

APPROVED

By Order No. FV1-5 of the Dean of the Faculty of
Medicine at Utenos Kolegija HEI, dated February
24, 2026

METHODOLOGICAL REQUIREMENTS FOR THE PREPARATION OF A GRADUATE THESIS AT THE FACULTY OF MEDICINE, UTENOS KOLEGIJA, HEI COLLEGE

CHAPTER I FORMATTING REQUIREMENTS

The text, typed on a computer, must be printed to a high standard on one side of a standard sheet of white A4 paper and bound. The binding must be neat so that the title page is visible and the pages cannot be detached.

The text of the work must be 'spacious'; pages must not be overcrowded. The following margin proportions must be observed: bottom and top margins – 2 cm, left margin – 3 cm, right margin – 1 cm. Page orientation – vertical (**portrait**). The first line of a paragraph is indented by pressing the **Tab** key once (usually 2.2 cm).

The text on the page is aligned to **both** margins (left and right), and captions under figures, headings, figures, tables, etc. are also aligned to both margins (left and right). The text is written in *Times New Roman* font, with a font size of 12 points (12 pt), and a line spacing of 1.5 lines.

Certain words or passages in the text to which you wish to draw the reader's attention, e.g. key concepts or essential definitions, may be highlighted; however, moderation is required here too, as overuse will negate the effect. You can highlight text in a list or table; **use bold** type, e.g. for headings; *or italics* (within the text itself), or underlining. Try to use italics only within the text itself, and reserve bold type in the text for exceptional cases. Bold type is more suitable for headings or as a top line when listing items in bullet points.

The text is divided into chapters and subchapters. The first digit indicates the chapter number, the second the subchapter number, and so on. The chapters and subchapters of the work are numbered using Arabic numerals. The introduction, abbreviations, key terms, summary, conclusions (insights), references, practical recommendations and appendices are not numbered in either the text or the table of contents.

The titles of the main structural parts of the work (table of contents, summary, abbreviations, key terms, introduction, conclusions (insights), bibliography, appendices) are written in bold, capital letters, size 16 pt.

Chapter titles are numbered using Arabic numerals, centred (i.e. aligned in the middle) and written in bold capital letters, size 14 pt.

Subsection titles are left-aligned (i.e. indented 2.2 cm from the left margin). Subsection titles are written in lowercase letters using a 14 pt font.

The first line of the paragraph following the heading is indented by 18 pt and shifted 2.2 cm to the right. A two-line space is inserted at the end of a chapter or subchapter.

All pages of the work are numbered with Arabic numerals in the top margin, centred, without a full stop or dashes. Page numbering begins with the title page (on which no number is written), then all pages are numbered consecutively.

Tables in the thesis are numbered consecutively throughout the thesis using Arabic numerals (e.g., Table 1). The table title is written above it in lowercase letters, starting with a capital letter, in **bold** and *italics*, in 11 pt font and centred. If the title does not fit on a single line, there is no 1.5 line spacing between them. For a cited table, the source and authorship must be indicated in brackets after the table title.

Table 1. Comparison of average usage of therapeutic interventions based on practical experience
(Place the reference here if the table is cited)

When referring to a table in the text, its number is indicated.

Diagrams, charts, drawings and photographs must be of good quality and sufficient resolution. Figures (all illustrations are referred to as figures) are numbered consecutively throughout the work using Arabic numerals. The figure number (without the abbreviation No.) and the abbreviated word 'figure' (fig.) are placed before the figure caption. The title is written below the figure in lowercase letters, starting with a capital letter, in **bold** and *italics*, in 11 pt font and centred. If the title does not fit on a single line, there is no 1.5 line spacing between them. When referring to a figure in the text, its number is indicated (e.g. see **Fig. 17**). If illustrations are taken from other publications, the authorship is indicated.

The choice of diagram template depends on the data you wish to present. To present data in a diagram, you must: formulate the main message you wish to convey to the reader through the diagram, i.e. determine the purpose of the diagram; decide what data you will compare in the diagram; choose a diagram template.

The purpose of **bar and column charts** is to compare objects according to a specific parameter; they are used when it is necessary to compare the parameters of several objects. A column chart is also used to illustrate statistical distribution.

A line chart is used to show changes or trends over time or across ordered categories.

A scatter plot is used when it is necessary to show: the distribution of certain objects in space (X, Y), or to search for relationships (correlations) between two or more parameters. In the chart, data is represented by symbols, e.g. points, or the symbols representing the data are connected by lines.

A pie chart is used **only when** it is necessary to compare the size of the entire data sample (100 per cent) and the size of the sample parts (x per cent), **with** no more than eight parts being compared (i.e. all sectors of the pie are visible), and there is no alternative to it. Pie charts are frequently used, but they should be avoided, as not everyone is able to compare (understand) the ratio of the sample parts shown by the pie slices.

CHAPTER II STRUCTURE OF THE GRADUATE THESIS

The graduate thesis consists of: title page, table of contents, abstract (in Lithuanian and English), list of abbreviations (if necessary), key terms, introduction, 1. Literature review, 2. Research materials and methods, 3. Research results, 4. Discussion of research results, conclusions/insights, practical recommendations, references, appendices (if necessary).

