

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

Faculty of Humanities and Social Sciences

HLTH 524: Leadership in Health Care

30 points

Trimester 2 2014

Course Coordinator: Prof Jo Walton

Important Dates

Trimester dates: 14 July to 16 November 2014

Mid-trimester break: 25 August to 7 September 2014

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

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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Wellington 6021

Office Hours

The Graduate School office will be open Monday 6 January 2014 and close on Friday 19 December 2015 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: Wednesday 30 & Thursday 31 July 2014
Times: 0830 – 1630 hrs daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

2nd School

Dates: Wednesday 10 & Thursday 11 September 2014
Times: 0830 – 1630 hrs daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital,
Riddiford St, Newtown, Wellington

Section 2: Academic Requirements

Communication of Additional Information

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student Victoria University of Wellington email.

Course Prescription

This course explores current theories of leadership in relation to today's complex and dynamic health care environment. Topical issues in health care are used as cases for critique and discussion. Leadership qualities and efficient working relationships in the health care setting are addressed.

Course Learning Objectives

Students who pass this course will be able to:

1. Identify and critique current theories of leadership and their applicability to the health care environment
2. Critically analyse topical health issues and their implications for leadership in the health care sector
3. Identify leadership skills required to implement positive change in health care settings
4. Reflect on their own leadership styles and goals, and opportunities for influencing organisational development within health care settings
5. Interact effectively with colleagues in joint learning activities and problem solving activities.

Teaching Format

This course is delivered via 2 face-to-face seminar type "schools" at the Graduate School of Nursing Midwifery & Health. The days will be a mix of lectures and small group activities. A distance component supported by Blackboard forms part of the course and supports student achieving their learning objectives.

This course is designed to be flexible enough to meet students' own learning needs. Discussion and debate amongst the class members is encouraged as a means of sharing expertise and experience. Our Blackboard site will be opened at the start of the trimester (14th July) and all students are requested to log in to meet each other on line before the July School in Wellington.

Nursing Council of New Zealand nurse practitioner competencies this course meets (NCNZ 2008)

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 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.
- 2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.
- 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 addition to achieving an overall pass mark of 50%, students must:

1. Attend all schools
2. Complete all pieces of assessment

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.

You should aim to spend approximately 20 hours per week on your study in addition to the time you are on campus at the four study days. Much of this time will be spent searching for and reading material for your assignments and, of course, writing and editing your work. You will also spend time planning your work, and in discussion with your fellow classmates and course coordinator via Blackboard and in any informal study groups you chose to belong to.

We will discuss allocating time and effective study methods at the first School in July, and via our Blackboard discussions before you come to Wellington.

This course comprises approximately 32 hours of course contact time for lectures. The amount of time you should notionally assign to the completion for each of the assignments is as follows:

1. Leadership goals (10%): 26 hours
2. Essay: Theories of leadership in health (40%): 108 hours
3. Case Study (50%): 134

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**

Section 3: Assessment Information

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation. Marking criteria for each assessment will be posted on Blackboard.

Assessment items and workload per item	%	CLO(s)	Due date
1 Leadership goals	10%	4,5	31 July 2014
2 Essay: Theories of leadership in health	40%	1, 2, 3, 4	1 September 2014
3 Case Study	50%	1, 2, 3, 4, 5	3 November 2014

Assignment Number One

Assignment Name: **Leadership goals**
Due Date: At Residential School, 31 July 2014
Weighting: 10%

On the second day of the July School you will discuss with the group at least two goals you have set for yourself to achieve during the course. One is to be an action or behavioural goal (something you will do in your working life) and one a learning goal (something you will explore over the trimester). You will present your goals to your fellow students and staff, and provide a written copy of your commitments.

We will discuss the task at the school, and you will have the opportunity to develop your ideas as you listen to guests and learn with your colleagues and classmates, but you should come prepared with some ideas already, and we will have had some Blackboard discussion during the first two weeks of trimester ie before we meet at the School in Wellington.

Your written submission should identify your two goals and your plan for achieving them.

This assignment addresses course learning objectives 4, and 5.

