

TALLINN HEALTH CARE COLLEGE



**GUIDELINES ON PREPARING AND FORMALISING WRITTEN WORK AT
TALLINN HEALTH CARE COLLEGE**

Tallinn 2019

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INTRODUCTION

This guide regulates the preparation and formalisation of written work at the Tallinn Health Care College. The guide applies to members of the college for teaching and research, including the preparation and formalisation of applied research and the preparation of applications to the Ethics Committee regarding ethical and data protection issues. The guide helps students prepare proper written work with regard to content and form. This guide addresses the most commonly used types of written work, the structure of written works and the general requirements for formalising written works and compiling a list of references. Guidance will also be given on how to pay attention to academic ethics when preparing written works. The guide includes examples in the annexes and document bases linked in the text.

The guide is based on the *American Psychological Association* (APA) referencing system (APA Style ..., 2012; Publication Manual ..., 2010). This appears as the abbreviation APA in the text.

Suggestions for improvements to the research guidelines are welcome at Tallinn Health Care College's [RUTA working group](#), e-mail address: ruta@ttk.ee.

1. MOST COMMONLY USED TYPES OF WRITTEN WORK

1.1. Essay

An essay is a short study or discussion of a problem or phenomenon that relies on read texts, lectures and personal experience. Writing an essay is an effective tool to develop a student's knowledge of the subject or scientific thinking and expression. Argumentation is important in an essay; arguments must be supported by references to scientific texts or other materials. Arguments and viewpoints are reasoned and logical. The essay must clearly distinguish between the ideas of the author and those of others (for more about referencing see [chapter 4](#)). The essay showcases the author's values and attitudes. An itemised list is not an essay.

1.2. Report

A report is an exploratory overview of written sources based on a solution to a problem. Referencing is a selective shortening of the base text according to the principle of importance. The processing of the information contained in the base text requires complete objectivity. Referencing of both foreign and Estonian language texts should be handled with care, so the original idea is not altered (for more about referencing see [chapter 4](#)). Your own observations are presented in the discussion.

1.3. Portfolio

A portfolio is a collection of evidence-based material prepared by the student that demonstrates the acquisition of skills, knowledge and attitudes. A portfolio includes a table of contents if necessary, theoretical writings prepared during the studies, learning materials, instructions, presentations, research results, summaries of read texts, various seminar works, photos, images, figures, diagrams, etc. More detailed instructions on how to create a portfolio are provided by the lecturer. A traineeship portfolio should be prepared on the basis of the traineeship guidelines.

Portfolio classification by function:

- **work portfolio**, where material is collected throughout the learning process, for example, by subject;

- **traineeship portfolio**, where material is collected during the traineeship according to the guidelines for the preparation of traineeship projects;
- **sample portfolio**, where the student chooses the best works of the study period;
- **student's development portfolio**, a collection of works done over a longer period that best characterises the student's development;
- **representative portfolio**, where the best works are kept: presentation thesis, projects, research results, etc. which can be submitted in the future when applying for a position or for studies.

1.4. Traineeship project or report

A traineeship project is a written work compiled by each student throughout the traineeship according to the confirmed guidelines of the department. The purpose of the project is to describe theoretical knowledge and problem-solving ability throughout the traineeship.

1.5. Thesis

A thesis is an independent research paper compiled during the studies that relies on research requirements. The thesis can be theoretical (literature review), empirical or innovative. An empirical thesis is the quantitative or qualitative study of a relevant problem. During its preparation, you will gain research experience and the ability to interpret and generalise the results of analyses.

1.6. Innovative research (IR)

IR is research that has an actionable and innovative output which can be a useful model or prototype, educational film, digital application, etc. The purpose of IR is to find and provide multi-disciplinary and/or innovative solutions between specialities and disciplines in the field of health and health education.

IR relies on science- and/or evidence-based literature that outlines the theoretical arguments and starting points related to innovative work, justifies the usage of selected methods, explains the ideas, conception and ethical aspects of the work and possible practical uses of the results. IR can have several supervisors, at least one of whom must be from Tallinn Health

Care College. For the preparation of IR, the college offers technical advice and support from an educational technologist and/or other specialists to the extent possible. However, first and foremost the student must rely on their prior technological knowledge and skills. The technical parameters to ensure high-quality results are agreed on with a specialist of the field depending on the specificity of the IR and coordinated between the IR parties.

1.7. Development project

A development project is a student's practically oriented independent written work. The purpose of the development project is to guide the student to take initiative and responsibility in the development of their vocation and speciality in order to improve the quality of health services and patient safety and enhance professional performance. In the preparation and implementation of the development project, the student must be able to include interdisciplinary teams and speciality practitioners and be prepared to coordinate the collaboration between professions.

The development project must include a new practical approach, relying on the integration of theoretical and methodological information and practical experience in their development project. The theoretical part of the development project is based on science- and/or evidencebased literature that outlines the theoretical arguments and starting points related to the topic of the project. The methodologies used to identify the development needs and diagnose the organisation are described and justified in the methodological sub-chapter. The section describing the development project and its implementation must rely on the theoretical section of the work, i.e. planning and implementation are in accordance with the theoretical starting points.