Title page. It must be formatted as shown in Appendix 1. The title page is the calling card of the graduate thesis. The title page must not contain any decorative elements, except for the Utenos Kolegija logo ¹, and it must be neatly laid out. It contains the main information about the graduate thesis, noting:

1) The name of the Utenos Kolegija is written in capital letters in 16-point font, and the names of the faculty and department are written in capital letters in 14-point font. This text, with 1.5 line spacing (1.5 Lines), is centred (Center);

2) the author's first name and surname. This text is written in a regular font (Regular), 14 pt, lowercase letters, except for the first letter of the first word; the spacing between these lines is 1.5 lines (1.5 Lines), and the text is centred (Center);

3) the title of the thesis is written in 16-point font, in bold uppercase letters, with 1.5 line spacing (1.5 Lines), centred (Center);

4) Type of work: Bachelor's degree graduate thesis. This title is written in Regular font, 14 pt, lowercase letters, except for the first letter of the first word; line spacing is 1.5 lines; centred;

¹ Link to the logo: https://login.utenos-kolegija.lt/static/logo/logo_512.png

5) Name of the study programme and national code. This text is written in Regular font, 12 pt, lowercase letters, except for the first letter of the first word, with 1.5 line spacing (1.5 Lines), centred (Center);

6) the name of the field of study. This name is written in a regular font (Regular), 12 pt, lowercase letters, except for the first letter of the first word, with 1.5 line spacing (1.5 Lines) between these entries, centred (Center);

7) supervisor, position, academic degree, first name, surname, date. This text is written in Regular font, 12 pt, lowercase letters, except for the first letters of the first words and the first letters of the first name and surname; justified at 1.5 cm (TAB left)

8) position, first name, surname and date of the person approving the thesis. This text is written in a standard font (Regular), 12 pt, lowercase letters, except for the first letters of the first words and the first letters of the first name and surname; justified at 1.5 cm (TAB left)

9) the place where the graduate thesis was prepared (in capital letters) and the year, written in bold (**Bold/Bold**) 12-point font.

Table of contents. In the table of contents, the titles of the main structural sections of the graduate thesis are written in capital letters in **bold** 12-point font. Chapter titles are written in **bold** lowercase letters, and subchapter titles in lowercase 12-point font. It is advisable not to subdivide the work into too many parts. Chapter and subchapter titles must be short, clear, meaningful and consistent with the objectives of the work. Titles must not be repetitive or repeat the title of the entire work. The table of contents must also include a detailed list of appendices, figures and tables, indicating the page on which each appendix, figure or table begins. An example of the table of contents is provided in Appendix 2.

Summary. Summary must be provided in both Lithuanian and English. The summary must not exceed one page (up to 2,700 characters). The text should briefly outline the relevance of the topic (no more than 1–2 sentences), the aim and objectives of the work, the research participants, describe the methods used, present the most important results of the work and the main conclusions/insights. At the end of the abstract, provide keywords, i.e. the main words relevant to the graduate thesis topic or problem (no more than 5). Example of a summary

First Name, Surname. Title of the Graduate Thesis. Programme Name: Graduate Thesis of a Student on the Study Programme. Supervisor: Lecturer First name, Surname. Utenos Kolegija, HEI, Faculty of Medicine, Department name: Department. Utena, 2026.

SUMMARY

Contents of the abstract.

Keywords:

The English summary must be an accurate translation of the Lithuanian summary.

Both the Lithuanian and English summaries must fit on a single page.

Abbreviations and key terms. Abbreviations must be written in accordance with the applicable rules. When a term appears for the first time in the text, it is written in full, followed by its abbreviation in capital letters in brackets: e.g. *dental prostheses (DP)*; *right ventricle (RV)* and so on. Abbreviations should be technical only, not those commonly used in everyday language (*this section is not essential in the thesis*).

The section on key terms lists specific, less commonly used terms in alphabetical order and provides key words. ***Textbooks, methodological guides, articles from newspapers or non-scientific journals, and dictionaries are not used to define terms.*** The author of the graduate thesis defines the terms on the basis of reviewed, systematised and summarised academic material. Academic sources are used in which the term used in the thesis topic is defined and/or researched. Each concept is presented on a new line; only the concept itself is written in bold, whilst its description is not. The source is cited alongside the definition, in accordance with citation rules.

Introduction. The introduction usually presents the most general aspects that form the overall picture, setting out the assumptions, conditions and scope of the work. The introduction to the graduate thesis (approximately two pages in length, up to 5,400 characters) briefly discusses the

relevance and novelty of the topic to specific professional practice, and justifies the connection between the chosen topic and the research methodology and results obtained, citing the main authors on whom the chosen research methodology is based.

The subject, aim and objectives of the graduate thesis are clearly defined (*in graduate theses in health sciences, the focus is solely on the empirical (research) part of the work*). In qualitative research, a research question or research questions may be formulated instead of the aim and objectives of the graduate thesis. These are written on separate lines and frame the entire research process. There must be at least three research objectives (if the thesis is being prepared by two students, there must be at least four research objectives).

The aim of the graduate thesis must correspond to the topic of the graduate thesis. When formulating the aim of the thesis, it is essential to choose verbs carefully. Active verbs should be used. The following verbs should be used in the formulation of the aim: *to analyse, to determine, to evaluate, to compare, to reveal, to create, to compile, to prepare*. Inappropriate verbs: *to find out, to investigate, to write*, etc.

