

Graduate School of  
**NURSING, MIDWIFERY & HEALTH**

# **Course Outline**

**NURS/MIDW/HEAL 533**

**Leadership in the Health  
Care Environment**

**Course Coordinator: Dr Salomé Meyer**

TRIMESTER 2

2010

## **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,  
Level 7 (G) , CSB Building, Wellington Regional Hospital, Riddiford Street, Newtown,  
Wellington.

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# Contents

<b>Welcome.....</b>	<b>3</b>
<b>Section 1: Organisational information .....</b>	<b>4</b>
Course Coordinator.....	4
Student Administrator.....	4
Postal address.....	4
Physical address.....	4
Graduate School dates .....	4
School Timetable .....	5
Course timetable .....	5
Blackboard information .....	6
Computer skills required.....	6
How to log onto Blackboard.....	6
Off campus access .....	6
General University statues and policies.....	7
Academic integrity and plagiarism .....	7
Use of Turnitin .....	8
Ethical Considerations .....	8
Conference & School presentations.....	9
Reporting student achievements and awards.....	9
<b>Section 2: Academic information .....</b>	<b>10</b>
Workload.....	10
Mandatory course requirements .....	10
Course Aims .....	10
Learning outcomes .....	10
Teaching practice and classroom activities.....	11
Highly recommended text.....	11
Leadership.....	12
Some sources relevant to leadership.....	13
Self/personal development.....	13
Some sources relevant to self development.....	14
Mentoring .....	14
Some sources relevant to mentoring.....	14
Staff professional development and supervision.....	15
<b>Section 3: Assessment.....</b>	<b>16</b>
Assignment submission guidelines .....	16
Extensions.....	16
Late submission penalties.....	16
Grading.....	17
Receipt of assignments (hard copies) .....	17
Assignment writing: Guidelines for format and presentation.....	17
Assignments .....	18
Assignment one .....	19
Assignment two .....	20

# Welcome

Welcome to NURS/MIDW/HEAL 533. You have made an interesting choice in taking this optional paper. I am sure that if you apply yourself you will find this one of the most long-lasting and most easily transferable courses you could have chosen. The course is designed to provide opportunities for you to explore the future of your practice world and your place in making a worthwhile contribution, both personally and professionally.

I encourage you to think of this course as a self development one. As such it will challenge you to reflect on what you do, what you would like to be able to do, and how things could be different as you develop your skills as a leader. I am confident that this course will stimulate the exchange of ideas, experiences and reading. You will be introduced to a wide range of literature and will have some choices over what direction you choose to take in exploring it. During the course you will be encouraged to look to the big picture and contemplate your vision of positive improvements in your working environment. You will also 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 will 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.

It is an expectation in this programme of study that you will examine your entry knowledge, insights and understandings in relation to the overall course aims and objectives, and actively pursue learning strategies and goals which extend your skills and knowledge in these areas. However, perhaps the most important aspect of this course rests in the freedom that exists for all students to direct their inquiry and to build and extend their knowledge in ways which are personally meaningful and professionally helpful. You 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 discussions during the School and Blackboard resources on-line.

I look forward to meeting and working with you!

Salomé Meyer  
Course Coordinator

## Section 1: Organisational information

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### Course Coordinator

**Name:** Dr Salomé Meyer, Senior Lecturer  
**Ph:** 04 463 6150  
**Email:** [salome.meyer@vuw.ac.nz](mailto:salome.meyer@vuw.ac.nz)  
**Office Hours:** Monday to Friday 8.30am to 3:30pm

### Student Administrator

**Name:** Abbey McDonald  
**Ph:** 04 463-6144  
**Email:** [Abbey.McDonald@vuw.ac.nz](mailto:Abbey.McDonald@vuw.ac.nz)  
**Office Hours:** Monday to Friday 9.00am to 4.00pm

### Postal address

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 7625  
Newtown  
Wellington 6242

### Physical address

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Wellington Regional Hospital  
Riddiford Street, Newtown  
Wellington

**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>

### Graduate School dates

The Graduate School office will be open on Wednesday 5 January 2010 and close on Tuesday 22 December 2010. 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.

