HLTH 594
HLTH 596

Thesis (90pts)
Master of Nursing Science
Master of Health Care

2011 Course Outline

Course coordinator:
Jo Walton

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

© Graduate School of Nursing, Midwifery & Health - January 2011

CONTENTS

Section 1: Operational Information

COURSE CO-ORDINATORS & CONTACT DETAILS

Dr Jo Walton, Professor, Head of School

Office: CS703, Clinical Services Block, Wellington Hospital

Ph: 04 463 6135

Email: jo.walton@vuw.ac.nz

POSTGRADUATE ADMINISTRATOR

Abbey McDonald

Ph: 04 463-6144

Email: abbey.mcdonald@vuw.ac.nz

ACADEMIC STAFF SUPERVISING 594/596 RESEARCH PROJECTS

Staff member	Telephone number	Email-address
Dr Annemarie Jutel	04 463 6140	annemarie.jutel@vuw.ac.nz
Ms Robyn Maude	04 463 6137	robyn.maude@vuw.ac.nz
Dr Kathy Nelson	04 463 6138	kathy.nelson@vuw.ac.nz
Ms Sara Quirke	04 463 6151	sara.quirke@vuw.ac.nz
Dr Joan Skinner	04 463 6654	joan.skinner@vuw.ac.nz
Dr Jan Weststrate	04 463 5034	jan.weststrate@vuw.ac.nz
Rebecca Menza	04 463 6155	rebecca.menza@vuw.ac.nz
Dr Peter Gallagher	04 463 5993	Peter.gallagher@vuw.ac.nz
Dr Elizabeth Banister	04 463 6648	Elizabeth.banister@vuw.ac.nz
Helen Rook	04 463 6145	Helen.rook@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

For HLTH 594 and HLTH 596:
These courses aim to prepare students to conduct small scale research projects related to practice and/or health.

COURSE CONTENT

For HLTH 594:
A small scale research project is undertaken. Emphasis is placed on the practice of research and theory development in relation to nursing practice and/or health outcomes. The thesis report demonstrates generation and synthesis of knowledge and makes a contribution to nursing knowledge.

For HLTH 596:
A small scale research project is undertaken. Emphasis is placed on the practice of research and theory development in relation to health outcomes and/or professional practice. The thesis report demonstrates generation and synthesis of knowledge and makes a contribution to health-related knowledge.

STUDENT OUTCOMES

- Critical thinkers who bring new insights to advanced clinical decision making
- Expert practitioners who are leaders in their chosen area of practice
- Autonomous and collaborative practitioners who are able to read, critique and use research findings in practice
- Skilled communicators who can creatively problem solve and can integrate practice, theory and research to improve client outcomes
- Self reflective and self-aware practitioners who support their colleagues by clinical supervision, teaching and role-modelling
- Responsive to the principles and articles of the Treaty of Waitangi and practice in a culturally safe way
- Disseminators of practice knowledge and research through publishing and presenting in national and international forums
- Demonstrate understanding of, and be able to critique, a range of research methodologies commonly used in health research

- Be able, under supervision, to design, conduct and write up results from a research study, examined to national benchmark.

LEARNING OBJECTIVES

Participants in this course will be encouraged to:

- make a scientific/scholarly contribution to nursing, midwifery or health by developing, implementing and evaluating a small academic/research project,
- develop their ability to apply a nominated paradigm, perspective or methodology to a specific research topic, problem or hypothesis,
- conceive, describe and substantiate a way of undertaking scholarly/ research inquiry into a chosen topic, issue, problem or hypothesis,
- develop under supervision their skills as neophyte researchers,
- become familiar with the requirements for the preparation and presentation of a research report in the form of a thesis,
- develop insights into and an appreciation of the research processes, and the practicalities of a range of research practices and realities,
- participate in and contribute to a nominated research community, and
- develop skills in peer support during the research process.
- plan with a designated supervisor a co-authored paper for publication based on the research.