In the graduate thesis, it is advisable to formulate several realistic **research objectives** that help achieve the stated aim of the thesis. Research objectives are intended to describe the results of specific research steps; therefore, the wording must make it clear what the expected outcome of a specific action is.

Verbs to be used *in theoretical tasks*: *define, distinguish, prepare, justify, reveal, describe, systematise*. Verbs not to be used: *carry out, analyse scientific literature, clarify, write*.

Verbs to be used *in empirical tasks*: *determine, evaluate, reveal, compare, identify, distinguish, create, compile, model*. Verbs not to be used: *carry out, investigate, measure, survey, collect, ascertain*.

It is worth remembering that every verb carries its own semantic ‘weight’ and is not merely a technical term selected from a list. Verbs in each task are not chosen ‘at random’, but with careful consideration of what the author of the task intends to do. **The terms ‘investigate’ and ‘clarify’ should not be used in the wording of the tasks**, as the term ‘investigate’ in the task wording is meaningless, since all work is research – theoretical and empirical – whilst the term ‘clarify’ is of a domestic nature – only people interacting with one another can clarify matters

The introduction includes a reference to the appendix, which contains a list of the programme’s learning outcomes and/or professional competences demonstrated and defended in the graduate thesis. The format for presenting the list of learning outcomes and/or professional competences is shown in Appendix 3.

Theoretical and practical significance (where and in which institutions the specific results of the work can be applied, what the benefits of the work are). **The introduction concludes** by listing the sections of which the graduate thesis consists, the length of the graduate thesis in pages (excluding appendices), and the number of appendices, tables and figures.

1. Literature review. This is the theoretical part of the graduate thesis. It is essential to provide a literature review of the topic under consideration, an analysis of various terms and concepts, and a theoretical analysis of the topic. The theoretical part cannot be separated from the practical part of the graduate thesis. The literature on the chosen topic is examined not for the purpose of retelling it, but so that the student can familiarise themselves with what has been done on this topic and draw their own conclusions. **The length of this chapter should constitute no more than 20–25 per cent of the graduate thesis (the total length of the thesis for the degree programme is 30–40 pages; for a joint graduate thesis by two students, no fewer than 60 pages) in health sciences degree programmes, and in the social work study programme – 30–40 per cent of the graduate thesis (the total length of the thesis is 40–50 pages; for a joint thesis by two students, no fewer than 80 pages).**

2. Research material and methods.

2.1. The research description outlines the nature and location of the research, its procedure, the study population, research limitations, and the principles for ensuring ethical standards (describing the safeguarding of privacy, anonymity and confidentiality in accordance with the

requirements of the European Code of Conduct for Researchers²). **All students on study programmes run by the Faculty of Medicine** must obtain the approval of the Faculty's Bioethics Committee for research carried out for the purposes of their graduate thesis, regardless of the research methods and nature of the study (including literature reviews). The research proposal must clearly state the date of the Bioethics Committee's approval and the number of the meeting minutes. If the date of the Bioethics Committee's approval and the number of the minutes are not specified, the section on the ethical justification of the research is considered incomplete.

2.2. *Study population.* What is the planned sample size: before and after the survey? The selection criteria for participants are described for both qualitative and quantitative research. In the case of quantitative research, the number of questionnaires distributed and the number returned after the survey are specified. **Demographic and social characteristics of the respondents are provided.** In quantitative research, **the minimum sample size is 30 respondents.** However, this also depends on the specifics of the study; for example, if it is a targeted commission by an institution, then a study with a small sample size may be conducted, in which case the calculations and presentation of data differ. **For a qualitative study, up to 5 informants are sufficient,** and if there are not that many, the number may be lower; the same person may be interviewed several times.

2.3. *Characteristics of research methods.* Research methods are described starting with the most important ones. This subsection explains why a particular research instrument was chosen and describes the structural components of the research instrument. At the end of this subsection, the data processing method and the methods applied for data analysis are also specified, clearly justifying why they were chosen. In quantitative research, statistical criteria presented in Appendix 4 may be used for data analysis.

In qualitative research, the theory on which the data analysis is based is specified, as well as whether the data analysis was thematic or content analysis.

3. Research results. The research data are presented, analysed and summarised. **This section must contain subsections corresponding to the research objectives or research questions. The research results must be of a descriptive nature.**

The results of quantitative research are presented in diagrams, graphs, tables, etc. Tables must not duplicate diagrams. Tables and figures must be discussed, commented on and analysed in the text and presented following references to them in the text. To achieve a higher mark, it is not sufficient in quantitative research to simply calculate the distribution of research results as percentages or nominal figures and present them in tables or graphically. Appropriate statistical criteria must be selected to analyse the research results.

The results of qualitative research are presented through clearly defined themes analysed by the researcher; statements are supported by quotations from informants and/or observational data.

4. Discussion of the research results. The discussion of the research results forms the basis of the research paper for presenting well-founded conclusions. The discussion of the results must be strictly logical and must not repeat what has already been stated. This section discusses what the author of the paper discovered during the research. **The author must compare the results obtained with data from other studies and the literature, and interpret the results of their own research.** This section presents an interpretation of specific findings, based on the results of the research carried out and compared with theoretical analysis. This section should be between 1 and 3 pages in length.

Given the specific nature of the graduate thesis, Chapters 3 and 4 may, as an exception, be combined when conducting qualitative research. In that case, Chapter 3 would be titled 'Research Results and Their Discussion', and Chapter 4 would be titled 'The Researcher's Reflection'.

Conclusions/Insights. Following a *quantitative study*, conclusions are formulated. Conclusions are answers, based on the research results, to the objectives set out at the beginning of the graduate thesis. Conclusions must be specific, concise and numbered (it is recommended that their number corresponds to the number of research objectives). If *qualitative research* is conducted, insights or conclusions are formulated (depending on the research methodology applied). The

² <https://allea.org/code-of-conduct/#toggle-id-14>

insights/conclusions of the qualitative research conducted are the answers to the research questions posed. Insights may be interpreted as hypothetical statements, and therefore such statements require further verification.

Practical recommendations. *This is a mandatory component of the graduate thesis, presented on the basis of the research results and conclusions/Insight.* These are specific measures proposed to address the problems or issue that have emerged. Recommendations must be realistic, feasible, non-prescriptive, non-offensive and targeted at a specific audience – practitioners in the relevant field, organisational leaders, patients, etc. In the recommendations, the author of the dissertation may also suggest what is worth investigating in future similar studies. There is no limit to the number of recommendations, but they must relate solely to the research problem of the specific dissertation and the results obtained.

References. *The list must comprise at least 30 sources (if the graduate thesis is prepared by two students, the list of sources increases to 60) no older than 10 years.* A list of all sources cited in the thesis must be provided, formatted according to **APA7 citation style guidelines**. All sources cited in the text must be included in the bibliography. The bibliography must not contain any sources that are not mentioned in the text of the thesis. **Only academic sources should be used.** It is recommended that at least one-third of the sources be by foreign authors and that at least three electronic resources be from databases.

When citing sources and compiling the reference list, it is recommended to use bibliographic management tools such as Mendeley, Zotero, etc. The reference list compiled using these tools must be carefully reviewed, and any errors found must be corrected in accordance with APA7 style requirements.

According to APA 7 guidelines, sources are listed in alphabetical order.

Appendices. Mandatory appendices: a list of the programme’s learning outcomes and/or professional competences (Appendix 3), and the research instrument. If the student has used artificial intelligence (AI) tools, a Declaration on the Use of Artificial Intelligence (Appendix 5) must be submitted.

If interviews were conducted, transcripts of one or more interviews must be provided; if observations were carried out, the appendices must contain descriptions of the observation protocols. In the appendices, the student may include documents that were important for conducting the research, ensuring compliance with research ethics principles, or guaranteeing the transparency of the work preparation process. Where necessary, the main text should indicate which appendix to refer to (e.g., see Appendix 1).

The length of the graduate thesis is no fewer than 30 pages for health sciences study programmes and no fewer than 40 pages for the social work study programme (appendices are not included in the page count). If the thesis is prepared by two students, the minimum length is 60 and 80 pages respectively (appendices are not included in the total length).

CHAPTER III CITATION

Information found may be cited in several ways: by providing exact quotations, paraphrasing the text, or summarising it. Direct quotations must be used sparingly and the quoted text must not be distorted; it must be presented exactly as written in the original work, including punctuation marks and even grammatical errors.

When quoting and/or paraphrasing sources of information in the graduate thesis, adhere to the **APA7** citation style chosen for the thesis. Examples of source references in the graduate thesis are provided in the table.

APA7 rules.

Source	In-text citation*	Bibliography
Book by a single author	(Šakalytė, 2017)	Šakalytė, D. (2017). <i>Slaugos propedeutika</i> . Vilnius: Vaistų žinios
Book by two authors	(Boswell and Cannon, 2016)	Boswell, C. & Cannon, S. (2016). <i>Evidence-Based Teaching in Nursing. A Foundation for Educators</i> (2nd ed.) Jones & Bartlett Learning
Book by three to five authors	(Bitinas, Rupšienė and Žydžiūnaitė, 2008) [<i>first citation</i>] (Bitinas et al., 2008) [<i>second and subsequent citations</i>]	Bitinas, B., Rupšienė, L. & Žydžiūnaitė, V. (2008). <i>Kokybinių tyrimų metodologija. Vadovėlis vadybos ir administravimo studentams</i> . Klaipėda: S. Jokužio leidykla-spaustuvė.
Book by six to seven authors	(Damkuvienė, Petukienė, Valuckienė, Tijūnaitienė, Balčiūnas and Bersėnaitė, 2014) [<i>first citation</i>] (Damkuvienė et al., 2014) [<i>second and subsequent citations</i>]	Damkuvienė, M., Petukienė, E., Valuckienė, J., Tijūnaitienė, R., Balčiūnas, S. & Bersėnaitė, J. (2014). <i>Klientų suvokiama dalyvavimo vertė kaip organizacijos konkurencingumo didinimo veiksnys: mokslo studija</i> . Vilnius: BMK leidykla
A book with more than seven authors	Diržytė, Sondaitė, Norvilė, Čėsniėnė, Justickis, Raižienė ... Pilkauskaitė-Valickienė, 2012). [<i>first citation</i>] (Diržytė et al., 2012) [<i>reference cited for the second time and thereafter</i>]	Diržytė, A., Sondaitė, J., Norvilė, N., Čėsniėnė, I., Justickis, V., Raižienė, S. ... Pilkauskaitė-Valickienė, R. (2012). <i>Verslo psichologija: vadovėlis</i> . Vilnius: Mykolo Romerio universitetas
Book without author	(<i>European Code of Good Administrative Behaviour</i> , 2013)	<i>European Code of Good Administrative Behaviour</i> . (2013). Luxembourg: Publications Office of the European Union.
Collectively authored book	(National Examination Centre, 2012)	National Examination Centre. (2012). <i>International Survey of Fifteen-Year-Olds: OECD PISA 2012 Report</i> . Vilnius: Petro ofsetas
Part of a book (chapter, article)	(Jovaiša, 2011)	Jovaiša, L. (2011). Edukologijos įvadas. In <i>Edukologija</i> . Vilnius: Agora.
Paper or article published in conference proceedings	(Hitchcock, 2011)	Hitchcock, D. (2011). Instrumental rationality. In P. McBurney, I. Rahwan & S. Parsons (Eds.). <i>Argumentation in Multiagent systems: Proceedings of the 7th international ArgMAS Workshop</i> (pp. 1–11). New York: Springer
E-book in a database	(McNiff, 2014)	McNiff, J. (2014). <i>Writing and doing action research</i> . Sage Publications Ltd
E-book with DOI	(Ditlev-Simonsen, 2022).	Ditlev-Simonsen, C. D. (2022). <i>A guide to sustainable corporate responsibility: From theory to action</i> . Palgrave Macmillan Cham. https://doi.org/10.1007/978-3-030-88203-7

