



**INSTRUCTIONS ON HOW TO WRITE WRITTEN PRODUCTS
UNIVERSITY OF NEW TOWN FACULTY OF HEALTH SCIENCES**

I DEFINITION OF INDIVIDUAL WRITTEN PRODUCTS

I.1 Seminar assignment

A seminar paper is a shorter piece of professional work in which the student works on a topic chosen by him/herself or with the help of a tutor - a higher education teacher, the course leader. The seminar paper helps the student to become more familiar with a particular issue in the course, to improve his/her professional writing skills and to prepare for writing the thesis.

In the seminar paper, the student must demonstrate the ability to integrate theoretical and practical knowledge and the ability to use national and foreign literature (including literature searches using bibliographic databases).

The length of the seminar assignment depends on the number of credits in each course (Annex I).

The seminar paper can be written by one student or by a group of up to three students. In the case of a group assignment, the contribution of each individual must be evident.

The assessment of the assignment will take into account the content, format and presentation of the assignment. The mark for the seminar paper is taken into account in the final grade for each course in the proportion specified in the syllabus.

I.2 Project task

It is an independent written product of the student, based on his/her practical experience. The project work is practically oriented and related to the field of work for which the student is being trained.

The project demonstrates that the student is able to identify and analyse a specific problem and, based on the theoretical knowledge, to formulate and suggest possible solutions and improvements. In the project assignment, the student plans the individual phases of the project, specifies the contractors and the timing of each phase.

For the topic of the project assignment, the student, with the help of the tutor, chooses a subject, most often in a work environment, that can later be developed into the topic of the thesis.

The length of the project assignment depends on the number of credits in each course (Annex I).

The assessment of the project assignment includes an assessment of the content, format and presentation, and is taken into account in the final assessment of each course.

I.3 Reflection

It is a written work in which the student draws on his/her own experience and vision, on his/her own experience and guidance. Reflection means to think, reflect or direct the student's consciousness on his/her own thoughts and self.

In doing so, the student becomes aware of feelings, thoughts and behaviours in order to be able to cope with the new experience in the future. When writing a reflection, the student should not get into thinking about what he/she should have done, or could have done, or what someone else might have said, thought, or wanted.

The scope of reflection is not defined.

The assessment of reflection is based on the quality of the reflection.

1.4 Final thesis of a further training programme or part of a study programme

The final thesis of a further training programme or part of a study programme is a written work in which the student, under the guidance of a tutor, prepares a thesis, which may be theoretical or research in nature. The final thesis is an individual product which must meet the requirements of the study programme in terms of content, methodology and language and be related to the field of work in which the student is studying.

The final thesis demonstrates the student's ability to integrate the knowledge acquired in the programme. In preparing the thesis, the student must take into account current national and international literature and apply appropriate research methodology.

In the final thesis, the student must demonstrate the ability to integrate, compare and interpret his/her own findings with those of the literature and to propose changes or improvements to the problem under study.

The scope of the final thesis is related to the number of credits specified in the study programme and the related individual study work of the student. It is listed in the *table Scope of written products in relation to the number of credits and the percentage of the overall grade in each course (Annex 1)*.

The final mark of the final thesis will take into account the content and independence of the student in its preparation, as well as the quality of the presentation and the answers to the questions posed.

1.5 Thesis

A thesis is a written work in which a student, under the guidance of a tutor or a co-mentor, prepares a thesis, which may be theoretical or research in nature. The thesis is an individual product which must meet the requirements of the study programme in terms of content, methodology and language.

The thesis demonstrates the student's ability to integrate the knowledge acquired throughout the study programme. In preparing the thesis, the student must take into account current national and foreign literature and literature from bibliographic databases. In addition, the student must demonstrate the ability to apply research and statistical methods (arithmetic mean, median, mode).

In the thesis, the student must demonstrate the ability to integrate, compare and interpret his/her own findings with those of the literature and to propose changes or improvements to the problem under study.

The scope of the thesis is related to the number of credits specified in the study programme and the related individual study work of the student. It is listed in the *table Scope of written products in relation to the number of credits and the percentage of the total mark in each course (ANNEX 1)*.

The final mark of the thesis will take into account the content and independence of the student in its preparation, as well as the quality of the presentation and answers to the questions posed.

1.6 Master thesis

A Master's thesis is an independent original research and study product of the candidate, which demonstrates the ability to independently apply and integrate professional and theoretical knowledge. In preparing the Master's thesis, the student must take into account the most up-to-date national and foreign literature and literature from bibliographic databases. In the master's thesis, the student shall not only cite the statements and views of various authors, but also the findings or results of research related to the topic.

In the Master's thesis, the student applies various research and statistical methods (arithmetic mean, median, mode, standard deviation, regression, factor analysis, analysis of variance, chi-square, etc.). By synthesising and interpreting the data obtained in the research, the Master's thesis makes a contribution to the field.

The student completes a master's thesis under the guidance of a supervisor.

The scope of the Master's thesis is related to the number of credits specified in the study programme and the related individual study work of the student. It is listed in the *table Scope of written products in relation to the number of credits and the percentage of the total mark in each course (ANNEX 1)*.

The assessment of the Master's thesis is based on the content, design and language of the thesis, as well as the quality of the presentation and defence.

1.7 Doctoral dissertation

A doctoral dissertation is an original, original and independent work of a doctoral candidate which, in terms of its contribution to science and the methodology used, enables the assessment of the doctoral candidate's ability to carry out independent research work in the scientific field for which he or she is to be awarded the degree of doctor of science.

The doctoral dissertation must have all the characteristics of an original and independent scientific work. It must contain new scientific findings, new facts, new scientific laws and new scientific theories that contribute to the development of science and to the solution of current, more complex theoretical and practical problems that have not yet been investigated or sufficiently investigated. In the study of the chosen dissertation topic, the doctoral candidate is required to formulate and present the findings of his/her research in a systematic way, on the basis of basic and applied research and using a wide range of scientific methods and scientific methodological procedures. In the doctoral dissertation, the doctoral candidate must demonstrate that he or she is capable of acting as an independent researcher in all types of scientific projects. Unlike a master's thesis, the doctoral dissertation provides the doctoral candidate with a more in-depth and comprehensive knowledge of the subject matter of his or her scientific field, fully qualifies him or her for independent scientific research work, and provides him or her with the basic prerequisites for establishing him or herself in the scientific and academic field.

The length of the doctoral dissertation is related to the number of credits specified in the study programme and the related individual study work of the student. It is listed in the table *Scope of written products in relation to the number of credits and the proportion of the total mark in each course (ANNEX 1)*.

The evaluation of the doctoral dissertation is based on the scientific relevance, methodological appropriateness, originality, topicality, stylistic and linguistic preparation of the thesis, and the quality of the presentation and defence.

2 THE CONTENT AND DESCRIPTION OF THE INDIVIDUAL SETS OF WRITTEN PRODUCTS

2.1 Seminar assignment

The topics of the seminar assignment are:

- TITLE PAGE (name of the faculty, thesis, the subject in which the thesis is being written, title of the thesis - (middle), name of the supervisor with the scientific and habilitation title added - (middle under the title); name of the student - (bottom right); place, month, year of the thesis - (bottom left))
- INDEX
- INTRODUCTION (purpose of the seminar paper, definition of the problem, definition of the objectives)
- THEORETICAL SECTION (divided into chapters and subchapters, presenting the issues from a theoretical point of view, quoting the authors' opinions, may contain tables and figures)
- CONCLUSION
- LITERATURE (includes all literature cited by the student in the theoretical part)
- SOURCES (includes all sources cited by the student: statistical publications, normative publications, handbooks, internal and other materials not in the public domain)
- APPENDICES (photographs, copies of documentation, copies of graphical representations)

2.2 Project task

The project's terms of reference are:

- TITLE PAGE (name of the faculty, the project, the subject in which the project is carried out, the title of the project - (middle), the name of the supervisor with the scientific and habilitation title added - (middle under the title); the name of the student - (bottom right); the place, month, year of the project - (bottom left)
- INDEX
- INTRODUCTION (purpose of the project, presentation of the problem, definition of objectives, description and presentation of the health, social care or other institution, critical analysis of the situation)
- THEORETICAL SECTION (divided into chapters and sub-chapters, citing findings from literature and research, may include tables and figures)
- EMPIRICAL PART (divided into chapters and subchapters, containing a plan of the different phases of the project, the contractors, the timetable for the implementation of the different phases)
- CONCLUSION (suggest changes and improvements)
- LITERATURE (includes all literature cited by the student in the text)
- SOURCES (includes all sources cited by the student: statistical publications, normative publications, handbooks, internal and other materials not in the public domain)
- APPENDICES (photographs, copies of documentation, copies of graphical representations)

2.3 Reflection

The reflection strands are:

TITLE PAGE (name of the faculty, the reflection, the subject for which the reflection is written, the title of the reflection - (middle); name of the supervisor with the scientific and habilitation title added - (middle under the title); name of the student - (bottom right); place, month, year of the reflection - (bottom left).

CONTENT - In the reflection, the student must answer the following questions:

- Brief description of your own activities - (elaborate on those encounters or parts of encounters that were important to you, don't just describe what happened).
- Why did I act and communicate the way I did?
- What have been the consequences of my contribution for me and for others?
- What emotions have I experienced, e.g. in lectures, classroom practice, clinical practice, home visits, clinic visits, when a patient dies, etc.?
- What emotions have others experienced and how do I know?
- Is there a connection between my actions, communication and emotions today and similar situations in the past?
- How could I have acted or communicated differently and what would have been the consequences of the other options for me and others?
- What do I think about the working methods (what do I like, what don't I like, what do I find useful and why)?
- What did I learn from the event and from others?
- What do I intend to apply and how?

