

Graduate School of Nursing, Midwifery & Health



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FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2012

HLTH 525: Diversity in Health Care

Trimester 2

**Course Coordinator:
Liora Noy**

Trimester dates: 16 July – 17 November 2012

Mid-trimester break: 27 August – 9 September 2012

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 COORDINATOR & CONTACT DETAILS

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PHYSICAL ADDRESS

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Wellington Regional Hospital

Riddiford St, Newtown

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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 from a cultural, ethnic and population perspective. Differences in health and illness patterns amongst groups are examined. The potential development of more appropriate services to address diversity is assessed.

COURSE AIMS

This course introduces students to diversity in health care need and health care response. Encourages students to increase their understanding of an identified group's needs and to develop strategies to address these needs.

COURSE CONTENT

Health is explored from a cultural, ethnic, biological and population perspective. Students are introduced to different health and illness patterns and responses within populations. The origins of diversity from a biological, genetic and social approach are explored. Students examine the benefits and limitations of grouping and stereotyping population groups. Theoretical concepts examined include inequality, health disparities, individualism and collectivism, universal and target provision, transcultural nursing and cultural safety, and partnership. Students will have the opportunity to use experiences from practice to examine models of working with diverse groups.

STUDENT OUTCOMES

Students will acquire skills and knowledge in addressing inequalities and disparities in health and in meeting the needs of diverse groups.

LEARNING OBJECTIVES

By the end of this course students will be able to

- Critically analyse the role of diversity in the setting of health care
- Evaluate factors which contribute to health inequalities and disparities (in Aotearoa New Zealand and abroad)
- Develop strategies to reduce health inequalities
- Develop strategies to improve health service delivery for those with diverse needs
- Critically discuss factors involved in the provision of culturally safe and sensitive care.

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

- 1.2 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within health care settings.
- 1.3 Demonstrates nursing leadership that positively influences the health outcomes of client/population group and the profession of nursing.
- 2.3 Consistently involves client in decision making processes and uses client information to determine management strategies.
- 3.1 Establishes therapeutic relationships with client that recognise the client in context and respects cultural identity and lifestyle choices.

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/withdrawalsrefunds.aspx>

PRE-READINGS

Hulme, P.A. (2010). Cultural considerations in evidence-based practice. *Journal of Transcultural Nursing*, 21(3), 271-80.

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.

REQUIRED READINGS/TEXTS

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

Calzone, K.A., Cashion, A., Feetham, S., Jenkins, J., Prows, C.A., Williams, J.K., ... Wung, S-F. (2010). Nurses transforming health care using genetics and genomics. *Nursing Outlook*, 58(1), 26-35

Kleim, A., Eisenberg, L., & Good, B. (1978). Culture, illness, and care. Clinical lessons from anthropologic and cross cultural research. *Annals of Internal Medicine*, 88(2), 251-258.

- Lieu, C.C., Sadler, G.R., Fullerton, J.T., & Stohlmann P.D. (2007). Communication strategies for nurses interacting with deaf patients. *MEDSURG Nursing*, 16(4), 239-45
- Marmot, M. (2005). Social determinants of health inequalities. *Lancet*, 365, 1099–104
- National Health Committee. (1998). *The social, cultural and economic determinants of health in New Zealand*. Author. Access at <http://www.nhc.health.govt.nz>
- Nyamathi, A., Koniak-Griffin, D., Greengold, B.A. (2007). Development of nursing theory and science in vulnerable populations research. *Annual Review of Nursing Research*, 25, 3-25.
- Pestka, E.L., Burbank, K.F., & Junglen, L.M. (2010). Improving nursing practice with genomics. *Nursing Management*, 41 (3): 40-4.
- Tobias, M., Blakely, T., Matheson, D., Rasanathan, K., & Atkinson, J. (2009). Changing trends in indigenous inequalities in mortality: Lessons from New Zealand. *Int J Epidemiol*, 38(6), 1711-22.