E-book online (without DOI)	(Bandzevičienė, 2011)	Bandzevičienė, R. (2011). <i>Bandzevičienė, R. (2011). Inovacijų vadybos psichologija</i> . Vilnius: Mykolo Romerio universitetas [accessed 8 December 2023]. eISBN 9789955193357. Available online: http://ebooks.mruni.eu/product/inovacij-vadybos-psichologija26715
Journal article (single author)	(Žydžiūnaitė, 2016)	Žydžiūnaitė, V. (2016). Metodologiniai svarstymai apie grindžiamosios teorijos ir veiklos tyrimo derinimo galimybes. <i>Pedagogika / Pedagogy</i> 122(2), 141-161
Journal article (two authors)	(Toleikienė and Meškytė, 2014) [first citation] (Toleikienė et al., 2014) [second and subsequent citations] (Dasila and Jubilson, 2023) [first citation] (Dasila et al., 2023) [second and subsequent citations]	Toleikienė, R. & Meškytė, A. (2014). Public administration discourse in the programmes of Lithuanian political parties. <i>Socialiniai tyrimai</i> , 1(34), 86–97. Dasila, PK. & Jubilson, F. (2023). Mentoring Skills and Practices: Perceptions of Mentors and Mentees of Nursing Colleges. <i>Scope</i> 13(2), 445–457
Journal article (three to five authors)	(Domarkas, Juknevičienė and Kareivaitė, 2012) [first citation] (Domarkas et al., 2012) [second and subsequent citations] (Dogherty, Harrison and Graham, 2010) [first citation] (Dogherty et al., 2010) [cited for the second time and thereafter]	Domarkas, V., Juknevičienė, V. & Kareivaitė, R. (2012). Institucinės dimensijos vaidmuo darnaus vystymosi koncepcijoje. <i>Viešojo politika ir administravimas</i> , 11(3), 461-472. Dogherty, E-J., Harison, M-B. & Graham, I-D. (2010). Facilitation as a Role and Process in Achieving Evidence-Based Practice in Nursing: A Focused Review of Concept and Meaning. <i>Worldviews on Evidence-Based Nursing</i> 7(2);76-89.
Journal article (six to seven authors)	(Hill, Bond, Atkinson, Woods, Gibbs, Howe and Morris, 2015) [first citation] (Hill et al., 2015) [second and subsequent citations]	Hill, V., Bond, C., Atkinson, C., Woods, K., Gibbs, S., Howe, J. & Morris, S. (2015). Developing as a practitioner: How supervision supports the learning and development of trainee educational psychologists in three-year doctoral training. <i>Educational & Child Psychology</i> , 32(3), 119–131.
Journal article (more than seven authors)	(Post, Ng, Fischel, Bennett, Bily, Chandran, ... Roess, 2014) [first citation]	Post, S., Ng, L., Fischel, J., Bennett, M., Bily, L., Chandran, L., ... Roess, M. W. (2014). Routine, empathic and compassionate patient care: definitions, development, obstacles, education and beneficiaries. <i>Journal of Evaluation in Clinical Practice</i> , 20(6), 872–880

