

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

NURS/MIDW/HEAL 515

Health Research

**Course Co-ordinator:
Chris Walsh**

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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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

This course involves an examination of modes of scholarly inquiry in nursing, midwifery and health research. 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 work with research processes including developing skills in research interviewing, questionnaire design and analysis.

This course is normally undertaken by students who are well on their way in the MA (Applied) or MN (Clinical). Many students use this course to begin building their ideas in relation to research and research practice in relation to the research paper (NURS/MIDW 555) or research thesis (NURS/MIDW 594) in the MA (Applied) or MN (Clinical). The course is also chosen as a research option by students undertaking the Postgraduate Diploma of Nursing or the Postgraduate Diploma of Midwifery or the Postgraduate Diploma in Health. 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 OBJECTIVES

During teaching / learning sessions participants will interact in order to:

1. critically consider a range of nursing, midwifery and health research activities and their importance to health outcomes and disciplinary growth
2. use skills in the critical evaluation of research reports and research-based journal articles to generate informed debate about 'the state of the art' of health research in nursing and midwifery and other health disciplines
3. gain deeper understandings of the processes of the research, including framing of questions, methodological choices, and the importance of evidence of rigour in health research
4. gain an understanding and working knowledge of commonly-used research methods
5. explore the ethical implications of a selected piece of research
6. consider the relevance of and obligations to the Treaty of Waitangi in health research
7. gain some first hand experience in using a range of research skills.

COURSE CONTENT

This course encompasses three major strands.

The first strand involves exploring the role and place of research in nursing, midwifery and other health disciplines.

The second strand involves students exploring major approaches to research, and considering practical strategies for undertaking research. Four overarching approaches to research – *undertaking description, causal relationship investigations, working with interpretations, engaging in critique and deconstruction* – will be covered in the course.

Understanding description – Commonly used in surveys, questionnaires, exploratory studies and case study methodologies. Methods used include questionnaires, interviews and documentation. Analysis techniques include content and thematic analysis and descriptive statistics.

Investigating causal relationships – Commonly used in randomised controlled trials, quasi-experimental designs, and systematic review methodologies. Methods include outcome measurement, questionnaires, and documentation. Analysis includes descriptive and inferential statistics.

Working with interpretations – Commonly used in phenomenology, hermeneutic research, grounded theory methodologies. Methods include in-depth interviews, participant observation, and primary source analysis. Analysis includes working with interview transcripts and other relevant material.

Engaging in social critique and deconstruction – Commonly used in discourse approaches, post modernism, feminist research, action research and critical methodologies. Methods include interviews, group processes, observation and working with cultural artefacts including documents. Analysis includes working to deconstruct or transform cultural and social practices.

The third strand involves students having some hands on research experience. Students will also be introduced to a range of analytical techniques including descriptive and inferential statistics, thematic and content analysis, structural critique and deconstruction. Students will have the opportunity to develop skills in research methods such as designing questionnaires, interviewing, and undertaking documentation review.

It is an expectation that students will develop a plan of study for the year that challenges and extends their entry knowledge and skills related to research. In addition, students will generate ‘a journal/book of research thinking’ and ‘a portfolio of research articles’ related to their interests.

RESEARCH ETHICS

REQUIRED READING

Health Research Council of New Zealand. (1998). *Guidelines for researchers on health research involving Māori*. Auckland: Author.

Health Research Council of New Zealand. (2002). *Guidelines on ethics in health research*. Auckland: Author.

Human Ethics Committee. (2001). *Guidelines*. Wellington: Victoria University of Wellington.

RECOMMENDED READING

Anderson, EE. (2007). The need for evidence-based research ethics: a review of the substance abuse literature. *Drug & Alcohol Dependence*, 86(2-3): 95-105.