2. STRUCTURE OF WRITTEN WORKS

2.1. Title page

The title page is the first page of the work, which includes:

1. the name of the educational institution and its logo;
2. the title of the curriculum;
3. course and group, e.g. Õ1-1 (not noted in a thesis);
4. the given name and surname of the author;
5. the thesis title;
6. the type of work and the subject (no subject is written in a thesis);
7. the location of the educational institution and year;
8. a proper author and supervisor declaration is provided on the reverse side of the title page of the thesis (II) (see Annex 2).

All examples of a title page can be found in Annex 4 and downloaded from the college's [home page](#).

2.2. Summary

A summary (prepared in the case of thesis I and II and the development project) is a brief overview (up to one page) of the work, which provides:

1. The given name and surname of the author and the year of completion (the latter in parentheses). The names of the educational institution and curriculum. The thesis topic. The type and volume of work, number of references, number and volume of illustrations (tables, figures) and annexes.
2. The purpose of the work and a brief description of the research methodology.
3. Key results of the work (in empirical work) and conclusions and key words (three to eight **words** most representative of the work). Key words are not search words.

In the case of thesis II and the development project, the summary in Estonian is translated into English with the heading *Summary*. The title and text of the summary in English are presented in normal text.

2.3. Table of contents

A table of contents is a numbered list of the chapters and sub-chapters with the number of the starting page separated by a dotted line. Only chapters and sub-chapters are provided in the table of contents, smaller sections are not noted. A table of contents is not mandatory if the text is not divided into chapters and sub-chapters. A table of contents contains the headings of the annexes and, if necessary, a list of headings of tables and figures. The annex pages are not numbered.

2.4. Introduction

The introduction is located before the first chapter, relates to the main text and is the basis for the topic development. The introduction is not numbered in the table of contents nor the main text.

An introduction is brief and specific and its contents include the following:

1. **topic selection justification: background description** of the research, showing it in a wider context; the background description relies on evidence-based literature, references to prior research results or viewpoints and written sources; the **research problem** is defined (the research problem is a description of a situation that stems from practice and requires a solution, development or modification);
2. where necessary, a **hypothesis** on which the purpose of the work and research tasks/questions are based;
3. purpose of the work, research tasks/questions; the **purpose** of the research indicates the desired results of solving the problem; on the basis of the abovementioned purpose, the specific research tasks/questions are defined, the solution of which constitutes the contents of the main chapters; the tasks or questions are compiled as **a list**, the purpose covers all research questions/tasks;
4. key terms arising from the topic (up to eight) and their cited definitions, where necessary the explanations of the abbreviations. In the case of many abbreviations and terms, compose a separate chapter after the introduction.

The introduction does not include the results or conclusions of the work. If the research is a part of the college's applied research, the name and number of the applied research should be

indicated. The volume of the introduction is one to three pages (1/10 of the work). In the background description, it is necessary to refer to the sources from which the claims originate (see [chapter 4](#)).

2.5. Body of text

The body of text (numbered chapters) is divided into chapters based on the research tasks/questions and sub-chapters, where necessary. The structure and breakdown of the body of text depend on the nature of the work, the topic and the study material. Chapters and their subsections must be connected in logic and substance, be in the correct order and form a whole corresponding to the topic (see annex 1). In the chapters, the search for answers to problems must be based on the ideas of **various** authors, previous scientific research and the collation and comparison thereof.

The main body of text of a **literature review** consists of three parts:

1. research methodology chapter;
2. theoretical research chapters and sub-chapters;
3. discussion.

The main body of **empirical research** consists of four parts:

1. chapters of literature review (also sub-chapters if necessary);
2. research methodology chapter;
3. results of the empirical research;
4. discussion.

The main body of **innovative research** consists of four parts:

1. a theoretical part, based on scientific and / or evidence-based literature, setting out theoretical statements and starting points for innovative work;
2. a description of the implementation of the methodology and practical part, justifying the use of the chosen methods, explaining the idea of the work, concept, ethical aspects, detailed implementation of the project and possible uses of the project result in practice;
3. description of the result;
4. discussion.

2.5.1. Research methodology

The methods used in the work must be described precisely, which means that it is possible to repeat the studies and tests based on the description of the methodology. The selection of the research method is justified with a **reference** to the written source.

If the work is based on a literature review, the process of data collection and systemisation is demonstrated. In the description of the collection of the list of references, the selection criteria of the sources is presented, including a description of the material used in the research, main databases, search terms and/or their combinations. Search terms in foreign languages must be written in italics.

In the case of empirical research, the aspects related to empirical studies are described in the methodology chapter, including a description of the used method, the criteria of the total population and sample selection of people under research and an explanation of the methods of data collection and analysis. The methodology chapter in empirical research does not need to include the process of searching and finding the written sources used in the theory chapter.

The research methodology chapter must clarify how the reliability of the research and compliance with the ethical requirements are guaranteed, including the selection of reliable evidence-based sources. If permission from the Ethics Committee is issued for the research, this data (name of the Ethics Committee, number of the permission and date) must be outlined in the methodology part.

If the empirical research includes the processing (special categories) of personal data, it is necessary to explain how the protection of personal data is ensured throughout the research process. This information must include a reference to the anonymisation/pseudonymisation of the data as well as information on how and where the data was stored throughout the research, who and how had access to the data and how and when the data was destroyed (Personal Data Protection..., §5 and 6). In the case of collecting and/or processing special categories of personal data within the empirical study, the description of the ethics section must include a reference to the informed consent of the subject (included as an annex), including references to the voluntary nature of the participation, the right to quit at any stage of the study and the subject's awareness of the purpose, methodology and data use of the study. Various ethical aspects related to research are further addressed in the [fifth chapter](#) of this guideline.

