



NURS/MIDW/HEAL 532
HEALTH POLICY AND ETHICS

Course Outline

Tri 3-2010

Teaching Dates: 15 November 2010 – 20 February 2011

Mid-trimester break: 20 December 2010 to 6 January 2011

Course coordinator:
Katherine 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.

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Section 1: Operational Information

COURSE CO-ORDINATOR & CONTACT DETAILS

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OFFICE HOURS

The Graduate School office will close on Wednesday 22 December 2010 and reopen Thursday 6 January 2011 from 9.00am – 4.00pm weekdays.

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. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

Section 2: Academic Requirements

COURSE AIMS

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 CONTENT

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.

LEARNING OBJECTIVES

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.

NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

- 1.3 Demonstrates nursing leadership that positively influences the health outcomes of client/population group and the profession of nursing.
- 2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.
- 3.2 Contributes to clinical collaboration that optimises health outcomes for the client
- 3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

ELECTRONIC SOURCES

- <http://www.med.umn.edu/bioethics>
- <http://www.newhealth.govt.nz/neac> - National Ethics Advisory Committee
- <http://nursingworld.org.com> - American Nurses Association
- www.cna-aiic.ca - Canadian Nurses Association
- www.hdc.org.nz - Health and Disability Commissioner Cases
- www.hpdt.org.nz - Health Practitioners Disciplinary Tribunal
- www.communityresearch.org.nz
- www.icn.ch/icncode.pdf
- www.hrc.govt.nz
- www.midwife.org.nz
- www.midwiferycouncil.health.nz
- www.nursingcouncil.org.nz
- www.maorihealth.co.nz
- www.nzno.org.nz
- www.nurse.org.nz
- www.nzcmhn.org.nz

JOURNALS

- 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

International Council of Nurses. (2006). *Code of ethics for nurses*. Geneva, Switzerland: Author.

New Zealand College of Midwives (2008). Code of ethics, in *Handbook for practice* (4th ed), Christchurch: Author.

New Zealand Nurses Organisation. (2010). *Code of ethics*. Wellington, Author.

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

Nursing Council of New Zealand. (2009). *Guidelines for cultural safety, the Treaty of Waitangi, and Maori health in nursing education and practice*. Wellington: Author.

PRE-READING

Cormack D. & Harris R. (2009). *Issues in monitoring Māori health and ethnic disparities: An update*. Te Rōpū Rangahau Hauora a Eru Pōmare: Wellington from http://www.ethnicity.maori.nz/discussion_papers/issues.php

Gilmour, J.A. (2007). Reducing disparities in the access and use of Internet health information. A discussion paper. *International Journal of Nursing Studies*, 44, 1270–1278.

Smith G.R. (2007). Health disparities: What can nursing do? *Policy, Politics & Nursing Practice*, 8, 285-291.

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.

SELECTED READINGS FOR POLICY

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*. (3rd Ed). Auckland: Oxford University Press.

Dew, K., & Davis, P. (Eds.). (2004). *Health and society in Aotearoa New Zealand*. (2nd 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. (2009). *The new health policy*. Maidenhead. 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.
- Maslin-Prothero, S., & Masterson, A. (2002). Power, politics, and nursing in the United Kingdom. *Policy, Politics & Nursing Practice*, 3(12), 108-117.
- 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.

SELECTED READINGS FOR ETHICS

- 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. (2005). *Healing our history: The challenge of the Treaty of Waitangi*. (2nd Ed.). 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., et al. (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. (2008). *Bioethics: A nursing perspective*. (5th Ed.). 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. 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, JE. & 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.

EXPECTED WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week. As this course is being taught over one trimester you can expect the workload to be approximately 24 hours per week.

PREPARATION FOR 1st SCHOOL

1. Complete the pre-reading for first school and general reading related to health policy, health inequalities and disparities - it will make the two days considerably more meaningful.
2. Log into Blackboard and introduce yourself
3. Garner your thoughts about the first assignment

SCHOOL TIMETABLES

1ST SCHOOL

Dates: 15 & 16 November 2010

Times: 9am – 5pm daily

Venue: CS801, Level 8, Clinical Services Block (CSB), Wellington Regional Hospital, Riddiford St, Newtown, 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 need to make any related appointments the approximate times for lunch is 12.30 to 1.30 daily.

PREPARATION FOR 2nd SCHOOL

Move into ethics reading. Submit Assignment 2 by Tuesday 11th January 2011

2ND SCHOOL

Dates: 17 & 18 January 2011

Times: 9am – 5pm daily

Venue: CS801, Level 8, Clinical Services Block (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, 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 3

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

COURSE TIMETABLES SUMMARY

WEEK STARTING Monday	DATES	EVENT	ACTION
2 November 2010			
8 November			Pre-reading for school
15 November	15-16 November	1st school	
22 November			Reading & Assignment 1
29 November			Reading & Assignment 1
6 December			Reading & Assignment 1
13 December	14 December	Assignment 1 due	
20 December	22 December	University closed	Have a great Christmas
27 December		University closed	Celebrations for the New Year
3 January 2011	6 January	University opens	Reading & Assignment 2
10 January	11 January	Assignment 2 due	Pre-reading 2nd school
17 January	17-18 January	2nd school	
24 January			Reading & Assignment 3
31 January			Reading & Assignment 3
7 February			Reading & Assignment 3
14 February	10 February	Assignment 3 due	
21 February			

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 1st 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
- 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**

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.

Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

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_victoria/avcacademic/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.

Section 3: Assessment Information

Learning objectives are assessed within the courses assessment activities.

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 not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only 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. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

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 an extension must be made in writing to the Course Coordinator at least 24 hours before the due date, on the *Application for Late Submission Form* as available on Blackboard from under *Course Templates*.

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.

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 a 20% reduction in mark, equivalent to a four grade penalty, for example;

A to B-
B+ to C

Work submitted without an approved extension that remains outstanding beyond two weeks from the due date will not be marked and will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.

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.

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)

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. If you receive a hard copy course outline, the cover sheet will be attached to the back of the outline. All hard copy assignments have to be sent to the Course Coordinator. If you want your assignment sent back to you in hard copy, complete a self addressed and stamped envelope and attach it to the front of your assignment.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date. Late assignment will be marked at the course coordinator's discretion and the student may not receive comprehensive feedback.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

The Graduate School recommends the use of APA referencing (currently version 6) for all assignments and information on APA referencing can be found by searching online: Publication Manual of the American Psychological Association: 6th 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

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 words, excluding references.

When submitting assignments in hard copy:

- 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 10-11, Verdana or 11-12 Arial only
- Double or 1.5 line spacing. Justify all text
- 2.5 cm margin all round
- 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 available on Blackboard under Course Templates.
- 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.

When submitting assignments on Blackboard:

- An easily readable font such as Verdana (size 10 – 11) or Arial (size 11-12) is recommended
- 1.5 line spacing. Justify all text
- 2.5cm margin all round
- All pages should have a footer which includes the following: surname and first initial, course number, assignment number and student ID number (left aligned), e.g. MeyerS_NURS533_Assignment2_ 300011122 (replace MeyerS with your name and include your student number in the place of 300011122)

- Please make sure that you use MS Word for your assignments
- If you work with Word 2003 your file should be named (saved) as follows: MeyerS_NURS533_Assignment2_300011122.doc (replace MeyerS with your name and include your student number in the place of 300011122)
- If you work with MS Office or Word 2007 your file should be named (saved) as follows: MeyerS_NURS533_Assignment2_300011122.docx (replace MeyerS with your name and include your student number in the place of 300011122)
- Page number (right aligned)
- Title page not needed
- 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), and uploaded to blackboard if required.

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 of Nursing, Midwifery & Health.

For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, kathy.nelson@vuw.ac.nz ph: 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 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 for this paper academic advisors (the staff members who mark your work) 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 to request a copy.

ASSIGNMENT NUMBER ONE

Assignment Name: Submission or Service proposal

Due Date: Tuesday 14 December 2010

Word length - up to 3500 words

This assignment is worth 50% of your final grade

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. Also some organisations have set formats that they prefer. 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 (supported by evidence) that
 - identifies what is wrong with the current or proposed policy or services,
 - proposes (using evidence and argument) what should be changed and why,
 - argues and justifies why the proposed changes are feasible.
- A conclusion
- References

Formal APA referencing not required but any sources need to be acknowledged in some way. A list of further reading and appendices can be 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 why you consider the new service or a change in service is necessary.

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

ASSIGNMENT NUMBER TWO

Assignment Name: Description of an ethical incident

Due Date: Tuesday 11 January 2011

Word length: Maximum of 500 words

This assignment is worth 5% of your final grade

Paragraph format

Briefly describe an incident from your practice that demonstrates

either:

exemplary ethical practice

or

a departure from ethical practice.

Finish your description by naming the ethical value/s or principle/s you think may be relevant to this situation.

The incident needs to be one that you would be comfortable discussing in a workshop at the school 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**

This assignment relates to Course Objectives 2.

ASSIGNMENT NUMBER THREE

Assignment Name: Reflection on and analysis of ethical practice

Due Date: Tuesday 10 February 2011

Word length - up to 3500 words

This assignment is worth 45% of your final grade

ESSAY Format

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

TOPIC

The goal of this assignment is for you to enhance your ethical practice, your nursing or midwifery scholarship with a view to contributing to improved health outcomes and health experiences for consumers.

The main objectives

- To provide the opportunity for you to learn more about how to use
 - your own practice reflections,
 - your own ethical value positions,
 - your creative thinking skills
 - published scholarly literature on nursing and midwifery ethics
- To develop and increase an awareness of the role of ethics in practice.

These objectives will be achieved through the writing of an essay in which you select an aspect of ethical practice that interests you, then describe, analyse and reflect on this practice using an ethical approach reported in the literature. Critically reflect on how useful the approach you have chosen was in explaining the practice you have selected. It is expected that authoritative sources will be used as part of the analysis to describe the ethical approach used.

The essay requires:

- An introduction outlining the parameters of the essay
- A body where the main substance of the essay is presented
- A conclusion summing up the essay contents and identifying main insights gained
- A reference list.

Word length - up to 3500 words

This assignment relates to Course Objectives 1 and 2.

Appendix 1



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 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	\$	2011

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	2011

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. (2011). 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 2011.

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

Example: Student, A & Teacher, B. (2011). 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