## School Timetable

### Four-Day Intensive School

**Dates:** Monday 12, Tuesday 13, Wednesday 14 & Thursday 15 July 2010

**Times:** 9am -4.30pm

**Venue:** Room 801, Level 8 (H), CSB Building, Wellington Regional Hospital,  
Riddiford Street, Newtown, Wellington.

### Course timetable

<b>Week starting</b>	<b>Dates</b>	<b>Event</b>	<b>Action</b>
<b>Monday</b>			
5 July			
12 July	<b>12, 13, 14 &amp; 15 July</b>	Four-day intensive School Wellington	
19 July			
26 July			
2 August			
9 August	<b>11 August</b>		1 <sup>st</sup> Assignment due
16 August			
23 August			
30 August			
6 September			
13 September			
20 September			
27 September		Mid trimester break	
4 October	<b>6 October</b>	Mid trimester break	2 <sup>nd</sup> Assignment due
11 October			
18 October			
25 October	25 October	Labour Weekend	
1 November			
8 November			
15 November			

## **Blackboard information**

Students enrolling for this course will 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. If you experience problems with access, contact the ITS service desk at 04 463 5050 .

## **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 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/avcademic/Publications.aspx>

## **Academic integrity and plagiarism**

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

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.

## Ethical Considerations

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.

## **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](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**

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 or you could contact [Abbey.mcdonald@vuw.ac.nz](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

## **Section 2: Academic information**

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### **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 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.

### **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.

### **Learning outcomes**

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 goals, and opportunities for influencing organisational development within health care settings
- interact effectively with colleagues in joint learning activities and problem solving activities
- write a reflective essay using information gained from an interview with a leader of their choice, setting the themes emerging from this interview in the context of current leadership literature



## Preparation for School

Before coming to the residential school, think about the leaders who have inspired and helped you to where you are today. What have you read about leadership that has made an impression on you? What questions do you have about leadership? What do you want to gain from this course? Do you see yourself as a leader?

## Teaching practice and classroom activities

There are some introductory ideas in this course outline. The purpose thereof being that you receive an idea, a spark if you will, to initiate your thinking about the content of this paper and what it will offer you with regard to your academic and professional development. As a graduate student you are expected to be responsible for your own learning by reading, questioning, discussing and reflecting.

We believe that students should be actively involved in their own learning and there participate actively in all processes that form part of their learning and development. We aim to facilitate learning in a creative way which will stimulate creative and critical thinking. There will be presentations by myself and possibly invited leaders, but you will also be engaged in some of the following activities during the residential school:

- Completing cross word puzzles
- Group discussions
- Group presentations
- A debate
- Multiple choice questions answered by means of 'clickers'

You will find the rules for debating included further on in this document.

Information on some sources you may consult to inform you on the content of this course are included in the course outline, but you will have to search for additional sources to broaden your exposure to issues regarding leadership with the ultimate purpose of preparing you for your role as a leader or even enhance your current capabilities, skills and knowledge as a leader.



## Highly recommended 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 may be based on material from the text.



## **Recommended reading**

There is an expectation that you will browse in the library and on the internet for inspiring books, journal articles and other resources on vision, innovation, leadership, service development and change in health care. Make use of the VUW online library facilities to assist you in accessing the necessary and applicable information relevant to this course. These activities are central to the work of the course and you will be expected to contribute to tutorial activities and on-line discussions throughout the course. Don't feel you must limit your reading to material directly relating to the health care environment: look also to other disciplines such as business, psychology and the social sciences for relevant material in preparation for this course. Information on specific articles that address issues applicable to this course will be provided.

## **Leadership**



A leader is an individual who works with others to develop a clear vision of the preferred future and to make that vision happen. Leadership is a very important concept in life. Great leaders have been responsible for helping society move forward. Leaders have to maintain balance, generate self motivation, build self-confidence, listen to peers and juniors and maintain a positive attitude.

The role of manager and leader are often considered interchangeable, but they are actually very different. The manager may also be a leader, but the manager is not required to have leadership skills within the context of moving group of people toward a vision. Leadership is an abilities role, and it is most effective when the manager is also a leader. Management can be taught and learned by using traditional teaching techniques. Leadership however, can also be taught, but it is usually a reflection of rich personal experiences. Leaders are developed over time and through experiences. It is important that leaders should be valued and supported with good followship.

