

*Graduate School of Nursing, Midwifery & Health
Course Outline*

NURS/MIDW/HEAL 518

3rd Cohort - L3

Clinical Inquiry: Evidence for Practice

**Course Co-ordinator:
Kathy Nelson**

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

Produced by the Graduate School of Nursing, Midwifery & Health,
81 Fairlie Terrace, Kelburn, Wellington 6021.

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Office Hours: Monday to Friday 8.30am to 5.00pm

GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 3 January 2008 and close on Tuesday 23 December 2008.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools.

COURSE DATES

This course is offered in three cohorts in Wellington and you have been enrolled in cohort L3 and will need to attend Schools at the Graduate School on the following dates:

L3 - 3rd Cohort

1st School Thursday 10 & Friday 11 April 2008

2nd School Monday 18 & Tuesday 19 August 2008

3rd School Thursday 2 & Friday 3 October 2008

This outline is specifically written for the 3rd cohort only in relation to School and assignment due dates.

COURSE AIMS

The overall aim of this course is to enable clinicians to critique the applicability of research and to remain up to date, clinically competent and able to fully participate in management decisions related to health care for individuals or population groups. This is achieved by developing effective, efficient and practical skills in lifelong, problem-based, self directed learning of how to practice evidence-based health care.

The course focuses on the development of skills required to determine which published research evidence is relevant to clinical practice. It provides students with the opportunity to become critical and sophisticated consumers of published clinical research findings and to utilise this within a framework of advanced clinical decision-making.

The course examines models of clinical inquiry and research utilisation. Students will explore areas of practice using a problem or issues based approach, which focuses on clinical scenarios. Skills will be developed in searching the literature, finding the best evidence, extracting the results and critically appraising the research design, applying the research to the clinical scenario, and the development of strategies for incorporating evidence into practice.

COURSE OBJECTIVES

By the end of the course students will have acquired:

1. Increased confidence in their ability to read and critique research
2. Skills in asking and answering clinically based questions
3. Skills in searching for and retrieving published research related to clinical questions
4. Knowledge and skills in how to critically appraise a range of research designs
5. An understanding of the differences between and use of research statistics and clinical statistics
6. Decision-making skills related to the relevance and application of research findings for individual patients and for clinical practice development
7. Knowledge and skills in how to implement research findings
8. The ability to critically reflect on the role of evidence in practice.

Nursing Council Competencies

For nurses enrolled in the MN (Clinical) this paper addresses the following nursing competencies:

- 2.8** – Reflects upon, and evaluates with peers and experienced nurses the effectiveness of nursing care
- 4.2** – Recognises and values the roles and skills of all members of the health care team in the delivery of care
- 4.3** – Participates in quality improvement activities to monitor and improve standards of nursing

COURSE CONTENT

The course content is organised around three schools, recommended and required reading, self directed learning, two assignments and group work including a presentation and participation in journal club activities. Emphasis will be placed on active participation of students within a supportive and positive environment where everyone can learn from each other, and have fun doing it. Students will experience, and should gain confidence in, working within small groups to articulate ideas and thinking around evidence based practice. Content covers

- The PICOT framework to ask questions about clinical practice
- Skills required to efficiently search health research databases and to retrieve best evidence
- Knowledge and skills on a range of research designs
- The techniques of critical appraisal (results, validity, applicability) to different types of evidence including systematic reviews, randomised control trials, diagnostic studies and qualitative studies
- Research statistics including normal curve, mean, medians, standard deviation, p values and how to extract these from published research
- Knowledge and skills in determining and applying clinical significance using concepts such as number needed to treat (NNT), mean difference and confidence intervals
- Knowledge related to identifying the strength of evidence for current and proposed practice in the New Zealand context
- Strategies for implementing evidence in practice.

NOTE: Students will take responsibility for leading journal club workshops on designated topics in either the 2nd or 3rd Schools.

The journal club workshop incorporates the following: Working in small groups, students will present a journal club session to the class (as might occur in clinical practice):

- Evidence based practice focuses on actual patients/clients and their problems/issues which require responses or solutions. Thus individual clinical cases/scenarios or an issue relating to a group of patients will form the foundation of each journal club session. Broadly this will cover the areas of diagnosis, treatment, determining harm and providing care of the highest quality.
- The patient scenario and the clinical question arising from the scenario will be provided together with the evidence (a research article) for critical appraisal.
- The student group will then present a critical appraisal of the evidence in relation to the case scenario. This requires the group to work through answers to three questions ‘What are the results? Are the results of the study valid? Do the results applied to the scenario? How might the appraisal findings be incorporated into the work environment?’

