

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

# NURS/MIDW/HEAL 518

## Nelson

### Clinical Inquiry: Evidence for Practice

Course Co-ordinator:  
Kathy Nelson



**2009**

### 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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# **STAFF TEACHING IN THIS COURSE**

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## **COURSE COORDINATOR**

Name Kathy Nelson, Senior Lecturer

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## **TEACHING TEAM**

Name Cynthia Wensley, Teaching Associate

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## **STUDENT ADMINISTRATOR**

Abbey McDonald

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Email: [Abbey.McDonald@vuw.ac.nz](mailto:Abbey.McDonald@vuw.ac.nz)

# CONTACT DETAILS

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## POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health  
Victoria University of Wellington  
P O Box 600  
Wellington 6140

## PHYSICAL ADDRESS

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Email: [nmh@vuw.ac.nz](mailto:nmh@vuw.ac.nz)

Web site: <http://www.victoria.ac.nz/nmh>

Office Hours: Monday to Friday 8.30am to 5.00pm

## GRADUATE SCHOOL DATES

The Graduate School office will be open on Wednesday 5 January 2009 and close on Tuesday 22 December 2009.

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**

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**This course is offered in three cohorts two in Wellington and one in Nelson specifically for those staff employed by Nelson/Marlborough District Health Board.**

## **Nelson students School dates only**

1st School      Monday 20 & Tuesday 21 April 2009

2nd School      Thursday 4 & Friday 5 June 2009

3rd School      Thursday 6 & Friday 7 August 2009

This outline has been written for students from Nelson and assignment due dates are specific to this cohort.

# **COURSE AIMS**

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The overall aim of this course is to enable clinicians to critique the applicability of research, identify best evidence, be clinically competent and able to 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

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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:

- 2.1** Provides planned nursing care to achieve identified outcomes
- 2.2** Undertakes a comprehensive and accurate nursing assessment of clients in a variety of settings
- 2.4** Ensures the client has adequate explanation of the effects, consequences and alternatives of proposed treatment options
- 2.8** Reflects upon, and evaluates with peers and experienced nurses the effectiveness of nursing care
- 3.3** Communicates effectively with clients and members of the health care team
- 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

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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 be involved in leading journal club workshops on designated papers in the 2<sup>nd</sup> and 3<sup>rd</sup> Schools.

## **The journal club workshop incorporates the following:**

- Working in small groups to appraise a paper chosen to address a clinical question (as might occur in clinical practice)
- 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 their critical appraisal of the evidence in relation to the case scenario. This requires the group to decide what are the results, how valid are the findings and the extent to which they are applicable to the scenario.

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 where queries and general discussion will take place.

## **BLACKBOARD INFORMATION**

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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 1<sup>st</sup> 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](http://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

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**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.

Beaven, O. & Craig, J.V. (2007). "Chapter 3 Searching the literature" in Craig, J.V & Smyth R. L (Ed). *The evidenced-based practice manual for nurses* (2nd ed., pp. 51-93). Edinburgh: Churchill Livingstone Elsevier. Available on e-reserves

# RECOMMENDED READING

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Brown, S. (2009). *Evidenced-based nursing*. Sudbury, Massachusetts: Jones and Bartlett Publishers.

Craig, J.V. & Smyth, Rosalind, R.L. (2007). *The evidenced-based practice manual* (2<sup>nd</sup> Ed). Edinburgh: Churchill Livingstone Elsevier.

Cullen, N., Ciliska, D., Hayes, R.B., & Marks, S. (Eds). (2008). *Evidenced-based nursing: An introduction*. Oxford: Blackwell Publishing Ltd.

Cutcliffe, J. A Wood, M.. (2007). *Critiquing nursing research* (2<sup>nd</sup> Ed). London: Quay Books. (Has a mental health focus)

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. et al. (2006). The GATE frame: Critical appraisal with pictures. *Evidence-based Nursing*, 9(3), 68-71.

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.

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.

