FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2012

HLTH522: Health Systems, Policy and Practice

Trimester 2

Course Coordinator:
Kathy Nelson

Trimester dates: 16 July – 17 November 2012
Mid-trimester break: 27 August – 9 September 2012

Section 1: Operational Information

COURSE COORDINATOR & CONTACT DETAILS

Kathy Nelson
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POSTGRADUATE STUDENT ADMINISTRATOR

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POSTAL ADDRESS

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

PHYSICAL ADDRESS

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Wellington Regional Hospital
Riddiford St, Newtown
Wellington 6021

OFFICE HOURS

The Graduate School office will be open on Wednesday 4 January 2012 and close on Friday 21 December 2012 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 PRESCRIPTION

This course explores health care policy and service delivery in Aotearoa New Zealand and internationally. The structural, political, professional and ethical dimensions of health service delivery are examined.

COURSE AIMS

To enable students to explore and analyse health care policy and service delivery in Aotearoa New Zealand and internationally. The structural, political, professional and ethical dimensions of health service delivery are examined.

COURSE CONTENT

Students will identify and examine the key elements in a society and culture that are significant in shaping health policy, service delivery and practice. The structure, functioning, funding and governance of health services will be explored and international comparisons made. Major legislative, strategic and policy documents will be introduced and analysed.

Different theoretical perspectives in health policy will be considered so that students can critique health care decisions from various viewpoints. Issues in the provision of health care (e.g., smoking cessation, public versus private provision of services, immunisation, health screening) will be critically examined for political, ethical and professional considerations. In the context of Aotearoa New Zealand, the place of the Treaty of Waitangi in relation to health, health policy and health care delivery will be explored.

STUDENT OUTCOMES

Students will gain a high level understanding of the factors that shape national health policy, and the structure, function and funding of health services.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Demonstrate knowledge and understanding of specific political, economic, ethical, financial and professional aspects of health care systems
- Critically analyse the genesis of national and international health care policies
- Critically evaluate the relationship between health policy and practice
- Influence policy and practice.

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.

2.5 Uses a formal approach to monitor and evaluate client responses to interventions.

3.1 Establishes therapeutic relationships with client that recognise the client in context and respects cultural identity and lifestyle choices.

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.

EXPECTED WORKLOAD

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

RECOMMENDED READING/TEXTS

Aponte, J., & Nickitas, D. M. (2007). Community as client: Reaching an undeserved urban community and meeting unmet primary health care needs. *Journal of Community Health Nursing, 24*(3), 177-190.

Ashton, T., Cumming, J., & McLean, J. (2004). Contracting for health services in a public health system: The New Zealand experience. *Health Policy, 69*, 21-31.

Barnett, R., & Barnett, P. (2004). Primary health care in New Zealand: Problems and policy approaches. *Social Policy Journal of New Zealand, 21*, 49-66.

Bickley Asher, J. (2004). The practice of euthanasia: More than a debate. *Kai Tiaki Nursing New Zealand, 10*(5), 20-21.

Bjorkland, P. (2004). Invisibility, moral knowledge and nursing work in the writings of Joan Liaschenko and Patricia Rodney. *Nursing Ethics, 11*(2), 111-121.

Bodenheimer, T., & Grumbach, K. (2005). *Understanding health policy: A clinical approach.* New York, NY: McGraw-Hill.

Bonham, V. L., & Knerr, S. (2008). Social and ethical implications of genomics, race, ethnicity, and health inequalities. *Seminars in Oncology Nursing, 24*(4), 254-261.

Cheyne, C., O'Brien, M., & Belgrave, M. (2004). *Social policy in Aotearoa/New Zealand: A critical introduction* (3rd ed.). Auckland, New Zealand: Oxford University Press.

Devlin, N., Maynard, A., & Mays, N. (2001). New Zealand's new health sector reforms: Back to the future? *British Medical Journal, 322,* 1171-1174.

Dew, K. (2007). Public health and the cult of humanity: A neglected Durkheimian concept. *Sociology of Health & Illness, 29*(1), 100-114.

Dew, K., Cumming, J., Mcleod, D., Morgan, S., McKinlay, E., Dowell, A., & Love, T. (2005). Explicit rationing of elective services: Implementing the New Zealand reforms. *Health Policy, 74*(1), 1-12.

Dew, K., & Davis, P. (Eds.). (2005). *Health and society in Aotearoa/New Zealand* (2nd ed.). Melbourne, Victoria, Australia: Oxford University Press.

Dew, K., Dowell, A. E., Stubbe, M., Plumridge, E., & Macdonald, L. (2008). 'Treating' patients differently: A qualitative study of how clinical and social factors shape interactions between doctors and patients. *New Zealand Family Physician, 35*(6), 382-386.

