Where to start?

- Carefully read the assignment instructions document and marking guide on the unit Blackboard site. It outlines both Part A and B and the expectations for this assignment.
- Review relevant modules from the unit – for both parts
Where to start?

Carefully read the case study and review the requirements for Part A

Part A

The Issue – select one issue

The answerable question (week 3 material)

Use PICO/PIO to guide you

Justification

You are not answering the question
Justification from a EBP perspective – why does the issue need to be addressed?
Part A

Searching the databases (week 4 material)

Review PPT and recording from SNM Librarian
https://ecu.au.libguides.com/nursing/unitspecificworkshopssem12019

Develop a search strategy and use the Nursing databases

Document the databases used your search strategy – Cinahl, Joanna Briggs, Cochrane etc

Specify the limits you have used

List the search terms used.

A table can be useful to show search strategy

Example table

<table>
<thead>
<tr>
<th>Database</th>
<th>Search Terms</th>
<th>Number of Articles Retrieved</th>
<th>Relevance to your Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINAHL</td>
<td>(nocturnal enuresis OR enuresis OR bedwetting) AND (enuresis alarms OR behavi<em>r therap</em>)</td>
<td>16</td>
<td>Refined by parameters of journal articles, English language and last 10 years = 7</td>
</tr>
<tr>
<td>MEDLINE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psycinfo</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IBI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See recording on the Unit Specific Nursing Workshops on the Nursing Library Guide for further explanation and more on smart searching.

Note: Table optional. If you are worried about word count, you could put as an appendix
Part A

**Recommendations for best practice**

Choose 3 articles from the pool of articles you have found

Write the full end-text reference for the article and then write sentence why the article is relevant to your answerable question and the recommendations for practice from the article.

Note: Put a screenshot of the abstract of each chosen article in an appendix at the end of your assignment.

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**Example**


**Relevance to my question**

Changing cannulas when clinically indicated did not negatively affect patients.

**Recommendations for practice**

There was no evidence that peripheral intravenous cannulas need to be routinely replaced.
Part B

Critically appraise the two given articles and identify their merits for practice.

Find the articles: Have you found them and printed them?


Part B

Use the content from the relevant unit modules to critically appraise the following aspects from each article:

- Literature Review
- Methods (design, data collection, and data analysis)
- Findings

Then:

- Briefly in your own words summarise the strengths and weaknesses in light of the critical appraisal you have done
- Consider the relevance of the articles to clinical practice
Structure

Introduction
Part A Clinical Issue
  Issue
  Answerable question
  Justification
  Searching the databases
  Recommendations for practice

Part B Critical Appraisal
  Article 1
  Literature review
  Methods
  Findings
  Strengths and weaknesses
  Relevance to clinical practice
### Structure

<table>
<thead>
<tr>
<th>Article 2</th>
<th>Literature review</th>
<th>Methods</th>
<th>Findings</th>
<th>Strengths and weaknesses</th>
<th>Relevance to clinical practice</th>
<th>Conclusion</th>
<th>References</th>
<th>Appendix</th>
</tr>
</thead>
</table>

### Introductions

- **Topic/Orientation** – opens the topic and establishes the broader context. Sometimes includes definitions.
- **Purpose/Thesis statement**
- **Structure** – outlines your approach

(University of Wollongong, 2000)
Introduction

Introduction

When considering a nursing case study it is important to first establish the principles of evidence-based practice and how it contributes to the nursing profession. Evidence-based practice refers to the process of applying the knowledge gained through research into practice (Holland & Rees, 2010). It is essential because it promotes a culture of inquiry amongst nurses, enables their accountability and better equips them to provide safe and effective care for their patients (Hoffman, Bennett & Del Mar, 2010). This paper will apply the five-step process of evidence-based practice as described by Holland and Rees (2010) to the case study of Mr. Armfield. Firstly, the issues of the case study will be considered and an answerable question will be framed according to any knowledge gap that has been identified. This question will guide the search for the best evidence available using appropriate databases and resources. This evidence will then be critically appraised for its suitability before it is integrated into clinical practice. Finally, this paper will evaluate the success of the process and suggest areas for improvement.

What is critical appraisal?

Critical appraisal enables you to assess the trustworthiness, relevance and results of published papers so that you can decide if they are believable and useful.

1. Is the study valid? (methodological quality)
2. What are the results? (clinical significance)
3. Are the results useful? (application to practice)

http://www.casp-uk.net/appraising-the-evidence
Writing the Critique

**Academic reading** is an important skill and key step in being able to complete the critical review.

You need to first critically read and understand the article before you can appraise the article, and address aspects required.