NURSING COUNCIL OF NEW ZEALAND NURSE PRATITIONER 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 Ability to actively be involved in quality assurance activities that monitor and improve the quality of health care and effectiveness of own practice.

RECOMMENDED READING

For this course you will find it helpful to read a range of textbooks and theses. Previous students in this course report that they found it helpful to explore various texts which either demonstrate or are about writing skills. These texts range from very formal approaches to academic writing through to more creative prose and novels. Texts which concern the processes of research may contribute substantive and practical advice. We encourage you to explore the thesis collection of this and other universities, to gain a sense of appreciation of some of the more general ways of approaching a thesis, as well as some sense of the creative diversity which this kind of scholarship offers students of a discipline.

Additionally, we recommend that you purchase or have access to a copy of the 'Publication Manual of the American Psychological Association' (APA) 6th Edition for guidance regarding referencing styles.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

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

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.

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.

RESEARCH GRANTS AND SCHOLARSHIPS

Research is expensive and regardless of research design you should generate a budget for your HLTH 594 or HLTH 596 project. Your supervisor will help you work through the central aspects of this in relation to your actual project.

Many sources of research support or research funding are available to Master's students, and you should explore options available to you. Many of our students negotiate or receive small study grants, awards or scholarships from their employers towards their research (e.g. course fees, course and research travel and other research costs). Other groups such as professional bodies and clinical groups often advertise grants, scholarships, and awards for which you may be able to apply. Please discuss correct processes with your supervisor before making any application.

The FHSS Research Committee also accepts applications for small research grants from Master's research students. These competitive and merit-based grants are limited to $250 for research related costs. See your supervisor for details.

The Research Fellow and Postgraduate Student Policy for research grants can be found on the FHSS website at: http://www.victoria.ac.nz/fhss/about/committees-boards/faculty-research-committee.aspx

More information can be found on the Victoria Scholarships website at:
http://www.victoria.ac.nz/scholarships

Any support you receive should be acknowledged in your thesis.

Research Tuition & Schools

SUPERVISION

The primary form of tuition in this course is provided by the processes of supervision. Sessions with your supervisor should be planned to occur on average monthly throughout your candidature. Research supervision provides a very specific form of supervision, in that very close attention is paid to your particular project and your ideas and skills in relation to it. Many students avail themselves of the opportunity to meet with their supervisor(s) prior to or directly following research Schools. We also try to arrange a time during the Schools for supervision sessions.

RESIDENTIAL RESEARCH SCHOOLS

Another key aspect of tuition occurs through the processes of Residential Research Schools. In the Schools we aim to provide opportunities for discussing research issues and strategies with your peers and the academic staff of this Graduate School. The Schools provide a different form of research training, as discussion supports a range of projects and the ideas surrounding them.

The Schools also provide opportunities for peer review of each others' work, in a supportive environment.

In each of the Schools we strive to create a balance between more formal teaching sessions and sessions which are designed to help you express and explore your work and that of your peers. In each school, time will be set aside for you to present an aspect of your work to your peers and to the staff of the Graduate School. Students are expected to generate a formal presentation of their work in progress and to raise thoughtful dialogue in relation to discoveries, new knowledge, emerging questions, and issues that are critical to their work and thesis development. The plan for presentations should be discussed with your supervisor.

The Graduate School has a commitment to provide a range of perspectives into the research Schools. This is achieved primarily by a team of nominated academic staff who will be present across all days of the Schools. These colleagues will offer insights to provide continuity for your research journey and knowledge of the Graduate School and/or University's systems and processes. From time to time invited guests will have been chosen by the academic staff to be in attendance at the Schools. These colleagues have an important role in offering external and often international perspectives on the scholastic endeavours and research journeys of each student. Where possible, supervisors will attend students' presentations.

GENERAL FRAMEWORK FOR PROGRESS

It is anticipated that prior to attending the first School, students will have given considerable thought to their thesis topic and will have commenced reading widely and tracking their thinking related to their project. In the early phase of candidature students attend their first research School and meet other students. Building connections with each other as a community of research students is an important aspect of research candidature.