Pearson, A., Field, J, Jordan, Z. (2007). *Evidence-based clinical practice in nursing and health care: Assimilating research, experience and expertise*. Oxford: Blackwell Publishing.

Tilburt, J.C. (2008). Evidence-based medicine beyond the bedside: Keeping an eye on context. *Journal of Evaluation in Clinical Practice*, 14(5), 721-5.

# ON-LINE EBM RESOURCES

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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)	<a href="http://www.cebm.net">http://www.cebm.net</a>
Centre for Evidence-Based Mental Health	<a href="http://www.cebmh.com">http://www.cebmh.com</a>
Centre for Evidence-Based Nursing -	
	<a href="http://www.york.ac.uk/healthsciences/centres/evidence/cebn.htm">http://www.york.ac.uk/healthsciences/centres/evidence/cebn.htm</a>
Cochrane Collaboration	<a href="http://www.cochrane.org">www.cochrane.org</a>
Critical Appraisal Tools, Auckland University	
	<a href="http://www.health.auckland.ac.nz/population-health/epidemiology-biostats/epiq/">http://www.health.auckland.ac.nz/population-health/epidemiology-biostats/epiq/</a>
EBM Toolkit	<a href="http://www.med.ualberta.ca/ebm/ebm.htm">www.med.ualberta.ca/ebm/ebm.htm</a>
Joanna Briggs Institute	<a href="http://www.joannabriggs.edu.au">www.joannabriggs.edu.au</a>
National Guidelines Clearing House	<a href="http://www.guideline.gov">www.guideline.gov</a>
New Zealand Guidelines Group	<a href="http://www.nzgg.org.nz/index.cfm">www.nzgg.org.nz/index.cfm</a>

## 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>

This next site includes some online tutorial commentary

<http://www.chestx-ray.com/Lectures/StatsWebLecture/NavigationStats.html>

## Some glossaries

See Cochrane and other websites listed above

See Bandolier <http://www.medicine.ox.ac.uk/bandolier/>

# ON-LINE DATABASES

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

Cochrane Library  
MEDLINE/ PubMed  
CINAHL  
ProQuest Medical Library  
PsychARTICLES  
Social Services Abstracts  
STAT!Ref  
Web of Knowledge

## RELEVANT JOURNALS

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In addition to the journals listed below there are also many specialty specific journals – e.g. Evidence-based Cardiovascular Medicine, Evidence-based Child Health, Evidence-based Mental Health, Evidence-based Obstetrics and Gynecology, Evidence-based Oncology that students can 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 Healthcare & Public Health

Evidence-based Medicine

Evidence-based Nursing

Evidence Based Midwifery

Implementation Science

International Journal of Evidence-Based Healthcare

Journal of Evaluation in Clinical Practice

Journal of Clinical Effectiveness

World Views on Evidence Based Nursing

## WORKLOAD

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

## MANDATORY COURSE REQUIREMENTS

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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.

Students must submit and pass all pieces of assessment and must participate in the preparation and delivery of a journal club to satisfactorily complete the course.

# GENERAL UNIVERSITY STATUTES AND POLICIES

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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 or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

This website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates.

## ACADEMIC INTEGRITY AND PLAGIARISM

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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:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

# USE OF TURNITIN

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Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>

Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your course coordinator if you are uncertain about how to use and cite material from other sources.

Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

# COURSE TIMETABLE

WEEK STARTING Monday	DATES	EVENT	ACTION
2 February	6 February	Waitangi Day	
9 February			
16 February			
23 February			
2 March			
9 March			
16 March			
23 March			
30 March			
6 April	10 April	Easter Friday	
13 April	13 April	Easter Monday	
	14 April	VUW Holiday	
20 April	<b>20 &amp; 21 April</b>	<b>1<sup>st</sup> School</b>	
	25 April	ANZAC Day	
27 April			
4 May			
11 May			
18 May			
25 May			
1 June	1 June	Queens Birthday	
	<b>4 &amp; 5 June</b>	<b>2<sup>nd</sup> School</b>	
8 June			
15 June	<b>17 June</b>	<b>Assignment 1 due</b>	
22 June			
29 June			
6 July			
13 July			
20 July			
27 July			
3 August	<b>6 &amp; 7 August</b>	<b>3<sup>rd</sup> School</b>	
10 August			
17 August			
24 August			
31 August			
7 September			
14 September	<b>16 September</b>	<b>Assignment 2 due</b>	
21 September			
28 September			
5 October			
12 October			
19 October			
26 October	26 October	Labour Weekend	
2 November			
9 November			
16 November			

