Contents

| List of contributors | xiii |
|--|--------|
| Foreword | xvii |
| Preface | XX |
| About the companion website | xxii |
| The Scenarios | xxiiii |
| Section 1 Starting your dissertation journey | 1 |
| 1 Starting the journey of your final-year project | 3 |
| Megan Bonner-Janes | |
| What is a final-year project? | 3 |
| Why do nurses need to do a research-based project? | 5 |
| Undergraduate versus postgraduate projects | 6 |
| What are the features of a degree education? | 7 |
| Features of a final-year project | 8 |
| Planning your final-year project: essential | |
| considerations | 9 |
| Completing your final-year project and gaining a good classification | 11 |
| Don't panic! | 13 |
| 2 Introduction to writing your evidence-based practice | |
| dissertation/project | 14 |
| Alan Glasper, and Diane Carpenter | |
| Sample guidelines for students undertaking a nursing associate | |
| project, an undergraduate healthcare project/dissertation or | |
| a master's degree project | 14 |
| Typical learning outcomes for a nursing associate course | |
| 2000-word literature review | 15 |
| Typical learning outcomes for an undergraduate evidence-based | |
| practice dissertation/project | 15 |
| | |

vi Contents

| | Typical learning outcomes for a postgraduate evidence-based practice | |
|----|---|----|
| | dissertation/project | 16 |
| | The dissertation/project/assignment | 17 |
| | Guidelines for students undertaking a nursing associate | |
| | evidence-based practice assignment | 18 |
| | Guidelines for students undertaking an undergraduate | |
| | evidence-based practice final project | 19 |
| | Guidelines for students undertaking an undergraduate | |
| | evidence-based practice dissertation | 20 |
| | Guidelines for a typical postgraduate evidence-based practice | |
| | dissertation/project module learning outcomes | 22 |
| | Conclusion | 23 |
| 3 | Clinical effectiveness and evidence-based practice: background | |
| | and history | 24 |
| | Mary O'Toole and Alan Glasper | |
| | Introduction | 24 |
| | Historical aspects of evidence-based practice | 25 |
| | The contribution of the nursing profession to evidence-based practice | 27 |
| | How is evidence sourced? | 27 |
| | Conclusion | 29 |
| 4 | What is evidence-based practice and clinical effectiveness? | 31 |
| | Andrée le May | |
| | Clinical effectiveness | 31 |
| | Evidence-based practice | 35 |
| | Making care more effective | 38 |
| 5 | The challenges of delivering practice based on best evidence | |
| | (in primary, secondary and tertiary settings) | 43 |
| | Andrée le May | |
| | An evidence base for practice | 43 |
| | Barriers to the use of research evidence in practice | 45 |
| | Encouraging the use of research evidence in practice | 48 |
| | Conclusion | 53 |
| Se | ection 2 Sourcing and accessing evidence for your dissertation | 57 |
| 6 | Sourcing the best evidence | 59 |
| | Diane Carpenter and Alan Glasper | |
| | Exploring and refining your question | 59 |
| | Searching for research articles | 62 |
| | Devising your search strategy | 66 |

| | | ontents | VII |
|----|--|---------|-----|
| | Accessing journal literature | | 69 |
| | The Cochrane Library | | 70 |
| | Websites and other resources | | 74 |
| | Support from your library service | | 75 |
| | Conclusion | | 78 |
| 7 | What is grey literature and where can it be found? | | 80 |
| | Diane Carpenter and Alan Glasper | | |
| | What is 'grey literature'? | | 80 |
| | Where can I find grey literature? | | 81 |
| | Important websites | | 82 |
| | What about Google scholar? | | 82 |
| 8 | Harvard or Vancouver: getting it right all the time | | 83 |
| | Diane Carpenter and Alan Glasper | | |
| | Vancouver system | | 84 |
| | Harvard system | | 85 |
| | Use of computer referencing packages | | 87 |
| | Conclusion | | 88 |
| 9 | Posing an evidence-based practice question: using the PICO | | |
| | and SPICE models | | 89 |
| | Alan Glasper and Diane Carpenter | | |
| | What is the PICO model? | | 90 |
| | Examples of PICO formulated questions | | 91 |
| | What is the SPICE model? | | 94 |
| Se | ection 3 Developing your healthcare/evidence-based practice | | 0.5 |
| | dissertation | | 97 |
| 0 | Managing your time wisely | | 99 |
| | Diane Carpenter and Alan Glasper | | |
| | An evidence-based practice healthcare dissertation/final project or evidence-informed decision-making assignment as a fram | | |
| | of mind | | 100 |
| | Conclusion | | 104 |
| 1 | Developing your study skills | | 106 |
| | Diane Carpenter, and Alan Glasper | | |
| | Knowing yourself | | 108 |
| | Being organised | | 111 |
| | Organising things in terms of what goes where | | 112 |
| | Consolidating your ideas and activities by talking to others abou | t it | 112 |