Reading is a vital first step in completing the critical review

Step 1: Skim and scan the article to gain an overview and understand.
Step 2. Then do an in-depth read for understanding and annotate as you go.
Step 3. Then scan for relevant aspects of the articles in terms of the questions that need to be answered. Colour code
Step 4. Engage in your modules and other resources to be able to appraise and answer the question
Step 5. Write up your answers in direct concise sentences and in short paragraphs.
Useful tools for appraisal

Review the Critical Appraisal/Critique Tool provided under Week 4 Learning Materials

Questions to think about when critiquing each aspect.
It also has suggested pages of the core textbook
Page 26 – 30
Page 42 – 47

Optional readings provided on unit BB site

Another useful appraisal tool

http://www.understandinghealthresearch.org/

You could use your article to work through the tool as a starting point to get you thinking.
Appraise using your academic voice

You will appraise and evaluate the articles and the research process using your academic voice. This will show your understanding and application of the unit content. Your appraisal does not need to be referenced. However, if you integrate ideas from academic sources to support your appraisal then you would reference those.

Critically appraise not describe

It is not clear that confidentiality was assured with the participants. Confidentiality of the participants has been attempted by not referring to them by name in the article; however, the number of individuals interviewed within each organisation is so small that it could be determined who made specific comments. Anonymity could not be assured in relation to the interview process because the researchers would have known the details of who they were interviewing. Anonymity may have been assured with the quantitative data collection form because it was self-reported; however, it was not clear how the survey was collected.

* Excerpt from a student paper on a different topic

This is the student’s academic voice/appraisal on how data was collected and issue of confidentiality. It does not have to be referenced.
Conclusion

- Restates the topic.
- Sums up the key ideas in relation to the topic/case study.
- No new ideas.
- Finishes with statement to broader topic.

Useful resources for writing your critique

http://www.ucl.ac.uk/ioe-writing-centre/critical-reading-and-writing/critical-review

Academic Style

Features of Academic Writing

- Written in the third person (no I, we, us, our, you)
- Formal language
- Objective language
- Precise and specific vocabulary
- Clarity and conciseness
- Tentative language
- Accuracy
- Coherence and cohesion
- Correct in-text referencing and paraphrasing
- Accurate reporting words

Clear concise sentences

Two resources

Improving Sentence Structure
Common Sentence Problems

Use key nouns from the question in your topic sentences
Proofing and editing

- **Editing** focusses on the *structure* of your *ideas* within paragraphs i.e. What you say.

- **Proofreading** focusses on the *grammar and punctuation*. If this is not your strong point, go to this site for the rules:

  [https://owl.english.purdue.edu/owl/section/1/6/](https://owl.english.purdue.edu/owl/section/1/6/)

  and this site for online practice exercises:

  [https://owl.english.purdue.edu/exercises/](https://owl.english.purdue.edu/exercises/)

  Download a free version of Grammarly

  [https://www.grammarly.com/native/windows](https://www.grammarly.com/native/windows)

Good luck!
Where to find the recording and slides of this workshop

Nursing: Home

How to find information for your nursing assignments

Nursing: Home

Libraries

Search this Guide

Search

Welcome to the Nursing Library Guide. In today's world we have so much information at our fingertips, it can be becoming more difficult and time consuming to find the information we actually need quickly and effectively. We are here to help you get the best students' experience for your assignments or project. A range of together in one place, some of the most common and available ECU learning resources available online from the library, including learning tutorials, that will allow you to develop effective information finding skills. Use the tabs above to find tutorials, databases, journals and other resources.

If you are new to ECU in theses materials to study for the first time or in your assignments, there are resources available on the 'Getting Started' tab, which can help you through your research and access to the library resources. This module is made up of modules that are connected to increasing your skills gradually over the semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Week 2</td>
<td>10.30-11.30</td>
<td>JSE 107</td>
<td>Searching strategy for your essay</td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>10.30-11.30</td>
<td>JSE 107</td>
<td>Searching strategy for your essay</td>
</tr>
<tr>
<td>4</td>
<td>Week 4</td>
<td>10.30-11.30</td>
<td>JSE 107</td>
<td>Writing your essay</td>
</tr>
<tr>
<td>5</td>
<td>Week 5</td>
<td>10.30-11.30</td>
<td>JSE 107</td>
<td>Writing your essay</td>
</tr>
<tr>
<td>6</td>
<td>Week 6</td>
<td>10.30-11.30</td>
<td>JSE 107</td>
<td>Editing your essay</td>
</tr>
</tbody>
</table>

NC1191 Health and Healthcare Systems
Further assistance

**General assignment drop-ins**

Studiosity (access from Blackboard home page under My Communities)

Referencing queries: [library@ecu.edu.au](mailto:library@ecu.edu.au)

General learning support queries
[learningadviser@ecu.edu.au](mailto:learningadviser@ecu.edu.au)