During the School, students present their research in progress, engage in peer and critical review of research thinking and associated activities, and participate in focused teaching/learning sessions which address theoretical and practical aspects of undertaking research in nursing and midwifery. Once work is commenced with a supervisor, students spend the next few months refining their study proposals and undertaking necessary theoretical and background work on the project. If ethical approval is required, applications are completed and submitted during this early phase of candidature. Initial pieces of work on the topic itself, the related literature and proposed design, including methodology if appropriate, should now be in draft form.

By the middle of candidature, students are expected to be in the 'thick' of their projects and concerned with the day-to-day practicalities of advancing their ideas in relation to research material. For those students undertaking data collection, this period involves data collection and analysis. For those undertaking other types of study, this period should evolve the key arguments and theoretical synthesis of the inquiry. During this stage the form of the thesis and shape of the overall research should be apparent. Students are expected to have completed early writing in relation to this. Students by now should be working with their supervisors to identify critical ideas, arguments and analysis in their thesis. A first draft of most chapters of the thesis should be under development or nearing completion by the end of the middle third of candidature.

The Research Student Writing Week is designed to support students to build on their thesis writing skills to gain insights into methods of critically reviewing their draft writing, producing 'large' theoretical/academic documents, and to highlight ways of strengthening academic and theoretical coherence and congruence in thesis work. During the writing week students continue to mix with their HLTH594 or HLTH596 peers and will meet and mix with research students who are enrolled in other nursing and midwifery degrees.

The format to the second School is similar to the first School. Students continue to present their research work in progress and to critically review each others' work. Lectures and teaching sessions about research also continue. Students are usually more confident about their growing understandings of research practices and thesis work in general.

During the final third of their candidature, students should be in a position to identify what their scholarly contribution is likely to be, and well able to identify the line, argument and the coherence in the outline of their thesis. A first complete draft of the thesis is expected shortly after the commencement of this period. The time between this and the end of candidature should be spent in editing and refining the draft thesis work. Revision of draft thesis work to get it ready for submission usually requires 2-3 cycles of reworking text.

A polished final draft should be presented to the Graduate School for critical internal review before the end of the 10th month of candidature. The last month of candidature should be spent in a process of final editing. Once the thesis is submitted for examination, students should busy themselves preparing draft reports for their respective ethics committees, funding authorities, and/or participants as required. On completion of candidature, students are expected to work their supervisor to submit for publication at least one paper relating to their research activities and findings (refer to the 'Memorandum of Understanding for Research Supervision of Postgraduate Student').

Once the examiners' reports are received by the student, students are required to devote time to prepare the thesis for lodgement and to conclude any other formalities associated with their research.

SCHOOL TIMETABLES

1ST SCHOOL

Dates: Monday 28 February, Tuesday 1 & Wednesday 2 March 2011

Times: 0900- 1600 hours

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

Student Research Writing Week

Dates: Tuesday 7, Wednesday 8, Thursday 9 & Friday 10 June 2011

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

2ND SCHOOL

Dates: Monday 5, Tuesday 6 & Wednesday 7 September 2011

Times: 0900-1600 hours

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

Preparation prior to School...

There is an expectation that students will prepare two things for Schools. These include creating a class presentation (PowerPoint) and writing a one page class handout that summarises the key points of your presentation and critical questions that you pose in relation to your thesis work (discuss actual content and plan with your supervisor).

Actual presentation times will be determined during the School. A draft class timetable for each School will be sent by email prior to the School.

During the School...

Participate in a research community process – each student will present (20 minute session) their research in progress and invite research dialogue with their peers and academic staff. Students as a group will be expected to provide critical companionship to their peers during class presentations and to use this time as a way of growing their general knowledge about research and thesis work.

Engage thoughtfully with the other formal teaching and learning processes. In addition to student presentations, each School will address a variety of research and thesis topics. Presentations from academic staff, former students and other guests will be provided.