	(Post et al., 2014) [<i>second and subsequent citations</i>]	
Electronic article with DOI	(Castonguay, Farthing, Davies, Vogelsabg, Kleib, Risling and Green, 2023) [<i>first citation</i>] (Castonguay et al., 2023) [<i>second and subsequent citations</i>]	Castonguay, A., Farthing, P., Davies, S., Vogelsabg, L., Kleib, M., Risling, T. & Green, N. (2023). Revolutionising nursing education through AI integration: A reflection on the disruptive impact of ChatGPT. <i>Nurse Education Today</i> Vol.129. http://doi.org/10.1016/j.nedt.2023.105916
Electronic article in a database or repository	(Midgen, 2011)	Midgen, T. (2011). Enhancing outcomes for adopted children: The role of educational psychology. <i>Educational & Child Psychology</i> , 28(3), 20–30.
Electronic article in an online journal (without DOI)	(Gaubyte-Kiminė and Bikulčius, 2015) [<i>first citation</i>] (Gaubyte-Kiminė et al., 2015) [<i>second and subsequent citations</i>]	Gaubyte-Kiminė, R. & Bikulčius, V. (2015). Naratorių tipai Vytauto Martinkaus romane "Žemaičio garlėkys". <i>Jaunųjų mokslininkų darbai</i> , 1(43), 46-56. Available online: http://www.su.lt/images/leidiniai/JMD/2015_43/Gaubyte_Kimienė.pdf
Website	(National Cancer Institute, 2021) Ruzafa-Martinez, Ramos-Morcillo, Panczyk, Gotlib, Jarosova, Dolezel, ... Peska, 2022). [<i>first citation</i>] (Ruzafa-Martinez et al., 2022). [<i>second and subsequent citations</i>] ... (World Health Organization, 2018). or World Health Organization (2018) ...	National Cancer Institute. (2021). <i>Living with cancer</i> . Available online: https://www.nvi.lt/gyvenimas-su-veziu/ Ruzafa-Martinez, M., Ramos-Morcillo, A.J., Panczyk, M., Gotlib, J., Jarosova, D., Dolezel, J., ... Peska, K. (2022). Guidelines for Teaching and Learning Evidence-Based Practice in the European Nursing Curriculum. EBP eToolkit Project. Retrieved from https://europeannursingebp.eu/guidelines/ World Health Organization. (2018). The top 10 causes of death. https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death
Legislation	(Law on Documents and Archives of the Republic of Lithuania: 5 December 1995 No. I-1115, 2021)	Law on Documents and Archives of the Republic of Lithuania: 5 December 1995 No. I-1115. (2021). Consolidated version from 1 January 2021 to 31 December 2021. https://www.e-tar.lt/portal/lt/legalAct/TAR.1FEF229DA7C6/asr The current consolidated version of the legislation must be followed.
Statistical information	... (Lithuanian Department of Statistics, 2015). or according to data from the Lithuanian Department of Statistics (2015) ...	Lithuanian Department of Statistics. (2015). Households with a personal computer and internet access, Lithuania 2015. http://www.stat.gov.lt/lt/catalog/download_release/?id=3447&download=1&doc=1691

Scientific data	... (Eurostat, 2023). or Eurostat (2023) ...	Eurostat. (31 May 2023). Generation of waste by waste category [Data set]. https://ec.europa.eu/eurostat/databrowser/view/TEN00108/default/table?lang=en&category=env.env_was.env_wasgt
Text generated by AI	<p>In the text</p> <p>When writing your paper, you must include the query (question asked) submitted to the AI tool, an exact quotation of the text generated by the AI tool, and a reference to the source. If you are paraphrasing the AI text rather than quoting it in your work, you must include the full text generated by the AI tool in the appendices.</p> <p>Example of a citation</p> <p>When asked “What is nursing?”, ChatGPT generated the response: “Nursing is a professional activity focused on people’s healthcare, health promotion, disease prevention, treatment and improving their quality of life.” (OpenAI, 2025).</p> <p>Example of paraphrasing</p> <p>When asked “What is nursing?”, ChatGPT generated the response that nursing is a field of healthcare focused on people’s health care, preservation and improving their quality of life (OpenAI, 2025, see Appendix 1).</p>	OpenAI. (2025). <i>ChatGPT</i> (January 2025 version) [Language model]. Retrieved from https://chat.openai.com/

**Regardless of the source, the reference for all authors is given the first time it appears in the text: in Lithuanian: (surname and surname, year); in a foreign language: (surname & surname, year)*

CHAPTER IV THE USE OF ARTIFICIAL INTELLIGENCE IN PREPARING A THESIS

The graduate thesis must be prepared by the student independently. Artificial intelligence (hereinafter – AI) tools may only be used as an aid, but they cannot replace independent thinking, analysis and the process of preparing academic work.

It is recommended that AI tools be used responsibly and purposefully, for example: for language editing (grammar, style), translation, generating text structure or ideas in the initial stage of thesis preparation, technical formatting or clarifying terminology.

When preparing a literature review, research methodology, analysing results or formulating conclusions and practical recommendations, the student must rely on independent academic analysis and scholarly sources. Content generated by AI may not be presented as the student's own work without proper attribution.

When using AI tools, the student must ensure that no confidential, sensitive or research participant-related data is uploaded to the systems. Responsibility for the graduate thesis content of the work rests with the student in all cases.

Students who have used AI tools must specify the name of the AI tool, the date of use and describe the purpose of its use. Information on the use of AI is provided in a separate declaration (Appendix 5), which is attached to the graduate thesis.

If AI-generated content is quoted or paraphrased, it must be cited in accordance with APA7 citation requirements.

The use of AI tools must comply with the principles of academic integrity. Undeclared or inappropriate use of AI may be considered a breach of academic ethics in accordance with the procedures established by the Utenos Kolegija, HEI.

CHAPTER V PREVENTION OF PLAGIARISM

Plagiarism is the appropriation of another person's ideas, texts, works, images, data or other information and presenting them as one's own without acknowledging their true authorship. It is essential to properly cite all sources used in a written work and to present them in accordance with the established citation requirements in order to avoid instances of plagiarism.