2.5.2. Results

In empirical research, the results are presented in a systematically elaborated form; logical and clear text is presented in the analysis of the results that is unambiguous and understandable. The results are presented as text, tables and figures and need to be cited in the text. Table headings and signatures under figures must be precise and explanatory and make it possible to understand the contents of the illustration. Explanatory tables, figures and quotes must be embedded in the text so they can help to better understand the results whilst avoiding repetition of thoughts. Initial raw data sheets are not presented in the work.

2.5.3. Discussion

The obtained results are analysed in the discussion. A literature review is compiled as a comparison of the viewpoints and opinions of various authors with the addition of the author's own standpoint or assessment and where appropriate, the findings are compared to the specialisation practice. The empirical research discussion consists of an analysis of the results of the author's own research and the literature grouped together. The author presents the viewpoints of other authors that are closest to their own results and compares them with each other. The discussion does not present any viewpoints that have not been previously handled in the work. The volume of the discussion is limited to one to three pages (1/10 of the work).

If the results of the empirical research do not meet the expectations, the author should discuss possible reasons for the failures and unforeseeable results and submit proposals for what could be done differently in the future. The discussion also describes the importance of the research for the specialisation science or its practice. At the end of the discussion, proposals are presented which are based on the results of the work and are practically feasible in the specialisation.

In the discussion of the development project, the critique and possible shortcomings of the project, further recommendations for continuing the development activity or research line must be pointed out, and the applicability, impact and sustainability of the development project must be discussed.

2.6. Conclusions

A conclusion is drawn about each research task/question, which is presented as bullet points or theses in a concise, specific and logical manner. The conclusions are based on the main body of text and the discussion in the literature overview; on the research results in empirical research.

At the end of this chapter, it must be clear whether the research questions were answered, the research tasks were solved and the purpose was achieved. If a hypothesis was established in empirical research, it must be mentioned whether the results supported the hypothesis.

3. GENERAL REQUIREMENTS FOR FORMATTING WRITTEN WORKS

Tallinn Health Care College formatting requirements:

1. Pre-formatted document templates available on Tallinn Health Care College [home page](#) are used for the preparation of written works.
2. Written works are compiled on a computer in an A4 format. Font *Times New Roman*, font size 12 pt., line spacing 1.5 (including the table of contents), except for the list of references, see p. 10. The free space or the margin is 2.5 cm from all edges. The text is justified, i.e. both the left and right edges are straight.
3. The text is divided into paragraphs so that each paragraph forms a meaningful and logical whole. A paragraph consists of more than one sentence. Paragraph spacing is 12 pt. No indentation is used.
4. The spacing between chapter and sub-chapter headings and the text before and after these is 24 pt. (double spaced) and the headings are formatted using *Heading 1*, *Heading 2*, *Heading 3*.
5. All pages except the title page and annexes are numbered. The numbers are written at the footer of the page (bottom) in the middle or on the right.
6. All chapters and other structural components (title page, table of contents, chapters, discussion, conclusions, list of references, annexes) start on a new page. Sub-chapters begin from the current page if there is room for at least two lines of text following the heading.
7. Annexes are entitled and numbered: the word "Annex" and its number is written in the upper right corner: Annex 1, Annex 1 cont.; Annex 2, the page number is not added.
8. Chapter headings are written in bold capital letters (**BOLD**) and subheadings in bold lower case letters (**Bold**), font type *Times New Roman*, font size 12 pt. In headings, as a rule, words are not split and abbreviations are not used. Headings are aligned on the left side of the page and there is no full stop at the end of the heading. Within the work and in the table of contents, the headings of the following sections are numbered with Arabic numerals: theoretical background (in empirical research), research methodology, chapters of the body of text and their breakdown and the discussion (see annex 3).
9. Chapters do not begin or end with tables, figures, lists or quotes. Tables, figures and quotes are not presented consecutively without explanatory inserted text. A reference to each table and figure must be found in the text.

10. Single line spacing is used to compile one source entry in the list of references. Between the sources, there is one empty line or line spacing of 12 pt.
11. **Bold** is used to highlight a word or phrase. Highlighting text should be used in moderation. Underlining is not used in the text.
12. The table of contents includes the sections of the work with the numbers of their starting page separated by a dotted line (see annex 3).
13. The work is written in the language of the curriculum. The language must meet grammatical standards and be proper and precise in style. The use of slang, colloquial language, journalistic and poetic expressions and clichés is inappropriate in the written works of the college. Highly emotional and biased descriptions should also be avoided when describing processes and phenomena. If there is no known equivalent to a foreign language term, you can provide the foreign language word in parentheses and in italics immediately after the explanatory word. When using terminology, the orthology of the words must correspond to the professional terminology (see speciality framework documents, instructions, dictionaries, etc.). Passive voice (e.g. is handled, examined, analysed, etc.) and indicative mood are recommended for the research.
14. Standard abbreviations are defined when they first appear in the text, for example, International Classification of Functioning, Disability and Health (ICF). When using foreign language abbreviations, the foreign language clarification is written in italics. If more than five abbreviations are used in the work, and each of which appears at least twice, it is advisable to compile a list of abbreviations before the introduction. In the case of a separate list of abbreviations, no clarifications are written in the text. Abbreviations must be used in the same manner throughout the work. For common abbreviations such as no., yr., p., etc., no clarifications are written. Dots are used when the abbreviation without dots prevents the understanding of the text.
15. Numbers must be written in accordance with grammatical requirements. It is advisable to write single figures (1-9) as words and larger figures in numbers. If a single figure is followed by a unit of measurement, it is written in numbers, e.g. 5 ml; 9%. When writing the figures, the word *thousand* or its abbreviation *K* are not used, it should be written as 7000. For larger figures, the words million and billion are used. As a general rule, there is a space between the figure and the unit of measurement or its abbreviation, for example, 150 ml. In the case of percentages and degrees, there is no space between the number and the symbol, for example, 23% of men. If the figure is followed by two symbols, there is a space between the figure and the symbol, e.g. 8 °C. The numerical