Supervision and other University interactions…

During School some time will be allocated for formal supervision (particularly for out of town students), visits to the Library (University thesis collection and other materials), and other research related activities (e.g. working in the computing lab, sorting grant applications, visiting the PGSA, and using Student Learning Support).

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:
- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from
http://www.adobe.com/products/acrobat/
Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from:
http://www.microsoft .com/office/000/viewers.asp
Computer skills required:
- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard
- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your C*onfirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities you initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at http://blackboard.vuw.ac.nz

Off Campus access
Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.
Problems with access? Contact ITS service desk **04 463 5050**

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.

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

REQUIREMENTS FOR THE RESEARCH THESIS

A HLTH594 OR HLTH596 thesis is normally in the range of 20,000 to 30,000 words, and cannot exceed 40,000 words (including references and appendices) without approval from the Research Management Student Committee.

This size and scale means that the research will be limited in regards to the complexity of the topic, the number of objectives to be met, and the extent that some methodologies will be able to be fully operationalised.

While all projects will contribute to new knowledge, the focus of the thesis is to demonstrate the ability to conduct and carry out a research project.

This project is undertaken over 12 months, and often involves the conduct and report of a small research project, in which you undertake a field study or socio-historical research, or focus on a conceptual problem. You may choose, for example, to conduct your research within an empirical, interpretive, critical or feminist framework, to carry out action research, to review and re-analyse a theoretical theme presented in the courses already completed, or to pursue historical or philosophical research in order to develop a deeper understanding of a nursing or midwifery issue. There is no expectation that the work for this project is 'original' in conception. You may choose to replicate or modify a study which has been undertaken somewhere else by someone else.

Whatever your nominated topic and methodology, your report must conform to academic standards. In particular, expressed opinions should follow from the information collected or the arguments developed. It is also important that the ideas of others should be acknowledged and not used arbitrarily. Repeated uncritically, the ideas of other authors do not make a research project, nor do sets of quotations, no matter how skilfully put together, nor does the mere reporting of empirical data collected, no matter how extensive. It is essential that ideas, literature and data should be analysed, organised and subjected to critique, resulting in a new creation that has originated with you.

LITERATURE REVIEW

The GSNMH Liaison Librarian is available to help you with searches for source material. Libraries are a good source of information. As well as looking through the books and periodicals available there, you should also consult indexes and computerised databases, such as CINAHL, which contain a wealth of relevant entries. In addition, most libraries have a range of computer search facilities. Consult the reference librarians at the library to find out how you can fully utilise library services. Audio-visual materials, interviews, old newspapers, Hansards, magazines, letters and biographies can be obtained through most libraries. A good research thesis relies on original source material when it is available, though both original sources and sources quoted by others are admissible.

A substantial review of the relevant literature on the research topic or problem is likely to form a major part of your project. A literature review describes the state of play in the area selected for study. In this case, it describes the point reached by the discipline of nursing or midwifery with respect to the topic you have chosen. An effective literature review is not merely a summary of research studies and their findings. Rather, it represents a "distillation" of the essential issues and inter-relationships associated with the knowledge, arguments and themes that have been explored in the area. A literature review commonly seeks to address the following:

1. What is the purpose of the literature review? (For example: What is the relationship between the literature review and the research questions that are considered to be important in the area that has been selected for study?)
2. Who has written about the area? (For example: What do the practitioners, administrators, researchers, governments, community, media, etc. have to say about the area?)
3. What has been written about the area? (For example: What key propositions have been made? Do these propositions fall into a few key areas? What has been seen as problematic? Have solutions and/or actions been proposed and/or tested in response to perceived difficulties?)
4. How has this material been received by other scholars? (For example: Has this material been accommodated within existing paradigms? Has this material challenged existing knowledge and theory, or does it serve to reinforce current conceptions?)
5. What types of research studies have been carried out in the area? (For example: What research methods have been employed in these studies? Have these research methods been appropriate in terms of the research questions that have been investigated?)
6. What are the major findings associated with these studies?
7. Are the research findings across the various studies consistent, or conflicting, or both?
8. What debates have there been in the area with respect to both substantive and methodological aspects?
9. What have been the main issues involved in these debates?
10. What important issues appear to have been overlooked in the area? (For example: Are there any gaps, omissions, or "silences" in the literature?)
11. Taking an overview of points 1 to 10 above, what "common threads" emerge in terms of issues, debates, research findings and themes?

