Graduate School of Nursing, Midwifery & Health
Te Kura Tapuhi Hauora

www.victoria.ac.nz/nmh/

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2014

HLTH 521: Research Methods
30 points

Trimester 1 2014

Course Coordinators:
Dr Robyn Maude and Dr Joan Skinner

Important Dates

Trimester 1
Trimester dates: 3 March 2014 – 2 July 2014
Mid-Trimester break: 18 April 2014 – 4 May 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.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
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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 distribution.

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

Dr Robyn Maude, Senior Lecturer
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Dr Joan Skinner, Senior Lecturer
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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 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 Dates and Locations

1st School

Dates: Wednesday 12 – Friday 14 March 2014
Times: 9am – 5pm daily
Venue: CS802, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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2nd School

Dates: Monday 19 and Tuesday 20 May 2014
Times: 9am – 5pm daily
Venue: CS717, Level 7**(Monday)** & CS803, Level 8**(Tuesday)** Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

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Note: Attendance at all Schools is mandatory.
Please ensure that your travel, work and family commitments take into consideration the requirement to attend school for each full day (9am – 5pm).

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 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.

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.

Course Learning Objectives (CLOs)

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.

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.

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.

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 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.

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 40 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: Knowledge Gaps for Research (50%): 130 hours
2.   Assignment Number Two: Research Approaches (50%): 130 hours

Blackboard Information

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

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	Knowledge Gaps for Research	50%	1, 2	24 April 2014
2	Research Approaches	50%	3, 4	13 June 2014

Assignment Number One

Assignment Name: **Knowledge Gaps for Research**

Due Date: 5pm Thursday 24 April 2014

Word limit: maximum 4000 words including references

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 with your supervisor in preparation for developing a research proposal/protocol.

This assignment meets learning objectives: 1 & 2

Please submit this assignment via Blackboard.

Assignment Number Two

Assignment Name: **Research Approaches**

Due Date: 5pm Friday 13 June 2014

Word limit: maximum 4000 words including references

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 meets learning objective: 3 & 4

Please submit this assignment 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 or being below the word limit by 10%.

Section 4: Additional Information

Recommended Reading

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.

Student Feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

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-progess (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/resources/subjectcontacts.html
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz