2012

HLTH594/596: Thesis (90pts)
Master of Nursing Science; Master of Health Care

Course Coordinator:
Joan Skinner

Trimester dates: 5 March – 4 July 2012 + 16 July – 17 November 2012
Mid-trimester break: 6 – 22 April 2012 + 27 August – 9 September 2012

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.

Section 1: Operational Information

COURSE COORDINATOR & CONTACT DETAILS
Joan Skinner
Ph: +64 4 463 6654
Email: joan.skinner@vuw.ac.nz
Office: CS705, Level 7, CS Block, Wellington Hospital

POSTGRADUATE STUDENT ADMINISTRATOR
Belinda Tuari
Ph: 04 463-6647
Email: belinda.tuari@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 Wednesday 4 January 2012 and close on Friday 21 December 2012 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 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 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 Ability to actively be involved in quality assurance activities that monitor and improve the quality of health care and effectiveness of own practice.

EXPECTED WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of 300 hours.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

RECOMMENDED READING/TEXTS

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 VUW Scholarships website at: http://www.vuw.ac.nz/home/studying/scholarships_prizes.html

Any support you receive should be acknowledged in your thesis.

SCHOOL TIMETABLES

1st SCHOOL

Dates: Monday 5, Tuesday 6 & Wednesday 7 March 2012

Times: 0900- 1600 hours

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

Student Research Writing Week

Dates: Monday 11, Tuesday 12, Wednesday 13 & Thursday 14 June 2012

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

2nd SCHOOL

Dates: Monday 10, Tuesday 11 & Wednesday 12 September 2012

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 *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities you initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at http://blackboard.vuw.ac.nz

Off Campus access
Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

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.

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.

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.