2.4 Bachelor's thesis, master's thesis and doctoral dissertation or the final thesis of a further training programme or part of a study programme

The content areas of a thesis, master's thesis, doctoral dissertation or thesis are:

- PLATNICA (Annex)
- TITLE PAGE (Annex)
- STATEMENT OF AUTHORITY OF FINAL WORK (form)

- **SUMMARY:** Write it on two pages in Slovenian and in a foreign language (English/German). Maximum 250 words in each language (excluding keywords).
- INDEX
- INDEX OF FIGURES
- INDEX OF TABLES
- **INTRODUCTION:** It comprises 3-5% of the thesis/master's thesis/doctoral dissertation/final dissertation.
- THE THEORETICAL PART
- EMPIRICAL PART
- DISCUSS
- **CONCLUSION:** It comprises 3-5% of the thesis/master's thesis/doctoral dissertation/final dissertation.
- LITERATURE
- SOURCES
- ANNEXES

Written product based on a literature review: a systematic literature review contains new original quantitative analyses (meta-analysis) or qualitative syntheses (meta-synthesis), positing new relationships, new hypotheses, new theories, suggestions for further research, etc., that are in need of scientific verification. A literature review is thus the beginning of a systematic approach to problem solving, it gives us a comprehensive and systematic overview of the results of a large body of published research in a particular field, giving us an insight into the existing knowledge and practices in the field under study at the time the review is carried out. In the written product, where the student conducts a literature review, a large number of units of literature in both English and Slovenian must be reviewed or read. The purpose is to summarise, analyse, evaluate or synthesise information that has already been published. The student summarises and interprets the information obtained from the literature review in such a way that the interpretation contributes to the understanding of what has been learned so far and provides guidance for further professional and research work. The basis for the review is original scientific work and, for the purpose of the main research task, also peer-reviewed scientific work. For the purpose of the written product, a research methodology of qualitative content analysis (meta-synthesis) is proposed.

The SUMMARY is written in Slovenian and in English or German. It should be no more than 250 words in each language. At the end of the abstract, write 3-5 keywords, using words that more precisely define the content of the thesis, or master's thesis or doctoral dissertation.

If the written product is **of a research nature**, the abstract should be written according to the IMRaD scheme (I = INTRODUCTION; M = METHODS; R = RESULTS; D = DISCUSSION):

- **Background:** describe the main problem, purpose and objectives of the research.
- **Method:** The methods and techniques used to collect and process the data and the survey design shall be specified.
- **Results:** only the most important results obtained from the survey are reported.
- **Discussion:** Key findings and orientations.

Keywords: 3-5 keywords

If the written work is **theoretical in nature**, the summary should be written according to the following scheme:

- **Background:** In one to two sentences, describe the research problem and summarise why this research is important. In the last sentence, state the purpose of the literature review.
- **Methods:** Indicate the methods used in the written product and describe the search strategy (keywords, language, databases searched, time period for searching publications), the hit review

strategy (number of hits obtained, inclusion and exclusion criteria for inclusion of hits in the full text review) and a description of the data processing.

- **Results:** Indicate the number of full-text articles included in the review, how many of these were included in the processing of the findings and the number of excluded articles, describe the inclusion criteria and the final number of articles included, the key results of the literature review (resulting content codes and categories), the types of studies according to the hierarchy of evidence included in the literature review.
- **Discussion:** should be based on the findings of the author's literature review, based on a qualitative analysis of selected articles and on comparisons of existing findings in the professional and scientific literature.

Keywords: 3-5 keywords

The table of contents contains specific chapter and sub-chapter headings with page references. Chapters and sub-chapters are numbered with Arabic numerals (no full stop after the last number).

Example of a table of contents for a research-based written product:

INDEX

1	INTRODUCTION (capital letters).....	1
2	THE THEORETICAL SECTION - INTRODUCTORY CHAPTERS (Level 1 headings - main chapters, capital letters).....	3
2.1	Subchapter (Level 2 headings - subchapters, lower case).....	3
2.1.1	Subchapter (Level 3 headings - subchapters, lowercase, italic).....	3
3	EMPIRICAL PART.....	25
3.1	Purpose and objectives of the survey.....	25
3.2	Research questions / hypotheses.....	26
3.3	Research methodology.....	27
3.3.1	Data collection methods and techniques.....	28
3.3.2	Description of the instrument.....	28
3.3.3	Sample description.....	29
3.3.4	Description of data collection and processing.....	29
3.4	Results.....	30
4	DISCUSS.....	45
5	CONCLUSION.....	50
6	LITERATURE.....	52
7	RESOURCES.....	55
	CONGRATULATIONS	
	ANNEXES	

Example of a table of contents for a written product based on a literature review:

INDEX

1	INTRODUCTION (capital letters).....	1
2	THE THEORETICAL SECTION - INTRODUCTORY CHAPTERS (Level 1 headings - main chapters, capital letters).....	3
2.1	Subchapter (Level 2 headings - subchapters, lower case).....	3
2.1.1	Subchapter (Level 3 headings - subchapters, lowercase, italic).....	3
3	EMPIRICAL PART.....	25
3.1	Purpose and objectives of the survey.....	25
3.2	Research questions/hypotheses.....	26
3.3	Research methodology.....	27
3.3.1	Methods of literature review.....	28
3.3.2	Hit Review Strategy.....	28
3.3.3	Description of the data processing of the literature review.....	29
3.3.4	Quality assessment of the literature review.....	29
3.4	Results.....	30
3.4.1	PRIZMA diagram.....	45
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4	DISCUSS.....	49
5	CONCLUSION.....	51
6	LITERATURE.....	54
7	RESOURCES.....	56
	CONGRATULATIONS	
	ANNEXES	

Other indicators. If the thesis, master's thesis or doctoral dissertation contains tables, graphs, figures, etc., an index of tables, graphs, figures, etc., should also be added... These indexes are separate from the table of contents and should be placed on a new page - immediately after the table of contents.

INDEX OF FIGURES

Figure 1:	Heart (lowercase)	26
Figure 2:	X-ray image	30
Figure 3:	Broken bones	32

The table index contains tables that you create yourself or tables that you copy or map. In the latter case, the source is given.

INDEX OF TABLES

Table 1:	Number of inspections carried out (lower case)	26
Table 2:	Structure of employees by education in ZD Novo mesto	30
Table 3:	Patients' sources of information about their disease and the effects of prescribed medicines.....	32

2.4.1 Description of content strands

I INTRODUCTION

The INTRODUCTION introduces the reader to the problem under study. In the written product of **the research**, we explain the purpose and objectives of the thesis, master's thesis or doctoral dissertation. It may also describe the institution or the working environment, if the problem is to be solved in a specific institution.

In a written product based on a **literature review**, we introduce the theoretical background to guide the literature review. We conclude with a justification of why the review is necessary. In principle, the introduction should not use sources obtained from the literature review, but should be written down before the empirical work is carried out and used to justify the need for the literature review.

The introduction starts the pagination and chapter numbering.

2 THEORETICAL PART

In the following chapters and subchapters (the theoretical part), we introduce the basic concepts and the content that we are studying in the thesis. The chapters and sub-chapters are named with specific subject headings.

After the introduction, the first pages of the theoretical part explain the basic concepts. In the following chapters and sub-chapters, we discuss in a synthetic-analytical way the theoretical insights that are used to achieve the objectives set out in the introduction. At the end of the larger chapter, it is useful to briefly summarise the main findings.

The written product can be theoretical only, but most often consists of a theoretical and an empirical part. In the former case, the theoretical part is the central part of the assignment.

In a bachelor thesis/master thesis/doctoral dissertation, which is of a research nature, this section provides the theoretical basis for the research problem under study.

3 EMPIRICAL PART BASED ON THE SURVEY

The empirical part is a compulsory part of a thesis or master's thesis containing research. It is a compulsory part of the doctoral thesis. Research is qualitative or quantitative or experimental in nature.

The empirical part contains the following subsections:

- Purpose and objectives of the survey
- Research questions/hypotheses
- Research methodology
 - *Data collection methods and techniques*
 - *Description of the instrument*
 - *Description of the sample*
 - *Description of data collection and processing*
- Results

3.1 Purpose and objectives of the survey

We describe the main purpose of the research, what we want to study. In the objectives, we state the end-state we want to achieve with the research. The objectives must be clearly defined and precisely defined so that they can be verified and measured. They are written in the indefinite article.

Example:

The objectives of the research are:

- examine ...,
- identify habits ...,
- explore ways to better inform patients about

3.2 Research questions/hypotheses

Research questions. We need to ask questions that will guide the research and lead to the solution of a specific research problem. Research questions can identify a situation, clarify a research problem, solve a research problem.

Example:

The survey will answer the research questions:

- What does the patient know about ...?
- What are the habits ...?
- How much fluid do people drink per day?
- What factors influence ... ?
- How does violence in ... affect the emergence of ...?

Hypotheses are pre-conceived propositions that we try to prove in our work. Hypotheses are derived from the objectives, they are untested answers to research questions.

Hypotheses are formulated at the beginning of the research process and later confirmed or rejected on the basis of the data collected and using appropriate statistical procedures. Hypotheses are formulated deductively (based on a study of sources) or inductively (based on knowledge of the problem in practice). Hypotheses can be descriptive (describing a situation) or causal (looking for cause and effect relationships).

Hypotheses are a compulsory part of the PhD thesis and Master's thesis if the research is quantitative in nature, but are not compulsory in the Master's thesis. In the Master's thesis, students may also use a qualitative research approach for the purposes of the empirical work, in which case they only define the research questions. The number of hypotheses to be asked in the research thesis depends on the complexity of the research problem. The hypotheses should meet the following criteria:

- each hypothesis should be logical,
- each hypothesis should relate to the research problem,
- each hypothesis should be defined in such a way that it can be tested using statistical methods,
- each hypothesis should be consistent with the other hypotheses being tested.

Example:

- Chronic obstructive pulmonary disease contributes to lifestyle changes.
- Registered nurses are more empathetic than registered nurses.

3.3 Research methodology

A research methodology is a set of different procedures that allow us to define, study and explain the object of study, and thus arrive at scientific knowledge. The following methods are used in the research, discovery and systematic processing of facts, mental activities, etc.: the method of analysis and synthesis, the method of abstraction and concretisation, the method of proof and disproof, the method of description, the method of compilation, the method of comparison, the statistical method, the mathematical method, the historical method, the case study method, the method of observation, the method of survey, the method of interview, the Delphi method, etc.

3.3.1 Data collection methods and techniques

The main data **collection methods and techniques** used in the research are:

- methods of data collection:
 - descriptive method,
 - caval - a non-experimental method,
 - the caval-experimental method;
- Data collection techniques: documentary analysis, interviewing, observation, surveys, testing, attitude measurement, assessment, testing of knowledge.

