Graduate School of Nursing, Midwifery & Health

www.victoria.ac.nz/nmh/

VICTORIA UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2013

Course outline for HLTH521 Trimester 1 2013

Trimester 1

Course Coordinator:
Kay de Vries

Trimester dates: 4 March 2013 – 3 July 2013
Easter break: 28 March 2013 – 3 April 2013
Mid-Trimester break: 22– 28 April 2013

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

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.

Section 1: Operational Information

COURSE COORDINATOR & CONTACT DETAILS

Kay de Vries, Senior Lecturer
Ph: 04 463 6650
Email: kay.devries@vuw.ac.nz
Office Hours: 9am – 5pm Monday - Wednesday

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.

Section 2: Academic Requirements

COURSE PRESCRIPTION

This course will focus on modes and methods of scholarly inquiry in health research. The development of skills in formulating questions, research design, research interviewing, questionnaire design and analysis will be included. The course provides a platform for the completion of a research project.

TEACHING/LEARNING SUMMARY

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.

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 VUW email.

COURSE AIMS

This course involves an examination of modes of scholarly inquiry in nursing, midwifery and health research.
The course provides a platform for the completion of a research project. The course may also be used in preparation for an application to a Masters by research (Master of Nursing or the Master of Midwifery).

COURSE CONTENT

Particular focus is paid to methods of social and human science inquiry. Methodologies for studying human phenomena of health and illness experiences, nursing interventions, midwifery practice and health outcomes will be introduced. In addition to considering a range of research from practice, students will learn about research processes including applying for ethical approval, interviewing, and data or findings analysis.

STUDENT OUTCOMES

By the end of this course students will be able to:
- Develop a comprehensive research proposal
- Will possess advanced database search skills.
- Knowledge about the various phases of the research process.
- Ability to develop appropriate research questions.
- Knowledge of various research methodologies.
- Knowledge and skills in a range of research designs.
- Knowledge of in a variety of methods, data collection, analysis tools.
- Strategies for conducting research in practice.

LEARNING OBJECTIVES

Students passing the course should be able to:

1. Critically examine the literature and describe gaps in knowledge in an identified area of healthcare in which research is intended
2. Develop skills in generating achievable research questions
3. Critique and describe a variety of research approaches, methodologies and methods
4. Address ethical and Treaty of Waitangi implications in research.

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.

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

2.5 Ability to evaluate and measure the efficacy of practice to client outcomes, population based outcomes and the health care environment.

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.

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
www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds

RECOMMENDED READING/TEXTS

Altman, D. (1992). *Practical statistics for medical research*. Boca Raton, Florida: CRC Press.

Burns, N. & Grove, SK. (c.2007). *Understanding nursing research: Building an evidence-based practice* (4th ed.). St. Louis: Saunders Elsevier.

Bryman A. (Ed). (2007). *Qualitative research two*. London: Sage.

Bryman A. (Ed). (2006). *Mixed methods*. London: Sage.

Bryman A. (2008). *Social research methods*. Oxford: Oxford University Press.

Cluett, E. R., & Bluff, R. (Eds). (2000). *Principles and practice of research in midwifery*. New York: Bailliere Tindall.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). London: Sage.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. St Leonards: Allen & Unwin.

Cutcliffe, J. R., Ward, M. F. (c.2007). *Critiquing nursing research* (2nd ed.). London: Quay Books.

Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Maidenhead, England: Open University.

Denzin, N. & Lincoln, V. (Eds.) (2005). *The SAGE handbook of qualitative research* (2nd ed.). Thousand Oaks: Sage.

Hart C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*. London: Sage.

Hazard Munro, B. (2005). *Statistical methods for healthcare research*. Sydney: Lippincott Williams & Wilkins.

Macnee, C., & McCabe, S. (2008). *Understanding nursing research: reading and using research in evidence-based practice* (2nd ed.). Sydney: Lippincott Williams & Wilkins.

Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). London: Sage.

Peat, J., Mellis, C., Williams, K. & Xuan, W. (2001). *Health science research: A handbook of quantitative methods.* Crows Nest, NSW: Allen & Unwin.

Polit, D., & Tatano Beck, C. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Sydney: Lippincott Williams & Wilkins.

Polit, D., & Beck, C. (2008). *Nursing research: principles and methods* (8th ed.). Sydney: Lippincott Williams & Wilkins.

Silverman, D. (2006). *Interpreting qualitative data: Methods for analysing talk, text and interaction* (3rd ed.). London: Sage.

Streubert Speziale, H., & Rinaldi Carpenter, D. (2007). *Qualitative health research in nursing: Advancing the humanistic imperative* (4th ed.). Sydney: Lippincott Williams & Wilkins.

Wetz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden, E. (2011*). Five ways of dong qualitative analysis*. New York: The Guilford Press.

Wetherell, M., Taylor, S. & Yates, S. J. (2001). *Discourse theory and practice: A reader.* London: Sage.

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.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

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

SCHOOL TIMETABLES

1st SCHOOL

Dates:	Monday 11 – Wednesday 13 March 2013
Times:	9am – 5pm daily
Venue:	CS802, Level 8 Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates:	Monday 29, Tuesday 30 April & Wednesday 1 May 2013
Times:	9am – 5pm daily
Venue:	CS802, Level 8 Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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 C*onfirmation 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 you 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

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.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: http://www.victoria.ac.nz/home/study/plagiarism

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 (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/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 up to 7days 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 or being below the word limit by 10%.

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

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Unless you are instructed by the course co-ordinator please use the following guidelines on all assignments.

Referencing and Presentation

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.

Style considerations

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing
- 2.5 cm margin all round
- 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 with the following details
  - Student number
  - Assignment number and name
  - Word Count - note the reference list is not included in the word count.
- 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).
- Ensure you keep a copy of your assignment for your records.

Submission considerations

Hard copy:
- 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.
- Do not use plastic sheets, clear files or folders.
- Send your assignment 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.

Blackboard:
- Use MS Word for all electronic submissions.
- Name your file using the naming strategy COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: HLTH501_2_ 300011122).

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/whānau 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 comportment, 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: annemarie.thorby@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: **Knowledge Gaps for Research**

Due Date: 22 April 2013

Word limit: 3000-4000 words

This assignment is worth 50% of your final grade.

This assignment requires you to identify a potential research topic area and achieve the first steps of the research process.

First, identify your area of interest, explaining why it is of interest to you. Next, search the literature relating to this area of interest, and critically discuss what you find, identifying what is known, and where the gaps in knowledge exist.

This will be followed by generating several researchable questions stemming from the gaps identified in the literature. Discuss these questions your supervisor in preparation for developing a research proposal/protocol.

This assignment addresses learning objectives: 1 & 2

ASSIGNMENT NUMBER TWO

Assignment Name: **Research Approaches**

Due Date: 3 June 2013

Word limit: 3000-4000 words

This assignment is worth 50% of your final grade.

This assignment requires you to examine two research methodologies in depth. This assignment will provide a foundation for the development of your research proposal when you begin your thesis work.

Taking one or more of the research questions you identified in Assignment One, describe two different research methodologies which could be used to explore the question(s). You should identify one methodology from the quantitative and one from the qualitative paradigm.

For each, discuss the relationship between the research question, approach and methods. Describe the differences in ethics, data collection and analysis between these approaches. What measures would a researcher need to take to ensure the findings generated by each approach are robust and defensible?

This assignment addresses learning objectives: 3 & 4