12. How can these "common threads" guide an evaluation of the knowledge that has been gathered to date, and how can they be employed to propose important and potentially fruitful areas for further enquiry?

FINALISING A TOPIC

It is commonly believed that research always involves doing some explicitly empirical work – collecting information in the field – but this is a misconception. You may, for example, design a research project which aims to explore a conceptual problem, investigate a socio-cultural or historical phenomenon, or enlarge our understanding of lived experience. The academic rigour expected in such research is profound, however, and it is not to be regarded as a 'soft option'. Research enables you to work systematically with a topic you have become interested in during the course of your enrolment in our Masters' programmes or an issue that may be of practical importance in the context of your work. Choosing the right topic is extremely important.

A carefully chosen topic and the development of a tight research protocol are major factors in achieving the success of your project. Sometimes a research project turns out to be a mistake because an inadequate, vague, trivial, hackneyed or overly ambitious topic was selected. Another common mistake is to attempt a research topic that is too broad.

In choosing the topic, you should consider whether the study is feasible and whether the problem or issue is a significant one. It is prudent to choose a topic with which you are familiar and about which you would like to know more. Ideally it should arise out of the theoretical material and practical dilemmas that you have encountered in the courses which you have already completed and the assessments you have undertaken.

While you alone can judge whether the time, effort and expense for tackling a particular problem are justified, the School will assist with judging the feasibility of the project for the award. The School acknowledges the importance of students being supervised by academics with the right expertise.

For this reason, research topics or areas in which our staff have particular strengths are advertised and students are encouraged to select a topic that aligns with the research platforms within the School. One advantage of this is that students are able to work in small clusters – 2 or 3 students pursuing related topics of research helps to make the research experience shared and less isolating. The Graduate School also needs to be satisfied that the ethical issues raised with the research project can be satisfactorily managed according to the School's standards.

SUPERVISION

As we select appropriate supervisors for your project, we try to take into account a number of factors such as knowledge and skills with the proposed content and methods, teaching-learning styles, and thinking and personality compatibility. Despite these considerations sometimes supervision arrangements do not work out. If there are issues we suggest that in the first instance you talk with your supervisor about them. If the issues cannot be agreed to your mutual satisfaction, then it is important to consult with the Administrative Supervisor.

The statement of student and supervisor responsibilities is contained in the attached Memorandum of Understanding for Research Supervision of Postgraduate Students. Please take time to read it carefully. The primary responsibility of the supervisor is to assist you to complete the research and submit the thesis within an agreed timeframe. You are expected to take responsibility for independently pursuing research under the guidance of your supervisor in a manner that develops your own intellectual independence.

RESEARCH AND ETHICAL ISSUES

Field work research raises questions about ethics, such as securing genuinely informed consent, and the confidentiality of the material you obtain and finally include in your research project. If you are a 'participant observer', for example, you may find yourself in the position of having access to information which, if released, may be embarrassing or detrimental to the interests of certain people in the organisation you study. You should, therefore, adopt adequate measures in the writing of your final report to negotiate release and/or to make anonymous the institution and the people portrayed.

You are required to gain approval from the appropriate ethics committee before commencing field research, especially if it involves human participants. The committee you are most likely to require approval from is either the Victoria University Human Ethics Committee (HEC) or a Health Research Council Regional or National Ethics Committee. You may also require ethical approval from your employing organisation and/or health provider institutional ethics committee. Each of these committees uses its own format which is reviewed regularly.

GUIDELINES FOR ETHICS APPROVAL

Please be guided by your supervisor regarding ethical approval processes. Also ensure you acquire the most recently issued format for your application.