3.3.2 Description of the instrument

An instrument is a tool used in research to collect data and information and to ensure the reliability and validity of the data obtained. Most of the time, we have to make it ourselves. It is designed on the basis of a theoretical background and a literature review. If we use an existing instrument, we are obliged to cite the source.

In quantitative research, we use structured instruments (structured questionnaire, structured rating scales, structured attitude scales, list of questions for a structured interview, structured observation sheets with defined domains and observation criteria, template for describing a critical event with defined domains and criteria, template for structured document analysis, etc.).

Qualitative research uses unstructured instruments (unstructured/semi-structured list of interview questions, unstructured observation, unstructured document analysis, etc.).

3.3.3 Description of the sample

The sample to be studied should be representative (sample size to be determined according to the size of the population studied; roughly, the sample should represent at least 20% of the population observed) to allow generalised inference within the narrower or broader study area. In the seminar

and thesis, the sample may be smaller, especially if we have a homogeneous group and expect a good response rate, and if it is a professionally and organisationally rounded whole (a single health, social care or other institution, department, professional unit). The sample should be described (nurses, patients, students, healthy population, etc.) and basic data should be given: sex, age, education, length of service, etc. The sample should be described in the following way: nurses, patients, students, healthy population, etc.

3.3.4 Description of data collection and processing

Specify how the intended instrument will be used to obtain the data (place, time, institution, method of obtaining data, guarantee of anonymity, voluntary participation, etc.). If the research is conducted in a clinical setting, institutional consent must be obtained before the research is conducted (DN 2 form). The research should be conducted in accordance with the applicable ethical principles of research. If the consent of the Ethics Committee for Research Involving Human Subjects has been obtained, the number of the decision should be entered.

If the content of the research requires a more extensive justification of its ethical appropriateness, the student (in particular the master's and doctoral student) may develop a separate chapter on this topic (3.3.5 Ethical appropriateness of research).

Describe the methods, techniques and tools used to analyse and display the data. The results can be obtained either qualitatively or quantitatively. They can be presented in words or with illustrations. Illustrations in written texts include tables, graphs, drawings, maps, photographs, diagrams and paintings (maximum three colours).

3.4 Results

The outputs include detailed data analysis, collation and integration, to give the most complete picture of the research problem under study. When explaining the features contained in a table, graph or other illustration, we do not repeat the figures from the illustration, but simply refer to them.

4 EMPIRICAL PART BASED ON THE LITERATURE REVIEW

The empirical part, based on the literature review, contains the following subsections:

- Purpose and objectives of the survey
- Research questions/hypotheses
- Research methodology
 - *Literature review methods*
 - *Hit review strategy*
 - *Description of the processing of the literature review data*
 - *Assessment of the quality of the literature review*
- Results
 - *PRIZMA diagram*
 - *Display results by code and category*

4.1 Purpose and objectives of the survey

One paragraph introduces the purpose of the literature review. This is followed by the objectives of the literature review, which are more specific and should be verifiable, as they will also be answered in the discussion.

Example:

The objectives of the research are:

- study the literature and sources ...,
- explore the impact of ...,
- Explore options for....

4.2 Research questions

Research questions are always driven by the objectives. In a literature review assignment, we usually ask one or two basic research questions to guide the literature review and describe the objectives in more detail.

Example:

The survey will answer the research questions:

- How does stress affect ...?
- In which areas of nursing work ...?

4.3 Research methodology

4.3.1 Literature review methods

In this section, we present methods for searching and analysing the professional and scientific literature on the chosen topic. In the methods section, we describe in detail the literature review research design used and the literature search strategy by listing the keywords in the languages searched, the bibliographic databases searched, the types of documents considered suitable for inclusion in the review, and the limiting criteria (inclusion and exclusion criteria).

Example: 'We used the Business Source Premier database, Google Scholar, the Journal of Economics and Business archive and COBISS. "_____", "_____", "_____", "_____" and in Slovenian...

The limiting search criteria were: e.g. period 2010 to 2013, full text of articles and language of text English, etc..."

"In order to narrow down the hits, the following limiting criteria were used: peer-reviewed articles, full text and year of publication."

4.3.2 Hit Review Strategy

In this subsection, we describe in detail the number of hits we have received and reviewed. We indicate how many abstracts of articles were reviewed and how many were included in the full-text review. We enter the data in the PRIZMA diagram located in the results section. The results of the review include the number of hits obtained, the number of studies reviewed and the number of hits selected (tabular display).

Table 1: Results of the literature review (examples of databases)

Faculty database	Keywords	Number of hits	Selected hits to view in full text
Business Source Premier			
Academic Search Elite (humanities, social sciences, natural sciences and engineering)			
MasterFILE Premier (business, health, education, science in general, multiculturalism)			
Newspaper Source (full texts of national, international and regional newspapers and magazines)			
MEDLINE (biomedicine)			
CINAHL with Full Text (Healthcare)			
Journal of Economics and Business - archive			
COBISS			
Other sources			

Source.

4.3.3 Description of the processing of the literature review data

The most common approach to literature review is to conduct a content analysis of the findings of the research included in the review. We use the technique of coding and creating content categories.

4.3.4 Assessment of the quality of the literature review

We describe how we determined the quality of the sources we obtained and included in the final literature review and data processing. In doing so, we usually use a hierarchy of evidence, always citing the author of the hierarchy to which we refer. The quality of the literature review can be presented schematically and descriptively or only descriptively.

Table 2: Hierarchy of evidence in scientific research

Level 1 Systematic review
Level 2 Randomised controlled trial (randomised trial)
Level 3 Single non-randomised trial (non-randomised study: quasi-experiment)
Level 4 Single prospective cohort study
Level 5 Single group study with a control group ('case control' study)
Level 6 Individual cross-sectional study (e.g. survey)
Level 7 Individual in-depth qualitative study
Level 8 Expert opinions, case reports, etc.

Source: Polit, D. F. and Beck, C. T. (2014). *Essentials of Nursing Research. 8th edition.* Wolters Kluwer Health, Lippicott, William & Wilkins, p. 23.

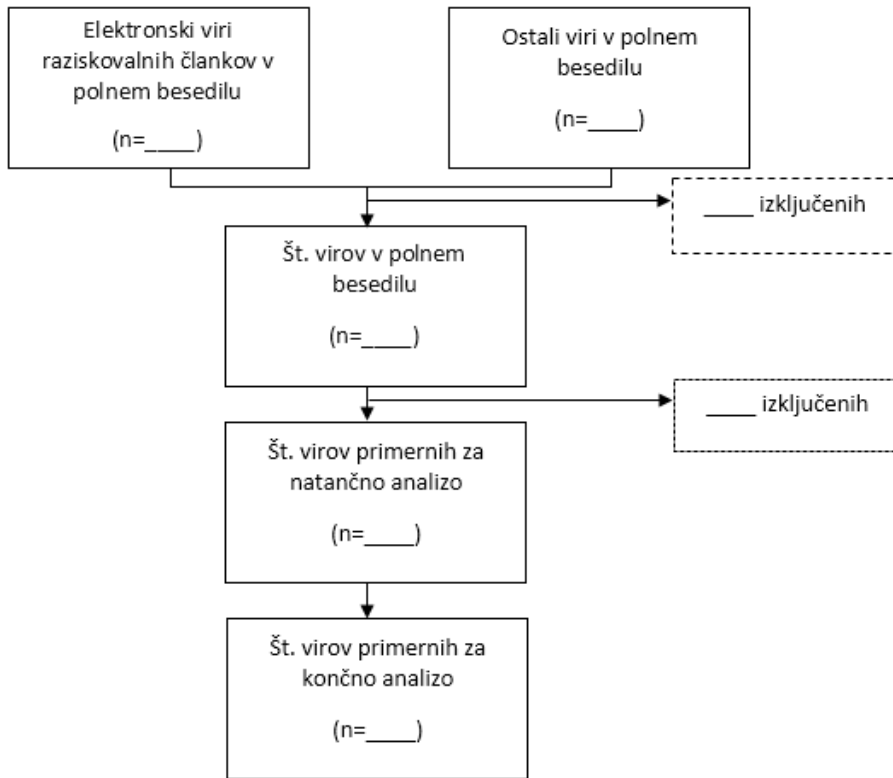
4.4 Results

4.4.1 PRIZMA diagram

Please indicate the final number of full-text articles you have reviewed and included in the data processing, how many total hits you have received, how many articles you have reviewed, how many have been repeated and how many have been included in the full-text review. Show the overall flow of how you arrived at this number in the PRIZMA diagram (Figure 1).

In the text, describe the process of obtaining the final number of hits presented in the PRIZMA diagram (e.g. "Full-text electronic sources of research articles" = "Enter the number of all articles retrieved from the database search", "Indicate the number of sources used for the final analysis").

Diagram I: Prism diagram of the survey flow



Source: Emeđi, D. and Skela-Savič, B. (2015). Associations between pressure ulceration and maintenance of patient skin integrity in the ICU: a review of the literature. *Nursing Horizon*, 49(4), 309; Own source, year.

4.4.2 Display of results by codes and categories

We use a tabular display of the results. First, we make a table in which we enter the main characteristics of each unit of literature (Table 3). Write them chronologically from the most recent to the oldest. We list the key findings of the researchers on which our literature review is based. We then create content codes and group them schematically into categories and list the authors of the research we have included in the literature review (Table 4).

Table 4: Tabular display of results

Author	Year of publication	Research methodology	Sample (size and country)	Key lessons

Source.

Table 5: Distribution of codes by category

Category	Codes	Authors

Source.

5 DISCUSSION

In the first paragraph, we present whether we have achieved our objective and answered our research questions and/or hypotheses. We continue with a detailed discussion.

In this section, we critically evaluate and causally interpret the results. In the **interpretation**, we compare the data and results obtained from **the survey** with the initial findings described in the theoretical part of the thesis. Our findings are compared with related research. Based on the results, we answer the research questions. We confirm or reject the hypotheses.

We follow the ethical principles of research when presenting the data we collect. Present data objectively. We add our own definitions, opinions and views. We are careful not to draw inappropriate conclusions or to generalise from an unrepresentative sample.