Leaders should have the abilities to motivate, persuade, appreciate, understand and negotiate. Their role is to act as visionary leaders, who assist employees to plan, organize, lead and control their activities. The development of subordinates in order to create a learning environment and to emphasize self-management and entrepreneurial behaviour is the responsibility of today's leader-leader.

Leaders should have the essentials of authority, power and influence to lead followers to their goals. The use of these essentials has changes from the past,

to the present and into the future health care environment. Different changes and challenges are facing nurse leaders and they need to implement an effective leadership style in a complex health care environment.

Effective leadership is about enabling ordinary people to produce extraordinary things in the face of challenge and change and to constantly turn in superior performance to the long-term benefit of all concerned. The leader should communicate the future picture of managing the service more effectively to followers by:

- sharing the vision and mission of the service with them;
- setting time frames for their tasks;
- being positive, and having openness towards followers;
- establishing team building projects in the service;
- promoting research strategies in the service;
- operating within the legal/ethical/professional framework of the profession and country; and
- using her/his listening skills.



### **Some sources relevant to leadership**

Jooste, K. (2004). Leadership: a new perspective. *Journal of Nursing Management*, 12:217-223.

Scott, L. & Caress, A.L. (2005). Shared governance and shared leadership: meeting the challenges of Implementation. *Journal of Nursing Management*, 13: 4-12.

Wolf, G., Bradle, J. & Nelson, G. (2005). Bridging the strategic leadership gap: A Model Program for Transformational Change. *Journal of Nursing Management*, (35) : 54-60.

## **Self/personal development**

By maintaining a commitment to develop leaders will allow themselves to influence organisational and policy decisions. It is important for leaders to be actively involved in mobilising staff to a higher level of functioning. For this to realize self development should receive priority attention. A leader should give attention to their levels of experience, expertise, educational preparation, and supervision. Characteristics of a leader include innovation, orientation to practice, and synthesis of knowledge and skills. Innovation involves professional activity that promotes the development of new knowledge.



## **Some sources relevant to self development**

Henderson, S. (2004). The Role of the Clinical Nurse Specialist in Medical-Surgical Nursing. *Medsurg Nursing*, 13 (1): 38-41.

Jones, L.J. (2005). Role development and effective practice in specialist and advanced practice roles in acute hospital settings: systematic review and meta-synthesis. *Journal of Advanced Nursing*, 49 (2):191-209.

Silver, I., Campbell, C., Marlow, B. & Sargeant, J. (2008). Self-assessment and continuing professional development: the Canadian perspective. *Journal of Continuing Education in the Health Professions*, 28 (1): 25-31.

## **Mentoring**



Mentoring is part of all our lives. We grow up getting and taking advice from parents, teachers, and older friends. Mentoring has however emerged as a recognised method for more experienced individuals (mentor), in a higher position, in the work place who are willing to assist a less experienced and knowledgeable colleague (mentee) to achieve their full potential in their careers. The mentor is also sometimes, not accurately, referred to as preceptor, co-ordinator, facilitator and supervisor.

The mentor serves the role trusted adviser and supportive guide, teacher or tutor and even supporter. It is essential that the mentor and mentee trust and respect each other. The relationship must be based on clear principles and shared values.



## **Some sources relevant to mentoring**

Byrne, MW & Keefe, MR. 2002. Building Research Competence in Nursing Through Mentoring. *Journal of Nursing Scholarship*, 34(4): 391-396.

Hurst, S & Koplín-Baucum, S. 2003. Role Acquisition, Socialization, and Retention: Unique Aspects of a Mentoring Program. *Journal of Nurses in Staff Development*, 19(4): 176-180.

## Staff professional development and supervision



Development of staff start with the orientation of a new staff member. The orientation programme usually depends on the area of specialty, skills required and information about the environment itself. Staff development is also referred to as human resource development (HRD). It comprises the procedures and processes that purposefully seek to provide learning activities to enhance the skills, knowledge and capabilities of people, teams and the organisation so that there is a change in action to achieve the desired outcomes. HRD is an organisation's investment in the learning of its people. HRD implies that learning will be strategic consideration in the organisation, focusing on longer-term benefits for both the employee and the organisation.