value and the subsequent abbreviation of the measurement must be placed on the same line. For cardinal numerals written in numbers, the case characteristics can be added starting from the partitive case (in Estonian). For example: almost 25% of patients indicate changes in their nails and skin. If the cardinal numeral is in the nominative case, the noun after it is in partitive case, for example 15 months, 27 pages. In the case of word combinations, the case is revealed in the phrase and no inflection is needed for the numeral. For example: out of the 302 forms, 291 duly completed forms were returned. When calculating percentages, limit the figure to integer or at most one decimal place, e.g. 23% or 57.3%. Numerically expressed figures should not appear side by side in the text. In the case of an empirical study, the numeric data is given in numbers and/or percentages. For example: 65 (31%) patients replied that they were aware of the services of the welfare department and the information was mostly received via the media – 23 (32%) times. 31% (65) of patients replied that they were aware of the services of the welfare department and the information was mostly received via the media – 32% (23) of the time. Hyphens are used between number ranges (without spaces). For example (Miil, 2016: 42–47).

16. Formulae must be preceded by explanatory text and followed by an explanation of the symbols. Formulae are presented on a separate line, preferably aligned in the middle of the page. All sizes used in formulae must be indicated by clear symbols. The meaning of a size or symbol in a formula must be explained when it first appears. Formulae that are cited in the text or used in calculations must be numbered. The number of the formula is written in parentheses on the right side of the page. In-text references to formulae are also noted in parentheses. If there is more than one formula in the work, they must be numbered.

Example:

The dissociation constant K is defined by (Palma et al, 1992: 26):

(1)

$$K = \frac{[H^+]\cdot[A^-]}{[H\cdot A]}$$

[HA] – concentration of the non-dissociated form of acid

[H⁺] – hydrogen ion concentration

[A⁻] – concentration of the dissociated form

17. Lists should be compiled in a uniform style throughout the work. The order of the list is indicated by dashes (–), each new item starts from a new line. A numbered list is usually used when the order or quantity of the list is important. One- and two-word sections are separated by a comma, longer phrases by a semicolon and full sentences by a full stop. The sections separated by a comma or a semicolon start with a lower case letter, a full sentence starts with a capital letter. Lists are used reasonably and are linked to the text. Chapters should not begin or end with a list. The indentation of a list is optional but must be consistent throughout the work.

18. Tables are entitled and figures (e.g. diagrams, charts, graphics/images/photos) are signed and numbered uniformly with Arabic numerals throughout the work, e.g. Table 1., Table 2., Figure 1., Figure 2., etc. There must be references to the tables and figures inside the text (see figure 4). Larger tables and figures (over 2/3 of the page) should be presented in the annexes. If the table or figure is not compiled by the author, a reference to the original source must be noted in parentheses after the heading of the table or figure. If the table or figure has been adapted or amended, a reference to the original source is added (Kuusk, 2014, adapted). There is no need to refer to the author's name if the table or figure is compiled by the author of the work. The alignment of figures and tables is the author's choice, but it must be consistent throughout the work.

Table 1. The difference in age distribution of Estonian and Finnish optometrists (Koivuharju et al, 2010, adapted).

| Age | Estonia 2013 N (%) | Finland 2010 N (%) | Difference % |
|-------|-----------------------|-----------------------|-----------------|
| <30 | 46 (55) | 53 (21) | 34 |
| 31-39 | 17 (21) | 70 (28) | -7 |
| 40-49 | 18 (22) | 68 (7) | -5 |
| >50 | 2 (2) | 60 (24) | -22 |
| Total | 83 (100) | 251 (100) | |

The contents of the table are written with font size 10 to 12 pt. and line spacing 1.0 is used.