The first review of the thesis must be carried out no later than three working days before the thesis is discussed by the department. The student must upload the graduate thesis to the location specified by the Head of Department on VMA Moodle and carry out a similarity check using the Turnitin tool. ***The overall similarity index must not exceed 20 per cent, and similarity from a single source must not exceed 7 per cent.*** A written thesis may be deemed to be non-original work if the total similarity with other sources (whether cited or uncited) exceeds 50 per cent of the entire written thesis. In such a case, the supervisor of the graduate thesis shall submit a decision to the Head of Department not to allow the graduate thesis to be defended publicly. The Head of Department shall decide on further action in accordance with the Utenos Kolegija HEI Study Regulations (Article 79).

The second review of the thesis takes place after the thesis has been discussed at a department meeting. Students shall upload their graduate thesis, which has been reviewed by the department, revised (if recommended by the department) and fully completed, to the Lithuanian Academic Electronic Library repository no later than 10 working days before the defence of the graduate thesis before the Qualification Committee, in accordance with the instructions for students. Within 2 working days of the thesis being uploaded to the Lithuanian Academic Electronic Library repository, the supervisor, in accordance with the instructions for lecturers, shall re-evaluate the thesis for similarity and, provided that no more than 20 per cent similarity with other works is found, shall approve the thesis for defence. ***If a similarity of more than 20 per cent is found, the supervisor does not approve the thesis for defence and submits a decision to the head of department not to allow the thesis to be defended.***

Tips on how to avoid plagiarism.

Save your information. Archive the information you find, create tables for systematic analysis, and do not forget to save web links separately.

Avoid copying and pasting. Save the entire text separately and highlight the relevant sections in a different colour. If you are copying excerpts, mark them as original text (using a different

colour or font) so that you do not forget to paraphrase them later, and save the source details, which will be needed for citation.

Write in your own words. Convey the information you have found in your own words: paraphrase, summarise, analyse. Do not forget to cite the source.

Use quotation marks. Present direct quotations in quotation marks and cite the source.

Choose only reliable sources. Do not use unreliable information of unclear origin or unpublished sources, e.g.: bibliographic databases:

- **Health sciences:** *The Cochrane Database of Systematic Reviews (CDSR), MEDLINE; EBSCO; CINAHL (Cumulative Index to Nursing and Allied Health Literature) Database; ProQuest; Ovid Nursing, Emcare Ovid. HMIC; CORE, ScienceDirect, Taylor & Francis, Wiley Online Library.*

- **For social sciences:** *EBSCO; Ebook Central (Academic Complete), ProQuest; Science Direct, SAGE Journals Online, Taylor & Francis, Wiley Online Library, CORE.*

Follow the citation guidelines. Cite correctly, following methodological guidelines and other instructional material on citing sources. Only a single citation system may be used. If you have chosen the APA system, authors' surnames are given throughout the text; if you have chosen the Vancouver system, numbers are used.

Provide references. Always cite the sources used in the text and in the bibliography.

Seek advice. If you have any doubts, ask your lecturer, supervisor or librarian. While preparing your graduate thesis, you can check your work using the Turnitin programme, in consultation with your thesis supervisor.

Use bibliographic reference management tools such as Zotero, Mendeley, IFTTT³.

For more details on the plagiarism checking procedures for graduate theses: *the Utenos Kolegija HEI Regulations on the Organisation of Graduate Examinations and the Preparation, Submission, Defence and Assessment of Graduate Theses⁴*, and the Faculty of Medicine's *Regulations on the Use of the Turnitin Plagiarism Prevention Tool.*

CHAPTER VI EVIDENCE-BASED PRACTICE

When preparing the professional bachelor's thesis for the General Practice Nursing study programme, the aim is to reflect the learning outcomes of evidence-based practice (nursing) teaching; for other study programmes, it is recommended that:

- **Be able to transform uncertainty regarding knowledge into a question that can be answered.** The student identifies gaps in their professional practice (nursing, social work, physiotherapy, oral care) or knowledge and formulates appropriate questions that ensure the development of effective strategies for searching for and evaluating evidence.

- **Is able to search for and locate evidence.** The student develops and implements evidence-search strategies to answer questions. The search strategy must be effective in order to locate the most reliable evidence. The student evaluates the strengths and weaknesses of evidence sources.

- **Able to critically evaluate the validity of evidence and its clinical or educational relevance.** The student assesses the validity of the study. The assessment includes: the suitability of the study type for the research question, the study design, the reliability of the results, and the appropriateness and applicability of the analysis of the results. The student assesses the significance of the study results and translates them into summarised, reliable statistical data.

- **Is able to apply selected evidence in practice.** The student assesses the relevance of the evidence to the patient's needs, taking into account the patient's values and the acceptability of the evidence to the patient.

³ <https://www.lmb.lt/bibliografines-informacijos-tvarkymo-irankiai/>

⁴ <https://www.utenos-kolegija.lt/kolegija/teisine-informacija,>

- ***Is able to evaluate the results of their own work.*** The student asks targeted questions when evaluating their own work. When modifying their practical work, they use existing evidence and supplement it with new evidence. The student reflects on how changes in their work are progressing.



UTENOS KOLEGIJA HIGHER EDUCATION INSTITUTION
FACULTY OF MEDICINE
XXXXXXXXXX DEPARTMENT

First Name Surname

TITLE

Professional Bachelor's Thesis

XXXXXX study programme, national code xxxxxxxx

Field of study

Supervisor _____

(Position, academic title, first name, surname)

(signature)

(date)

I hereby approve _____

(Dean of the Faculty, first name, surname)

(signature)

(date)

UTENA, 202..