In addition to the required and recommended reading listed over page, students are expected to regularly log on to Blackboard (via their VUW student portal) to receive course updates, other readings, and tips for clinical inquiry. This is also the place where queries and general discussion will take place.

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher(v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café. **Problems with access?** Contact ITS service desk **04 463 5050**

REQUIRED READING

Students are strongly advised to obtain their own copy:

DiCenso, A., Guyatt, G., & Ciliska, D. (2005). *Evidence-based nursing. A guide to clinical practice*. St Louis: Mosby Inc.

RECOMMENDED READING

Brown, S. (1999). *Knowledge for health care practice*. London: W.B. Saunders Company.

Ciliska D., Cullum, N. & Marks, S. (2001). EBN users' guide. Evaluation of systematic reviews of treatment or prevention interventions. *Evidence-based Nursing*, 4(4), 100-4

Cullum, N. (2000). EBN users' guide. Evaluation of studies of treatment or prevention interventions. *Evidence-based Nursing*, 3(4), 100-2

Cullum, N. (2001). EBN users' guide. Evaluation of studies of treatment or prevention interventions. Part 2: applying the results of studies to your patients. *Evidence-based Nursing*, 4(1), 7-8

Edwards, A., Elwyn, G., & Mulley, A. (2002). Explaining risks: turning numerical data into meaningful pictures. *British Medical Journal*, 324, 827-30.

Greenhalgh, T. (1997). *How to read a paper: The basics of evidence based medicine*. London: BMJ Publishing Group.

Greenhalgh, T. (2002). Intuition and evidence--uneasy bedfellows? *British Journal of General Practice*, 52(478), 395-400.

Jackson, R., Ameratunga, S., Broad, J., Connor, J., Lethaby, A., Robb, G., Wells, S., Glasziou, P. & Heneghan, C. (2006). The GATE frame: critical appraisal with pictures. *Evidence-based Nursing*, 9(3), 68-71

Jull, A. (2002). EBN user's guide. Evaluation of studies of assessment and screening tools, and diagnostic tests. *Evidence-based Nursing*, 5(3), 68-72

Kunz, R. & Oxman, A.D. (2003). The unpredictability paradox: A review of empirical comparisons of randomised and non-randomised clinical trials. *BMJ*, 317, 1185-90.

Marks S, Ciliska D & Jull A, (2006). EBN users' guide. Evaluation of studies of treatment harm. *Evidence-based Nursing*, 9(4): 100-4.

Newman, M., Thompson, C., & Roberts, A.P. (2006). Helping practitioners understand the contribution of qualitative research to evidence-based practice. *Evidenced-based Nursing*, 9 (1), 4-7

Russell, C.K. & D. Gregory. (2003). EBN users' guide. Evaluation of qualitative research studies. Evidence-Based Nursing, 6(2), 36-40

Sackett, D., Rosenberg, W.M. & Gray, J.A. (2000). *Evidence-based medicine: How to practice and teach EBM*. London: Churchill Livingstone.

ON-LINE EBM RESOURCES

Many of these sites have numerous resources that can be used as well as links to many other sites that may be of interest.

Centre for Evidence-Based Medicine (Oxford, UK) <http://www.cebm.net>

Centre for Evidence-Based Mental Health <http://www.cebmh.com>

Centre for Evidence-Based Nursing -
<http://www.york.ac.uk/healthsciences/centres/evidence/cebn.htm>

Critical Appraisal Tools, Auckland University
<http://www.health.auckland.ac.nz/population-health/epidemiology-biostats/epiq/>

EBM Toolkit www.med.ualberta.ca/ebm/ebm.htm

Joanna Briggs Institute www.joannabriggs.edu.au

National Guidelines Clearing House www.guideline.gov

Some statistics resources

Statistics for the terrified software package may be viewed at:

<http://www.conceptstew.co.uk/PAGES/s4t5content.html>

The Statistics Homepage - <http://www.statsoft.com/textbook/stathome.html>

ON-LINE DATABASES

These databases can be accessed through the Victoria University of Wellington library

Cochrane Library
MEDLINE/ PubMed
CINAHL
STAT!Ref
Web of Knowledge

RELEVANT JOURNALS

In addition to the journals listed below there are also many specialty specific journals – e.g. Evidence Based Cardiovascular Medicine, Evidence Based Mental Health that students should consult.

