



HLTH 521

Research Methods

2011 Course Outline

Trimester 1

Teaching Dates: 28 February – 3 June 2011

Trimester Dates: 28 February – 2 July 2011

Course coordinator:
Joan Skinner

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: Organisational Information

COURSE COORDINATORS & CONTACT DETAILS

Dr Joan Skinner, Senior Lecturer

Office: CS705, Level 7, Clinical Services Block, Wellington Hospital

Ph: 04 463 6654

Email: joan.skinner@vuw.ac.nz

Office hours: 9am – 5pm Monday - Wednesday

POSTGRADUATE ADMINISTRATOR

Abbey McDonald

Ph: 04 463-6144

Email: abbey.mcdonald@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 on Thursday 6 January 2011 and close on Thursday 22 December 2011 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 Information

COURSE AIM

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:

- Critique a wide variety of research approaches, methodologies and methods
- Plan a feasible research project to address an identified research question.
- Address ethical and Treaty of Waitangi implications in research.

NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

- 2.1 Demonstrates advanced comprehensive client health assessment skills and diagnostic decision making relevant to specific area of practice
- 2.2 Demonstrates advanced practice in direct client care within a range of contexts and situations.
- 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
- 3.3 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:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

RECOMMENDED READING/TEXT

- Altman, D. (1992). *Practical statistics for medical research*. Boca Raton, Florida: CRC Press.
- Polit, D., & Tatano Beck, C. (2008). *Nursing research: generating and assessing evidence for nursing practice*. (8th ed.). Lippincott Williams & Wilkins: Sydney.
- 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.) (2005). *The SAGE handbook of qualitative research*, (2nd ed). Thousand Oaks: 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.). Lippincott Williams & Wilkins: Sydney.
- 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 Speziale, H., & Rinaldi Carpenter, D. (2007). *Qualitative health research in nursing: Advancing the humanistic imperative* (4th ed.). Lippincott Williams & Wilkins: Sydney.
- Wetherell, M., Taylor, S. & Yates, S.J. (2001). *Discourse theory and practice: A reader*. London: Sage.

SCHOOL TIMETABLES

1ST SCHOOL

Dates: Wednesday 16, Thursday 17 & Friday 18 March 2011

Times: 0900-1600

Venue: CS802, Level 8, Clinical Services Block, Wellington Regional Hospital
Riddiford St, Newtown, Wellington

2ND SCHOOL

Dates: Wednesday 13, Thursday 14 & Friday 15 April 2011

Times: 0900-1600

Venue: CS802, Level 8, Clinical Services Block, Wellington Regional Hospital
Riddiford St, Newtown, Wellington

BLACKBOARD INFORMATION

Students enrolling for this course may 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 *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**

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.

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.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

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

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

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.

Section 3: Assessment Information

Learning objectives are assessed within the course 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. Identification of these courses and assignments will be outlined by your course coordinator 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 HOS 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 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 (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

Marking

Student assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding the word limit or for being seriously under length.

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

Receipt of assignments (hard copies)

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent 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.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date. Late assignment will be marked at the course coordinator's discretion and the student may not receive comprehensive feedback.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Presentation

Unless otherwise instructed, 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.

When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- 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 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 and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- 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).
- Do not use plastic sheets, clear files or folders, as these make it difficult for markers to handle.
- Please list the word count of your document.
- Ensure you keep a copy of your assignment for your records

When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: PARONE-S_HTLT501_2_300011122).
- 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.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Fonts size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. 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.

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/whanau 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 Dr Katherine Nelson, Ethics Convenor, GSNMH, kathy.nelson@vuw.ac.nz ph: 04 463 6138.

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: 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 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: **Exploration of research approaches**

Due Date: 13 April 2011

Word limit: 3000 – 4000 words

This assignment is worth 40 % of your final grade.

This assignment requires that you examine and explore two research approaches in depth. This assignment will feed directly into the development of your research proposal required for Assignment Two.

Taking a health related topic of interest, explore and describe the key elements of two research approaches which address aspects of the chosen topic. Discuss the relationship between the research question, the research approach and the research methods.

ASSIGNMENT NUMBER TWO

Assignment Name: **Research proposal**

Due Date: 23 May 2011

Word limit: 4000 - 5000 words

This assignment is worth 60 % of your final grade.

This assignment requires you to identify a potential research topic and achieve the first steps of the research process. Please discuss your research topic with the course coordinator during the first School. The assignment requires that you consider the various initial phases of the research process.

The assignment will consist of:

1. Introducing the proposed research topic.
2. 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. It also needs to include outlining the search strategy you have employed for this aspect of the assignment.
3. A clearly articulated justification and rationale for undertaking a research study on the proposed topic.
4. You need to identify a research question or hypothesis, and associated project aims.
5. You need to choose an appropriate research approach for the proposed research project. An overview of the research approach should be provided and your choice needs to be explained and justified.
6. Propose a method or design for your research project. This needs to include: the data collection approach, recruitment strategy, and proposed method of analysis.
7. Discuss the ethical issues that may arise from your proposed research.
8. Consider and discuss the Treaty of Waitangi considerations and obligations.
9. Discuss how you plan to address rigour/validity in your research project.
10. Include a full list of all cited references.