GUIDELINES FOR WRITTEN ASSIGNMENTS

Subtitle (if needed)

RS (author)
MK (author)
SMA (author)
Course name/ Level of the thesis
Institute of Health Sciences
Major subject/Program
University of Oulu
Month and year

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ABSTRACT

APPENDICES

1. INTRODUCTION

These guidelines are purposed to be used in all written assignments of the Institute of Health Sciences, except for doctoral dissertations. Pages of this document can be used as an example of the required format of written assignments.

Introduction of a written assignment sets the context and significance of the topic, creates interest, and sets the tone for the paper (what is being studied, how, and why).

2. STRUCTURE OF WRITTEN ASSIGNMENTS

Title of the assignment should be placed in the middle of a cover page in bold upper case. Subtitle, if there is one, is written in lower case. The title should be as short and punchy as possible. Student's name, as well as information on the course, department (institute), and university goes in the bottom right-hand of a cover page, and finally the date submitted (see Appendix 1).

Items following a cover page are an Abstract (see Appendix 2), and a table of contents (Contents). A table of contents should be constructed from headings and subheadings with a number before each heading (1., 1.1., 1.2., 1.3., etc., and 1.1.1., 1.1.2. etc. for lower subheadings). Headings should describe the content of chapter in a short and clear way.

If the number of tables and/or figures is large, they can be listed on a separate page (List of Tables, List of Figures) after Contents. Page numbering begins at Introduction page. Although one begins to count the number of pages from the first text page (that is, the first page of Introduction) the numbering should be displayed not until the next page (page 2). Page numbering ends on the last page of List of References. Placement of the page number is on the top right-hand corner of a page.

In addition to contents, written assignments are evaluated in terms of their format and formal style. Assignments must be comprehendible meaning that words should be spelled properly, sentences should be complete and meaningful, and paragraphs should be coherent.

3. TECHNICAL FORMAT OF WRITTEN ASSIGNMENTS

Following guidelines concern technical format of written assignments and are purposed to harmonize the format of written assignments, and to help writing and structuring them.

3.1. Spacing, margins, and paragraphs

In the main assignment text, one should use a 1.5 line spacing format. The only exception to this is for an Abstract, where a line spacing of 1.0 must be used. One should leave two empty rows before a heading and one empty row after it (that is, between a heading and a paragraph beginning after it). Before and after a subheading, one should leave one empty row. Each paragraph should be separated from the previous paragraph by leaving one empty row between paragraphs. Headings and paragraphs should begin in the left-hand of a page with no increased indent. The width of the margins should be as follows: the left margin 4 cm, the right margin 2 cm, and the top and bottom margins 2,5 cm.

3.2. Font and headings

Font:	Times New Roman
Alignment:	Justified
Font size (text):	12
Heading:	**1. BOLD UPPER CASE**
1. subheading:	**1.1. Bold lower case**
2. subheading:	*1.1.1. Bold Italic*
3. subheading:	*1.1.1.1. Italic*

3.3. Tables and Figures

Tables and figures must have a title. It may consist of additional text, but should be kept short. Tables should be used if the number of (numerical) material is large and/or there is a need to display detailed exact information. A figure is a graphic, more illustrative form of

display, but it cannot include as much information as a table. Figures are suitable for displaying comparisons, conceptual connections, or temporal development. Tables and figures must be numbered accordingly in sequential order. Title of a table should be placed above the table, and title of a figure should be placed under the figure. In the text one must make reference to every table and/or figure that is included. In doing so, references to tables and figures should be placed between brackets (Figure 1/ see Figure 1). Examples of a table and a figure are displayed here:

Table 1. Readiness and development needs of net nurses after 3-month working experience.

Readiness	Development needs
Commitment to work	Development of diverse knowledge and skills
Personality	medical knowledge
Readiness to develop oneself	information technology and data management skills
Diversified knowledge	written expression skills
Net literacy	interaction skills
Ability to respond to patients' needs	
Independent working and co-operation skills	

Table 2. Background information of the participants (N = 280).