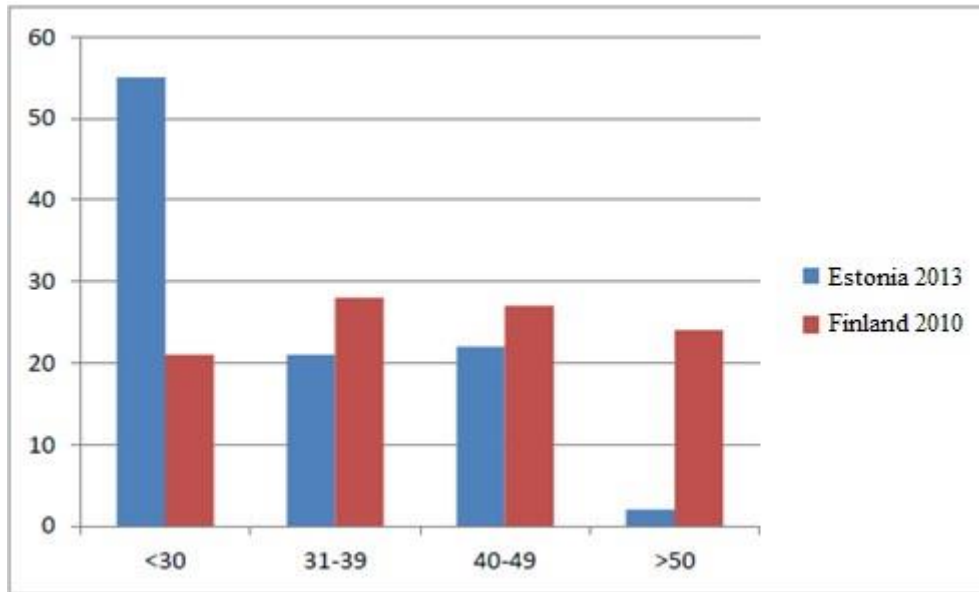


Figure 1. Estonian (N=83) and Finnish (N=251) optometrists age distribution as a percentage (Koivuharju et al 2010: 25. adapted).

Illustrative material (figure, table, quote, etc.) is not consecutively presented without interim text.



Figure 2. Analytical scale.

A chapter must not be concluded by a figure, table or quotation.

4. LIST OF REFERENCES

4.1. General Requirements

Tallinn Health Care College uses the [APA](#) (*American Psychological Association*) reference method. Information in Estonian on APA style referencing can be found [here](#) (et, Rogalevič and Lahemaa, 2017). The use of a variety of reference managers such as [Mendeley](#), [Zotero](#), [CrossRef](#) etc. is permitted for referencing.

A written source has the author(s), compiler(s), editor(s) and/or publishing organisation(s) to whom the copyright extends. A written source (magazine, book, document) without information about the author is not used. Only the sources referenced in the work are included in the list of references and every source in the list must have a corresponding reference in the work. The reference in the list and the in-text citation form a complete reference.

The list of references is compiled using the Latin alphabet in alphabetical order, the lines are not numbered, single line spacing is used and between each separate source there is one empty line. The written sources not in the Latin alphabet are transliterated in Latin characters.

4.2. In-text citations

There are two main ways to present previous studies:

1. Paraphrasing (retelling in your own words and presenting in the same style as the rest of the text).
2. Quotation (exact words from the source).

Quotations must be clearly distinguishable. The quote as the exact sentence of another author must be in quotation marks and followed by a reference to the source. The quotation as the interviewee's statement in empirical work must be in italics and between quotation marks, followed by the interviewee's code. If the quotation is not presented in full, the missing part is marked with a dotted line (three dots).

Paraphrasing is the imparting of the content and form of another author's work in a similar fashion. A good paraphrase conveys ideas briefly, precisely and clearly. Your own arguments and arguments from the source must be clearly distinguishable. Every text and material (table,

figure, diagram, image, etc.) from another author must be referenced in the text. The source reference is necessary for both the paraphrase and quotation.

For in-text citations the following information is added in parentheses: author's (editor or compiler) surname, year of publication and page number(s) (separated from the year by a colon).

Examples: The source has:

- one author: (Mauseth, 2017: 441);
- two authors: (Darra and Thomas, 2019: 28-29). The "&" character can be used instead of "and" for in-text citations;
- three or more authors: (Smith et al, 2017: 34);
- no author, legal act, etc. (two first words of the title and three dots, year of publication, colon, page or paragraph number): (Handbook of ..., 2018: 14); (Incapacitation of ..., 2008: §13); (Sepsis and ..., 2018);
- In the case of SPC, the first three words: (Summary of Product Characteristics: ACC 2015);
- if there are ideas from various sources embedded in a sentence (start with the oldest): (Kaeu, 2014: 14; Martsoo, 2015: 237);
- different sources published by the same author in the same year: (Uibu, 2016a: 146; Uibu, 2016b: 13).
- If the references to the same source follow each other and there are no references to other authors in between, the word *Ibid.* is sufficient in the repeated reference, and the page number is specified if necessary (*Ibid.*, 27). Example: The basis of scientific expression is literacy and vocabulary in accordance with written language norms (Hirsjärvi et al., 2010: 315). The text must show what is the researcher's "own", what has been received from others, be it a direct loan, a summary report or presenting the text in his own words (*Ibid.*, 315).

Sources from the Internet are referred to the same way. The URL is not included in the in-text citation. It is not always possible to note the page number in a citation.

Indirect citation is only allowed in exceptional circumstances and must be justified and accurately presented. There are two ways of providing an indirect citation in a text.

Example 1: Florence Nightingale (1859) wrote, “Nursing is the act of utilizing the environment of the patient to assist him in his recovery.” (cited in Aro, 1996).

Example 2: “Nursing is the act of utilizing the environment of the patient to assist him in his recovery.” (Nightingale, 1859; as cited in Aro, 1996).