# SCHOOL TIMETABLE

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## 1<sup>ST</sup> SCHOOL

Dates: Monday 20 & Tuesday 21 April  
Times: Day 1: 9 – 5pm  
Day 2: 9 – 4.30pm  
Venue: To be confirmed

### **Detailed timetable to be sent two weeks before school**

**School focus:** Introduction to evidence-based practice, research design, asking and answering clinical questions, research and clinical statistics, literature searching and appraising randomised control trials.

### **Recommended preparation: Read Chapters 1, 2, 3, 4 & 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.

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## 2<sup>ND</sup> SCHOOL

Dates: Thursday 4 & Friday 5 June  
Times: Day 1: 9 – 5pm  
Day 2: 9 – 4.30pm  
Venue: To be confirmed

### **Detailed timetable to be sent two weeks before school**

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

### **Recommended preparation: Read Chapters 5, 9, 27, 28, 29, 32 & 33 of:**

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

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## 3<sup>RD</sup> SCHOOL

Dates: Thursday 6 & Friday 7 August  
Times: Day 1: 9 – 5pm  
Day 2: 9 – 4.30pm  
Venue: To be confirmed

### **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, 33 & 34 of:**

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

# ASSIGNMENTS

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The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Electronic versions of assignments may be submitted by email to meet the assignment submission deadline, but a hard copy must have already been posted. Some courses require that you access Blackboard and submit all assignments through this site; please refer to your course outline for identification of these courses and assignments.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date.

## Receipt of assignments

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.

## Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. You should let your course co-ordinator know as soon as possible in advance of the deadline if you are seeking an extension. An application for extension should be made via email or written application after discussion with your course co-ordinator.

## Late penalties

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows;

- Work submitted without an approved extension up to 7 days late will receive a 10% reduction in mark, equivalent to a two grade penalty, for example;  
A to B+  
B to C+
- For lateness of 7-14 days the work will be marked but will receive no more than a C grade;
- Work submitted without an approved extension that remains outstanding beyond two weeks from the due date will attract an 'E' (fail) grade;
- A penalty will also be incurred for exceeding the word limit to the extent that it is unnecessarily excessive. The penalty may be to ignore the work incorporated in the excess.

Student coursework assignments submitted by the due date will normally be returned with feedback within **four weeks** of the due date. Students who do not submit assignments within this timeframe may be subject to delays in their assignment being returned and may not receive comprehensive feedback.



## Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

# ASSIGNMENT WRITING: GUIDELINES FOR FORMAT AND PRESENTATION

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The American Psychological Association (APA) referencing style is required for all assignments. 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](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. 3 pages means no more than 3.3 pages
- Font size 12, Times New Roman or Arial only
- 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.

# ETHICAL CONSIDERATIONS

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The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course co-ordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course co-ordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course co-ordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health. For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, [kathy.nelson@vuw.ac.nz](mailto:kathy.nelson@vuw.ac.nz); 04 463 6138.

# CONFERENCE & SCHOOL PRESENTATIONS

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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. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: [abbey.mcdonald@vuw.ac.nz](mailto: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 course co-ordinators and teaching associates 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

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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](#) (Appendix 2 - 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](mailto:Abbey.mcdonald@vuw.ac.nz) to request a copy.

# ASSIGNMENT NUMBER ONE

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

**Due Date:** 17 June 2009

This assignment is worth 40% of your final grade. The assignment has six parts.