ACP Journal Club

British Medical Journal (bmj.com – on-line weekly-ONLY PAST ISSUES ARE FREE)

Clinical Effectiveness in Nursing

Effective Health Care

Evidence Based Health Policy & Management

Evidence Based Medicine

Evidence Based Midwifery

Evidence Based Nursing

International Journal of Evidence-Based Healthcare

Journal of Evaluation in Clinical Practice

Journal of Clinical Effectiveness

World Views on Evidence Based Nursing

WORKLOAD

30 point courses in the Graduate School of Nursing, Midwifery & Health have an average workload of twelve hours per week.

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course co-ordinator.

Developing and presenting a journal club is mandatory.

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage at:

http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at:

http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:
www.vuw.ac.nz/home/studying/plagiarism.html

SCHOOL CATERING

The Graduate School will provide **a light snack for lunch** while students are attending Schools, and tea & coffee for morning and afternoon break. While we try to cater for the majority of students please feel free to bring your own supplies if your needs are not being met.

During the lunch breaks you may wish to investigate a variety of student cafes within walking distance on campus and several cafes at Kelburn shops approximately 10 mins walk from the School.

COURSE TIMETABLE

WEEK STARTING Monday	DATES	EVENT	ACTION Develop your own work plan
4 February	6 February	Waitangi Day	
11 February			
18 February			
25 February			
3 March			
10 March			
17 March	21 March	Good Friday	
24 March	24 March 25 March	Easter Monday VUW holiday	
31 March			
7 April	10 & 11 April	1st School - L3	
14 April			
21 April	25 April	ANZAC Day	
28 April			
5 May			
12 May			
19 May			
26 May			
2 June	2 June	Queens Birthday	
9 June	11 June	1st Assignment due	
16 June			
23 June			
30 June			
7 July			
14 July			
21 July			
28 July			
4 August			
11 August			
18 August	18 & 19 August	2nd School - L3	
25 August			
1 September			
8 September			
15 September			
22 September			
29 September	2 & 3 October	3rd School - L3	
6 October			
13 October	17 October	Research proposal workshop	
20 October	22 October	2nd Assignment due	
27 October	27 October	Labour Weekend	

SCHOOL TIMETABLE

1ST SCHOOL

Dates: Thursday 10 & Friday 11 April
Times: Day 1: 9.15 – 5pm
Day 2: 9 – 4.30pm
Venue: Meet in Room 203 83 Fairlie Tce, Kelburn, Wellington

Detailed timetable to be sent two weeks before school

School focus: Introduction to evidence-based practice, research design, and asking and answering clinical questions, research and clinical statistics and literature searching

Recommended preparation: Read Chapters 1, 2 & 11 of

DiCenso, A., Guyatt, G., & Ciliska, D. (2005). *Evidence-based nursing. A guide to clinical practice*. St Louis: Mosby Inc.

Review understanding of basic statistics such as means, standard deviations and frequencies

2ND SCHOOL

Dates: Monday 18 & Tuesday 19 August
Times: Day 1: 9.15 – 5pm
Day 2: 9 – 4.30pm
Venue: Meet in Room 203 83 Fairlie Tce, Kelburn, Wellington

Detailed timetable to be sent two weeks before school

School focus: Evaluating health care interventions; the randomised controlled trial, the systematic review and the case control study. Interpreting clinical statistics.

Recommended preparation: Read Chapters 3, 4, 5, 32, & 33 of

DiCenso, A., Guyatt, G., & Ciliska, D. (2005). *Evidence-based nursing. A guide to clinical practice*. St Louis: Mosby Inc.