Referencing a single sentence text

The text must indicate what is the researcher's "own" and what is taken from others, be it a direct loan, summarised reference or paraphrasing of the text (Hirsjärvi et al, 2010: 315).

Referencing a multi-sentence text

full stop after the parenthesis

It is not always possible to note the page number in a citation, for example, when referring to the research as a whole. However, the general rule is that the reader should easily be able to locate the pages from where the information is taken. Direct quotes must be noted with the accuracy of the full stop before the parenthesis page. (Hirsjärvi et al, 2010: 315).

full stop before the parenthesis

full stop after the parenthesis

Referencing at the beginning of a paragraph or sentence

Hirsjärvi et al (2010: 315) has said, "direct quotes, references to tables, figures and diagrams acquired from others must always be noted with the accuracy of the page." The page number must also be added to arguments, assumptions or statements. (Hirsjärvi et al, 2010: 315).

4.3. Formatting the list of references

A four-part basic model is used in the formation of the list of references: who is the author, when was it published, what is the title and where was it published. In general, written sources have the following three types: journal, book and documents. In most cases they are published in one of two forms: a) on paper and/or b) electronically.

JOURNAL

| WHO | WHEN | WHAT | WHERE |
|---|--------------------------|-------------|---------------------|
| Author(s) Surname and initial(s) - first letter(s) of the first | (Year of publication) | Title: | Publication channel |

| | | | |
|--|--|--|---|
| name | | | The title of the journal <i>in italics</i> , the place of the publication is separated by a comma |
| <p>a) on paper – Author (year of publication). Title. <i>Title of the journal in italics</i>, number of the issue or the issue and volume, the page range of the article.</p> <p>b) electronic – as on paper; <i>journal name in italics</i>, where possible the number of the journal and volume, page range of the article and the DOI = <i>The Digital Object Identifier</i>.</p> <p>In the absence of a DOI, provide a web page URL and the date of use of the information in parentheses on a new line.</p> | | | |
| <p>Castello, M., Ferrara, P., Destrebecq, A., Terzoni, S. (2019). The perception of clinical risk among students of different health professions: a multicentre study. <i>British Journal of Nursing</i>, 28(3), 193-197.</p> <p>Darra, S., Thomas, G. (2019). An evaluation of the midwifery Pre-Qualifying Skills Passport in Wales. <i>British Journal of Midwifery</i>, 27(1), 26-32. http://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=134020989&site=ehost-live (18.03.2019).</p> <p>Gualdani, R., Cavalluzzi, M.M., Lentini, G., Habtemariam, S. (2016). The Chemistry and Pharmacology of Citrus Limonoids. <i>Molecules</i>, 21(11), 1530. DOI: 10.3390/molecules21111530 (19.11.2016).</p> | | | |

BOOK

| WHO | WHEN | WHAT | WHERE |
|--|-----------------------|-----------------------------|--|
| Author(s) Surname and initial(s) | (Year of publication) | Title (<i>in italics</i>) | Publication channel place of publication and publisher (separated from the place by a colon); additional information about the source if available |
| <p>a) on paper – place of publication and publisher;</p> <p>b) electronic – place of publication and publisher. Web page URL and, in parentheses, the date the information was used/retrieved on a new line.</p> | | | |

Lagerspetz, M. (2017). *Methods for researching society. Introduction and closing*. Tallinn: Tallinn University Press.

After the title, additional information about the source is added if available, Kiipus, M. (ed.). (2009). *Prevention of alcoholism and drug addiction. Handbook*. Tallinn: Ministry of Social Affairs.

In the case of a two-part title, the whole title is written out and the parts are separated by a colon. Margna, U. (2014). *Phytotherapy: Healing With Plants*. Tallinn: Estonian Academy Publishers.

Wojcik, B. J. (2018). *Pharmacy Calculations for Pharmacy Technicians*.

<https://www.pdfdrive.com/pharmacy-calculations-for-pharmacy-technicians-d58957811.html> (11.01.2019).

If the book only has an editor or a compiler then it is marked in parentheses (ed.), (comp.). Williams, J. (ed). (2010). *Acute stroke nursing*. Iowa: Wiley-Blackwell.

The book contains the authors of chapters or a collection of articles. After the title add "In a book:" or "In a collection:" and information about it – name of the compiler or editor, year of publication, title, page range of the article, place of publication and publisher.

Elberg, E. (2009). Psoriasis. In a collection: Aaviksoo, E. (ed.). (2009). *Disease related nutrition* (84-87). Tallinn: OÜ Lege Artis.

Herdman, T. H. (2016). The international implementation of the principles of NANDA-I Nursing Diagnoses. Book: Herdman, T. H. (ed). (2016). *NANDA International Nursing Diagnoses: Definitions and Classification 2015-2017* (133-134). Tartu: Greif OÜ.

When a reference manager is used for referencing, you are allowed to use "In" instead of "In a book" or "In a collection" when referring to a chapter in a collection or book.

Ning, L., Chen, H., Sippel, R. S. (2009). Thyroid cancer. In: Harari, P.M., Connor, N.P., Grau, C., (eds). *Functional preservation and quality of life in head and neck radiotherapy* (117–124). Berlin: Springer-Verlag.

In the case of different sources by the same author in the same year, add a lower case letter to the year.

Raal, A. (2010a). *Pharmacognosy*. Tartu: University of Tartu Press.