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

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## **PART 1: Environmental Scan**

Prepare **three pages** 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 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:

- What types of evidence are currently used to guide practice?
- Are there evidence based guidelines available to influence your work?
- Who prepares the policies and ensures they are current?
- What research is currently happening in your work environment?, And what opportunities are there for you to be involved?
- What resources do you have to ensure your practice is up-to-date? Eg access to the internet, journals, library, journal clubs, grand rounds, conferences
- Is there a research nurse/midwife or research/practice development unit at my place of work?
- What information resources are available at work?
- Who is the research and evidence-based health 'champion' in your work environment?
- How aware is your clinical or business manager in evidence based health?

## **PART 2. Clinical Scenario**

Develop a clinical scenario that describes a health issue of concern for an individual or group of patients/clients that you wish to explore or have questions about. This should be no more than **one paragraph**.

## **PART 3. Health Population Information**

Prepare **two pages** of appropriately and accurately referenced information concerning the health care population identified in your clinical scenario. 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 health issue, what outcomes are used to measure success of treatment, prognostic details and any costing information you may uncover.

## **PART 4. Search Strategy and Annotated Bibliography**

1. From the clinical scenario (in part 2) 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=comparison; O=outcome; T=time). For some questions there may not be a comparison group and time may not be relevant.
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 the papers you have located using the 2 tables below.

### TABLE 1. Annotated Bibliography 1

**Table format** – landscape layout, 5 columns (using headings provided), no more than 1 page per article. Can us 11 font and single spacing

1. **Authors & title of the paper** – Comment on the authors, what standing they have in this area of research/practice, and the extent they are cited by others
2. **Year of publication** – Comment on whether the date has any relevance for current practice
3. **Name of the journal** – Comment on what standing the journal has in the international and national health community
4. **Country where the research was conducted** – Comment on the similarities and differences in the research setting to that of your location. For example type of health system, funding of health system, type of clinical environment.
5. **Population studied** – Comment on the similarities and differences to the population in your scenario.

### TABLE 2. Annotated Bibliography 2

**Table format** – landscape layout, 5 columns (using headings provided), no more than 1 page per article. Can us 11 font and single spacing

1. **Authors, Date and Study design** – Name study design, for example randomised controlled trial, case control study, survey, qualitative study using in-depth interviews
2. **Research Questions** – What was the main objective of the study?
3. **Sample size and profile** – Describe how many people in the research, how they were selected and whether a power calculation was done.
4. **Outcomes** – Report the main findings (list actual numbers) 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. Discuss why you rejected the other articles

### Part 5. Reference list

1. Provide a reference list using APA format of all references cited in the assignment.

**Part 6. Page 1 of the Gate and selected paper**

1. Enter the summary information from Part 4 of the assignment onto the relevant PAGE 1 of the GATE CAT appraisal tool. The GATES are found on:  
<http://www.health.auckland.ac.nz/population-health/epidemiology-biostats/epiq/>
2. Provide a clean and complete copy of the paper you have chosen as **best evidence** to answer your question.

# ASSIGNMENT NUMBER TWO

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

**Due Date:** 16 September 2009

This assignment is worth 60% of your final grade

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

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1. Develop a clinical scenario and PICOT for a diagnostic study OR intervention question.
2. Undertake a search and find best evidence to address the PICO. 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 for your research design. GATES are 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 - FOUR** page discussion of the applicability or otherwise of this research evidence to your scenario. Discuss the clinical meaning of the research findings using concepts such as numbers needed to treat. If the evidence is acceptable describe the considerations involved in implementing change. Outline what you will do to bring about the change in the service that you work in. 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.

**Please note:**

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](mailto:abbey.mcdonald@vuw.ac.nz) to request a copy.

# APPENDIX 1

## ETHICAL STATEMENT FOR COURSE OUTLINES

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The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course. Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course co-ordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course co-ordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportsment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course co-ordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course co-ordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health. For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, [kathy.nelson@vuw.ac.nz](mailto:kathy.nelson@vuw.ac.nz); 04 463 6138.



# APPENDIX 2



## 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](mailto: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**