



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH

HLTH 501: Principles of Research

30 POINTS
TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015

Teaching dates: 13 July to 16 October 2015

Mid-trimester break: 24 August to 6 September 2015

Last assessment item due: 25 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

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SECTION 1: OPERATIONAL INFORMATION

Class times and locations

1st School

Dates: Wednesday 15 – Friday 17 July 2015
Times: 0900 - 1630 daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd School

Dates: Wednesday 16 – Friday 18 September 2015
Times: 0900 - 1630 daily
Venue: CS801, Level 8, Clinical Services Building (CSB), Wellington Regional Hospital, Riddiford St, Newtown, 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.

Names and contact details

Course Coordinator & Contact Details

Name: Associate Professor Annemarie Jutel
Ph: 04 463 6140
Email: Annemarie.jutel@vuw.ac.nz
Office Hours: by appointment

Administrator

Ph: 04 463 5363
Email: nmh@vuw.ac.nz

Office Hours

The Graduate School office will be open Monday 5 January 2015 and close on Friday 18 December 2015 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.

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

Communication of additional information

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student Victoria University of Wellington email.

SECTION 2: COURSE INFORMATION

Prescription

Focuses on the research process, concepts and designs. The implementation and critique of research in practice underpins this course.

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. Demonstrate a comprehensive knowledge of the research process
2. Appraise evidence in relation to health related issues
3. Demonstrate advanced knowledge of different research approaches applicable to the health disciplines.

Teaching format

There will be 6 School days held in Wellington which will be delivered in two blocks of 3 days each over the trimester. The days will be a mix of lectures and small group activities. A distance component supported by Blackboard forms part of the course and supports student achieving their learning objectives. Online discussion groups are available to give students ways of continuing discussion about course material outside of the class room. Time is set aside at each school for additional review of topics covered in the course at the request of students.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.
2. Achieve at least 35% for each assessment in order to demonstrate the achievement of all the CLOs of the course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

This course comprises approximately 46 hours of course contact time for lectures, group work and on-campus activities. The amount of time you should notionally assign to the completion for each of the assignments is as follows:

1. Assignment Number One: Search Strategy and Design Appraisal (40%): 102 hours
2. Assignment Number Two: Article Appraisal (60%): 152 hours

SECTION 3: ASSESSMENT INFORMATION

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Search Strategy and Design Appraisal (2500 words)	40%	1, 2, 3	16 August 2015
2	Article Appraisal (3500 words)	60%	1, 2, 3	25 October 2015

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation.

Marking criteria for each assessment will be posted on Blackboard.

Assignment Number One

Assignment: **Search strategy and design appraisal**

Due Date: Sunday 16 August 2015

Word Limit: 2500 words

Part 1: 500 words + table/diagram

Part 2: 2000 words

This assignment is worth 40% of your final grade

Part 1. Maximum 500 words + table or diagram. 10% of your final grade.

Using a health or practice issue of your choice, develop a search strategy to obtain information that will either help you understand the issue or answer a particular question about it. Provide a brief description of the issue, and the steps you followed to undertake your search, identifying the concepts and synonyms used, the databases accessed, and what Boolean operators you used to combine your search terms. Provide a description of your initial findings and how useful they will be to answering your question.

Use a diagram or a table to describe the concepts incorporated in your search and your use of Boolean operators.

Part 2. Maximum 2000 words. 30% of your final grade.

From the articles thus obtained, look over the abstracts and select three articles which use different research designs to investigate your topic. Describe how each study used the research designs, paying particular attention to describing the design, its underpinning assumptions, its sample and recruitment, the type of data collected, the method of analysis, and ethical considerations of this particular design. -Explain why and how each design was individually suitable for investigating your topic. Your description should demonstrate an understanding of how the different study designs approach topics differently, and reveal diverse aspects of the subject. It should also describe how methods and analysis vary between designs.

You should include at least one quantitative and one qualitative design. If you did not find studies from both of these paradigms, you will need to describe a hypothetical study using a design from the missing paradigm and explain how it would provide a different perspective on the subject.

This assignment meets learning objectives: 1, 2 & 3

Please submit this assignment as one MSWord file via Blackboard.

Assignment Number Two

Assignment: **Article appraisal**

Due Date: Tuesday 27 October 2015

Word Limit: 3500 words

This assignment is worth 60% of your final grade

You will be provided with three research articles addressing a specific health subject. Critically appraise the articles. Indicate what critical appraisal tool you have used to guide you in your appraisal, and why you have chosen it. Discuss the strengths and weaknesses of each study, their relevance to your area of practice in specific, or to your profession in general, and explain how they advance your thinking on your practice.

Please submit this assignment as one Microsoft Word file via Blackboard.

Submission and return of work

For submission details, please see individual assessment items. Student coursework assignments submitted by the due date will normally be returned with feedback within three weeks of the due date.

Extensions and penalties

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- name, student number and contact details
- course code
- date of submission and request date for new submission
- reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Penalties

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days late without an extension will not be marked and will receive an 'E' (fail) grade.

SECTION 4: ADDITIONAL INFORMATION

Set texts

Liamputtong, P. (ed.) (2013) *Research methods in health: Foundations for evidence-based practice, 2nd ed.* Oxford University Press: Melbourne.

You may obtain this text book at Vic Books: www.vicbooks.co.nz.

Recommended reading

We encourage you to consult other research method and text books and suggest some titles below, however, we encourage you to search the references that suit your personal needs best. References to other readings will also be made available to you via Blackboard.

Brown, S. (2009). *Evidence-based nursing: The research-practice connection*. Boston: Jones and Bartlett Publishers.

Clegg, F. (2001). *Simple statistics*. Cambridge: Cambridge University Press.

Cluett, E. R., & Bluff, R. (2006). *Principles and practice of research in midwifery* (2nd ed.). New York: Bailliere Tindall.

Creswell J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). London: Sage.

Denscombe, M. (2010). *The good research guide: For small-scale social research projects* (4th ed.). Maidenhead, England: Open University.

Denzin N. K., & Lincoln Y. S. (Eds.). (2003). *Strategies of qualitative inquiry* (2nd ed.). London: Sage.

Greenhalgh, T. (2010). *How to read a paper: The basics of evidence-based medicine*. (4th ed.). London: BMJ: Publishing Group.

Kumar, R. (2011). *Research methodology: A step by step guide for beginners*. (2nd ed.). London: Sage.

LoBiondo-Wood, G., & Haber, J. (2010). *Nursing research methods, critical appraisal and utilization* (7th ed.). St. Louis: Mosby.

Parahoo, K. (2006). *Nursing research: Principles, process and issues* (2nd ed.). Basingstoke Palgrave Macmillan.

Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). London: Sage.

Polit, D., & Beck, C. (2008). *Nursing research: Principles and methods*. (8th ed.). Sydney: Lippincott Williams & Wilkins.

Wetz, F.J., Charmaz, K., McMullen, L.M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five ways of doing qualitative analysis*. New York: The Guilford Press.

Student feedback

There have been no student requests for significant change to the course, however, this course is delivered with daily written feedback opportunities for students so adjustments can be made as required to enable students to achieve the CLOs.

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Students will be given the opportunity to provide immediate feedback on the course during the class days.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Blackboard Information

Students enrolling for this course will need access to the Victoria 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/>

Students are encouraged to use Endnote to manage the research material they use and cite. Endnote can be obtained at <http://library.victoria.ac.nz/library/resources/guides/endnote.html>

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