All research involving users of health services or health records requires a Health and Disability ethics application which can be accessed from the Health and Disability Ethics website at: http://www.ethicscommittees.health.govt.nz/

NB: There are a number of different application forms. All applications require a Locality Agreement.

VUW Human Ethics Committee applications are required for all other research that uses human participants. Form and guidelines can be accessed from the My Victoria Portal 'Research' tab.

THE ETHICS PROCESS

- The Student establishes with supervisor the appropriate ethics committee(s) and drafts application in consultation with supervisor. Forms available from above websites or other organisations e.g. Plunket.
- Once final version ready, a full copy is forwarded to the Supervisor and Head of School for signing. Amendments may be necessary. The signed copy is returned to the student.
- The student submits the ethics application(s) to appropriate ethics committee(s)
- The Student sends two copies of all correspondence (e.g. approval letter; any changes required by committee and response by student to these) to the Student Administrator for forwarding to the appropriate ethics committee(s).
- Ethics approval requires that a report be forwarded annually and at the completion of research. Following lodgement of thesis, the student sends a written report to the appropriate ethics committee(s) and two copies to the Student Administrator.

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 co-ordinator 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 co-ordinator 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 co-ordinator 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 co-ordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course co-ordinator.

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.

AUTHORSHIP AND ACKNOLWEDGEMENT

The University has a clear position in relation authorship, acknowledgement of support, and academic misconduct. The relevant statements are offered below.

It must be clearly understood that:

(a)   The thesis presented must be the candidate's own work and must have been prepared for this degree. It must not contain work extracted from a thesis, dissertation or research paper already presented by the author for another degree or diploma at this or any other University.

(b)   Any material quoted from another author's work (published or unpublished) must be clearly referenced and acknowledged in the main text of the thesis.

All candidates will be asked to sign a statement to this effect when the thesis is submitted.

It is important that all assistance which candidates have received in their research be clearly acknowledged in the thesis. It is the principal supervisor's responsibility to ensure that the thesis as presented is the candidate's own work, and that candidates make it clear what, if any, assistance they have received from other persons. This will ensure that external examiners are in no doubt as to the fact that the work they are assessing is that of the candidate. It is necessary that a statement about any assistance of the kind envisaged is included in the certificate which the supervisor provides when the thesis is submitted.

ACADEMIC MISCONDUCT

Academic/research misconduct is unacceptable within the university environment and the wider New Zealand and international research community. MNSc or MHC candidates are advised that the University has made provision for dealing with cases of academic misconduct, which is defined in the Statute on Student Conduct http://policy.vuw.ac.nz/

Section 3: Thesis Presentation

PRESENTATION OF THE RESEARCH THESIS

This section contains information on the presentation, binding, and availability of the thesis.

Nearly all candidates find that the actual writing of a thesis takes much longer than expected. The preparation of a first draft may be the most difficult part of the work, but its transformation into the final draft for submission usually takes much longer than planned.

The University does not provide finance for the production of theses.

Candidates are responsible for ensuring compliance with this guide which is best consulted at an early stage of the candidature. Candidates should check details of presentation and production with the principal supervisor before final preparation of the thesis.

LAYOUT

It is recommended that the contents of the thesis be presented in the following order:

- Title page: A specimen page is provided on the next page.
- Abstract: The regulations require that the thesis should include a short abstract, providing a summary of the methods of investigation and conclusions reached in a form suitable for publication. The abstract must not exceed 500 words. A length of about 300 words is recommended.
- Key words: Four key words should be listed below your abstract.
- Preface: A preface may not be necessary as the abstract can state the scope of the study.
- Acknowledgements: The candidate is required to acknowledge all assistance that has been received with the research and production of the thesis.
- Table of contents: Candidates should list chapters with relevant page numbers. If the thesis consists of more than one volume candidates should show the contents of all volumes on the contents page of the first volume. Separate contents pages should also be included in subsequent volumes.
- List of illustrations, etc: All illustrations should be numbered and page references given. If your thesis contains a large quantity of folded material it may be advisable to contain it in a special folder or pocket at the end of the volume, or in a separate companion volume or box.
- Body of the text: Relevant advice is provided below in the section headed "Format".
- Appendices (if applicable): Candidates may wish to include here any material that does not fit conveniently into the body of the text.
- References and/or Bibliography (APA style, 6TH Edition).