In a written product based on a **literature review**, the discussion should be based on the findings of the literature review in terms of the categories developed, which represent a substantive synthesis of the insights developed through the literature review (insofar as it is a substantive analysis of the data). Our findings are compared with related research. In the discussion, we answer the research objectives and research questions.

The limitations of the research and its contribution to practice, as well as opportunities for further research, are a mandatory part of the discussion.

6 CONCLUSION

The conclusion is a synthesis of the most important findings and important facts identified. It makes suggestions for improvement, for solving the problem in practice or for further research.

7 LITERATURE

We use the APA (American Psychological Association) method of citing and referencing literature and sources. Citation and referencing is described in more detail in the Scientific apparatus section.

8 RESOURCES

Citations and references are given in the Scientific apparatus section. Sources include regulations and other publications in the field of normative regulation, internet sources without authors, statistical publications, handbooks, internal and other materials not in the public domain and similar materials.

Annexes are not numbered as a chapter in the table of contents, nor are the page numbers on which the annexes appear.

Annexes include anything that is not strictly necessary for the understanding of the text and would only add to the text. Annexes may include examples of data collection instruments (e.g. a survey questionnaire, structured observation sheets with specific domains and observation criteria, etc.), various pictorial material, photographs, correspondence, tables, graphs and other material. Please attach only those that you have used in the text of your thesis or master's thesis.

Annexes must be identified by serial number and title. Each annex shall begin on a new page.

Example:

Annex 1: Survey questionnaire for ...

Annex 2: Structured template for observation ...

Annex 3: Semi-structured template with questions for the interview with ...

Annex 4: Transcript of the interview with ...

Annex 5: Templates for the analysis of scientific articles in the field of ...

3 ILLUSTRATIONS IN WRITTEN PRODUCTS

Illustrations include graphs, pictures, diagrams, tables. Name and number the tables, graphs and figures consecutively (figure 1, 2, 3 ...; graph 1, 2, 3 ...). Write the type of illustration, the serial number and the title above it and the source below it.

A table is a composite data structure obtained by combining basic data types. It is a collection of data that follow in a kind of chain or series. It has a fixed number of rows and columns.

Each table must have a serial number and a clear and concise title. The source of the data must be indicated below the table with a page reference. Tables should not normally be divided.

Example:

Table 1: Patients' sources of information about their disease and the effects of prescribed medicines

	Doctor		Medical Sister		relatives		Friends		the other		No one	
	f	f %	f	f %	f	f %	f	f %	f	f %	f	f %
Patients' sources of information about their illness	55	55,00	13	13,00	12	12,00	5	5,00	10	10,00	5	5,00
Patients' sources of information on the effects of prescribed medicines	63	63,00	15	15,00	2	2,00	2	2,00	8	8,00	10	10,00

Source: Sedej Kodela, A. (2008) The role of health education in the uptake of medication therapy by patients with psychotic disorders. *Nursing Horizon*, 42(2), 117-126.

Note: A comma (not a full stop) is used to write a decimal number.

Example: the source is a book/monograph

Source: Pečjak, V. (2006). *The psychological basis of visual art*. Ljubljana.

Example: the source is the Compendium

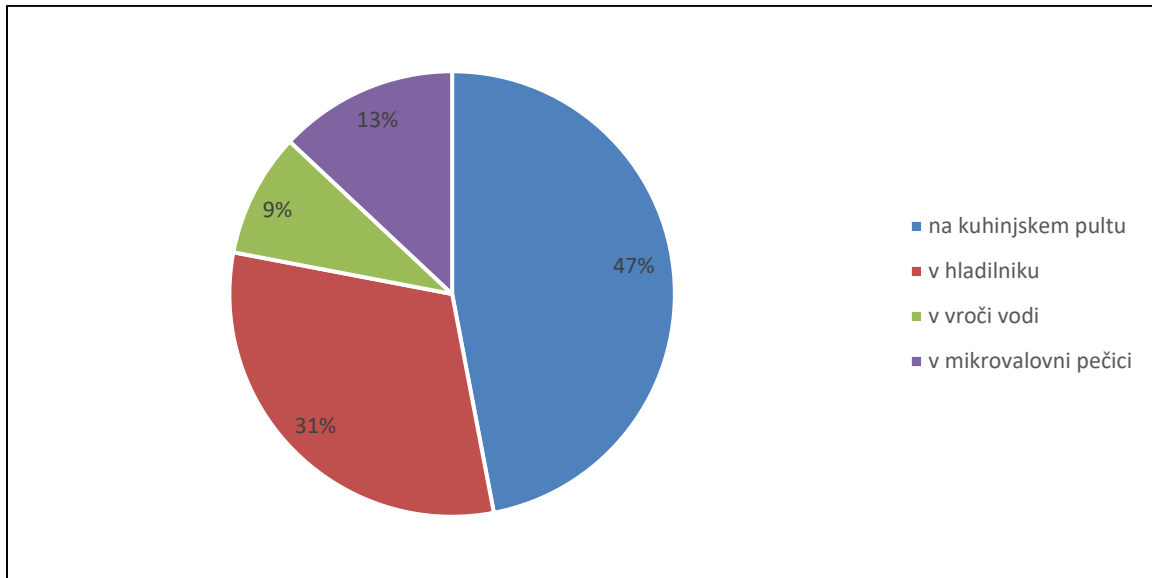
Source: Zabukovšek, D. and Koželj, A. (2010). The role and competencies of the paramedic in the prehospital setting. In A. Posavec (ed.), *From Rescuer to Rescuer in Healthcare - Proceedings of Lectures* (pp. 231-238). Ljubljana: Zbornica zdravstvene in babiške nege Slovenije - Zveza strokovnih društv nurinskih sester, midwic i zdravstvenih tehnikov Slovenije, Sekcija ambulancecev v zdravstvu. (Slovenian Chamber of Health and Midwifery Care - Association of Professional Societies of Nurses, Midwives and Health Technicians of Slovenia, Section of Rescuers in Healthcare).

The graphs show in a very clear way the relationships and links between the phenomena, facts and processes under study. Graphs can be two- or three-dimensional (bars, cakes, line graphs, structural circles or semicircles). Each graph is identified by a sequential number followed by a clear and concise title.

The graph must be in a box and left aligned. The source of the data and any notes and legends should be indicated underneath.

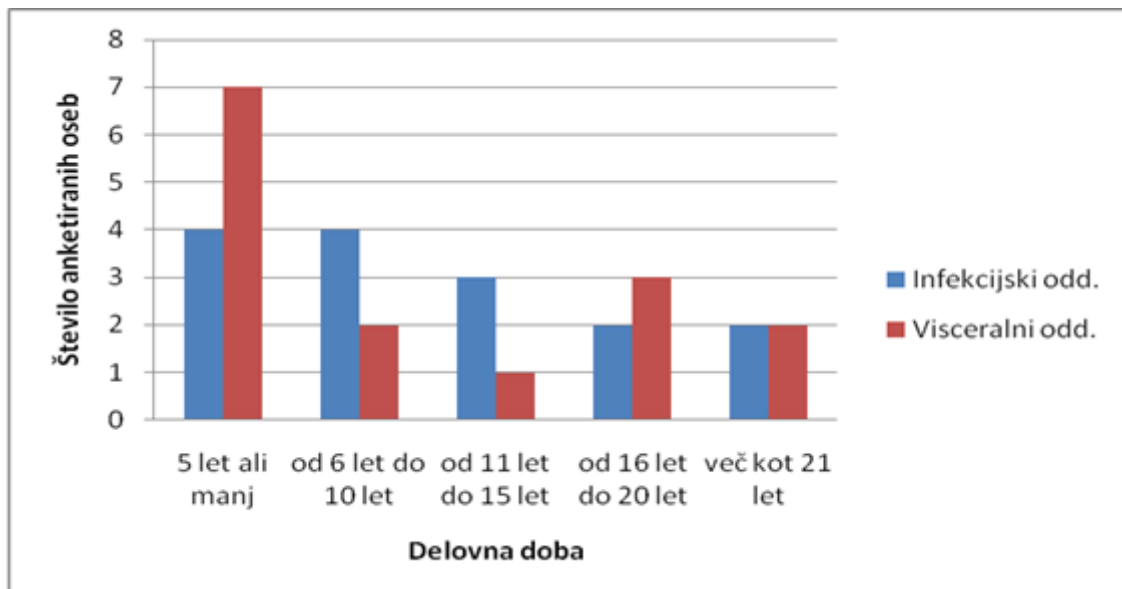
Examples:

Chart 1: Place of thawing of frozen food (n = 30)



Source: Zagorc, N. (2013). *Safe food during pregnancy* (Thesis). Novo mesto.