Balen, R. (2006). Involving children in health and social research: 'human becomings' or 'active beings'? *Childhood*, 13(1): 29-48

Aita, M. (2005). Essentials of research ethics for healthcare professionals. *Nursing & Health Sciences*, 7 (2): 119-25

ACCESSING ETHICS APPLICATION FORMS

The VUW Human Ethics Committee form and guidelines can be accessed from the Postgraduate Students section from.

http://www.vuw.ac.nz/postgradlife/pages/pages_current_pg/ethics.html

The Regional Health Ethics Committee forms and guidelines (required for applications to health ethics committees) can be accessed from:

<http://www.ethicscommittees.health.govt.nz/>

RECOMMENDED READING/TEXT

While there are no set texts or book of readings for this subject, Gillis and Jackson (2002) is a primary text that students should find most helpful. In addition, students will be expected to search, locate and read sources from the catalogue and databases available through the University Library to explore key philosophical, social science, nursing and midwifery monographs. Students should also consult their tutorial group facilitator and the library for other references. A good beginning would be to explore the rich material in the list of pre-readings.

Primary text

Gillis, A., & Jackson, W. (2002). *Research for nurses: Methods and interpretation*. Philadelphia: F.A. David Co.

Other recommended texts

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

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

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

Cutcliffe, JR., Ward, MF., (c.2007). *Critiquing nursing research*. (2nd ed). London: Quay Books

Denzin, N. & Lincoln, V. (Eds.) (2000). *Handbook of qualitative research*, (2nd ed). Thousand Oaks: Sage.

Denzin, N. & Lincoln, V. (Eds.) (c2005). *The SAGE handbook of qualitative research*, (2nd ed). Thousand Oaks: Sage.

Dew, K. & Fitzgerald, R. (2004). *Challenging science : Issues for New Zealand society in the 21st century*. Palmerston North: Dunmore Press

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

Huberman, A. & Miles, M. (Eds). (c.2002). *The qualitative researcher's companion*. Thousand Oaks, CA: Sage Publications.

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

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

Streubert, H. J. & Carpenter, D.R. (1999). *Qualitative research in nursing: Advancing the humanistic perspective*, (2nd ed). Philadelphia: Lippincott, Williams & Wilkins.

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

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week.

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 co-ordinator.

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

GENERAL UNIVERSITY STATUTES AND POLICIES

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

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

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

SCHOOL CATERING

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

WEEK STARTING Monday	DATES	EVENT	ACTION
4 February	6 February	Waitangi Day	
25 February			
3 March			Background reading
10 March			
17 March	19 & 20 March	1st School	Bring ideas for 1 st assignment
	21 March	Good Friday	
24 March	24 March 25 March	Easter Monday VUW holiday	
31 March			
7 April			
14 April			
21 April	25 April	Teaching team unavailable ANZAC Day	
28 April			
5 May		Teaching team unavailable	
12 May	14 May	1st assignment due	
19 May			
26 May		Teaching team unavailable	
2 June	2 June	Queens Birthday	
9 June	11 & 12 June	2nd School	Bring ideas for 2 nd assignment
16 June			
23 June			
30 June			
7 July		Teaching team unavailable	
14 July			
21 July			
28 July		Teaching team unavailable	
4 August			
11 August			
18 August	21 & 22 August	3rd School	Bring progress on 2 nd assignment
25 August			
1 September			
8 September			
15 September	17th September	2nd assignment due	
22 September			
29 September			
6 October			
27 October	27 October	Labour Weekend	
3 November			

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Wednesday 19 & Thursday 20 March 2008
Times: Day 1 0930 – 1700
Day 2 0900 – 1630
Venue: Meet at Room 203 83 Fairlie Tce, Kelburn, Wellington

2ND SCHOOL

Dates: Wednesday 11 & Thursday 12 June 2008
Times: Day 1 0930 – 1700
Day 2 0900 – 1630
Venue: Meet at Room 203 83 Fairlie Tce, Kelburn, Wellington

3RD SCHOOL

Dates: Thursday 21 & Friday 22 August 2008
Times: Day 1 0930 – 1700
Day 2 0900 – 1630
Venue: Meet at Room 203 83 Fairlie Tce, Kelburn, Wellington

ASSIGNMENTS

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.

ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

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

- 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

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 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

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 to request a copy.