Specimen Layout of Title Page

THIS REPRESENTS THE FULL TITLE OF THE THESIS

by

Candidate's Full Name

A thesis submitted to the Victoria University of Wellington
in partial fulfilment of the
requirements for the degree of
Master of Nursing Science*
or Master of Health Care*
*Delete which does not apply

Victoria University of Wellington

2011

CITATION STYLE

Particular disciplines often have individual citation conventions. Be sure to conform consistently to the standards considered appropriate for the relevant discipline; in cases of doubt the full form should be used rather than the abbreviations. The Graduate School of Nursing, Midwifery & Health uses APA 6th edition style for referencing.

FORMAT

1. Microsoft Word, printed in 12 point font is recommended.
    1. The thesis should be printed single-sided. Lines should either be double spaced or one and a half spaces apart. Leave a margin of 2 cm on the left or binding side of the page, uniform on all pages, including diagrams and charts. On the other three sides of the page the margins should be not less that 1.5 cm as the edges will be trimmed by the binders and there must be no danger of losing part of the text, especially the footnotes.
    2. Candidates may also wish to distinguish quotations from the main text by using single spacing, or a different font or style.

PAGINATION

1. Pages must be numbered consecutively and page numbers should appear on every page in a consistent position, except the title page which is normally counted but not numbered.
2. The main body of the text should be numbered in Arabic numerals but it is acceptable to assign Roman numerals in lower-case to preliminary pages (title page, abstract, table of contents etc.).
3. Interpolated leaves - illustrations, maps or charts - should be included in the main numbering sequence.
4. Avoid, if possible, sub-numbering of pages/leaves (e.g.. 115 (a), 115 (b) etc.)

PAPER

1. The physical appearance of the thesis is very important. The paper used should be A4 size and of good quality. It is essential that all pages be of the same size so that they may be readily bound together.
2. Larger material such as charts, diagrams and maps may be folded to conform to A4 size.

PHOTOGRAPHIC AND COLOUR COPY ILLUSTRATIONS

1. Photographs should be inserted into the electronic copy of your thesis in JPEG (.jpg) format. In the hard copy they should be dry mounted, or mounted on guard sheets. Sellotape or photographic mounts should never be used. It is recommended that photographs be mounted on heavier paper than that used for the main text.
2. Fuji-Xerox (Easterfield Building) provides a full range of copy services including colour copying, suitable for graphics and colour photograph reproduction.

BINDING

1. Soft-bound/Thermal Binding For Examination
- The Faculty Office requires candidates to submit the three copies of their thesis for examination in soft/thermal binding, to facilitate any revisions or corrections. The binding must be in the approved format set by the University Library.
    - Candidates must find out the specifications from Abbey McDonald to ensure that the thesis binding conforms with the Library requirements.

2. Hard Binding of the Thesis
    - The candidate is solely responsible for having the thesis bound after the examination to the satisfaction of the University Librarian, for deposit in the University Library. The degree will not be awarded until this has been done.
    - The thesis must be fully bound, never stapled, and cased in cloth or buckram, preferably purple. The author's name and initials and the short title must be on the spine. The author's full name and the full title must on the front cover. A letter will be sent from the Graduate School outlining the requirements.

AVAILABILITY

1. Public Availability of Theses
    - The University HEC guidelines require that research results must be disseminated and not kept secret. It is an important component of the university tradition that knowledge is openly available for examination and criticism by peers.
    - The University is now compiling a Digital Research Repository. The primary purpose of the repository is to provide open, web-based, long term access to University research such as theses and academic papers. In doing so the project aims to increase both the visibility and the impact of research produced by staff and postgraduates of VUW. By giving permission for your thesis to be added to the repository, the full text of your work will become easily accessible to the world-wide research community. It is expected that all Graduate School theses will be added to the repository, and therefore you should complete the declaration form and return it with your hard bound thesis.