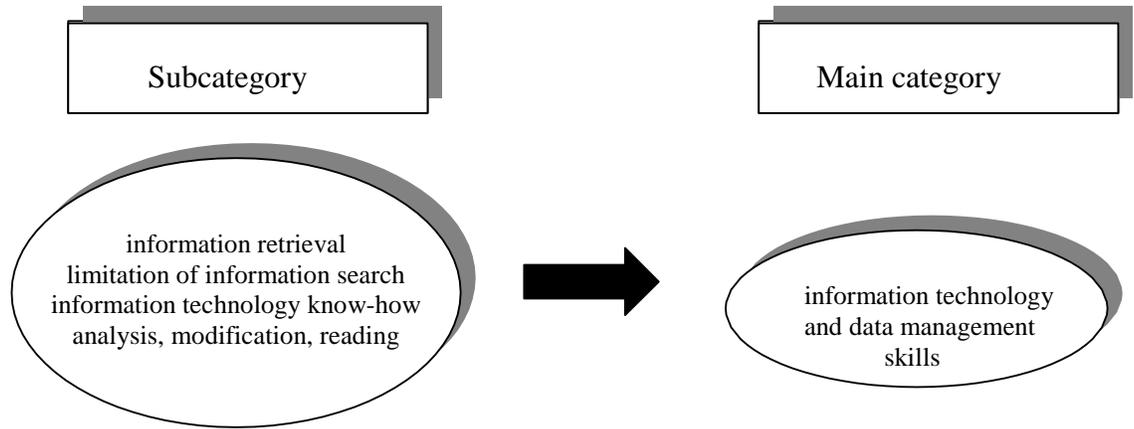| Variable	N	%
Sex		
Male	189	67
Female	91	33
Total	280	100
Age		
33−54	79	28
55–64	114	41
65–74	87	31
Total	280	100
Marital status		
Married/cohabitation without marriage	210	75
Single	20	7
Divorced	36	13
Widow	14	5
Total	280	100

Figure 1. Information technology and data management skills – formulation of the main category.

4. CITING REFERENCE, APPENDICES, AND ABBREVIATIONS

A central element of academic writing is the use of references. It is purposed to help the reader to check the facts and arguments presented in the assignment. Use of reference also reveals the origin of e.g. an idea, knowledge, an explanation, or conclusion, identifying which part of the text is the author's/student's own, and which part is from other sources. Therefore a reference must be included into the text whenever the information presented originates from a written or other identifiable source.

4.1. Quoting text

In the text, the reference note should include the name of the author of the book or article, and the year it was published. If the publication has two authors, the reference note should include both surnames together with an &-mark (e.g. Gallinagh & Nevin 2001). If the publication has more than two authors, one should in quoting use the surname of the first author together with a et al –mark (e.g. Jokinen et al 2002). If the same sentence or paragraph is derived from several sources, they should all be listed in the reference note in chronological order (starting from the oldest reference). If direct quotes are used, the reference note must also indicate page numbers. When a reference note points at one sentence only, it should be included in brackets at the end of the sentence before the full stop. For example: Nursing research is needed to generate knowledge that will influence nursing practice (Burns & Grove 2005)**.** If the reference note points at several sentences within a paragraph, it should be placed after the last of those sentences. Please note the location of the full stops in the following example: There are different views about the realm of nursing knowledge. One view is that nursing research should focus on knowledge that is directly useful in clinical practice**.** (Burns & Grove 2005**.**)

The use of secondary references should be avoided. If they are used, it should be clearly indicated. In the text, one should name the original work and give a citation for the secondary source. For example: According to Riley et al … (Burns & Grove 2005). Direct quotation from another author should be displayed by using increased indent, line spacing

1.0, and indicating the page number of the quotation. The use of direct quotations should be reserved to situations purposed to highlight the expression presented in the original publication. For example: Burns and Grove (2005, 33) define rigor in quantitative research as follows:

> Rigor is the striving for excellence in research and involves discipline, scrupulous adherence to detail, and strict accuracy.

Citing should be done by using the style described above (reference notes within the text in brackets). Another style is using footnotes[1]. In using footnotes, the same information on reference should be included. In case a reference note points at one sentence only, the superscript number is placed before the full stop of the sentence. When a reference note points at several sentences within a paragraph, the superscript number is located after the full stop of the last sentence that is cited.