Dew, K., & Matheson, A. (Eds.). (2008). *Understanding health inequalities in Aotearoa New Zealand.* Dunedin, New Zealand: Otago University Press.

Durie, M. (2001). *Mauri ora: The dynamics of Maori health*. Auckland, New Zealand: Oxford University Press.

Gauld, R. (2003). One country, four systems: Comparing changing health policies in New Zealand. *International Political Science Review, 24*(2), 199-218.

Gauld, R. (Ed.). (2006). *Comparative health policy in the Asia-Pacific*. Maidenhead, Berkshire, UK: Open University Press.

Gauld, R. (2009). *The new health policy*. Maidenhead, Berkshire, UK: Open University Press.

Gray, M., & McPherson, K. (2005). Cultural safety and professional practice in occupational therapy: A New Zealand perspective. *Australian Occupational Therapy Journal, 52*, 34-42.

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.

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.

Killoran, A., Swann, C., & Kelly, M. P. (Eds.). (2006). *Public health evidence: Tackling health inequalities.* Oxford, Oxon., UK: Oxford University Press.

Kirkman, A. (2001). Productive readings: The portrayal of health 'experts' in women's magazines. *Qualitative Health Research, 11*(6), 751-765.

Kufeldt, K., Simard, M., Thomas, P., & Vachon, J. (2005). A grass roots approach to influencing child welfare policy. *Child & Family Social Work, 10*(4), 305-314.

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.

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, PA: F. A. Davis.

Miskelly, P. A. (2005). Lost in translation: Understanding expertise in medical and healing encounters. *SITES: A Journal of Social Anthropological and Cultural Studies, 2*(1), 68-93.

National Ethics Advisory Committee. (2006). *Ethical values for planning for and responding to a pandemic in New Zealand.* Wellington, New Zealand: Author.

Nelson, W. A., Weeks, W. B., Campbell, J. M., & McLeod, L. (2008). The organizational cost of ethical conflicts. *Journal of Health Care Management, 53*(1), 41-52.

Pearson, D. (2005). Citizenship, identity and belonging: Addressing the mythologies of the unitary nation state in Aotearoa/New Zealand. In J. Liu, T. McCreanor, T. McIntosh, & T. Teaiwa (Eds.), *New Zealand identities, departures and destinations* (pp.21-37). Wellington, New Zealand: Victoria University Press.

Pfeffer, N. (2009). How work reconfigures an 'unwanted' pregnancy into 'the right tool for the job' in stem cell research. *Sociology of Health & Illness, 31*(1), 98-111.

Pullon, S., McKinlay, E., & Dew, K. (2009). Primary health care in New Zealand: The impact of organisational factors on teamwork. *British Journal of General Practice, 59*(560), 191-197.

Ramsden, I. (2002). *Cultural safety and nursing education in Aotearoa and Te Waipounamu* (Unpublished doctoral dissertation). Victoria University of Wellington, Wellington, New Zealand.

Rolls, S., & Thompson, C. (2007). Nursing obligations in a pandemic or disasters. *Kai Tiaki Nursing New Zealand, 13*(10), 27-31.

Shaw, R. (2007). Cross nursing, ethics, and giving breast milk in the contemporary context. *Women's Studies International Forum, 30*(5), 439-450.

Shaw, R. (2008). Rethinking reproductive gifts as body products. *Sociology, 42*(1), 11-28.

Sissons, J. (2009). Indigeneity: Global and local. *Current Anthropology, 50*(3), 326-327.

Smye, V., & Browne, A. (2002). 'Cultural safety' and the analysis of health policy affecting aboriginal people. *Nurse Researcher, 9*(3), 42-56.

Weinberg, D., Cooney Miner, D., & Rivlin, L. (2009). 'It depends': Medical residents' perspectives on working with nurses. *American Journal of Nursing, 109*(7), 34-43.

PRE-READINGS

Carnegie, E., & Kiger, A. (2009). Being and doing politics: An outdated model or 21st century reality? *Journal of Advanced Nursing, 65*(9), 1976-1984.

Cookson, R., McCabe, C., & Tsuchiya, A. (2008). Public healthcare resource allocation and the Rule of Rescue. *Journal of Medical Ethics, 34*, 540-544.

Cookson, R., & Dolan, P. (2000). Principles of justice in health care rationing. *Journal of Medical Ethics, 26,* 323-329.

Gauld, R. (2000). Big bang and the policy prescription: Health care meets the market in New Zealand. *Journal of Health Politics, Policy and Law, 25*(5), 815-844.

Villeneuve, M. J. (2008). Yes we can! Eliminating disparities as part of the core business of nursing on a global level. *Policy, Politics & Nursing Practice, 9*(4), 334-341.

