

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

Faculty of Humanities and Social Sciences

HLTH 501: Principles of Research

30 points

Trimester 2 2014

**Course Coordinator:
Dr Annemarie Jutel**

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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Teaching Team

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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 6 January 2014 and close on Friday 19 December 2014 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 16 – Friday 18 July 2014

Times: 9am – 4.30pm daily

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

Day One 16 July

Start – 0900 Lunch 1200-1300 Finish – 1630

In the first day we will focus on introducing the course and study within the GSNMH. We will review research and practice integration, the research process, locating information for research and starting a literature review. Exact time-table will be provided in school.

Day Two 17 July

Start – 0900 Lunch 1200-1300 Finish – 1630

In the morning of Day Two we will introduce quantitative research design and statistical analysis. In the afternoon, we will provide an overview of qualitative design. Finally, we will finish with a discussion of how to determine what research design is most suitable to a particular problem or question. Exact time-table will be provided in school.

Day Three 18 July

Start – 0900 Lunch 1200-1300 Finish – 1630

On day three we will discuss the mechanics of designing research studies, and will explore how we step from taking a practice-related problem or question, and either retrieve and evaluate research or design a study to illuminate the problem. Exact time-table will be provided in school.

2nd School

Dates: Monday 15 – Wednesday 17 September 2014

Times: 9am – 5pm daily

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

Day One 15 September

Start – 0900 Lunch 1200-1330 Finish – 1630

In the first day we will introduce principles of research appraisal, explaining and working through how knowledge of design influences how we interpret and make use of research studies. We will focus on studies which use numbers and statistical analysis in this first day.

Day Two 16 September

Start – 0900 Lunch 1200-1300 Finish – 1630

In second day, we will extend our understanding of research appraisal to qualitative and theoretical studies. We will work in groups to evaluate different studies which use thematic, discursive or critical theoretical analysis to arrive at their conclusions. Exact time-table will be provided in school.

Day Three 17 September

Start – 0900 Lunch 1200-1300 Finish – 1630

On day three we will undertake further appraisal practice, as well as review our study and database searching skills and prepare for the final assignment. We will spend time on subjects requested by students for further support. Exact time-table will be provided in school.

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

Focuses on the research process, research concepts, the location implementation and critique of research in practice.

Course Learning Objectives

Students who pass this course will be able to:

1. Demonstrate a comprehensive knowledge of the research process
2. Appraise evidence in relation to health related issues
3. Demonstrate advanced knowledge of different research approaches applicable to the health disciplines.

Teaching Format

This course is delivered in two blocks over one trimester 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. Online discussion groups are available to give students ways of continuing discussion about course material outside of the class room. Time is set aside at each school for additional review of topics covered in the course at the request of students.

Extra activities and readings will be made available on Blackboard from time to time.

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.
- 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 unless under special circumstances prior arrangements have been made with the course coordinator.
- 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.

This course comprises approximately 46 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. Assignment Number One: Search Strategy and Design Appraisal (40%): 102 hours
- 2. Assignment Number Two: Article Appraisal (60%): 152 hours

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/>

Students are encouraged to use Endnote to manage the research material they use and cite. Endnote can be obtained at <http://library.victoria.ac.nz/library/resources/guides/endnote.html>

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	Search Strategy and Design Appraisal	40%	1, 2, 3	18 August 2014
2	Article Appraisal	60%	1, 2, 3	27 October 2014

Assignment Number One

Assignment Name: **Search Strategy and Design Appraisal**

Due Date: 18 August 2014

Word limit: Total: 2500 words:
Part 1: 500 words + table or diagram
Part 2: 2000 words

This assignment is worth 40% of your final grade.

Part 1. Maximum 500 words + table or diagram. 10% of your final grade.

Using a health or practice issue of your choice, develop a search strategy to obtain information that will either help you understand the issue or answer a particular question about it. Provide a brief description of the issue, and the steps you followed to undertake your search, identifying the concepts and synonyms used, the databases accessed, and what Boolean operators you used to combine your search terms. Provide a description of your initial findings and how useful they will be to answering your question.

Use a diagram or a table to describe the concepts incorporated in your search and your use of Boolean operators.

Part 2. Maximum 2000 words. 30% of your final grade.

From the articles thus obtained, look over the abstracts and select three articles which use different research designs to investigate your topic. Describe how each study used the research designs, paying particular attention to describing the design, its underpinning assumptions, its sample and recruitment, the type of data collected, the method of analysis, and ethical considerations of this particular design. -Explain why and how each design was individually suitable for investigating your topic. Your description should demonstrate an understanding of how the different study designs approach topics differently, and reveal diverse aspects of the subject. It should also describe how methods and analysis vary between designs.

You should include at least one quantitative and one qualitative design. If you did not find studies from both of these paradigms, you will need to describe a hypothetical study using a design from the missing paradigm and explain how it would provide a different perspective on the subject.

This assignment meets learning objectives: 1, 2 & 3

Please submit this assignment as one MSWord file via Blackboard.

Assignment Number Two

Assignment Name: **Article appraisal**
Due Date: 27 Oct
Word limit: 3500 words

This assignment is worth 60% of your final grade.

You will be provided with three research articles addressing a specific health subject. Critically appraise the articles. Indicate what critical appraisal tool you have used to guide you in your appraisal, and why you have chosen it. Discuss the strengths and weaknesses of each study, their relevance to your area of practice in specific, or to your profession in general, and explain how they advance your thinking on your practice.

This assignment meets learning objectives: 1, 2 & 3

Please submit this assignment as one MS Word file via Blackboard.

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

Required Texts

Liamputtong, P. (ed.) (2013) *Research methods in health: Foundations for evidence-based practice*, 2nd edn. Oxford University Press: Melbourne.

You may obtain this text book at Vic Books: www.vicbooks.co.nz.

Recommended Readings

We encourage you to consult other research method and text books and suggest some titles below, however, we encourage you to search the references that suit your personal needs best. References to other readings will also be made available to you via Blackboard.

- Brown, S. (2009). *Evidence-based nursing: The research-practice connection*. Boston: Jones and Bartlett Publishers.
- Clegg, F. (2001). *Simple statistics*. Cambridge: Cambridge University Press.
- Cluett, E. R., & Bluff, R. (2006). *Principles and practice of research in midwifery* (2nd ed.). New York: Bailliere Tindall.
- Creswell J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). London: Sage.
- Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Maidenhead, England: Open University.
- Denzin N. K., & Lincoln Y. S. (Eds.). (2003). *Strategies of qualitative inquiry* (2nd ed.). London: Sage.
- Greenhalgh, T. (2010). *How to read a paper: The basics of evidence-based medicine*. (4th ed.). London: BMJ: Publishing Group.
- Kumar, R. (2011). *Research methodology: A step by step guide for beginners*. (2nd ed.). London: Sage.
- LoBiondo-Wood, G., & Haber, J. (2010). *Nursing research methods, critical appraisal and utilization* (7th ed.). St. Louis: Mosby.
- Parahoo, K. (2006). *Nursing research: Principles, process and issues* (2nd ed.). Basingstoke Palgrave Macmillan.
- Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). London: Sage.
- Polit, D., & Beck, C. (2008). *Nursing research: Principles and methods*. (8th ed.). Sydney: Lippincott Williams & Wilkins.
- Wetz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York: The Guilford Press.

Student Feedback

Changes to this course based on student feedback include changes to the wording of the first assignment.

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