4.2. List of references

List of references (References) is written on a separate page after the written part of the assignment. Each reference should be listed in alphabetic order according to the surname of the author of the publication. Information indicated on a book should be as follows: author(s), year of publication, title (name) of the book/publication (including subtitle), edition, publisher and city of publication, and pages (if the publication is an article in an edited book). If the reference is an article in a journal, it should be marked in the list of references as follows: author(s), year of publication, title of the article, name of the journal, volume, issue number (in brackets), and pages. If the reference is published as a part of a publication series, it should be marked as follows: author(s), year of publication, title of the article, publisher (e.g. university, faculty, department, institute, other (public) authority involved in publication), name of the publication series, and number of the publication. Information should be displayed in the same form than on the title page of cited

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[1] This is an example of a footnote style. Footnote style has been used in nursing science e.g. in historical studies.

publication. A list of reference is not given a heading number in a table of contents. Each reference must be listed, and all listed references must be cited in the text.

When there is more than one reference from the same author, then these should be listed in chronological order (starting from the oldest). If there are more than one sources from one author published within the same calendar year, they are listed in alphabetical order according to the title of the publication and separated by using a letter (e.g. Gallinagh & Nevin 2001a, 2001b). The same style is used in reference notes within the text. When Internet sources have been used, one must mark the date when the information was retrieved from the Internet (that is, the date of access) and the date of last revision (n.d. for no date). Interviews and other references other than published ones are separated in the list of references as unpublished references.

Examples:

Book:

Polit, D. & Hungler, B. 1997. Essentials of nursing research. Methods, appraisal, and utilization. Fourth edition. Lippincott, Philadelphia.

Article/chapter in an edited book:
Christy, T.E. 1975. The hope of history. In Fitzpatrick M.L. (Ed.) Historical studies in nursing. New York, pp. 3–11.

Journal article:
Lowes L.E. & Gill P. 2006. Participants' experiences of being interviewed about an emotive topic. Journal of Advanced Nursing 55: 587–595.

Part of a publication series:
Elo S. 2006. A theory of an environment supporting the well-being of home-dwelling elderly from Northern Finland. Acta Universitatis Ouluensis D 889. Oulu University Press, Oulu.

Same author & year of publication:
Gallinagh R. & Nevin R. 2001a. Perceptions of older people who have experienced physical restraint. British Journal of Nursing 10(13): 852–859.

Gallinagh R. & Nevin R. 2001b. Relatives' perceptions of side rail use on the older person in hospital. British Journal of Nursing 10(13): 391–399.

Interview:
Janhonen M. Interview 20.4.2008. Oulu University Hospital.

Lecture etc.:
Dunwell J. 2000. Community health assessment tool: Does it work cross-culturally. Towards new approaches in international learning. Conference in Savonlinna 31.7. – 2.8. 2000. Abstracts.

Law, decree, committee report, directive:
Health Care Act 1326/2010. http://www.finlex.fi. n.d. August 1, 2012.

Internet sources (www-documents, pdf-documents etc.):
Kaste Programme will reduce inequality and reform social and health care services. Ministry of Social Affairs and Health. Brochures 2012. March 5, 2012. http://www.stm.fi/c/document_library/get_file?folderId=5201058&name=DLFE-18310.pdf August 1, 2012.

4.3. Appendices

Appendices follow the list of reference. Appendices are used when the incorporation of material (e.g. questionnaires, large tables, documents) in the body of the assignment would make it poorly structured or too long or detailed. Each individual object placed in the appendices is entitled an Appendix, and each appendix must have a number (written on the top right-hand of a page) that are kept in sequential order. For example: Appendix 1(1), Appendix 1(2). Each appendix must be cited (referred to) in the body of the text. Page numbering is not used in appendices.

4.4. Abbreviations

Abbreviations should be avoided in written assignments. Even the most general abbreviations (such as etc., e.g.) should be avoided and written words used instead. The only exception is the list of references, where one is allowed to use abbreviations. In addition, general and customary abbreviations and acronyms can be used, but one must explain what it represents when used for the first time (e.g. United Nations – UN).

Some abbreviations used in reference notes:

see   if the reference includes more thorough or specific information on the subject and the text that the reference note is pointing at has more of one's own thoughts

cf.   if one wants to compare one's ideas to same issues from a different perspective written by another author

Ibid./Ibidem = the same

REFERENCES

Burns N. & Grove SK. 2005. The practice of nursing research. Conduct, critique, and utilization. 5th edition. Elsevier (USA).

