

*Graduate School of Nursing, Midwifery & Health  
Course Outline*

# **NURS/MIDW/HEAL 510**

**Special Topic: Evaluation in Health**

**Course Co-ordinator:**

**Katherine Nelson & Joan Skinner**

### 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.

Produced by the Graduate School of Nursing, Midwifery & Health,  
81 Fairlie Terrace, Kelburn, Wellington 6021.

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# **STAFF TEACHING IN THIS COURSE**

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## **COURSE COORDINATORS**

Name Katherine Nelson, Senior Lecturer

Ph: 04 463 6138

Email: [kathy.nelson@vuw.ac.nz](mailto:kathy.nelson@vuw.ac.nz)

Name Joan Skinner, Senior Lecturer

Ph: 04 463 6654

Email: [joan.skinner@vuw.ac.nz](mailto:joan.skinner@vuw.ac.nz)

## **STUDENT ADMINISTRATOR**

Abbey McDonald

Ph: 04 463-6144

Email: [abbey.mcdonald@vuw.ac.nz](mailto:abbey.mcdonald@vuw.ac.nz)

# **CONTACT DETAILS**

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## **POSTAL ADDRESS**

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 600  
Wellington 6140

## **PHYSICAL ADDRESS**

The Fieldhouse Centre  
Victoria University of Wellington  
81 & 83 Fairlie Terrace  
Kelburn  
Wellington 6021

Phone: (04) 463-5363 or  
0800 108-005 Freephone Graduate School Administration

Fax: (04) 463-5442

Email: [nmh@vuw.ac.nz](mailto:nmh@vuw.ac.nz)

Web site: <http://www.victoria.ac.nz/nmh>

Office Hours: Monday to Friday 8.30am to 5.00pm

## **GRADUATE SCHOOL DATES**

The Graduate School office will be open on Wednesday 3 January 2008 and close on Tuesday 23 December 2008.

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.

## **COURSE AIMS**

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This course aims to introduce the student to the fundamentals of evaluation and to provide the students with the ability both to undertake and to appraise evaluation.

## **COURSE OBJECTIVES**

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1. To understand the role of evaluation in health care
2. To work towards developing expertise in using an evaluation framework in everyday practice, and service development
3. To understand the key features of different forms of evaluation
4. To acquire skills and knowledge in evaluation design and in the use of evaluation techniques.

## **COURSE CONTENT**

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This course focuses on evaluating practice at an individual, service and systems level. Students learn how to apply new and existing skills and knowledge to evaluate their practice, to establish the need for a service and to determine the effectiveness of services provided. Using a program approach, skills are acquired in how to use existing data to evaluate practice and in how to design, implement and report a formal evaluation. Key skills such as audit and focus groups are practised, and students learn about considerations in working with evaluation stakeholders, and in purchasing evaluations and appraising evaluation reports. The course is suitable for all health care practitioners.

## PRE-READINGS

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Conley-Tyler, M. (2005). A fundamental choice: Internal or external evaluation? *Evaluation Journal of Australasia*, 4 (1&2), 3-11

Whitehead, D. (2003). Evaluating health promotion: A model for nursing practice. *Journal of Advanced Nursing*, 41(5), 490-498

## RECOMMENDED READING/TEXT

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Bemelmans-Videc, M-L., Rist, RC., & Vedung, E. (Eds). (1998). Carrots, Sticks, and sermons: policy instruments and their evaluation. New Brunswick, NJ. Transaction Publishers.

Brinkerhoff, RO. (c2003). The success case method: find out quickly what's working and what's not. San Francisco, CA : Berrett-Koehler.

Fetterman, DM & Wandersman, A. (Eds). (c2005). *Empowerment evaluation principles in practice*. New York: Guilford press.

Fetterman, DM. (c2001). *Foundations of empowerment evaluation*. Thousand Oaks: Sage.

Owen, J. (2007). *Program evaluation: Forms and approaches*. (3<sup>rd</sup> ed). New York: Guilford Press.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods* (3<sup>rd</sup> ed.). Thousand Oaks: Sage Publications.

Patton, M. Q. (c1997). *Utilization-focused evaluation: The new century text* (3<sup>rd</sup> ed). Thousand Oaks: Sage.

Posavac, EJ & Carey, RG. (c2007). *Program evaluation: Methods and case studies* (7<sup>th</sup> ed). Upper Saddle River, New Jersey: Pearson Prentice Hall.

## ONLINE RESOURCES

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Australasian Evaluation Society – [www.aes.asn.au](http://www.aes.asn.au)

Centers for Disease control and prevention – <http://www.cdc.gov/eval/framework.htm>

Community Tool Box – [www.community.net.nz/how-toguides/Campaign-Advocacy/Publications-Resources](http://www.community.net.nz/how-toguides/Campaign-Advocacy/Publications-Resources)

Evaluation Resources – <http://www.uwex.edu/ces/pdande/>

Facilitated Systems – <http://www.facilitatedsystems.com/weblog/>

The Evaluation Center - <http://www.wmich.edu/evalctr/>

W.K.KelloggFoundation – <http://www.wkkf.org/default.aspx?>

World Health Organisation – [www.euro.who.int/Document/ENHPS/Final\\_report\\_Feb\\_06.pdf](http://www.euro.who.int/Document/ENHPS/Final_report_Feb_06.pdf)

## JOURNALS

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Action Research International

Evaluation

Evaluation and Program Planning

Evaluation and the Health Professions

Evaluation Review

Journal of evaluation in clinical practice

Journal of MultiDisciplinary Evaluation

# **WORKLOAD**

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30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week, however as this course is being run over one trimester your workload will increase to approximately 24 hours per week.