Chart 2: Length of service in the health profession

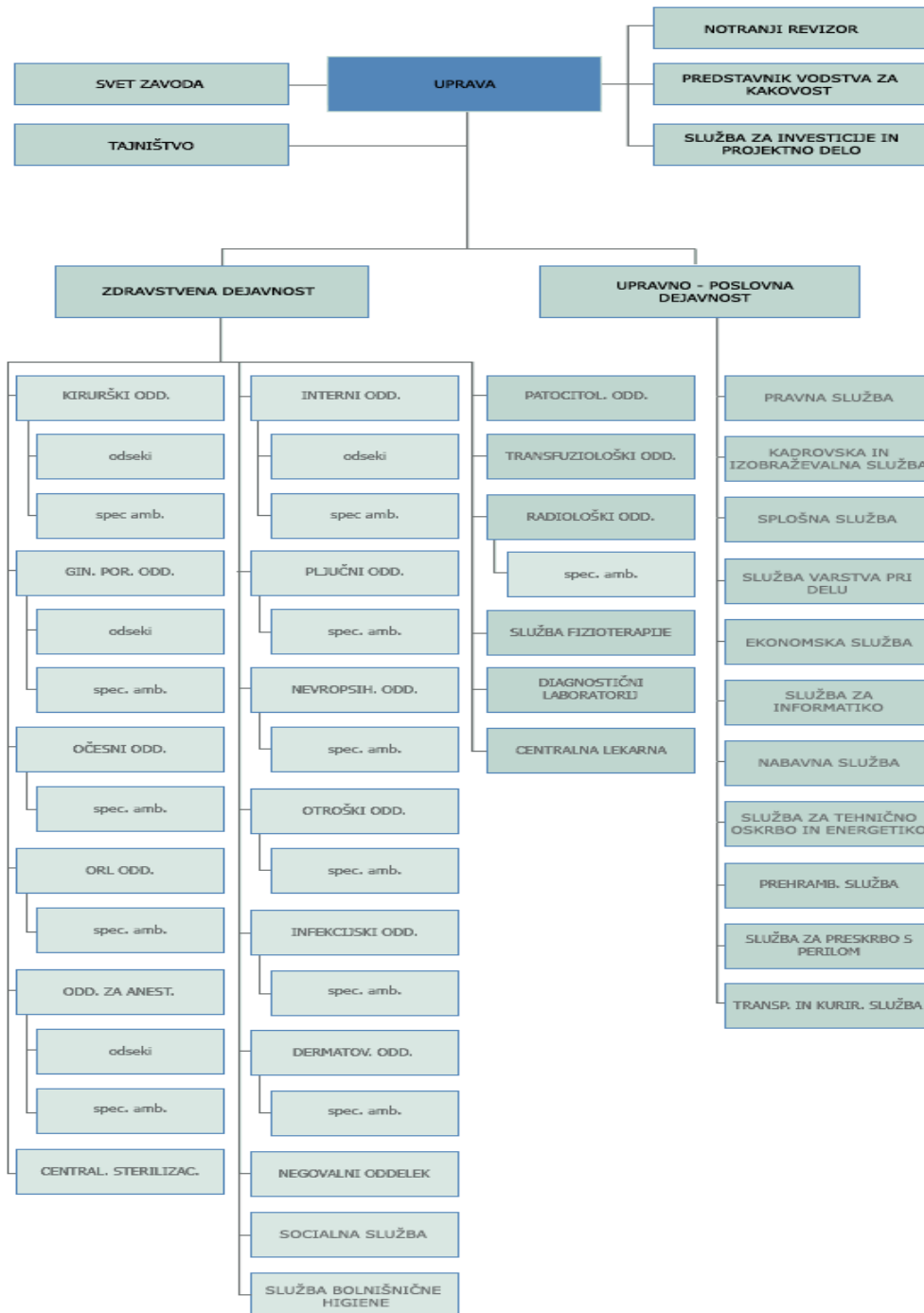


Source.

A flowchart is a simplified representation of more complex procedures or phenomena with lines and figures (flowchart of the organisation of a healthcare activity, flowchart of the organisation of a nursing service, flowchart of a hospital, etc.), which very effectively substitutes for descriptions. It is identified by a serial number followed by a clear and concise title. The diagram should be left justified.

Example:

Diagram I: Organigram of Novo mesto General Hospital

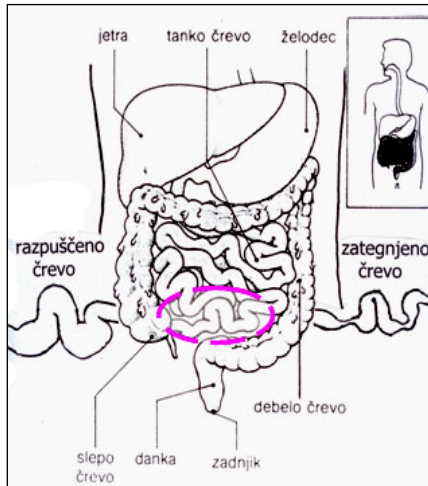


Source: *Organigram*. (2009). Novo mesto: General Hospital Novo mesto. Retrieved from <http://www.sb-nm.si/INTERNET/bolnisnica/organigram>.

A drawing is used as an illustration when we want to describe a specific object or system (e.g. a digestive tract, a wound, an appliance, etc.). It is labelled with a sequential number followed by a clear and short title. The drawing should be framed and left justified.

Example drawing:

Figure 1: Endometriosis and intestinal colic



Source: Fajdiga, M. (2006). *Nutrition*. (2006) Acquired from http://www.svet-je-lep.com/prehrana/makrobiotika/slike/endometrioza_01.jpg.

The photo can be placed in a meaningful place in the text or in an annex. It must be clear, sharp and contrasting. Each photograph should have a serial number, a caption and a source. The photograph must be framed and left-aligned.

Example photo:

Photo 1: Nursing cabinet of the Faculty of Health Sciences Novo mesto

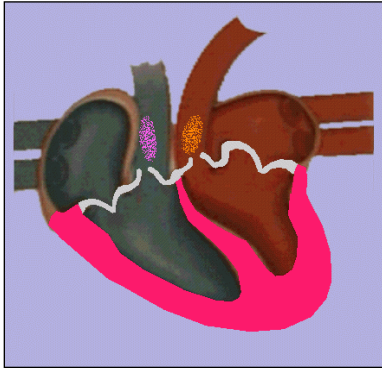


Source: photo archive of the Faculty, 2015.

Paintings use drawing and colour to create the illusion of concrete things and phenomena from nature and space (essentially an artist's painting), which is why we rarely use them. Paintings should be framed and left justified. It is marked with a serial number followed by a title and an indication of the author.

Example image:

Figure 1: Heart



Source. Retrieved from <http://www.bioamin.com/site/Vr/srcelWS.html/>.

4 SCIENTIFIC APPARATUS IN WRITTEN PRODUCTS

References are all national and international books, debates, proceedings and articles from journals and professional magazines published as public domain works.

Works included in the list of references or sources must be mentioned (cited/abstracted) at least once in the text of the written product. Conversely, every work cited in the text must be mentioned in the reference list (the exception is personal communication, which is not included in the reference list) This way, someone interested in the topic in more detail will be able to find the full source that has only been summarised in our work.

Literature citation means using verbatim, copied text from a particular source in another work, or text that is taken from a particular source.

The following subsections give some ways of citing more common sources, for more information see the APA Citation Guide: <https://www.mendeley.com/guides/apa-citation-guide> .

4.1 In-text citation

There are two types of literature citation in written products: verbatim citation and summarising the content. We have to be fair in this respect, as it is a matter of protecting copyright and intellectual property.

We quote verbatim when we use ideas that are the work of another author, in the form they appear in the source used. Quotations should be as brief as possible, integrated into the text in a meaningful way, and should be exactly the same as the original. Quotations may not be abbreviated, underlined or individual words altered unless specifically indicated. If a quotation is too long, it should be abbreviated by omitting the irrelevant part and marking the missing part with three dots in square brackets: /.../. **If quotations are made, they should be indicated by quotation marks** and the source (author, year, page) at the end of the quotation. Quotations should always be made from the original source.

When you **summarise a text** and write your own text based on the source used, you should write at the end of the summarised text where you have taken the text from (author, year, page). **In this case, we do not use quotation marks.**

EXAMPLES FOR IN-TEXT CITATION AND SUMMARISATION

Authors can be referred to by their surname outside brackets and the year of publication of the work and a page in brackets, or by their surname, year and a page in brackets (separated by a comma).

Example:

Nursing students do not consume enough fruit (Lešer, 2012, p. 12).

Lešer (2012, p. 12) notes that nursing students do not consume enough fruit.

If you **quote verbatim**, you must put the quotation in quotation marks, without changing it (if you use only part of it, replace the missing part with full stops), and you must also quote the page of the quotation.

Example:

"The placebo effect doesn't work." (Jaeger, 1995, p. 17) or

Jaeger (1995, p. 17) noted that "the placebo effect does not work ...".

If the **author of the work is unknown**, write the title of the work, the year of publication, a page or an article in the law instead of the surname. Acknowledgement of unofficial sources without a known author should be avoided in professional and scientific texts.

Example:

Article 5 of the Health Act (2005) provides ... or

Health care activities comprise the actions and activities carried out by health care workers and health care assistants, according to medical doctrine and with the use of medical technology, in the protection of health, prevention, detection and treatment of patients and the injured (Health Care Act, 2005, Article 5).

For **internet sources where the date or year of creation or publication of the document is not known**, the year in brackets should be replaced by b.d. (no date).

Example:

(The intelligence of dogs, b.d.)

Citation/abstraction of a secondary source is avoided and only used when absolutely necessary due to the unavailability of the original source. When citing a text that has already been summarised and used in the work of the author whose work we wish to quote or summarise, we shall first give the surname of the author of the original citation and, in brackets, the year of publication of the material from which the citation is made, followed by the author from whom the text was summarised, the year of publication of the material we have reworked and in which we have traced the summarised text, and the page on which this information was located.

Thus, if we read something in Walker's 2000 book that Chelladurai wrote in 1995 and we cannot access it, we can quote it indirectly.

Example:

Chelladurai (1995, in Walker, 2000, p. 35) or

(Chelladurai, 1995, in Walker, 2000, p. 35)

Personal communications (conversations, emails, letters, etc.) may also be cited as a source, and the date of the personal communication should be given as precisely as possible (preferably at least the month and year, but a precise date is even better), in addition to the initials of the first and last name of the author of the personal communication. The source of the personal communication should only be cited in the body of the text.

Example:

"The programme enables the development of competences for research in the health profession." (B. Filej, personal communication, 12 August 2014)

The source, which is still in print, is cited in the same way as the other works, but with "in print" instead of the year. In the same way, a work in press is cited in the list of sources at the end of the article, i.e. instead of the year, the phrase is used.

Example:

Walker (in press) noted ...

4.2 In-text citation by number of authors

One author:

Walker (2000, p. 155) compared response times ...

In a study on response times ... (Walker, 2000, p. 155).

Two authors:

We always cite both authors. Insert a hyphen "and" between both surnames

Walker and Saleh (2000, p. 98) or (Walker and Saleh, 2000, p. 98)

Three authors up to and including 5:

The first time all authors are listed, the last author is preceded by the hyphen "and", and the next time after the first author the abbreviation "etc." is used.

First citation of source: Wasserstein, Zappulla, Rosen, Gerstman and Rock (1994, pp. 45-46) found ...
or (Wasserstein, Zappulla, Rosen, Gerstman and Rock, 1994, pp. 45-46)

Another source citation: Wasserstein et al. (1994, pp. 45-46) found ...
or (Wasserstein et al., 1994, pp. 45-46)

Six or more authors:

Each time (even when citing for the first time), cite only the first author and add "etc."