Christy, T.E. 1975. The hope of history. In Fitzpatrick M.L. (Ed.) Historical studies in nursing. New York, pp. 3–11.

Dunwell J. 2000. Community health assessment tool: Does it work cross-culturally. Towards new approaches in international learning. Conference in Savonlinna 31.7. – 2.8. 2000. Abstracts.

Elo S. 2006. A theory of an environment supporting the well-being of home-dwelling elderly from Northern Finland. Acta Universitatis Ouluensis D 889. Oulu University Press, Oulu.

Gallinagh R. & Nevin R. 2001a. Perceptions of older people who have experienced physical restraint. British Journal of Nursing 10(13): 852–859.

Gallinagh R. & Nevin R. 2001b. Relatives' perceptions of side rail use on the older person in hospital. British Journal of Nursing 10(13): 391–399.

Health Care Act 1326/2010. http://www.finlex.fi. n.d. August 1, 2012.

Jokinen P., Lappalainen M., Meriläinen P. & Pelkonen M. 2002. Ethical issues in ethnographic nursing research with children and elderly people. Scandinavian Journal of Caring Sciences 16: 165–170.

Kaste Programme will reduce inequality and reform social and health care services. Ministry of Social Affairs and Health. Brochures 2012. March 5, 2012. http://www.stm.fi/c/document_library/get_file?folderId=5201058&name=DLFE-18310.pdf August 1, 2012.

Lowes L.E. & Gill P. 2006. Participants' experiences of being interviewed about an emotive topic. Journal of Advanced Nursing 55: 587–595.

Polit, D. & Hungler, B. 1997. Essentials of nursing research. Methods, appraisal, and utilization. Fourth edition. Lippincott, Philadelphia.

Rajala M. 2002. The readiness of the netnurses and the students. Master's thesis. University of Oulu, Department of Nursing Science and Health Administration.

PARTICIPATION IN MENTAL HEALTH –THEMED INTERNET DISCUSSION FORUMS

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April 2008

UNIVERSITY OF OULU
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ABSTRACT

Koski-Kotikangas Maria: Participation in mental health –themed Internet discussion forums

Pro gradu Thesis: 56 pages, 4 appendices
April 2008

The purpose of this thesis was to examine the reasons why people visit mental health –themed Internet discussion forums and participate in the conversation either actively by submitting messages of their own or passively by following the discussion.

The theoretical frame of reference of this study included mental health and mental disturbances, as well as Internet discussion forums and studies thereof. In addition to this, previous studies on online discussion forums dealing with various different illnesses were analysed. The approach of the thesis is qualitative. The material was gathered by posting two research questions to three mental disturbance –themed Internet discussion forums. People visiting the forums then answered these questions on a voluntary basis. A total of 22 replies was received.

The method of analysis used in this thesis was inductive content analysis. The analysis showed that the common element in all answers was peer support. The discussion forum participants both sought and received peer support from one another. Peer support in turn consisted of three main classes, namely the motives behind seeking assistance from the forums; the forms of support received as experienced by each person subjectively; and the factors impeding peer support. The participants at the forums all had a personal motive to participate in the discussion. This motive arose from a situation in their lives. It could be either their own illness or that of a relative, an outside motivation, the practicality of the forums, the small number of personal relationships in their lives, or a subjective desire to help others. The discussions on the forums featured several forms of support that the participants utilized as a tool to help themselves cope with their present condition in life. The subjectively experienced forms of support included self-expression, both informational and emotional support, a sense of togetherness, the deepening of relationships and the improvement of the quality of life. In addition to the issues mentioned above, the analysis revealed factors that impede the reception of peer support. These included interaction problems, criticality and negative effects on the self.

The results of this thesis assist people who suffer from mental disturbances and mental health problems, their friends and family, and nursing professionals to recognise the importance of mental health –themed Internet discussion forums by highlighting the experiences and points of view of the forum participants themselves. This thesis also brings up the importance of online discussion forums dealing with various illnesses both as a

subject of further study and a useful and practical method in gathering scientific information about peoples experiences.