TEXT BOOK PURCHASE

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of Vicbooks in the Student Union Building, Kelburn Campus.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from http://www.fishpond.co.nz/ or http://www.amazon.com/

SCHOOL TIMETABLES

1st SCHOOL

Dates: Wednesday 18, Thursday 19 & Friday 20 July 2012
Times: 9.00 – 4.30
Venue: CS801, Level 8, Clinical Services Block, Wellington Regional Hospital
              Riddiford St, Newtown, Wellington.

Focus: Components of health systems including policy and funding

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2nd SCHOOL

Dates: Monday 24, Tuesday 25 & Wednesday 26 September 2012
Times: 9.00 – 4.30
Venue: CS802, Level 8, Clinical Services Block, Wellington Regional Hospital
              Riddiford St, Newtown, Wellington.

Focus: The development of policy and how to have a voice in influencing policy

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 C*onfirmation 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 you 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 coordinator.

Students must complete all pieces of assessment to pass 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.

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.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

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. Your course coordinator will explain the expectations for this course at your first school.

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. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:
- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

Late submission

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:
- Work submitted 7days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.

- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding the word limit or for being seriously under length.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

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*. 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.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Presentation

Unless otherwise instructed, use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association (*6th ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf.

Finally, you can check http://www.apastyle.org/ for other resources.

When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 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 be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. 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, as these make it difficult for markers to handle.
- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records.

When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL_COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: PARONE-S_HTLT501_2_ 300011122).
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Fonts size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. These may include additional materials related to the text but not suitable for inclusion due to length or format.

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).
- Ensure you keep a copy of your assignment for your records.

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 coordinator 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 coordinator 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 coordinator 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 coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

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 your course coordinator.

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 coordinator 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 coordinators 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: belinda.tuari@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 coordinators 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.

ASSIGNMENT NUMBER ONE

Assignment Name: **Essay: Comparative Evaluation of Health Policy and Practice**

Due Date: 22 August 2012

Word limit: 4000 words

This assignment is worth 40% of your final grade.

This assignment focuses on comparison of an aspect (policy or service arrangements) of the New Zealand Health System with that of another country of your choice. For example comparing how New Zealand and another country fund care of the older person; approach euthanasia, organise maternity services. Using the reputable sources you have available, i) describe the two countries including their political, economic, social and geographical context. Provide only the background and context that you think is important to the policy or service arrangement being discussed; ii) outline the overall structure of each policy or service arrangement including target group, policy or service components, funding arrangements, governance and workforce requirements; and iii) provide evidence of the effectiveness (e.g., health outcomes, throughput, staff turnover) of each system. Finally present your analysis of the strengths and weakness of the two policy or service arrangements.

ASSIGNMENT NUMBER TWO

Assignment Name: **Attend a meeting with a Member of Parliament OR attend a local District Health Board meeting**

Due Date: 19th September 2012

Word limit: up to 500 words

This assignment is worth 10% of your final grade.

Format

Arrange to either: meet with a Member of Parliament in your region OR attend a public meeting of your District Health Board or Primary Health Organisation. If you wish you can arrange to do these meetings in groups i.e. several students together.

The Member of Parliament (MP) can be either a local member or a list MP. At the meeting find out what their interests and policy responsibilities are and how you can input to these and how you can use the MP to address issues of interest to you.

The District Health Board or Primary Health Organisation meeting can be either a full meeting or a subcommittee meeting. At the meeting identify key items on the agenda, how decisions are made including whose voice (accountants, managers, patients/clients, health professions and which ones) is heard.

Write no more than two pages that includes

  i.   Type of meeting – e.g. with list MP

  ii.   Date of meeting

  iii. Who was present – if DHB can say Board members as a group

  iv.   What you learnt

  v.   Reflections on whether you would now approach MPs or DHB members differently.

ASSIGNMENT NUMBER THREE

Assignment Name: **Submission**

Due Date: 17 October 2012

Word limit: up to 4000 words

Submit your assignment on Blackboard

This assignment is worth 50% of your final grade.

Format

Write a formal submission on either: a policy out for consultation, or a policy that you presently work with that you consider should be retained or requires changing. The policy can be internal or external to your organisation.

Identify the agency responsible (if internal to your workplace, the manager responsible) for the development or review of the policy. Write a submission to the agency or manager using the format outlined below.

Key components are:

- A title page bearing the author's name and contact address, the title and topic of the submission and the person or agency to whom the submission is addressed and date of submission
- A one page executive summary which is succinct and sums up your main points in order of priority
- The Body of the submission should contain

    i)   A statement about the focus of the submission,

    ii)   A statement about who the submission is from and how it was formulated,

    iii) Evidence about what is good and what is problematic with the current or proposed policy,

    iv)   A proposal (using evidence and argument) about what should be contained, and/or what should be changed and why, and

    v)   An argument about why your proposed changes are feasible.

- A conclusion

References