Assignment Number One

Assignment Name: Academic paper

Due Date: 14 May 2008

Maximum Words: 3000

Choose one of the following options: Option A or Option B or Option C

This assignment is worth 40% of your final grade

For Assignment Number One please choose **ONE** option from the list below. Please discuss your option choice and planned approach with your course tutorial leader while attending the 1st School.

Option A: Review of research knowledge in a topic area (3000 words)

If you are interested in this option you will define a health topic area and undertake a search for relevant and key research papers that inform this topic.

Write an essay that analyses, critiques and synthesises the range of key articles related to the chosen area of research. This essay should evaluate the evidence and quality of the research presented across the articles. It needs to include an analysis of what is known in the area based on a critique of the research/evidence and should conclude with a summary of knowledge gaps, indicating where further research is needed. The essay must be accompanied by either an Appendix of an Annotated Bibliography, or a table, summarising the articles read.

Option B: Health research, health priorities and health policy (3000 words)

If you are interested in this option you will define a health topic area and undertake a search for relevant and key health policy and other related papers that inform the health imperatives associated with researching this topic.

Write an essay that outlines the key health imperatives that would need to shape and inform research in this area? Drawing on your selected policy documents identify and discuss these. Demonstrate how each of the approaches to research identified in this course ('description', 'causal relationships', 'interpretations', and 'social critique and deconstruction') could be used to create an effective piece of research in relation to these health priorities and imperatives? Drawing on your topic area, generate one key research question and research strategy for each approach. Make a case for the pertinence of each research question and strategy in relation to the identified health priorities and imperatives.

A key health policy document to begin your policy exploration should be the *New Zealand Health and Disability Sector Overview* (Ministry of Health, 2003), which is available from the Ministry of Health website. This document aims to give a general overview of the New Zealand health and disability sector. It provides brief information about:

- New Zealand and the demographics of the population

- the structure of the health and disability sector
- the financing of health and disability services and expenditure within the sector
- some health and disability workforce statistics and issues facing the workforce
- the infrastructure for gathering and managing information in the health and disability sector
- the health and disability status of New Zealanders
- important health outcome measures.

Option C: Individual Contract (3000 words)

Consider your interests in a research topic associated with your professional or clinical work. As an alternative to any of the above options, you may prefer to generate a specific contract and undertake the associated work. If you wish to take up this option please negotiate details of the contract with the course co-ordinator. The work will be assessed in relation to the agreed contract.

Assignment Number One relates to course objectives 1-6.

Assignment Number Two

Assignment Name: Applied research
Due Date: 17 September 2008
Length: 3000-5000 words

Choose one of the following options: Option A or Option B or Option C or Option D
This assignment is worth 60% of your final grade

It is generally expected that students will identify and discuss their preferred options for Assignment Two while attending the 2nd School. Students are expected to commence work on their second assignments from early June May. Two opportunities for support and dialogue with tutorial group leaders (in person or by telephone or by e-mail) in relation to this applied research work prior to submission of the work will be provided. All students are expected to make appointments for these sessions while attending the 2nd School.

Option A Analysing and writing the findings of a pre-developed data set **Maximum report length: 10 - 15 pages (3000-5000 words)**

Students choosing this option have the opportunity work experientially and analytically with a pre-developed data set in relation to a research question. A full set of instructions/requirements for working with the set will be provided with the materials.

Generally students will be expected to follow the established scientific protocol and to extrude by careful analysis findings from the data set in relation to the research questions. Students will submit a report of this work. The report will be composed of three sections:

Section A: Overview of the research and research processes

Section B: Summary of the activities undertaken, and an account of the key findings, and their significance

Section C: Methodological reflections on the protocol, and rigour of the research.

(For grading purposes Sections B and C will be weighted more heavily than section A)

Option B Analysing and writing the findings of a series of interview transcripts **Maximum report length: 10 - 15 pages (3000-5000 words)**

Students choosing this option have the opportunity work experientially and analytically with a series of transcripts in relation to a research question. A full set of instructions/requirements for working with the set will be provided with the materials.