Raal, A. (2010b). *World Encyclopaedia of Medicinal Plants*. Tallinn: Eesti Entsüklopeediakirjastus.

Reference books: editor(s), year, title, number of volume, place of publication, publisher (in the case of more than ten editors, compilers or authors, only the chief editor is noted or if there are none, the name of the first editor or compiler).

Wong, Y.-C., Lewis, R. J. (eds) (2017). *Analysis of Food Toxins and Toxicants*. Oxford: WileyBlackwell.

DOCUMENT

| WHO | WHEN | WHAT | WHERE |
|---|-----------------------|--------|--|
| Author(s) Surname and initial(s) | (Year of publication) | Title: | Publication channel Web page URL on a new line, date of using/retrieving information in parentheses |
| <p>a) on paper – the name of the document, the year of publication, the organisation publishing the document and the place of publication;</p> <p>b) electronic – in addition the web page URL on a new line, the date of using/retrieving information in parentheses.</p> | | | |
| <p>Legislation: name of the act, source where the act is officially published, year of adoption, reference number of the act, the number of acts related to it and the date and year of entry into force.</p> <p>Health Services Organisation Act (RT I 2001, 50, 284; 15.03.2019). https://www.riigiteataja.ee/akt/113032019165 (26.03.2019)</p> | | | |
| <p>Documents: title, year of publication, the organisation publishing the document and the place of publication.</p> <p>Pharmacist, level 6. Professional standard. (2016). Health Care Professional Council. Tallinn. https://www.kutseregister.ee/ctrl/et/Standardid/exportPdf/10622055 (26.03.2019).</p> | | | |
| <p>World Health Statistics 2018. (2018). World Health Organization. Geneva: WHO. https://apps.who.int/iris/bitstream/handle/10665/272596/9789241565585-eng.pdf?ua=1 (26.03.2019).</p> | | | |
| <p>Archive materials – name of the archive, number of the foundation, directory, file and page.</p> <p>The National Archives of Estonia (NAE). Ministry of Social Affairs 1929-1940, NAE. 50, 1, 25.</p> | | | |

OTHER SOURCES

| WHO | WHEN | WHAT | WHERE |
|---|-----------------------|--------|--|
| Author(s) Surname and initial(s) - first letter(s) of the first name | (Year of publication) | Title: | Publication channel The title of the journal <i>in italics</i> , the place of the publication is separated by a comma |
| | | | |

Conference materials, theses – surname and initials of the author, year, title of the report, name and location of the conference. de Groot, M. (2014). (Use of) quantified self in different health professions. Reconciling Work and Family in Health and Social Care Education. Keynote speakers 34-35. Coehre Conference in Hanze University of Applied Sciences, Groningen.

No author – title, year of publication (not always possible), name of the organisation. Sex education of pre-school children: body, feelings and safety (2018). National Institute for Health Development. https://intra.tai.ee/images/prints/documents/154652678970_seksuaalkasvatus.pdf (26.03.2019).

In the case of student research papers: author's surname and initials, year of publication, title, type of work (e.g. thesis), location and name of the institution. Paas, M. (2014). Tensile strength of the soldered clasps of the orthodontic wire. Thesis. Tallinn: Tallinn Health Care College.

Request for information from a national organisation: Request for information. (2019). Statistics Estonia.

Summary of Product Characteristics (SPC): Summary of Product Characteristics: ACC, 20 mg/ml oral solution (2015). Agency of Medicines. http://ravimiregister.ravimiamet.ee/Data/SPC/SPC_1584301.pdf (19.12.2016).

4.4. Intellectual Theft and Plagiarism

According to the college's [academic regulations](#) (2021) chapter 1.2.10, plagiarism is "presenting someone else's, including one's own written work or part of it under one's own name". In Tallinn Health Care College, the document ["Tallinn Health Care College's Procedure for Identifying and Processing Plagiarism in Student Papers"](#) regulates the principles and procedures identifying plagiarism if the paper submitted by the student is suspected to be plagiarised.

The student is the author of the work and is responsible for preparing their work. All viewpoints of other authors used in the work must be cited (including tables, figures, photographs). Referencing must be proper, text without citations is deemed the author's creation. In the work, the ideas of the author and those of others must be clearly distinguished. Tables, figures and photos made by the author are their own creation and do not require any reference.

If the same author's text is referenced consecutively in several paragraphs, a citation must be added at the end of each paragraph. Such situations should be avoided and the viewpoints of various authors should be embedded in order to prevent the work from becoming biased.

If the idea of the original text can only be conveyed in the original wording, use quoting and quotation marks. Quoting must be used accurately and as rarely as possible. When combining several sentences, use paraphrasing. Referencing the work of another author can be considered plagiarism in the following cases:

- Another author's paper is submitted as your own (under your own name);
- Another author's thoughts and phrases are submitted without referring to the author and/or sources. Inadequate referencing will also be considered plagiarism.
- An exact quote from another author is used without quotation marks, even if the author and source have been referenced. Phrases from several sentences cannot be incorporated into one quote, i.e. the person using a quote cannot form a new sentence. If phrases need to be combined, they also need to be referenced.
- A text by another author is submitted with minor changes. This is considered plagiarism even if the author and source have been referenced. Minor changes that are considered plagiarism:
 - some grammatical forms have been replaced with parallel forms;
 - some words have been replaced with synonyms (e.g. predicates or conjunctions);
 - some words or phrases have been removed from the referenced text;
 - only the order of words or sentences has been changed;
 - sentences have been structured differently (e.g. two sentences have been incorporated with minor changes).