3RD SCHOOL

Dates: Thursday 2 & Friday 3 October
Times: Day 1: 9.15 – 5pm
Day 2: 9 – 4.30pm
Venue: Meet in Room 203 83 Fairlie Tce, Kelburn, Wellington

Detailed timetable to be sent two weeks before school

School focus: Evidenced-based practice related to diagnostic studies and qualitative research. Strategies for implementing evidence

Recommended preparation: Read Chapters 6, 8, 20, & 21 of DiCenso, A., Guyatt, G., & Ciliska, D. (2005). *Evidence-based nursing. A guide to clinical practice*. St Louis: Mosby Inc.

ASSIGNMENTS

Assignment information including grade descriptions, the procedures for submitting assignments and referencing information is available on the Graduate School's Website.

Assignment cover sheets and acknowledgement postcards are attached at the back of this outline. Please ensure you complete an assignment cover sheet and attach it to the front of each assignment you submit. All assignments are to be sent to **Abbey McDonald, Student Administrator**, who will record the details and pass it to the appropriate marker. **Please do not address assignments to members of the academic staff, as they are not necessarily the markers of the assignment.** If you want to have receipt of your assignment acknowledged, complete an acknowledgement postcard and attach it to the front of your assignment.

The Graduate School of Nursing, Midwifery & Health has set a number of assessment tasks and due dates to best meet the outcomes of the course. In keeping with the Graduate School's stated philosophy that no assessment work shall serve the Graduate School alone, it is possible to negotiate alternative assessments and schedule. This should be undertaken in consultation with the course co-ordinator.

Graduate School guidelines for submission and return of student assignments:

1. All assignments are to be submitted to the Graduate School by 5.00pm on the nominated due date.
 - 1.1 An extension to the due date may only be given in exceptional circumstances. Such circumstances would typically be sickness (as evidenced by a medical certificate) or bereavement.
 - 1.2 Application for an extension must be made to Course Co-ordinators at least 24 hours before the due date.
 - 1.3 Course Co-ordinators may grant an extension of up to 2 weeks.
 - 1.4 Any extension requested for longer than 2 weeks must be agreed to and signed off by the Teaching and Learning Co-ordinator or in her absence the Head of School.
2. Dean's extensions
 - 2.1 are available in exceptional circumstances for only the final piece of assessment in any course,
 - 2.2 must be applied for in writing at least 48 hours prior to due date,
 - 2.3 may be approved for up to 4 weeks by the Teaching and Learning Co-ordinator or Head of School with the appropriate documentation provided,
 - 2.4 may be extended beyond 4 weeks with written approval by, and an interview with, the Teaching and Learning Co-ordinator or Head of School.

3. Student coursework assignments submitted by the due date will be returned with feedback within four weeks of the due date. Students who do not submit within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.
4. Assignments which remain outstanding for up to two weeks without due cause beyond the due date will be marked, but cannot attract a grade higher than a 'C' (pass) grade.
5. Assignments that remain outstanding beyond two weeks from the due date without due cause will attract an 'E' (fail) grade. These assignments will not be marked and will not be able to be resubmitted for grading.
6. In exceptional circumstances withdrawal from assessment is a mechanism that may be recommended by the Course Co-ordinator to the Head of School when all avenues for extension have been exhausted and the Course Co-ordinator is satisfied that the student will be able to complete the required work in the negotiated timeframe. This timeframe will normally be to the end of the following trimester and will not extend beyond three trimesters.

Final assignments will not be accepted by email.

Students must submit and pass all pieces of assessment to satisfactorily complete the course.

ETHICAL CONSIDERATIONS

At all times students must act within the boundaries of professional Codes of Conduct, relevant legislative frameworks and the governance, rules and contracts of their employing organisation. Further information with regard to student's ethical responsibilities and relevant templates can be accessed on the Blackboard site or will be provided in class if required.

ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

The Graduate School recommends the use of APA referencing for all assignments and information on APA referencing can be found by searching online:

Publication Manual of the American Psychological Association: 5th ed. (2001).

