



## School of Nursing

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### SNPG918: Critical Appraisal

#### Subject Outline

Spring, 2015  
Flexible/Distance  
Wollongong

#### Subject Information

Credit Points: 6  
Pre-requisite(s): Nil  
Co-requisite(s): Nil  
Restrictions: Nil  
Contact Hours: to be negotiated with your Subject Coordinator.

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#### Subject Contacts

##### Subject Coordinator/Lecturer

Name:	Prof Ritin Fernandez
Location:	Wollongong, Building 41, Room G21
Telephone:	61 2 9113 1567
Email:	<a href="mailto:ritin_fernandez@uow.edu.au">ritin_fernandez@uow.edu.au</a>
Consultation mode and times:	Email for appointment

#### Student Support and Advice

For general enquiries please contact StudentHub 41:

Location: 41.138B  
Telephone: 61 2 4221 3492  
Email: [smah-students@uow.edu.au](mailto:smah-students@uow.edu.au)



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## Section A: General Information

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### Subject Learning Outcomes

On completion of this subject, students should be able to:
1. undertake and provide a critical account of a literature search, applying techniques across a range of sources
2. debate and critically appraise research studies (including understanding hierarchies of evidence)
3. critically appraise qualitative research styles; critically appraise quantitative research styles
4. conduct a systematic review of published literature

### Subject Description

There has been a dramatic increase in the amount of literature in all aspects of health as well as a push for an evidence-based approach to health interventions. Health professionals need to be able to sift through available literature and to critically appraise a variety of research genres in order to offer health interventions that are evidence based. This subject will equip students with the knowledge and skills to critically appraise research conducted in a range of styles including systematic reviews.

### Graduate Qualities

The University of Wollongong has developed five graduate qualities (<http://www.uow.edu.au/student/qualities/index.html>), which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities will be enhanced by their participation in this subject:

1. **Informed:** Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.
2. **Independent learners:** Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem solvers:** Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough,, innovative and aim for high standards.
4. **Effective communicators:** Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.
5. **Responsible:** Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

### eLearning Space

This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column. For information regarding the eLearning spaces please use the following link: [http://uowblogs.com/moodlelab/files/2013/05/Moodle\\_StudentGuide-1petpo7.pdf](http://uowblogs.com/moodlelab/files/2013/05/Moodle_StudentGuide-1petpo7.pdf)



## Lecture, Tutorial, Laboratory Times

### Distance Delivery:

Where relevant, students will be advised by the Subject Coordinator of any online classes or discussion forums that they need to part-take in.

### Flexible Delivery:

Dates for study days and weeks will be listed online. Check latest timetabling information on the 'Current Student' webpage on UOW website or log into SOLS to view your personal timetable prior to attending classes.

<http://www.uow.edu.au/student/index.html>

## Readings, References and Materials

### Prescribed Textbooks

It is expected that students will purchase the following text.

Nil

### Prescribed Readings (includes eReadings)

The following readings are prescribed for this subject, but students are not expected to purchase these. They are available to students through the library on the subject's eLearning site.

Crookes, PA & Davies, S 2004, *Research into practice: essential skills for reading and applying research in nursing and health care*, 2nd edn, Baillière Tindall, Edinburgh.

### Materials

Nil

### Recommended Additional Readings

The following references complement the prescribed readings and textbooks:

#### Module 1 – Introduction to Critical Appraisal

1. Jirojwong, S., Johnson, M., & Welch, A. J. (Eds.). (2014). *Research methods in nursing and midwifery: Pathways to evidence-based practice*. Oxford University Press. 2<sup>nd</sup> Ed
2. Crookes, PA & Davies, S 2004, *Research into practice: essential skills for reading and applying research in nursing and health care*, 2nd edn, Baillière Tindall, Edinburgh, pp. 23-49, 69-84.
3. Greenhalgh, T 1997, 'How to read a paper: Getting your bearings (deciding what the paper is about)', *British Medical Journal*, vol. 315, no. 7102, pp. 243-246.
4. Urschel, JD 2005, 'How to analyze an article', *World Journal of Surgery*, vol. 29, no. 5, p. 557.

#### Module 2 – Critically appraising the literature: quantitative research

1. Jirojwong, S., Johnson, M., & Welch, A. J. (Eds.). (2014). *Research methods in nursing and midwifery: Pathways to evidence-based practice*. Oxford University Press. 2<sup>nd</sup> Ed
2. Crookes, PA & Davies, S 2004, *Research into practice: essential skills for reading and applying research in nursing and health care*, 2nd edn, Baillière Tindall, Edinburgh, pp. 95-119, 121-127.