In the case of referencing, it must be taken into consideration that the works of other authors are used proportionally to the extent justified and the sources of various authors are combined with each other. Plagiarism is detected using the OURIGINAL programme. In the case of a serious violation, the committee might propose that the Rector of the College exmatriculate the student.

5. ETHICAL ASPECTS OF RESEARCH

Research is carried out in accordance with the framework document [Estonian Code of Conduct for Research Integrity](#). Additionally, the ethical aspects deriving from the research itself must also be considered; the guide for this is given below.

Research that requires permission from the [Research Ethics Committee of the National Institute for Health Development](#) or the [Research Ethics Committee of the University of Tartu](#):

- all invasive and/or clinical studies;
- all studies investigating vulnerable groups (children, adolescents, people with disabilities and chronic diseases, loved ones of patients, (fellow) students, etc.);
- all studies processing special categories of personal data (Personal Data Protection..., §5 and 6).

Permission from an ethics committee is not required for research where:

- persons under research are experts who help to explain the phenomenon (incl. health, disease, etc. related);
- persons under research provide feedback on some phenomenon but do not disclose special categories of personal data about themselves (see European Parliament ..., pp. 53-54).

Submitting an application to the Ethics Committee is the responsibility of the supervisor. In the case of research where the student and supervisor are unsure of the need for a permit, the supervisor sends a brief description (purpose, target group, method) of the research to RUTA (ruta@ttk.ee).

In accordance with code of conduct for research integrity, the publication of the research findings of collective projects must indicate all authors and, where appropriate, their scientific contribution. People who were not directly involved in any part of the research process (design, methodology of the research, metrics development, data analysis, writing reports and articles) cannot be noted as authors of the research. Support services (e.g. translation, language editing, statistical support) are not considered part of the research.

LIST OF REFERENCES

APA Style Guide to Electronic References. Sixth Edition. (2012).
<https://www.apastyle.org/products/4210512> (30.05.2019).

Regulation of the European Parliament and the Council on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (General Data Protection Regulation). (EU) 2016/679.
<https://eur-lex.europa.eu/legal-content/ET/TXT/PDF/?uri=CELEX:32016R0679&from=ET>

Hirsjärvi, S., Remes, P., Sajuvaara, P. (2010). *Research and write*. Tallinn: Medicina.

Personal Data Protection Act. (RT I 04.01.2019; 12.12.2018).
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Lagerspetz, M. (2017). *Methods for researching society. Introduction and closing*. Tallinn: Tallinn University Press.

Publication Manual of the American Psychological Association. Sixth Edition. (2010).
<https://www.apastyle.org/manual> (30.05.2019).

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Tallinn Health Care College study regulations. (2021). Tallinn: Tallinn Health Care College.
<https://ttk.ee/en/regulations> (15.10.2021).

Annex 1 Table 3. Types, volumes and components of written works.

| Types/components of work | Report (vocational training) | Report (literature review) | Thesis I (theoretical, empirical or innovative) | Thesis II | | Development project |
|--|---|---|---|--|--|---|
| | | | | theoretical research (literature review) | empirical research, innovative research (IR) | |
| Volume of work | The minimum and maximum volume of each written work is decided by the structural unit | | | | | |
| Title page | + | + | + | + | + | + |
| Summary | | | + | + | + | + |
| <i>Summary</i> | | | | + | + | + |
| List of abbreviations | | | (+) | (+) | (+) | (+) |
| Table of Contents | + | + | + | + | + | + |
| Introduction | Up to 0.5 pages | Up to 1 page | Up to 3 pages | Up to 3 pages | Up to 3 pages | Up to 2 pages |
| Literature review (background description) | + | + | + | + | + | + |
| Methodology/course of work / | | | + | + | + | + |
| Body of text divided into chapters | (+) | + | + | + | + | + |
| Discussion (including proposals) | | + | + | + | + | + |
| | | | 1/10 of the work quantity | 1/10 of the work quantity | 1/10 of the work quantity | |
| Conclusions | | | + | + | + | + |
| List of references minimum quantity | + 3 sources | + 6 sources, 3 separate references per page | + 15, of these internationally peer-reviewed professional scientific articles 6 | + 20, of these internationally peer-reviewed professional scientific articles 10 | + 20, of these internationally peer-reviewed professional scientific articles 10 | + ca 15, of these internationally peer-reviewed professional scientific articles ca 7 to 10 |

TALLINN HEALTH CARE COLLEGE



Health Education Centre
Curriculum of Occupational Therapists

Mari Soo

SATISFACTION WITH PRE-DIPLOMA EDUCATION AND WORK

Thesis

Tallinn 2019

Annex 2, continued

I have written this thesis independently. All works by other authors and data originating from written and other sources used in the writing of this paper have been supplied with references. I permit Tallinn Health Care College to publish the PDF version of my thesis in the library programme.

Signature of the author of the thesis

/signed digitally/

/date of digital signature/

Accepted for defence.

Supervisor Maiu Mustikas, MSc

/name and academic degree/

/signed digitally/

/date of digital signature/

Structure of the thesis in the case of empirical research.

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