Students can also request a copy of the Referencing the APA Style A Brief Guide (Brochure) from Student Learning Support Services or view on:

http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf

- Assignments should be concise and relevant; when a word limit applies students should avoid exceeding it. Keep within 10% of the stated limit, e.g. 3000 words means 2750 - 3300. Word count includes references
- Font size 12, Times New Roman or Arial only
- Double or 1.5 line spacing. Justify all text
- 4.5-5 cm margin on the left side for marker's comments.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should have a footer which includes the following:
 - Course number, assignment number and student ID number (left aligned), e.g. *NURS 512, Assignment 2, 300011122*
 - Page number (right aligned)
- Include a title page and always attach an assignment cover sheet on top. The cover sheets are included with the Course Outline.
- Appendices: These are additional materials related to the text but not suitable for inclusion because of its length or format (e.g. policy documents, etc). These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders to put the assignment in (except for your portfolio), as these make it difficult for markers to handle.
- Ensure you keep a copy of your assignment until it is returned from being marked.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course co-ordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course co-ordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. This template is available and can be accessed by those students using Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions tutors/course co-ordinators who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

REPORTING STUDENT ACHIEVEMENTS AND AWARDS

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications).

You are required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for this course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Assignment Number One

Assignment Name: Environmental Scan, Clinical Scenario, Search Strategy and Annotated Bibliography

Due Date: 11 June

This assignment is worth 40% of your final grade. The assignment has two parts and each contributes half of the grade for the assignment.

This assignment relates to course objectives 1, 2, 3 & 4.

PART 1: Environmental Scan

1. Prepare **two or three pages (ONLY)** of information concerning the environment in which you practice. Using an instrument such as Lewin's Forcefield Analysis or a SWOT (Strengths, weaknesses, opportunities and threats) analysis, undertake an environmental scan of your workplace to determine the environmental awareness of evidence based health care practices and readiness for change.

You might like to consider the answers to questions such as these but please add your own:

- Who is the research and evidence-based health 'champion' in my work environment?
 - Is there research currently happening in my work environment?
 - Am I currently involved in research at work?
 - Are our policies evidence based?
 - Who prepares the policies and ensures they are current?
 - What journals do I read weekly, monthly?
 - When do I have time to read journals?
 - Is there a journal club at work?
 - What is the name of our local health librarian?
 - Is there a research nurse/midwife or research/practice development unit at my place of work?
 - Are there evidence based guidelines available to influence my work?
 - What information resources are available at work?
 - Is my clinical or business manager interested in evidence based health?
2. Prepare **one or two written pages (ONLY)** of appropriately and accurately referenced information concerning the health care population in whom you are interested as a health care practitioner (this means if you are an educator or manager of nurses or midwives, you will need to choose a specific health issue and determine the relevant details for the population who experience this health issue). This population needs to be the one you will use in your

PICO. Provide details of this population. This will include data on the incidence of the health issue in the local population compared with national and international data; how the issue is diagnosed; the current therapies used for this population health issue, prognostic details and any costing information you may uncover. Locally you will consider what is (are) the outcomes you aim for in your care/management/treatment of this population.

PART 2. Clinical Scenario, Search Strategy and Annotated Bibliography

1. Develop a **clinical scenario** that describes a health issue of concern for an individual or group of patients/clients in whom you are interested. This should be **no more than one or two paragraphs**. From the details of the scenario develop a clinical question you need to answer in order to provide the best care, **using the PICO (or PECO/T) framework** (P=person or population of interest; I=intervention; C=control intervention-note there may not be one; O=outcome; T=time). The PICO will then be used to guide your search strategy which is needed to locate a research paper to answer your question.
2. Undertake a **search of the literature** to identify a paper that is the best evidence to answer your PICO. NB: sometimes you have to modify the PICO to obtain a paper as there is no evidence. **Provide a one page summary of your search strategy**
3. Provide **an annotated bibliography** of 3-5 papers you have located using the 2 tables below. Each table should be no more than 2-5 pages. Single spacing can be used for the tables.
4. Enter the information from 1,2 and 3 above onto **PAGE 1** of the GATE CAT appraisal tool relevant to your study
<http://www.health.auckland.ac.nz/population-health/epidemiology-biostats/epiq/>
5. Provide a clean and complete copy of the paper you have chosen as **best evidence** to answer your question.

