

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2013

HLTH522: Health Systems, Policy and Practice - 30 points

Trimester 2

Course Coordinator: Dr Katherine Nelson

Trimester dates: 15 July to 17 November 2013

Mid-trimester break: 26 August to 8 September 2013



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 Katherine Nelson, Senior Lecturer
Ph: 04 463 6138
Email: Kathy.nelson@vuw.ac.nz

POSTGRADUATE STUDENT ADMINISTRATOR

Annemarie Thorby
Ph: 04 463-6647
Email: annemarie.thorby@vuw.ac.nz

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 Monday 7 January 2013 and close on Friday 20 December 2013 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.

SCHOOL TIMETABLE

1st SCHOOL

Dates: Monday 22, Tuesday 23 & Wednesday 24 July 2013

Times: 9.00am – 4.30pm

Venue: CS801, Level 8, Clinical Services Block, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

Focus: Components of health systems including policy and funding

2nd SCHOOL

Dates: Monday 23, Tuesday 24 & Wednesday 25 September 2013

Times: 9.00am – 4.30pm

Venue: CS801, Level 8, Clinical Services Block, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

On Wednesday 25th September the class will probably go on a fieldtrip to Parliament for the day

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

Section 2: Academic Requirements

COMMUNICATION OF ADDITIONAL INFORMATION

All additional information or information on any changes to the course will be conveyed via Blackboard.

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 CONTENT

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.

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.

COURSE LEARNING OBJECTIVES

Students who pass this course will be able to:

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

TEACHING FORMAT

There will be 6 School days held in Wellington which will be delivered in two blocks of 3 days each. These days will be a mix of lectures, tutorials, workshops and observation. A distance component supported by Blackboard supports the development of the content delivered in the school. Students are expected to read a selection of the recommended resources listed in this outline and on Blackboard. The three assignments are each designed to engage students in learning different aspects of the relationship of health policy to 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.

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.

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

Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds. If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

STUDENT FEEDBACK

Apart from updating content, this course has had no major changes in format. Wording of assignments have been modified slightly to improve clarity. Students in 2012 reported that they valued learning about health services and health policy and some have utilised their course work to lead changes in practice.

Student feedback on University courses may be found at:

www.cad.vuw.ac.nz/feedback/feedback_display.php

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. (2012). New Zealand's post-2008 health system reforms: Toward re-centralization of organizational arrangements. *Health Policy*, 106(2), 110-113
- 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.

RECOMMENDED TEXT

- Hughes, F., & Caulder, S. (2007). *Have your say: Influencing public policy in New Zealand*. Wellington: Dunmore Publishing Limited.

RECOMMENDED READING

- 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. (2008). *Social policy in Aotearoa/New Zealand: A critical introduction* (4th ed.). Melbourne: Oxford University Press.

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- Devlin, N., Maynard, A., & Mays, N. (2001). New Zealand's new health sector reforms: Back to the future? *British Medical Journal, 322*, 1171-1174.
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- 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.
- Ettelt, S., Fazekas, M., Mays, N., & Nolt, E. (2012). Assessing health care planning – A framework-led comparison of Germany and New Zealand. *Health Policy, 106* (1), 50-59.
- 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.
- Gauld, R., Al-wahaibi, S., Chisholm, J., Crabbe, R., Kwon, B., Oh, T.,...Sohn, S. (2011). Scorecards for health system performance assessment: The New Zealand example. *Health Policy, 103* (2–3)200-208.
- 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.
- Hoare, K. J., Mills, J., & Francis, K. (2012). The role of Government policy in supporting nurse-led care in general practice in the United Kingdom, New Zealand and Australia: An adapted realist review. *Journal of Advanced Nursing, 68*(5), 963–980. doi: 10.1111/j.1365-2648.2011.05870.x

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

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 nominated collection points at each campus. Customers will be contacted when they are available.

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

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the Victoria 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**

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues:
www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute:
www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/vicliffe/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/vicliffe/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

ASSIGNMENT NUMBER ONE

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

Due Date: 27 August 2013

Word limit: 4000 words

This assignment is worth 40% of your final grade.

This essay 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,

- 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;
- Outline the overall structure of each policy or service arrangement including target group, policy or service components, funding arrangements, governance and workforce requirements;
- Provide evidence of the effectiveness (e.g., health outcomes, throughput, staff turnover) of each system; and
- Finally present your analysis of the strengths and weakness of the two policy or service arrangements.

Please submit your assignment via Blackboard.

This assessment meets learning objectives 1, 2 & 3.

ASSIGNMENT NUMBER TWO

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

Due Date: 17th September 2013

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 500 words that includes

- i. Type of meeting – e.g. Meeting with list MP; District Health Board meeting
- ii. Date of meeting
- iii. Who was present – if DHB can say Board members as a group, add names of colleagues if you did not go alone
- iv. What you learnt
- v. Reflections on whether you would now approach MPs or DHB members differently.

Please submit your assignment via Blackboard.

This assessment meets learning objectives 2, 3, & 4.

ASSIGNMENT NUMBER THREE

Assignment Name: **Submission**
Due Date: 17 October 2013
Word limit: up to 4000 words

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

Please submit your assignment via Blackboard.

This assessment meets learning objectives 1, 3 & 4.