### **Some sources relevant to professional development and clinical supervision**

Hyrkäs, K, Appelqvist-Schmidlechner, K & Paunonen-Ilmonen, M. (2002). Expert supervisors' views of clinical supervision: a study of factors promoting and inhibiting the achievements of multiprofessional team supervision. *Journal of Advanced Nursing*, 38(4), 387–397.

Sirola-Karvinen, P & Hyrkäs, K. (2006). Clinical supervision for nurses in administrative and leadership positions: a systematic literature review of the studies focusing on administrative clinical supervision. *Journal of Nursing Management*, 14: 601–609.



## Section 3: Assessment

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### Assignment submission guidelines

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 submit 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 are attached at the back of this outline and posted on Blackboard. 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 a self addressed and stamped envelope and attach it to the front of your assignment.

## 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: 6<sup>th</sup> ed. (2009).

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.



## **Assignments**

You will be formally assessed by means of the following:

- An essay on your self assessment of leadership skills (30%)
- Reflective scholarly essay 4000 words (70%)



## Assignment one

<b>Assignment Name:</b>	Self assessment of leadership skills
<b>Due Date:</b>	Wednesday 11 August
<b>Weighting:</b>	30% of final grade
<b>Length:</b>	2000 - 2500 words

The assessment instrument for this assignment will be made available on Blackboard on the first day of school.

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This is a self assessment exercise to establish what type of leadership qualities you have and how you lead. Consult literature and relevant text books on different leadership styles. Do a self assessment to establish your personal leadership qualities and the type of leader you are. This exercise will require you to reflect on how you handled situations where you were required to lead in the past, and recognise characteristics that relates to what is discussed in academic literature. Also consider what your colleagues have said about your abilities to lead, both positive and negative, and consider that in your personal assessment. The exercise is intended to make you think about to what extent you have already functioned as a leader and how you can improve on becoming an excellent leader related to nursing care, education, management and research demand of the future.

Write an essay of 1500 words (approx) in which you identify:

- your own traits (positive and negative) as a leader as you see them
- leadership traits that may have been identified by you peers, colleagues, juniors or supervisors
- relate all the identified traits to what are discussed in literature, those traits you would like to strengthen, new ones you would want to develop, and even ones you would like to get rid of. Provide reasons for wanting to be an effective leader by providing an example of where you will use your leadership skills in future.



## Assignment two

<b>Assignment Name:</b>	Reflective Essay
<b>Due Date:</b>	Wednesday 6 October
<b>Weighting:</b>	70% of final grade
<b>Length:</b>	4000-5000 words

The assessment instrument for this assignment will be made available on Blackboard on the first day of school.

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This assignment has three component parts. You should attend carefully to each in order to write a good essay. The activities are listed below, but in your written essay you will integrate the information and insights you gain from the three exercises overall.

1. Identify a leader you admire. This person may be someone who works in health, but does not have to be. You might choose a politician, a chairperson, a volunteer: it is up to you. The only parameters are that you identify this person as a leader, that they are willing to be interviewed, and that you believe they have something to offer your learning for this course.

Make contact with this person and ask if you might talk to them about their views of leadership. **You must explain that the activity is part of your VUW course, and that you will use the information for your learning only. Make sure that you ask what name the person would like to be called by in your essay (eg a pseudonym or their real name) and if they wish their organisation to be known or not.**

The purpose of your discussion is to seek this person's views of leadership. You might ask how they got to this position, and what their job entails. What do they think are the most important aspects of leadership? Some examples will help. What challenges have they faced? What have they learned as a leader? What advice do they have for you as a developing leader?

Make your conversation as comfortable as you can. It is a conversation, not an interrogation. Trust that your informant will help if s/he understands what you want to know. 20 minutes or so is all it might take. It depends how the conversation flows. Take a few notes and listen carefully. Identify the main themes of leadership from this conversation.

2. Keeping your interview in mind, search the literature to see what connections and links you can find to the themes you discussed. Are there any contradictions?
3. Write a reflective essay, detailing your choice of informant, the interview process, the themes you identified and the literature you have found to deepen your understanding of the theory behind the experiences you heard

about and the advice you received. What conclusions did you draw from the exercise? What have you learned from this reading, listening, talking and writing and from the course as a whole? Where will you go from here?

## 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 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	\$	2010

#### 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	2010

#### 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. (2010). 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 2010.

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

*Example:* Student, A & Teacher, B. (2010). 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**