Kossely et al. (1998, p. 124) or (Kossely et al., 1998, p. 124)

If we have **several sources that start with the same author**, we must cite all authors up to and including the first different author.

Example - we have two sources that have the same first two authors:

Kosslyn, Koenig, Barrett, Cave, Tang and Gabrieli (1996, p. 165) ...

Kosslyn, Koenig, Gabrieli, Tang, Marsolek and Daly (1996, p. 165) ...

The first three authors must be cited within the text:

Kosslyn, Koenig, Barrett et al. (1996, p. 165)

Kosslyn, Koenig, Gabrieli et al. (1996, p. 165)

If **several authors have expressed the same thought or idea** and we want to list them all, then we separate them with a semicolon, in alphabetical order by the surname of the first author.

Example:

(Kosslyn, 2006, p. 12; Koenig, 1999, p. 65; Walker and Saleh, 2000, pp. 45-46)

If the **same author or group of authors has published several works in the same year**, we add the letters a, b ... in order and list them as such. The same logic is applied to the list of sources at the end of the paper.

Example:

Walker (2000a, p. 22 and 2000b, p. 65) or (Walker, 2000a, p. 22; Walker, 2000b, p. 65)

4.3 Creating a reference list and a list of sources

Separate the list of references and the list of sources, and arrange the two lists in **alphabetical order of the surname of the first author**, or the title if the author of the work is unknown. If the same author appears once as a solo author and once as first author in a multi-author group, then list his/her solo works first and then the group works, alphabetical by the second (or, if necessary, third) author. If the same author appears more than once, the works are listed by year of publication, first the older works and then the more recent ones.

We number sources and literature, for example:

1. Ames, C. and Ames, R. (1984). Goal structures and motivation. *The Elementary School Journal*, 85, 39-52.
2. Argyle, M. (1994). *Bodily communication*. London: Routledge.
3. Atkinson, J. W. (1964). *An introduction to motivation*. Princeton, NJ: Van Nostrand.
4. Avsec, A. and Pečjak, S. (2003). Emotional intelligence as a cognitive-emotional ability. *Psychological Horizons*, 12(2), 35-48.
5. Baddeley, A. (1991). *Human memory: Theory and practice*. London: Lawrence Erlbaum Associates.
6. Bagozzi, R. P. and Kimmel, S. K. (1995). A comparison of leading theories for the prediction of goal-directed behaviours. *British Journal of Social Psychology*, 34, 437-461.

Cite the **first 6 authors of the work**, if there are more than 6 authors, add "etc." after the last author.

Monographs are **italicised with the** titles of the works, while articles are italicised with the name of the journal and the year.

All information is in the **original language**, but the translation of the title can (but does not have to) be given in Slovene, in square brackets, immediately after the original title.

Examples:

Book

One author:

Surname, initials of first name. (Year). *Address*. Publisher.
Pečjak, V. (2006). *The psychological basis of visual art*. Ljubljana.

2 to 6 authors:

Fink, A., Jelen Jurič, J. and Kolar, J. (2012). *Nursing care of the elderly: a textbook for the elective module Nursing in geriatric nursing in the Nursing programme*. Ljubljana.

More than 6 authors:

Lehar, B., Radovec, N., Piškur, G., Sredenšek, R., Kralj, F., Lahovec, Š. et al. (2005). *Offences on Slovenian roads*. Ljubljana: Road Safety Publishing House.

A book whose author is unknown:

Publication Manual of the American Psychological Association. (2003). Washington, DC: American Psychological Association.

Book with editor:

Gibbs, J. T. (ed.). (1991). *Children of color: psychological interventions with minority youth*. San Francisco: Jossey-Bass.

Bachelor's thesis, master's thesis or doctoral dissertation

Kužnik, J. (2012). *Palliative care* (Diploma thesis). Novo mesto.

Master's theses and doctoral dissertations are cited in the same way, but instead of "Master's thesis", they are cited as "Master's thesis" or "Doctoral dissertation".

Research report

Surname, initials of first name. (Year). *Title* (Research Report). Publisher.

Devjak, T., Cencič, M. and Polak, A. (2005). *The model of continuing professional development as a form of lifelong learning for professionals in education and training* (Research report). Ljubljana: Faculty of Education.

Chapter in a book

Surname, initials of first name. (Year). Title of chapter. V Initials of the editor's name. Editor's surname (ed.), *Title of book* (p. First page of chapter-last page of chapter). Place: Publisher.

Zgaga, P. (2001). Knowledge is power, can it (also) be a matter of democracy? In K. Majerhold (ed.), *Is the university spinning in the circle of its power?* (pp. 9-26). Ljubljana: Student Organisation of the University of Ljubljana.

Unpublished or restricted work

Surname, initials of first name. (Year). *Address*. Unpublished work.

Kremžar, B. (1985). *Motor skills of the preschool child: study material*. Unpublished work.

Conference, symposium or congress proceedings (including encyclopaedia entries)

Surname, initials of first name. (Year). *Address*. V Initial of editor's name. Last name (ed.), *Title of Proceedings* (p. first page of article-last page of article). Place: Publisher.

Valenčič-Zuljan, M. (2004). Conceptualising the teacher's and the student's role in teaching as part of the teacher's professional equipment. IN B. Marentič-Požarnik (ed.), *Constructivism in School and Teacher Education* (pp. 113-127). Ljubljana: Centre for Pedagogical Education of the Faculty of Arts.

Example of a quotation with multiple authors, translated titles and editors:

Kalin, J. and Valenčič-Zuljan, M. (2004). Učiteljevi pogledi na ciljeve nastave i kvalitetna škola [Teacher's views on the goals of instruction and quality school]. In M. Stevanović (ed.), *Škola bez slabih učenika: zbornik znanstvenih radova: collection of scientific papers* (pp. 155-156). Pula: Philosophical Faculty.

Example of an unedited quote:

Čepič, M. (2011). Liquid crystals in teaching or how to strengthen natural science competences by introducing new content. In *Proceedings of the final conference of the project Development of natural science competences, Maribor, 20 September 2011* (p. 32). Maribor: Faculty of Natural Sciences and Mathematics.

Magazine article

Surname, initials of first name. (Year). Address. *Journal*, year(issue), first page of the article-last page of the article. doi link (if assigned).

Devjak, T. (2003). Can the subject of civic education and ethics in primary school be a challenge for pupils? *Pedagogical Horizons*, 18(3-4), 89-93.

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Wegener, D. T. and Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality and Social Psychology*, 66, 1034-1048.
<https://doi.org/10.1037/0022-3514.66.6.1034>

Article from a newspaper (daily, weekly)

Surname, initials of first name. (Date). Address. *Name of publication*, year, p. first page-last page.

Devjak, T. (20. 09. 2001). The power of education in the Montessori concept. *Trobla*, 8, pp. 21-22.

Laws, rules, regulations published in the Official Journal of the Republic of Slovenia

Title. (Year). Official Journal of the Republic of Slovenia, No. No. (day. month. year of publication in the Official Journal of the Republic of Slovenia). Retrieved from http address.

Law on Health Care (Official consolidated text) (2005). Official Journal of the Republic of Slovenia, No. 23 (10 March 2005). Retrieved from <http://www.uradni-list.si/1/objava.jsp?sop=2005-01-0778>.

Contributions from the web (URL)

Famous author

Author, A. A. (date). *Title of work*. Retrieved from http address.

Sanda, S. (2018, October 29). *Screening for ADHD*. Retrieved from [https://www.viva.si/\(F\(fLENYIFMOM8U7OzbU3h4QyTVhmZughNcNYTji_jXwh04BRYWAIqAXXITlpT5QkfQulC9DbZQKa0gaIAXOkfUEXsdCLBZe5NUMhJdtA7vrrFrcnltRn5sk84_Q6ioxDZ6V_kAr8Z9Z5CPFyidxfQopjtxffdU9Ob2Ifs9Z3odAyklqf2hPdm4zDIr4goOFbUosEAZTQQ2\)\)\(s\).answering/15613/Review-for-ADHD](https://www.viva.si/(F(fLENYIFMOM8U7OzbU3h4QyTVhmZughNcNYTji_jXwh04BRYWAIqAXXITlpT5QkfQulC9DbZQKa0gaIAXOkfUEXsdCLBZe5NUMhJdtA7vrrFrcnltRn5sk84_Q6ioxDZ6V_kAr8Z9Z5CPFyidxfQopjtxffdU9Ob2Ifs9Z3odAyklqf2hPdm4zDIr4goOFbUosEAZTQQ2))(s).answering/15613/Review-for-ADHD).

Without author

Page title. (Date). Publisher. Retrieved from http address.

Electronic reference formats recommended by the American Psychological Association. (November 19, 1999). Washington: American Psychological Association. Retrieved from <http://www.apa.org/webref.html>.

Website without year/date (n.d.)

Page title. (b.d.). Place: Publisher. Retrieved from http address.

The intelligence of dogs. (b.d.). Retrieved from <http://www.petrix.com/dogint/>.

Online encyclopaedias, dictionaries, Wikipedia

Password. (b.d.). Retrieved from http address.

OLPC Peru/Arahuay. (n.d.). Retrieved from OLPC Wiki: http://wiki.laptop.org/go/OLPC_Peru/Arahuay.

Online magazines

Author, A. A., Author, B. B. and Author, C. C. (exact date - if possible, otherwise only the year). Title of the article. *Title of journal*, year(issue), first page-last page. Retrieved from http address (if pages are not listed, drop them in the citation).

Toy, L. W. and Macera, L. (2011). Evidence-based review of silver dressing use on chronic wounds. *Journal of the American Academy of Nurse Practitioners*, 23, 183-192. Pridobljeno s <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=c01986be-3d23-465a-92cf-8e4038b146fc%40sessionmgr4004&vid=23&hid=4107>.

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Author, A. A. (2019). *Title of work*. Journal, year, pages. Link doi.