Assignment Number Two

Assignment Name: **Reflective essay: Theories of leadership in health**

Due Date: 1st September 2014

Length: 3000 words

This assignment is worth 40% of your final grade

Using relevant literature sources reflect on your current work role and leadership style. Explain the parameters of your role and what leadership opportunities are open to you, and identify at least two theories of leadership that provide useful insight into your situation. Provide a succinct overview and critique of the theories you have chosen, and critically examine their applicability to the healthcare environment in general and your work environment and role in particular.

This assignment addresses the following course learning objectives: 1, 2, 3, and 4

Please submit this assignment via the Blackboard portal.

Assignment Number Three

Assignment Name: **Case Study**
Due Date: 3 November 2014
Word Limit: 4000 words

This assignment is worth 50% of your final grade.

This assignment has three parts.

Part 1: Interview

Identify a leader whom you admire. This person may or may not be involved in the wider health sector, but must have something to contribute to your knowledge and understanding of leadership, and be willing to be interviewed by you. Conduct an interview with your chosen candidate to elicit their views on leadership. The kinds of topics that might be covered include their views on the most important aspects of leadership, examples of challenges they may have faced, what they have learned as a result of their leadership role and any advice they have for you as a developing leader/manager. Take notes and listen carefully. Identify the main **themes** of leadership from this conversation.

You must explain that the activity is part of your Victoria University of Wellington course, and that you will use the information for your learning only. Anonymity of the individual and their institution is required in your written submission.

Part 2: Thematic analysis and literature review

Keeping the themes of your interview in mind, search the literature for relevant publications which address these themes. You should include in this search evidence which supports or refutes your previously held understandings and/or which demonstrates application of these themes to the healthcare environment.

Part 3: Written submission

Write up your case study to include a brief rationale about your choice of interviewee, and a short description of the interview process.

Identify the emergent themes from your interview and, reflecting on these themes and what you learned from the interview, critically analyse the literature you explored in relation to these themes. Finish your case study with a section considering which concepts you will apply to your practice in the future.

This assignment addresses the following course learning objectives: 1, 2, 3, 4 and 5.

Please submit this assignment via the Blackboard portal.

Submission and Return of Work

For submission details, please see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date.

Extensions and Penalties

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.

Penalties

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 up to 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 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.

Section 4: Additional Information

Recommended Readings

There is no set text book for this course.

There is an expectation that you will browse the library and on-line data bases for inspiring books, journal articles and other resources on vision, innovation, leadership, management, service development and change in health care. Make use of the Victoria online library facilities to assist you in accessing the necessary and applicable information relevant to this course. These activities are central to the work of the course and you will be expected to contribute to tutorial activities and on-line discussions throughout the course. Don't feel you must limit your reading to material directly relating to the health care environment: look also to other disciplines such as business, psychology and the social sciences for relevant material.

During the course your lecturers, fellow students and guests will recommend reading material and/or other resources. References will be shared on Blackboard over the trimester.

Student Feedback

Student feedback on University courses may be found at

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

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/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

HLTH524 Leadership in Health Care

Student Responsibility Statement

This is to state that I have been given information and an explanation about my ethical responsibilities in HLTH 524. This course is at the Graduate School of Nursing, Midwifery & Health, Victoria University of Wellington. I have understood this explanation; and I have had the opportunity to ask questions and have them answered to my satisfaction.

I understand that by continuing enrolment in this course I agree to participate in the broad processes and parameters of the course as identified in the course outline. I understand that if I have any concerns about the processes or particular needs in relation to the course that I can discuss these with the Course Co-ordinator and negotiate to modify requirements of the course. In particular I undertake to:

- Continue to work within professional Codes of Conduct, relevant legislative frameworks and the governance, rules and contracts of my employing organisation for any work undertaken in the course
- Ensure that work undertaken for this course does not constitute a formal research project and that all work undertaken is clearly defined and remains within my scope and area of practice and professional boundaries
- Seek managerial approval for my plans before proceeding with any workplace initiative
- At no time in the course seek information from, or apply interventions to patients/family or whānau that are beyond my scope and area of practice
- Maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality issues when deciding what and how to record, work with, and share case reviews
- Treat confidentially of practice-based information shared within the context of the course, as required by my ethical considerations, professional ethical Codes, workplace and legislative requirements
- Treat peers sharing their work and practice experiences with respect and consideration.

Signed:..... Date:

Name of student:.....