Generally students will be expected to follow the established scientific protocol and to extrude by careful analysis findings from the transcripts in relation to the research questions. Students will submit a report of this work. The report will be composed of three sections:

Section A: Overview of the research and research processes

Section B: Summary of the activities undertaken, and an account of the key findings, and their significance

Section C: Methodological reflections on the protocol, and rigour of the research.

(For grading purposes Sections B and C will be weighted more heavily than section A)

Option C Review and critique of a pre-existing tool

Maximum report length: 10 - 15 pages (3000-5000 words)

Students choosing this option have the opportunity to review and critique a pre-existing research tool. Students should explore their interests in undertaking this option with their tutorial group leaders.

Students will identify and attain a pre-existing research tool (or attain a nominated tool from their tutorial group leader) in order to review and critique it. Generally students will be expected to highlight the background development and purpose of the tool, to clarify the functional and scientific basis of the tool; to review relevant papers that report development, use of, or analysis of the tool; and to offer a constructive critique of the tool and/or research associated with the tool. Additionally, comment on the reasonableness of the tool for use in the New Zealand context. Students will submit a report of this work and of their findings. The report will be characterised by considered and careful comments in relation to the scientific basis and relevance of the tool in relation to its purpose.

Option D: Individual Contract (3000 -5000 words)

Consider your interests in a research topic associated with your professional or clinical work. As an alternative to any of the above options, you may prefer to generate a specific contract and undertake the associated work. If you wish to take up this option please negotiate details of the contract with the course co-ordinator. The work will be assessed in relation to the agreed contract.

Assignment Number Two relates directly to all Course Objectives.

Record of Special Achievements related to Study at Victoria

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 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 to request a copy.

Victoria University of Wellington
Graduate School of Nursing, Midwifery & Health
One Example of a Research Proposal Format

1. Front page

Title of research, name and details.

2. Abstract

A 200-250 word summary of the proposed research including the key points: what, why, how and when. This should include a brief description of the aims of the study, the people or subject matter involved, the methodology, the methods to be used, and the significance and benefits of the research.

3. Title

This should be short (up to 10 words) and represent what your research is about.

4. Key words

Nominate up to 5 key words as relevant for data base searching.

5. Background

There are two aspects to this - one is how the project came about, and the other is its relationship to other research in the field.

- a) Write a brief history of the research area indicating other work in the field and a summary of previous conclusions. Include a brief literature review indicating where you gained your information and any personal references such as discussions with people, conference papers, policy documents, memos etc.
- b) Indicate what possible research needs to be done, and why you have chosen to focus on your question.

6. The question

- a) State the question and the research inquiry
- b) Outline the aims and objectives
- c) Define terms.

7. Overall research design/Methodology

The process of inquiry informed by epistemological and ontological position and the overall design and general steps and stages of the project.

Theoretical/conceptual framing - This section sets out the theoretical concepts which have been chosen from the literature review as the basis for developing and carrying out the project in detail. It answers the question, why is it being done in this particular way?

8. Actual design

Setting – For the study

Sample/Participants/Proposed Data Source - The sources of data/information. Who or what is included/excluded and why?

Methods - The methods, procedures and instruments for data collection. Details of the data to be collected, eg. interview questions, outcome measures.

Analysis – The methods of data analysis or synthesis

- 9. Treaty of Waitangi considerations and obligations**
- 10. Ethical implications**

The ethical implications of the planned research. For example anonymity, confidentiality, privacy, vulnerability, harm, informed consent and cultural safety.
- 11. Rigour/validity strategy**

Outline how you plan to ensure that the results obtained will be rigorous or valid. Cover concepts such as validity/trustworthiness, reliability/dependability, objectivity/subjectivity, representativeness/uniqueness, and generalisability/transferability and credibility.
- 12. Significance and relevance of the proposed research**

Who is going to gain what from this research? This is where the anticipated outcomes of the project in relation to theory, practice, health policy and personal learning can be summarised. Ensure congruence with the limitations and assumptions of the research.
- 13. Appendices – If any**
- 14. References**

All the books, journal articles, reports, Acts, memos and submissions which have been referred to should be listed as per APA reference style.

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 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