# **MANDATORY COURSE REQUIREMENTS**

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In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course co-ordinator.

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

# **GENERAL UNIVERSITY STATUTES AND POLICIES**

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Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage at:

[http://www.vuw.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support



# **ACADEMIC INTEGRITY AND PLAGIARISM**

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Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:  
[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## **SCHOOL CATERING**

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The Graduate School will provide **a light snack for lunch** while students are attending Schools, and tea & coffee for morning and afternoon break. While we try to cater for the majority of students please feel free to bring your own supplies if your needs are not being met.

During the lunch breaks you may wish to investigate a variety of student cafes within walking distance on campus and several cafes at Kelburn shops approximately 10 mins walk from the School.

# COURSE TIMETABLE

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WEEK STARTING Monday	DATES	EVENT	ACTION
4 February	6 February	Waitangi Day	
11 February			
18 February			
25 February	<b>27 - 29 February</b>	<b>1<sup>st</sup> School</b>	
3 March			
10 March			
17 March	21 March	Good Friday	
24 March	24 March 25 March	Easter Monday VUW holiday	
31 March			
7 April			
14 April	<b>23 April</b>		<b>1<sup>st</sup> Assignment due</b>
21 April	25 April	ANZAC Day	
28 April			
5 May			
12 May	<b>12 - 14 May</b>	<b>2<sup>nd</sup> School</b>	
19 May			
26 May			
2 June	2 June	Queens Birthday	
9 June	<b>5 June</b>		<b>2<sup>nd</sup> Assignment due</b>
16 June			
23 June			
30 June			

# **SCHOOL TIMETABLE**

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## **1<sup>ST</sup> SCHOOL**

Dates: Wednesday 27, Thursday 28 & Friday 29 February 2008

Times: Day 1: 9.30 – 5pm

Day 2: 9 – 4.30pm

Day 3: 9 – 4.30pm

Venue: Room 202 83 Fairlie Tce, Kelburn, Wellington

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School focus is an introduction to the theory and forms of evaluation, common evaluation techniques and the practice of some evaluation techniques. A detailed timetable will be posted or emailed to students two weeks prior to the School commencing.

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## **2<sup>ND</sup> SCHOOL**

Dates: Monday 12, Tuesday 13 & Wednesday 14 May 2008

Times: Day 1: 9.30 – 5pm

Day 2: 9 – 4.30pm

Day 3: 9 – 4.30pm

Venue: Room 202 83 Fairlie Tce, Kelburn, Wellington

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School focus is on the development of evaluation proposals, working with evaluation funders, contracting and critiquing evaluation and the learning of additional evaluation skills. A detailed timetable will be posted or emailed to students two weeks prior to the School commencing.

# ASSIGNMENTS

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**Assignment information including grade descriptions, the procedures for submitting assignments and referencing information is available on the Graduate School's Website.**

Assignment cover sheets and acknowledgement postcards are attached at the back of this outline. Please ensure you complete an assignment cover sheet and attach it to the front of each assignment you submit. All assignments are to be sent to **Abbey McDonald, Student Administrator**, who will record the details and pass it to the appropriate marker. **Please do not address assignments to members of the academic staff, as they are not necessarily the markers of the assignment.** If you want to have receipt of your assignment acknowledged, complete an acknowledgement postcard and attach it to the front of your assignment.

The Graduate School of Nursing, Midwifery & Health has set a number of assessment tasks and due dates to best meet the outcomes of the course. In keeping with the Graduate School's stated philosophy that no assessment work shall serve the Graduate School alone, it is possible to negotiate alternative assessments and schedule. This should be undertaken in consultation with the course co-ordinator.

## **Graduate School guidelines for submission and return of student assignments:**

1. All assignments are to be submitted to the Graduate School by 5.00pm on the nominated due date.
  - 1.1 An extension to the due date may only be given in exceptional circumstances. Such circumstances would typically be sickness (as evidenced by a medical certificate) or bereavement.
  - 1.2 Application for an extension must be made to Course Co-ordinators at least 24 hours before the due date.
  - 1.3 Course Co-ordinators may grant an extension of up to 2 weeks.
  - 1.4 Any extension requested for longer than 2 weeks must be agreed to and signed off by the Teaching and Learning Co-ordinator or in her absence the Head of School.
2. Dean's extensions
  - 2.1 are available in exceptional circumstances for only the final piece of assessment in any course,
  - 2.2 must be applied for in writing at least 48 hours prior to due date,
  - 2.3 may be approved for up to 4 weeks by the Teaching and Learning Co-ordinator or Head of School with the appropriate documentation provided,
  - 2.4 may be extended beyond 4 weeks with written approval by, and an interview with, the Teaching and Learning Co-ordinator or Head of School.

3. Student coursework assignments submitted by the due date will be returned with feedback within four weeks of the due date. Students who do not submit within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.
4. Assignments which remain outstanding for up to two weeks without due cause beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
5. Assignments that remain outstanding beyond two weeks from the due date without due cause will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.
6. In exceptional circumstances withdrawal from assessment is a mechanism that may be recommended by the Course Co-ordinator to the Head of School when all avenues for extension have been exhausted and the Course Co-ordinator is satisfied that the student will be able to complete the required work in the negotiated timeframe. This timeframe will normally be to the end of the following trimester and will not extend beyond three trimesters.

**Final assignments will not be accepted by email.**

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

## **ETHICAL CONSIDERATIONS**

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At all times students must act within the boundaries of professional Codes of Conduct, relevant legislative frameworks and the governance, rules and contracts of their employing organisation. Further information with regard to student's ethical responsibilities and relevant templates can be accessed on the Blackboard site or will be provided in class if required.

# ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

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The Graduate School recommends the use of APA referencing for all assignments and information on APA referencing can be found by searching online:

Publication Manual of the American Psychological Association: 5th ed. (2001).

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:

[http://www.vuw.ac.nz/st\\_Services/slss/studyhub/reference/APA.pdf](http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf)

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
  - Course number, assignment number and student ID number (left aligned), e.g. *NURS 512, Assignment 2, 300011122*
  - Page number (right aligned)
- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.
- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.
- Ensure you keep a copy of your assignment until it is returned from being marked.

# CONFERENCE & SCHOOL PRESENTATIONS

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Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course co-ordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course co-ordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: [abbey.mcdonald@vuw.ac.nz](mailto:abbey.mcdonald@vuw.ac.nz) for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course co-ordinators and teaching associates who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

# REPORTING STUDENT ACHIEVEMENTS AND AWARDS

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At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications).

You are required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for this course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact [Abbey.mcdonald@vuw.ac.nz](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

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## **Assignment Number One**

Assignment Name: Theory and practice in evaluation

Due Date: 23 April 2008

**This assignment is worth 40% of your final grade**

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In light of the theoretical approaches to evaluation, identify three areas from your practice or practice setting where you might undertake an evaluation. These three areas should include one where an innovation could be planned, one where current processes could be evaluated and one where outcomes could be generated. Place these evaluations in the context of the literature and describe what might be gained in undertaking such evaluations.

Word length - up to 4000 words

This assignment relates to Course Objectives 1, 2 and 3.



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## Assignment Number Two

Assignment Name: An Evaluation Plan and presentation

Due Date: 5 June

**This assignment is worth 60% of your final grade (20% presentation, 40% written work)**

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### Part One: Presentation

You have been short listed to undertake an evaluation and the key stakeholders have asked all those on the short list for a 15 minute presentation outlining how they would undertake the evaluation.. The budget for the evaluation is limited to \$75,000.

(You may choose any evaluation scenario but you must check first with either Kathy or Joan for appropriateness. This will be presented to your classmates in the second school as if they were the stakeholders).

The presentation should include:

- A description of the subject of the evaluation
- Evaluation objectives
- Methods and rationale
- Processes
- Timeline
- Risk management plan
- Why you have the skills and knowledge to undertake the evaluation

### Part Two: Bid for evaluation

You are now asked to put in a full written tender. Include:

- Background
- Evaluation objectives
- Methods
- Process
- Costings and timeline
- Risk management plan
- Ethical considerations.

Attach a relevant CV (not included in work count). Word length - up to 4000 words

The two parts of this assignment relate to all course objectives.

You are also required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for the course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact [Abbey.mcdonald@vuw.ac.nz](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

**GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH**  
**Record of Special Achievements related to Study at Victoria**

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications). Please complete this form and **submit with your final assignment for the course**. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact [Abbey.mcdonald@vuw.ac.nz](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

**Student Name:** \_\_\_\_\_

**Course Code:** \_\_\_\_\_

**Industry sponsorship**

Name of Sponsor	Notes in relation to the conditions of sponsorship	Value	Year
eg, C&C DHB	50% Student fees paid on successful completion of the course of study	\$	2008

**Special awards, Prizes & Scholarships**

Name of Award/ Prize/ Scholarship	Source/Provider	Notes in relation to the prize/award/scholarship	Value/ Form	Year
eg 'Best clinical innovation'	Mental Health College of Nurses	A project that I developed while doing my practicum course resulted in our clinical team changing the way in which we met with and involved families in patient care	\$500 Award Certificate	2008

**Professional presentations / Seminars /Conferences**

If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these

*Example:* Student, A. (2008). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2008.

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

*Example:* Student, A & Teacher, B. (2008). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, 5(4), 114-126.

**Other Special Achievements**

If you have had any other special achievements during the year please provide the details.

**Attach and submit with your final assignment thank you**