2. Deposit
    - Completed theses are deposited in the University Library on the understanding that completed work becomes an important part of the Library resources and may be consulted by other researchers. It is desirable that research by one person should be available to other scholars working in the field
    - A minimum of **two** bound copies are required upon receipt of advice from the Faculty Office that the degree is to be awarded. The first copy is lodged in the library; the second copy is retained by the candidate. It is common practice for candidates to present their supervisor with a copy, but this is not obligatory.
    - An electronic copy on CD is required to be lodged at the Graduate School. The thesis should be in one file – Microsoft Word format, with all graphics, photographs, illustrations and appendices scanned as a JPEG file and inserted into the Word document.

3. Copyright
   - This still belongs to the author following deposit, and redress for plagiarism can be sought under the laws protecting copyright.

4. Withholding Access To Theses
   - Sometimes there may be a potentially "good reason" why a thesis should be not available for consultation for a given limited period.
   - In such cases, candidates should apply for withholding of access for a given period at the outset of research, or as soon as the need for an embargo becomes apparent, to the Academic Committee. If application is delayed there could be a difficulty if the Academic Committee subsequently declines the application after the research has been completed. The application must also be supported by the Head of the Graduate School.

SUBMISSION AND EXAMINATION OF THE RESEARCH PROJECT

Ninety point research projects will be assessed by two examiners, one of whom will normally be an academic staff member within the Graduate School. This will <u>not</u> be the supervisor. The second examiner will be from another institution either within New Zealand or from overseas. These examiners will be appointed by the Graduate School's Student Research Committee in light of recommendations received from the supervisor(s) (in consultation with the Head of the Graduate School). You may request that a particular examiner <u>not</u> be appointed, before, but not after, the Committee makes its decision. Your supervisor will discuss this matter with you as your work progresses towards submission.

You must ensure that you submit the final draft to your allocated supervisor to ensure that they recommend that the work is ready for submission and your work conforms to all relevant regulations and guidelines.

Three copies of your thesis should be submitted for examination, bound according to the University's guidelines for temporary binding (see previous section). The Graduate School will advise where these are to be sent.

Final submission date for students who enrol in March 2011 is 28 February 2012.
Final submission date for students who enrol in August 2011 is 31 July 2012.

Each examiner will recommend the awarding of a grade according to quality of the work undertaken and submitted by you.

The University requires examiners to submit a written report which includes their opinion, supported by adequate comment, on the quality of the thesis. They are also required to give a clear recommendation as to whether the thesis should be accepted unconditionally or subject to amendments, or whether it should be returned to the candidate for revision and re-submission at a later date, or whether it should be rejected as unsatisfactory and the candidate be advised that revision and re-submission will not be permitted. Examination reports are moderated within the School by an examination committee.

The examination process can take up to 3 months and you would not normally have contact with your supervisor about the examination process during this time.

POST EXAMINATION

Party and celebrations are appropriate at this point.

Most students are required to make some changes to their thesis post examination, and before lodging the thesis. A request is made that these changes be completed within a one-month period post-receipt of the examination reports from the Faculty.

Reports promised and required as part of the research are to be sent. Reports can include those to participants, advisors, funding agencies, employers, ethics committees and relevant agencies.

Plan the publication and dissemination process with your supervisor. The Graduate School expects a paper for publication (the research and findings) from each student, normally this will be a joint publication with supervisors. In any presentation or publication on the research the Graduate School should be formally acknowledged for the assistance provided during the completion of the research. There is a powerpoint template available for this presentations.

Information on presentations and publications from the thesis should be provided to your supervisor or the course co-coordinator for inclusion in the University research reporting.

Discuss with your supervisor future research projects that you might like to undertake in association with the Graduate School.

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, your supervisor, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions academic advisors who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.