RECOMMENDED READING/TEXTS

- 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.
- Bancroft, E.K. (2010). Genetic testing for cancer predisposition and implications for nursing practice: Narrative review. *Journal of Advanced Nursing*, 66(4), 710-37.
- Cleary, M.E. (1995). Helping the person who is visually impaired: Concerns, questions, remedies, and resources. *Journal of Ophthalmic Nursing & Technology*, 14(5), 205-11.
- Clingerman, E. & Fowles, E. (2010). Foundations for social justice-based actions in maternal/infant nursing. *Journal of Obstetric, Gynecologic & Neonatal Nursing*, 39(3), 320-7.
- Cultural Safety Research Group. (2006). Opening our eyes - shifting our thinking the *process of teaching and learning about reflection in cultural safety education and practice: An evaluation study*. Wellington: Whitireia Community Polytechnic and the Graduate School of Nursing, Midwifery and Health, Victoria University of Wellington.
- Davies, B., Contro, N., Larson, J., & Widger, K. (2010). Culturally-sensitive information-sharing in pediatric palliative care. *Pediatrics*, 125(4), e859-65.
- Furler, J., Kokanovic, R., Dowrick, C., Newton, D., Gunn, J., & May, C. (2010). Managing depression among ethnic communities: A qualitative study. *Ann Fam Med*, 8(3), 231-6.
- Killoran, A., Swann, C., & Kelly, M.P. (Eds). (2006). *Public health evidence: Tackling health inequalities*. Oxford: Oxford University Press.
- Leonhardt, J., & Vogt, J. (2009). Cultural differences in dealing with critical incidents. *Int J Emerg Ment Health*, 11(3), 55-64.
- Mindell, J.A., Sadeh, A., Wiegand, B., How, T.H., & Goh, D.Y. (2010). Cross-cultural differences in infant and toddler sleep. *Sleep Med*, 11(3), 274-80.

Na, J., Grossmann, I., Varnum, M.E., Kitayama, S., Gonzalez, R., & Nisbett, R.E. (2010). Cultural differences are not always reducible to individual differences. *Proc Natl Acad Sci U S A*, 107(14), 6192-7.

Osborn, C.Y., Trott, H., Buchowski, M.S., Patel, K.A., Kirby, L.D., Hargreaves, M.K., ... Schlundt, D.S. (2010). Racial disparities in the treatment of depression in low-income persons with diabetes. *Diabetes Care*, 33(5), 1050-4.

Postma J. (2008). Elucidating empowerment in El Proyecto Bienestar (the Well-Being Project). *Journal of Advanced Nursing*, 62(4), 441-50.

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: Thursday 2 & Friday 3 August 2012

Times: 9am -4.30pm

Venue: CS801, Level 8, CS Building, Wellington Hospital, Riddiford Street, Wellington

Day 1 – Diversity – history and approaches

Day 2 – Diversity in responses to health and health care delivery

2nd SCHOOL

Dates: Wednesday 10, Thursday 11 & Friday 12 October 2012

Times: 9am -4.30pm

Venue: CS801, Level 8, CS Building, Wellington Hospital, Riddiford Street, Wellington

Day 1 – Health inequalities and disparities

Day 2 – Health care and services that are accessible, acceptable and appropriate

Day 3 – Research resource possibilities and activities

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 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 7 days 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 comportsment, 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: **Case study**

Due Date: 6 September 2012

Word limit: 4000 words

Please submit assignment via the turnitin portal on blackboard

This assignment is worth 50% of your final grade.

Using an epidemiological framework, describe a population with diverse needs.

Critically review the literature for what is known about the population's experiences and needs related to health care.

Identify how their needs are presently met in New Zealand, and what is positive and problematic about this. This should include asking a person(s) from the group (from clinical or community settings) about how their needs are presently met, what works well and what is needed to better meet their needs.

Discuss your findings and make recommendations for how health services and in particular nursing or midwifery can improve how we meet the needs of the population.

ASSIGNMENT NUMBER TWO

Assignment Name: **Development of a learning package**

Due Date: 23rd October 2012

Word limit: 3000 words

Part A – Presentation – of learning package – at the second school 10%

Part B – Written details of the learning page 40%

This assignment is in two parts and is worth 50% of your final grade.

This assignment can build on the needs identified from the first assignment, or you may select a new population group.

1. Identify an unmet need or an area where services could be improved for the group. The need could be at a patient/client/community level.
 2. Consider strategies to address this need. Examples could include:
 - a pamphlet or resource kit for people of a specific religion or cultural group about their health problem
 - a pamphlet or resource kit for people related to how to access targeted services to address their health need;
 - a resource kit for staff in your service;
 - a teaching session for staff in your service.
1. Select one of these for development.
 2. Create a learning package related to this need.

Part A – Presentation (15 minutes) of this learning package to class

Powerpoint can be used but is not essential. If powerpoint is used a maximum 12 slides is permitted.

Presentation to cover:

- The goals of the learning package
- The target group and why
- What the learning package entails and why
- How you will disseminate the learning package.

Part B – Written assignment

The written assignment will include a description of your rationale for why and how you developed the particular package. This should include:

- The goals of the learning package
- The target group and why
- Who you consulted in its development and why
- What the learning package entails and why
- Resources needed for development
- How you intend to disseminate the learning package
- How you will evaluate its usefulness and effectiveness as a learning package.