date: Wednesday 15 October

**This assignment is worth 50% of your final grade**

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## FORMAT

There is no fixed format for a submission or service proposal. Nevertheless, thought should be given to a format that makes it easy for the busy person to read. Key components are:

- A title page bearing the author's name and contact address, the title and topic of the submission/proposal and the person or agency to whom the submission is addressed and date of submission/proposal
- An executive summary which is a succinct, brief, summing up of the main points in order of priority
- A statement about who the submission/proposal is from and how it was formulated
- Body of submission/proposal that
  - i) identifies what is wrong with the proposed or current policy or services,
  - ii) proposes (using evidence and argument) what should be changed and why,
  - iii) argues and justifies why the proposed change is feasible.
  - iv) Note each of the three components to the body of the submission/proposal should be supported by evidence.
- A conclusion
- Formal APA referencing not required but any sources need to be acknowledged in some way. A list of further reading and appendices are very useful.

Word length - up to 3500 words

## TOPIC - SUBMISSION

Select a policy or part of a policy that has influenced your professional practice over the last 12 months and which you would like to change. The policy can be internal or external to your organisation and may be one that is presently out for consultation.

Identify the agency responsible (if internal to your workplace, the manager responsible) for the development of the policy. Write a submission to the agency or manager using the format outlined above. Please send a copy of the policy with your assignment. It will be returned with your work.

## TOPIC - PROPOSAL

Develop a proposal to address the need for a new service or service change. The new or proposed service can be internal or external to your organisation and may be one that is presently out for consultation.

Identify the agency responsible (if internal to your workplace, the manager responsible) for the decisions related to the proposal. Write a case to the agency or manager using the format outlined above arguing for the new or changed service.

This assignment relates to Course Objectives 3, 4, 5 & 6.

**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	\$	2009

**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	2009

**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. (2009). 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 2009.

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

*Example:* Student, A & Teacher, B. (2009). 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**