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Appendix 3. Learning outcomes and professional competences
List of Learning Outcomes and Professional Competences of the General Practice Nursing Study Programme Demonstrated in the Graduate Thesis (example)

Programme learning outcomes	Part of the graduate thesis
1.2. Knows the limits of professional activity and responsibility, applies the provisions of health legislation and professional ethics documents in nursing practice, and provides professional information within the limits of their competence.	All sections of the thesis
1.3 In order to systematically assess a person's <...> health, applies knowledge of natural, biomedical, social and humanities sciences in nursing practice.	Sections 1, 2, 3, 4
1.4. Critically synthesises and integrates relevant knowledge when making decisions in nursing practice.	All sections
2.1. Is able to apply evidence-based practice to solve nursing problems.	All sections
2.2. Is able to conduct applied nursing research, interpret, analyse, summarise and present the results.	All work sections
3.1. Able to assess the patient's <...> nursing needs and plan nursing care.	Subsection 1.3, Section 3
3.2. Able to carry out and evaluate nursing actions and procedures, and justify decision-making in professional practice situations.	Subsection 1.3, Chapter 3
3.6. Able to apply the principles of nursing administration in practical nursing practice.	Subsection 1.1 and Chapter 3
4.2. Able to work in a team with colleagues and specialists from other fields to implement person-centred care	Subsections 1.1 and 1.2 and Chapter 3
4.3. Able to express thoughts fluently, both orally and in writing, to communicate effectively in a professional environment in Lithuanian and a foreign language, and to recognise individual diversity and intercultural differences.	All sections
5.1. Is able to critically evaluate nursing practice and recognise the importance of lifelong learning.	All work sections
5.2. Able to make independent decisions and assess their impact in nursing practice situations, applying practical knowledge and taking responsibility.	Chapter 4, conclusions and practical recommendations
5.3. Able to collect and organise information related to patient care, use modern technologies and information systems in nursing practice, and handle confidential information appropriately.	Chapters 1, 2, 3, 4
5.4. Able to apply learning strategies and disseminate nursing science and practice	All sections
Professional competences	Part of the graduate project
1. Using existing theoretical and clinical knowledge, independently determine the necessary nursing care and plan, organise and implement nursing care for patients in order to improve professional practice.	All work sections
3. Encourage individuals, families and groups to live healthily and manage their own health, based on knowledge and skills.	Sections 1.3, 3.1, 3.2, Chapter 4
5. Independently provide advice, guidance and support to individuals requiring care and to those caring for them	All sections
6. Independently ensure and evaluate the quality of care	Chapter 3
8. Analyse the quality of care with a view to improving one's own professional practice as a general practice nurse.	All work sections

MOST COMMONLY USED STATISTICAL CRITERIA

Name of criterion	Symbol	Between or within	Purpose	Measurement scale	
				NK*	PK*
Parametric tests					
Student's t-test for independent samples	t	Between	To determine differences between two independent groups.	N**	I/S**
Paired Student's t-test	t	Within	To determine differences between two related groups.	N	I/S
Pearson's correlation coefficient	r	Between or within	Identify a possible relationship between two variables	I/S	I/S
Non-parametric criteria					
Mann-Whitney U test	U	Between	To determine the differences in assessment scores between two independent groups.	N	R**
Median test	χ^2	Between	Determine the differences in medians between two independent groups.	N	R
Kruskal-Wallis test	H	Between	To determine differences in assessment scores between three or more independent groups.	N	R
Wilcoxon signed-rank test	Z	In	To determine the differences in scores between two related samples.	N	R
Friedman's test	χ^2	In	To determine differences in assessment scores between three or more interrelated samples.	N	R
Chi-square test	χ^2	Between	Determine differences in proportions between two or more samples	N	N
McNemar's test	χ^2	In	To determine differences in proportions in paired samples (2x2).	N	N
Spearman's rho correlation coefficient	ρ	Between or within	Determine whether the correlation is different from zero (if a relationship exists).	R	R
Kendall's tau correlation coefficient	τ	Between or within	Determine whether the correlation is different from zero (if a relationship exists).	R	R

*IV – independent variable; DV – dependent variable.

**N – nominal; I/S – interval/ratio; R – ordinal.

DECLARATION ON THE USE OF ARTIFICIAL INTELLIGENCE

Student:

Study programme:

Title of the graduate thesis:

Supervisor:

Date:

I, the undersigned, confirm that in preparing this graduate thesis:

- I did not use any artificial intelligence (AI) tools.
 I used artificial intelligence (AI) tools for auxiliary functions.

If AI tools were used, please specify:

1. Name(s) of the AI tool:
2. Date(s) of use:
3. Purpose of AI use (please tick and/or add):
 - For language (grammar, style) editing
 - For translation
 - Generating text structure or ideas at the initial stage
 - For term clarification
 - Other (please specify): _____
4. Explanation of which parts of the work the AI was used for:

I confirm that:

- AI tools were not used to generate research data or to replace independent analysis of results;
- no confidential data or data relating to research participants was uploaded to AI systems;
- the content of the graduate thesis is the result of my own independent work;
- I accept full responsibility for the content of the submitted work.

Student's signature: _____