

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

2012

HLTH 516: Health, Illness and Disease

Trimester 1

**Course Coordinator:
Annemarie Jutel**

Trimester dates: 5 March – 4 July 2012

Mid-trimester break: 6 – 22 April 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

Dr Annemarie Jutel, Associate Professor, Director of Research

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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

Newtown

Wellington 6242

PHYSICAL ADDRESS

Level 7, Clinical Services Block (CSB)

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 focuses on sociological and anthropological literatures about the experience of being healthy and being sick as it relates to institutional recognition of diseases.

COURSE AIMS

This course aims to develop theoretical understandings of the various ways in which lay and professional views of health and sickness diverge and overlap.

COURSE CONTENT

Students will engage with sociological and anthropological literatures about the experience of being healthy and being sick as it relates to institutional recognition of diseases. This will include topics such as medicalisation, the social construction of disease, lay-professional interaction, and the illness-disease dichotomy.

STUDENT OUTCOMES

To be able to critically appraise social issues around health and illness with a particular understanding of the cultural and structural forces which shape the lay and professional roles in health encounters.

LEARNING OBJECTIVES

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

- Demonstrate an understanding of the major theoretical works dealing with lay and professional views of health and sickness
- Demonstrate knowledge and comprehension of the ways in which health and disease are socially framed
- Analyse and argue the contests and tensions which underpin the diagnostic process and label
- Evaluate the relevance of social and cultural studies to practice and to public health.

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.

2.3 Consistently involves client in decision making processes and uses client information to determine management strategies.

2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.

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/withdrawalsrefunds.aspx>

REQUIRED TEXTS

Jutel, A. (2011). *Putting a Name to It: Diagnosis in Contemporary Society*. Baltimore: Johns Hopkins University Press.

TEXT BOOK PURCHASE

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 Vicbooks on level 3 of the Student Union Building. 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/>

COURSE ORGANISATION

This course will rely upon remote delivery and block courses. Seminars will consist of a day of self-directed independent research and reading, including a two hour on-line exchange with peers and lecturing staff. Students will prepare for the on-line seminars by reading the prescribed texts and filling out a question sheet that will serve as the basis for the seminar discussions.

Students will be encouraged to read more widely than the course reading list in order to find theoretical applications of the concepts studied in their own personal areas of interest.

SEMINARS (CONFERENCE CALLS)

Calls will be

SEMINAR 1 Introduction

Date: Thursday 15 March 2012

SEMINAR 2 Social Construction/Social Framing

Date: Thursday 29 March 2012

SEMINAR 3 Lay-Professional Relations

Date: Thursday 12 April 2012

SEMINAR 4 Risk, Health and Disease

Date: Thursday 26 April 2012

SEMINAR 5 Integrating Theory and Practice

Date: Thursday 10 May

SEMINAR 6 Review and Preparation

Date: Thursday 24 May 2012

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.
- Font 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: 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 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: **Annotated Bibliography**

Due Date: 30th April 2012

Word limit: 3000 words

This assignment is worth 30% of your final grade.

In this assignment you will provide a short summary of each book or journal article you have read, making clear how these sources will contribute to your final assignment. To complete this assignment, you will seek and read a variety of papers to complement the required course reading on any one (or perhaps all) of the course topics (social construction/social framing; lay-professional relations; health, risk and disease; integrating theory and practice). Your readings should be geared towards providing a foundation for the final assignment. You must include at least ten scholarly sources.

ASSIGNMENT NUMBER TWO

Assignment Name: **Discursive Essay**

Due Date: 11th June 2012

Word limit: 5000 words

This assignment is worth 70% of your final grade.

YOU MAY CHOOSE **ONE OF THE TWO TOPICS** PROPOSED BELOW:

Topic 1: Medicalisation

To complete this assignment, you will write a 4000 to 5000 word report detailing why a particular life event or behaviour should or should not be medicalised. To achieve this, you will first need to provide evidence that this life event or behaviour is commonly placed (or not) under the jurisdiction of medicine. Describe this event, its history, and its appropriation by the medical institution if appropriate. Cite copious examples from lay and professional literature, from popular culture and from sociology which confirm your beliefs that this life event or behaviour has (or has not) been medicalised, focussing initially on a wide literature, but narrowing your sights to New Zealand. Describe how the mass media “talk” about this particular life event or behaviour: what causes it, who suffers it and why, what should be done about it -- indeed, why it is a “problem” at all. Options include, but are not limited to: newspapers, magazines, TV shows, and websites (for profit, nonprofit or government). You can choose either one medium and observe it over a week or so, one medium and observe it over a longer time span (for example, through the archives of newspapers), or three media and record one observation from each one of them. The important point is to collect no fewer than five observations, whether from the same or different media.

To construct your argument, you will also need to provide information about the rationale for the position against which you are advocating: What benefits does medicine purport to bring to this life event or behaviour and are those benefits negligible? Your conclusion should include policy and educational recommendations for this event. You may wish to consider your own discipline’s reliance, or resistance to, the medical model.

Your analysis should include:

A definition and discussion of medicalisation, identification of perspective used, copious reference to the sociological literature on medicalisation, and five media examples.

Topic 2: Disease

To complete this assignment, you will write a 4000 to 5000 word report detailing social conceptualisation and consequences of a particular medical diagnosis. To achieve this, you will need to identify the diagnosis and discuss the framing forces which contribute to its recognition as a disease. Identify the presence of contest or interests which might have promoted, or alternatively restrained its discovery. Make reference, when possible, to Brown's model of disease discovery. Cite copious examples from lay and professional literature, from popular culture and from sociology which describe how social forces frame this particular disease label; as well as the social impacts generated by the existence of the diagnosis.

Describe how the medicine "talks" about this disease: what causes it, who suffers from it and why, what should be done about it. Contrast this with lay perspectives on the disease. Options include, but are not limited to: newspapers, magazines, TV shows, and websites (for profit, nonprofit or government). You can choose either one medium and observe it over a week or so, one medium and observe it over a longer time span (for example, through the archives of newspapers), or three media and record one observation from each one of them. The important point is to collect no fewer than five observations, whether from the same or different media.

To construct your argument, you will also need to provide information about the rationale for the position against which you are advocating: What benefits does medicine purport to bring to this life event or behaviour and are those benefits negligible? Your conclusion should include policy and educational recommendations for this event. You may wish to consider your own discipline's reliance, or resistance to, the medical model.

Your analysis should include:

A definition and discussion of the social construction or social framing of disease, an identification of perspective used, copious reference to the sociological literature on diagnosis, examples from the medical literature and from popular media.