Zhao, X., Li, J., Meng, Y., Cao, M. and Wang, J. (2019). *Treatment Effects of Jinlingzi Powder and Its Extractive Components on Gastric Ulcer Induced by Acetic Acid in Rats*. Evidence-Based Complementary and Alternative Medicine, 2019, 1-12. <https://doi.org/10.1155/2019/7365841>.

If a work has a doi and a url, let's just specify the doi.

Abstract of a paper, symposium contribution ... retrieved from website

Cutler, L D., Frolich, B. and Hanrahan, P. (16 Jan 1997). *Twohanded direct manipulation on the responsive workbench*. Paper presented at the 1997 Interactive 3D Graphics Symposium. Retrieved from <http://www.graphics.standard.edu/papers/twohanded/>.

The citation format is the same whether you access the paper via *ftp* or *http*.

Computer software (software)

Surname, initials of first name. (Year). Title [Type of software]. Place: Publisher.

Breckler, S. J. and Pratkanis, A. R. (1985). Experiment Command Interpreter for the IBM personal computer [Programming language]. Baltimore: Authors.

Title [type of programme]. (Year). Place: Publisher.

Bender report [Computer programme]. (1993). Melbourne: Psychometric Software.

5 THE SCIENTIFIC APPARATUS IN WRITTEN PRODUCTS WRITTEN IN ENGLISH

5.1 In-text citation

For written products written in English, the same APA (American Psychological Association) method of citing and referencing literature and sources (see Section 4.1) is generally followed. The only thing that is required is the consistent use of English terms, abbreviations and punctuation (quotation marks above for verbatim citations).

Example:

The fruit intake of nursing care students is insufficient (Lešer, 2012, p. 12).

Lešer (2012, p. 12) points out that the fruit intake of nursing care students is insufficient.

To quote verbatim:

Example:

"The placebo effect is inefficient." (Jaeger, 1995, p. 17) or
Jaeger (1995, p. 17) has found out that: "The placebo effect is inefficient."

If the **author of the work is unknown**, write the first few words of the title of the work and the year of publication instead of the surname.

Example:

The Health Services Act (2005) in article 5 demands ... ali

The healthcare activity comprises all measures and performances which are implemented by healthcare workers and assistants by protecting health, preventing, detecting and treating patients and injured people. (Health Services Act in Slovenia, 2005, article 5).

For internet sources where **the date or year of creation or publication of the document is not known**, the year in brackets should be replaced by the n.d. (no date).

Example:

(The intelligence of dogs, n.d.)

When **indirectly quoting**, write "and" instead of "in".

Example:

Chelladurai (1995, in Walker, 2000, p. 35) explains..., or (Chelladurai, 1995, in Walker, 2000, p. 35)
Chelladurai (1995, as cited in Walker, 2000, p. 35) explains...

If the source is a personal communication, in addition to the initials of the first and last name of the author of the personal communication, the date should be given as precisely as possible (preferably at least the month and year, but preferably the exact date - in English format). The source of the personal communication should be given only in the body of the text.

Example:

"Our programme enables the development of research work competencies in healthcare." (B. Filej, personal communication, 12 August 2014)

5.2 In-text citation by number of authors

Two authors:

We always cite both authors. Instead of "and", write "and" or the & symbol in parentheses.

Walker and Saleh (2000, p. 155) or (Walker & Saleh, 2000, p. 155)

Three authors up to and including 5:

The first time all authors are listed, the last author is preceded by the hyphen "and", and the next time after the first author the abbreviation "et al." is used.

First citation to Wasserstein, Zappulla, Rosen, Gerstman and Rock (1994, pp. 34-36) discovered ...
or (Wasserstein, Zappulla, Rosen, Gerstman & Rock, 1994, pp. 34-36)

Other and subsequent source citations Wasserstein et al. (1994, pp. 34-36) discovered ...
or (Wasserstein et al., 1994, pp. 34-36)

Six or more authors:

Each time (even when citing for the first time), cite only the first author and add "et al."

Kossely et al. (1998, p. 124) or (Kossely et al., 1998, p. 124)

5.3 Creating a reference list and a list of sources

As with written products in Slovene, separate the lists of literature and sources, and arrange both lists in **alphabetical order of the surname of the first author**, or the title if the author of the work is unknown (see Section 4.3). If the original work is in Slovene, the English translation should be given in square brackets (not necessarily everywhere - see examples). Between two or more authors, use the & symbol rather than the word "and".

We number sources and literature, for example:

1. Ames, C., & Ames, R. (1984). Goal structures and motivation. *The Elementary School Journal*, 85, 39-52.
2. Argyle, M. (1994). *Bodily communication*. London: Routledge.
3. Atkinson, J. W. (1964). *An introduction to motivation*. Princeton, NJ: Van Nostrand.
4. Avsec, A., & Pečjak, S. (2003). Emotional intelligence as a cognitive-emotional ability. [Emotional intelligence as a cognitive-emotional ability. *Psychological Horizons*, 12(2), 35-48.
5. Baddeley, A. (1991). *Human memory: Theory and practice*. London: Lawrence Erlbaum Associates.

Cite the **first 6 authors of the work**, if there are more than 6 authors, add "et al." after the last author.

Book

One author:

Surname, initials of first name. (Year). Address. Publisher.

Meadow, T. (1999). *A Proper Approach to Patient*. London: Cambridge University Press.

2 to 6 authors:

Insert the & symbol before the second or last listed author.

Duncan, G. J., Borson C., & Brooks-Gunn, J. (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

More than 6 authors:

Lehar, B., Radovec, N., Piškur, G., Sredenšek, R., Kralj, F., Lahovec, Š. et al. (2005). *Offences on Slovenian roads*. [Ljubljana: Založba za varnost na cestah.

A book whose author is unknown:

Publication Manual of the American Psychological Association. (2003). Washington, DC: American Psychological Association.

Book with editor (Ed.)/editors (Eds.):

Gibbs, J. T. (Ed.). (1991). *Children of color: psychological interventions with minority youth*. San Francisco: Jossey-Bass.

Bachelor's thesis, master's thesis or doctoral dissertation

Kužnik, J. (2012). *Palliative care* (Doctoral dissertation). Novo mesto: Higher School of Health Novo mesto.

Cite your bachelor's thesis and master's thesis in the same way, but instead of "Doctoral dissertation", write "Bachelor's thesis" or "Master's thesis".

Research report

Surname, initials of first name. (Year). *Title* (Research report). Place.

Devjak, T., Cencič, M., & Polak, A. (2005). *Model of professional development as a form of lifelong learning for professionals in education and training* (Research report). Ljubljana: Faculty of Education.

Conference, symposium or congress proceedings (including encyclopaedia entries)

Surname, initials of first name. (Year). Address. In: Initial of editor's name. Last name (Ed.), *Title of Proceedings* (pp. first page of article-last page of article). Place: Publisher.

Hong, X. (1995). Teaching With Interactive Tools. In: J. L. Schnase & E. L. Cunniss (Eds.), *Proceedings from International Conference on Computer Support for Collaborative Learning* (pp. 22-24). Mahwah, NJ: Erlbaum.

Example of a quotation with multiple authors, translated titles and editors:

Kalin, J., & Valenčič-Zuljan, M. (2004). Teacher's views on educational objectives and quality school. In: M. Stevanović (Ed.), *Škola bez slabih učenika: zbornik znanstvenih radova: collection of scientific papers* (pp. 155-156). Pula: Filozofski fakultet.

Magazine article

Surname, initials of first name. (Year). Address. *Journal*, year(issue), first page of article-last page of article, doi link (if available).

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality and Social Psychology*, 66, 1034-1048. <https://doi.org/10.1037/0022-3514.66.6.1034>.

Article from a newspaper (daily, weekly)

Surname, initials of first name. (Date). Address. *Name of publication*, year, pp. first page-last page.

Devjak, T. (20 September 2010). The power of education in the Montessori concept. *Trobla*, 8, pp. 21-22.

Laws, rules, regulations published in the Official Journal of the Republic of Slovenia

Title. (Year). Official Journal of the Republic of Slovenia, No. No. (day. month. year of publication in the Official Journal of the Republic of Slovenia). Retrieved from http address.

Health Services Act (2005). Official Gazette of the Republic of Slovenia, no. 23 (10 March 2005). Retrieved from <http://www.uradni-list.si/1/objava.jsp?sop=2005-01-0778>.

Contributions from the web (URL)

Famous author

Author, A. A. (date of publication). *Title of work*. Retrieved from http address.

Sanda, S. (2018, October 29). *Screening for ADHD*. Retrieved from [https://www.viva.si/\(F\(fLENYIFMOM8U7OzbU3h4QyTVhmZughNcNYTji_jXwh04BRYWAIqAXXITlpT5QkfQulC9DbZQKa0gaIAXOkfUExSdCLBZe5NUMHjdtA7vrrFrcnltRn5sk84_Q6ioxDZ6V_kAr8Z9Z5CPFyidxfQopjtxffdU9Ob2Ifs9Z3odAyklqf2hPdm4zDIr4goOFbUosEAZTQQ2\)\)/\(strokovniyak-i-accountable/15613/Review-for-ADHD](https://www.viva.si/(F(fLENYIFMOM8U7OzbU3h4QyTVhmZughNcNYTji_jXwh04BRYWAIqAXXITlpT5QkfQulC9DbZQKa0gaIAXOkfUExSdCLBZe5NUMHjdtA7vrrFrcnltRn5sk84_Q6ioxDZ6V_kAr8Z9Z5CPFyidxfQopjtxffdU9Ob2Ifs9Z3odAyklqf2hPdm4zDIr4goOFbUosEAZTQQ2))/(strokovniyak-i-accountable/15613/Review-for-ADHD).

Without an author

Page title. (Date). Publisher. Retrieved from http address.

Electronic reference formats recommended by the American Psychological Association. (19 November 1999). Washington: American Psychological Association. Retrieved from <http://www.apa.org/webref.html>.

Website without year/date (n.a.)

Page title. (n.d.). Place: Publisher. Retrieved from http address.

The intelligence of dogs. Retrieved from <http://www.petrix.com/dogint/>.

Wikipedia

Password. (n.d.). Retrieved from publisher: http address.

OLPC Peru/Arahuay. (n.d.). Retrieved from Wikipedia: http://wiki.laptop.org/go/OLPC_Peru/Arahuay.

Online magazines

Author, A. A., Author, B. B., & Author, C. C. (exact date - if possible, otherwise only the year). Title of article. *Title of journal*, year(issue), first page-last page. Retrieved from url link (if pages are not listed, drop them in the citation).

Frederickson, B.L. (7 March 2000). Cultivating Positive Emotions to Optimize Health and Well-Being. *Prevention & Treatment*, 3, 75-83. Retrieved from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

oz.

Author, A. A. (2019). *Title of work*. Journal, year, pages. Link doi.

Zhao, X., Li, J., Meng, Y., Cao, M. and Wang, J. (2019). *Treatment Effects of Jinlingzi Powder and Its Extractive Components on Gastric Ulcer Induced by Acetic Acid in Rats*. Evidence-Based Complementary and Alternative Medicine, 2019, 1-12. <https://doi.org/10.1155/2019/7365841>.

If a work has a doi and a url, let's just specify the doi.

Abstract of a paper, contribution to a symposium ... retrieved from the institution's website

Cutler, L D., Frolich, B., & Hanrahan, P. (16 January 1997). Twohanded direct manipulation on the responsive workbench. Paper presented at the 1997 Symposium on Interactive 3D Graphics. Retrieved from <http://www.graphics.standard.edu/papers/twohanded/>

Computer software (software)

Surname, initials of first name. (Year). Title [Type of software]. Place: Publisher.

Breckler, S. J., & Pratkanis, A. R. (2010). Experiment Command Interpreter for the IBM personal computer. Baltimore.

Title [type of software]. (Year). Place: Publisher.

Bender report [Computer software]. (2010). Melbourne: Psychometric Software.

5.4 Additional information

Abbreviations:

- e.g. (e.g.) is written e.g.,
- and so on (etc.) is written etc.
- i.e. (i.e.) is written i.e.

Key terms:

- the note shall be written as a note
- the summary shall be written as an abstract
- keywords are written as keywords (without punctuation!).
- the table shall be written as a table
- the resource is written as resource

- a single technical term shall be used for ALL graphs, diagrams, figures, drawings and photographs, namely: figures
- the Annex shall be written as an appendix

Titles:

If we follow the APA guidelines, we should CAPITALISE EVERY SEMI-COMPONENT SENTENCE, but not hyphens, prepositions, adverbs. However, we always capitalize the first word of both the title and the sentence. BUT: Regardless of the word type, capitalize ALL WORDS longer than FOUR LETTERS in titles.

Primer: **The Emphasis on Conducting a New Research**

We also capitalise the titles of sources in the text and at the end of the reference list, as well as the chapters of Levels 1 and 2.

When we have a phrase with a hyphen in the title, we capitalise BOTH WORDS (Self-Report).

6 THE TECHNICAL ASPECT OF WRITTEN PRODUCTS

All **written products** except reflection **are written in the 1st person plural** (we have carried out, we have examined, we have found by analysing the data ...) or **in the passive voice** (it has been carried out, it has been found ...).

Reflection is written in the **1st person singular**.

The following further instructions should be taken into account when writing:

1. Written contributions are to be submitted in hard copy and electronically. Seminar papers and project assignments must be stapled in a plastic folder. The thesis, master's thesis or doctoral dissertation must be bound in a hard cover (red with silver lettering).
2. The range of written products is given in the table Range of written products by number of credits and percentage of the overall grade in each course (Annex 1).
3. Margins: inner edge (due to binding) 3 cm, outer edge 2 cm, top edge 2,5 cm, bottom edge 2,5 cm.
4. Page numbering: bottom, centre. Introduction is the first numbered page, references/references are the last.
5. Font: Arial or Tahoma, Gill Sans MT, font size 11, Times New Roman font size 12.
6. The line spacing is 1.
7. Writing the chapter headings in the thesis:
 - first level - capital letters, bold;
 - second level - lowercase, bold;
 - Level 3 - lowercase, bold, italic;
 - fourth level - lowercase, italic.
8. The table of contents should contain the first, second and third level of chapters, but the fourth level should not be included in the table of contents.
9. Annexes added after the references should be numbered and named.
10. Do not write new chapters on a new page (the text should flow from the introduction up to and including the conclusion without unnecessary partial blank pages).
11. There should be one line of space between paragraphs.
12. Printing must be double-sided from the introduction to the conclusion inclusive, with mirrored margins from the introduction to the conclusion inclusive. The abstract in Slovene and English or German, the index, references, sources and appendices shall be printed on one side.
13. The alignment of the text is double-sided.
14. A comma (not a full stop) is used to write a decimal number.
15. We do not use other students' written products as a sample.

The Guidelines for the Writing of Written Products in Undergraduate Programmes were adopted at the 190th meeting of the Senate of the University of Novo Mesto, Faculty of Health Sciences, on 6 February 2023.

Number: FZV-328-46/2023

Date: 28. 9. 2023

Dean:
assoc. prof. dr. Nevenka Kregar
Velikonja

ANNEXES

Annex 1: Scope of written products in terms of number of credits and percentage of the overall grade in each course

Annex 2: Cover page of the written product

Annex 3: Example of a thesis cover

Annex 4: Example of a cover page for a thesis

Annex 5: Example of a cover for a Master's thesis

Annex 6: Example of a title page for a Master's thesis

Annex 7: Example of a cover for a doctoral dissertation

Annex 8: Example of a cover page for a doctoral dissertation

Annex 9: Example of a back inscription for a bachelor thesis / master thesis / doctoral dissertation

Extent of written products in terms of number of credits and percentage of the overall grade in each course

Ref.	No. of KT in the course	Share of the written product in the course grade	Proportion of KT written product	ESL in hours	Number of pages of the written product	Number of characters with spaces in the written product (from introduction to conclusion inclusive)
1.	3	40%	1,2	30	5	9.375
2.	4	40%	1,6	40	7	13.125
3.	5	40%	2	50	8	15.000
4.	6	40%	2,4	60	10	18.750
5.	7	40%	2,8	70	12	22.500
6.	8	40%	3,2	80	14	26.250
7.	9	40%	3,6	90	15	28.125
8.	3	30%	0,9	22	4	7.500
9.	4	30%	1,2	30	5	9.375
10.	5	30%	1,5	38	6	11.250
11.	6	30%	1,8	45	8	15.000
12.	7	30%	2,1	53	9	16.875
13.	8	30%	2,4	60	10	18.750
14.	9	30%	2,7	68	12	22.500
15.	3	20%	0,6	15	2	3.750
16.	4	20%	0,8	20	3	5.625
17.	5	20%	1,0	25	4	7.500
18.	6	20%	1,2	30	5	9.375
19.	7	20%	1,4	35	6	11.250
20.	8	20%	1,6	40	7	13.125
21.	9	20%	1,8	45	8	15.000
22.	FINAL ASSIGNMENT of a further training programme or part of a study programme	100 %	by subject	by subject	5-8 pages per CT	0.3-0.5 AP per KT 9.000-15.000 per KT
23.	6 THESIS	100%	6 10	180 250	30-50 45-80	2-3 AP 60.000 - 90.000 3-5 90.000 -150.000
24.	25 MASTER THESIS	100%	20 25	600 625	80 100	4-5 AP 120.000 - 150.000
25.	30 DOCTORAL DISSERTATION	100%	30	720	120	6-8 AP 180.000- 240.000

Reason:

The basis for the calculation are the defined grading percentages (20%, 30%, 40% and 100%) of the written products in each subject in the curricula. For each credit point, 25-30 hours of individual study work per student are foreseen. The starting point for the calculation of the volume of pages of written products is 6 working hours for 1 page of written product with single line spacing.

AP = 1 author field = 16 pages = 30,000 characters with spaces

UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES

Arial, Gill Sans MT, Times New Roman or Tahoma, 18 point
(centre alignment, no spaces between lines)

TYPE OF WRITTEN PRODUCT

Arial, Gill Sans MT, Times New Roman or Tahoma, 20 points
(10 cm from the top edge)

**THE TITLE OF THE WRITTEN
PRODUCT**

Arial, Gill Sans MT, Times New Roman or Tahoma, 24 point, bold

Mentor: Name and surname

(with scientific and habilitation title added; e.g.: Assoc. Ph.D. Name Surname; M.Sc. Name Last
Name, Senior Lecturer; Name Last Name, Lecturer)

Arial, Gill Sans MT, Times New Roman or Tahoma, 20 points

Novo mesto, month year

Student: name and surname

Arial, Gill Sans MT, Times New Roman or
Tahoma, 18 point
(3 cm from the bottom edge)

Arial, Gill Sans MT, Times New Roman or Tahoma,
18 point
(3 cm from the bottom edge)

**UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES**

Arial, Gill Sans MT, Times New Roman or Tahoma, 18 point
(centre alignment, no spaces between lines)
(3 cm from the top edge)

THESIS

(12 cm from the top edge)

Arial, Gill Sans MT, Times New Roman or Tahoma, 24 point, bold

FIRST AND LAST NAME

Arial, Gill Sans MT, Times New Roman or Tahoma, 18 point
(3 cm from the bottom edge)

UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES

THESIS

TITLE OF THE THESIS

Mentor: Name and surname, title (according to P2)

Novo mesto, month year Student: name and surname

UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES

MASTER THESIS

NAME AND FIRST NAME

UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES

MASTER THESIS

**THE TITLE OF YOUR MASTER'S
THESIS**

Mentor: Name and surname, title (according to P2)

Novo mesto, month year Student: name and surname

UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES

DOCTORAL DISSERTATION

NAME AND FIRST NAME

UNIVERSITY OF THE NEW TOWN
FACULTY OF HEALTH SCIENCES

DOCTORAL DISSERTATION

TITLE OF YOUR DOCTORAL THESIS

Mentor: Name and surname, title (according to P2)

Novo mesto, month year Student: name and surname

FIRST NAME, FIRST NAME THESIS

FIRST NAME, FIRST NAME MASTER'S THESIS / DOCTORAL DISSERTATION

The spelling of the first and last name shall begin **3 cm from the lower edge of the** spine of the cover.

Record FIRST NAME, LAST NAME and THESIS/MASTER THESIS THESIS/DOCTORAL DISSERTATION is written in the form of letters as in