This is to be presented in the form of **two** carefully structured summary tables, both in landscape format which include the following information:

TABLE 1 (5 columns) Table should be no more than 2-5 pages

1. **Title of the paper and Authors** – Provide comment on who they are and what standing they have in this area of research/practice- are they frequently cited by others
2. **Year of publication** – Comment on the date and reflect on whether this has any relevance for your issue at hand
3. **Name of the Journal** – Comment on what standing the journal has in the international and national nursing community – what is the journal impact factor
4. **Country where the research was conducted** – Comment on whether this has any bearing on your location, or resources and therefore the relevance of this research article to your local issue
5. **Population studied** – What is the relevance of this for your issue at hand and your population – consider applicability issues

TABLE 2 (5 columns). Table should be no more than 2-5 pages

1. **Authors, Date and Study design** (no comment needed about authors as you have already provided this in Table 1. Examples of study design are: Randomised controlled trial; case control study; descriptive study; qualitative study using in-depth interviews)
2. **Questions** – What was studied and why?
3. **Sample size and profile** – Describe how the sample was selected from the population, detail how many were selected - provide comment on the relevance of the numbers and power of the study.
4. **Outcomes** – What were the main findings (list actual results) and comment on whether these are considered to be clinically meaningful
5. **Criteria for choosing one paper and rejecting the others** – Discuss in relation to the hierarchy of evidence and your PICO, how you decided which article to use for this assignment task. Discuss why you rejected the other articles

Assignment Number Two

Assignment Name: Critically Appraised Topic (CAT) and Applicability Analysis of either a diagnostic study or a randomised control therapeutic study

Due Date: 22nd October

This assignment is worth 60% of your final grade

This assignment relates to course objectives 1, 2, 5, 6, 7 & 8.

1. Develop a clinical scenario and PICOT for a diagnostic OR intervention question
2. Undertake a search and find best evidence to address the PICOT. Please seek advice from your group leader if you wish to use the same paper as the first assignment.
3. Undertake a **critical appraisal** of the paper you have located using the appropriate GATE critical appraisal tool found on:
<http://www.health.auckland.ac.nz/population-health/epidemiology-biostats/epiq/>
4. Include a clean and complete **copy of the paper** with your critical appraisal.
5. Provide a **THREE or FOUR** page (**ONLY**) discussion of the applicability or otherwise of this research evidence to your scenario. Outline what you will do to bring about the change if the evidence is acceptable and means that the service you work in needs to change its current practice in light of the evidence. If you decide that the evidence found is not useful/applicable in your workplace discuss why and then describe what you will do next in order to address the clinical issue raised in the clinical scenario.

You are also required to complete and submit this form Record of Special Achievements related to Study at Victoria (attached to back of outline) with your final assignment for the course.

If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

GRADUATE SCHOOL OF NURSING, MIDWIFERY & HEALTH
Record of Special Achievements related to Study at Victoria

At the end of each year the Graduate School reports to the University details of student special achievements (such as awards, grants, presentations, and publications). Please complete this form and **submit with your final assignment for the course**. If you would prefer to complete and submit this form electronically, a copy of the form can be located on Blackboard, our website <http://www.victoria.ac.nz/nsemid/research/student-achievements.aspx> or you could contact Abbey.mcdonald@vuw.ac.nz to request a copy.

Student Name: _____

Course Code: _____

Industry sponsorship

Name of Sponsor	Notes in relation to the conditions of sponsorship	Value	Year
eg, C&C DHB	50% Student fees paid on successful completion of the course of study	\$	2008

Special awards, Prizes & Scholarships

Name of Award/ Prize/ Scholarship	Source/Provider	Notes in relation to the prize/award/scholarship	Value/ Form	Year
eg 'Best clinical innovation'	Mental Health College of Nurses	A project that I developed while doing my practicum course resulted in our clinical team changing the way in which we met with and involved families in patient care	\$500 Award Certificate	2008

Professional presentations / Seminars /Conferences

If you gave any professional presentations, seminars or conference papers during the year please provide the details below use APA style for referencing these

Example: Student, A. (2008). New models of nursing documentation and their relevance to orthopaedic practice. Paper presented at the Orthopaedic Nurses study day 'Stepping towards the future' held in Wellington, 14 August 2008.

Publications (Book reviews, editorials, journal articles, chapters, monographs, books etc)

Example: Student, A & Teacher, B. (2008). Mental Health Consumers speak about their Health Education Needs. *Contemporary Nurse*, 5(4), 114-126.

Other Special Achievements

If you have had any other special achievements during the year please provide the details.

Attach and submit with your final assignment thank you