viii Contents

| 12 | Getting the most from your personal tutor | 114 |
|----|--|-----|
| | Ellen Kitson-Reynolds Pefere enpresching weur academic support | 114 |
| | Before approaching your academic support | 115 |
| | How to get started | 115 |
| | Agreeing a working pattern | 116 |
| | Anticipating and preventing problems | 117 |
| | Good planning is the essence | 117 |
| | Supervision at a distance | 118 |
| | Additional support | 110 |
| Se | ection 4 Preparing to use research evidence in your dissertation | 121 |
| 13 | Clinical standards, audit and inspection | 123 |
| | Diane Carpenter and Alan Glasper | |
| | What is healthcare governance? | 124 |
| | What are the seven pillars of clinical governance? Are they | |
| | still relevant in contemporary practice? | 126 |
| | The role of the Care Quality Commission | 127 |
| | NICE quality standards | 132 |
| | Developing audit tools to measure compliance to policy standards | 136 |
| | Healthcare regulators | 139 |
| | Responding to an adverse incident | 143 |
| 14 | Understanding quantitative research | 146 |
| | Diane Carpenter and Alan Glasper | |
| | Is it a quantitative study? | 146 |
| | Why quantitative? | 148 |
| | Types of quantitative studies | 148 |
| | Key elements in a quantitative study | 151 |
| | Strengths of quantitative studies | 154 |
| | Limitations | 154 |
| | Conclusion | 154 |
| 15 | Understanding qualitative research | 156 |
| | Diane Carpenter and Alan Glasper | |
| | Why qualitative? | 157 |
| | Types of qualitative studies | 158 |
| | Key elements in a qualitative study | 159 |
| | Strengths of qualitative studies | 160 |
| | Limitations | 162 |
| | Conclusion | 163 |
| | | |

x Contents

| | The value of the research | 205 |
|----|--|-----|
| | Reflection | 205 |
| 19 | Critically reviewing quantitative papers using a CASP | |
| | critiquing tool | 207 |
| | Diane Carpenter and Alan Glasper | |
| | Question 1 'Did the study ask a clearly focused question?' | 208 |
| | Question 2 'Was this a randomised controlled trial and was it | |
| | appropriately so?' | 209 |
| | Question 3 'Were participants appropriately allocated to | |
| | intervention and control groups?' | 211 |
| | Question 4 'Were participants, staff and study personnel "blind" | |
| | to participants study group?' | 211 |
| | Question 5 'Were all the participants who entered the trial | |
| | accounted for at its conclusion?' | 213 |
| | Question 6 'Were the participants in all groups followed | |
| | up and data collected in the same way?' | 213 |
| | Question 7 'Did the study have enough participants to minimise | |
| | the play of chance?' | 213 |
| | Question 8 'How are the results presented and what is the main | |
| | result?' | 214 |
| | Question 9 'How precise are these results?' | 215 |
| | Question 10 'Were all important outcomes considered so the results | |
| | can be applied?' | 215 |
| 20 | Critically reviewing a journal paper using the Parahoo model | 217 |
| | Diane Carpenter and Alan Glasper | |
| | Introduction | 217 |
| | Framework for appraisal | 218 |
| | Conclusion | 228 |
| S | ection 6 Taking your dissertation further: disseminating evidence, | |
| | knowledge transfer; writing as a professional skill | 231 |
| 21 | Publishing your work or making a conference or poster | |
| | presentation | 233 |
| | Diane Carpenter and Alan Glasper | |
| | Your dissertation or final assignment is complete: what next? | 233 |
| | Motivation | 234 |
| | Conference poster or abstract and presentation at a conference | 235 |
| | Writing a paper for publication | 241 |
| | What will you do with your evidence-based practice healthcare | |
| | dissertation/final project or evidence-informed decision-making | |
| | assignment? | 247 |
| | | |

| 22 | Reflecting on your evidence-based practice healthcare | |
|----|--|-----|
| | dissertation/final project or evidence-informed decision-making | |
| | assignment journey | 248 |
| | Justine Barksby | |
| | Reflection | 248 |
| | Frameworks for reflection | 250 |
| | Some final points on reflection | 256 |
| | Conclusion | 257 |
| 23 | Building the architecture of your dissertation | 258 |
| | Diane Carpenter and Alan Glasper | |
| | Writing your evidence-based practice healthcare dissertation/final | |
| | project or evidence-informed decision-making assignment | 258 |
| | Section 7 Bonus chapters (website only) | 265 |
| 24 | Public health: writing a master's level dissertation | |
| | Sarah Adrienne Hughes | |
| 25 | Critically reviewing a journal paper using the Rees model | |
| | Diane Carpenter and Colin Rees | |
| 26 | Managing a learning difference | |
| | Michelle Cowen | |
| 27 | Research governance in practice | |
| | Jane March-McDonald | |
| 28 | Using evidence in practice | |
| | Index | 267 |