3. Brick, J 2001, 'Analysis of potential non-response bias', in Proceedings of the Annual Meeting of the American Statistical Association, August 5-9.
4. Chan SSC, Sarna L, Wong DCN & Lam T-H 2007, 'Nurses' tobacco-related knowledge, attitudes, and practice in four major cities in China', Journal of Nursing Scholarship, vol. 39, no. 1, pp. 46-53.
5. Delnevo CD, Gundersen DA, Hagman BT 2007, 'Declining estimated prevalence of alcohol drinking and smoking among young adults nationally: Artifacts of sample undercoverage?', American Journal of Epidemiology, vol. 167, no.1, pp.15-19.
6. Greenhalgh, T 1997, 'How to read a paper: Assessing the methodological quality of published papers', British Medical Journal, vol. 315, no. 7103, pp. 305-308.
7. Huck, S 2008, 'Reliability and validity', in Reading statistics and research, Pearson Education, Boston, pp. 75-97.
8. Kelley, K, Clark, B, Brown, V, Sitzia, J 2003, 'Good practice in the conduct and reporting of survey research', International Journal for Quality in Health Care, vol. 13. no. 3, pp. 261-266.
9. Morgan, GA, Gliner, JA & Harmon, RJ 1999, 'Evaluating the validity of a research study', Journal of the American Academy of Child & Adolescent Psychiatry, vol. 38, no. 4, pp. 480-485.

### Module 3 – Critically appraising the literature: qualitative research

1. Jirojwong, S., Johnson, M., & Welch, A. J. (Eds.). (2014). Research methods in nursing and midwifery: Pathways to evidence-based practice. Oxford University Press. 2nd Ed
2. Crookes, PA & Davies, S 2004, Research into practice: essential skills for reading and applying research in nursing and health care, 2nd edn, Baillière Tindall, Edinburgh, pp. 85-93, 119-127.
3. O'Brien, B. C., Harris, I. B., Beckman, T. J., Reed, D. A., & Cook, D. A. (2014). Standards for reporting qualitative research: a synthesis of recommendations. Academic Medicine, 89(9), 1245-1251.
4. Munn, Z., Porritt, K., Lockwood, C., Aromataris, E., & Pearson, A. (2014). Establishing confidence in the output of qualitative research synthesis: the ConQual approach. BMC medical research methodology, 14(1), 108.
5. Chur-Hansen, A, Herbert, P, Caruso, J & Barrett, R 2008, 'Indigenous students entering a course in the health professions: a qualitative study of their aspirations and expectations', Aboriginal and Islander Health Worker Journal, Sept-Oct, vol. 32, no. 5, pp. 19-24.
6. Depoy, E & Gitlin, L 1998, 'Naturalistic enquiry', (Chapter 10) in Introduction to research: understanding and applying multiple strategies, 2nd edn, Mosby Publishers, St Louis.
7. Greenhalgh, T & Taylor, R 1997, 'How to read a paper: papers that go beyond numbers (qualitative research)', British Medical Journal, vol. 315, no. 7110, pp. 740-743.
- 8.
9. Kuper, A, Reeves, S & Levinson, W 2008, 'An introduction to reading and appraising qualitative research', British Medical Journal, vol. 337, pp. 404-407.

**Module 4 – Critically analysing statistics in published research**

1. Ajetunmobi, O 2002, 'Basic stats', in Making sense of critical appraisal, Arnold Publishers, London, Chapter 1, pp. 1-58.
2. Greenhalgh, T 1997, 'How to read a paper: statistics for the non-statistician. I: Different types of data need different statistical tests', British Medical Journal, vol. 315, no. 7104, pp. 364-366.
3. Greenhalgh, T 1997, 'How to read a paper: statistics for the non-statistician. II: Significant relations and their pitfalls', British Medical Journal, vol. 315, no. 7105, pp. 422-425.
4. Leung, R. et al. 1997, 'Prevalence of asthma and allergy in Hong Kong schoolchildren: an ISAAC study', European Respiratory Journal, vol. 10, pp. 354-360.
5. McCluskey, A & Ghaaliq Lalkhen, A 2007, 'Statistics IV: interpreting the results of statistical tests', Critical Care and Pain, vol. 7, no. 6, pp. 208-212.

**Module 5 – Critically appraising the literature: systematic reviews and meta-analyses**

1. Sena, E. S., Currie, G. L., McCann, S. K., Macleod, M. R., & Howells, D. W. (2014). Systematic reviews and meta-analysis of preclinical studies: why perform them and how to appraise them critically. *Journal of Cerebral Blood Flow & Metabolism*, 34(5), 737-742.
2. Nuckols, T. K., Anderson, L., Popescu, I., Diamant, A. L., Doyle, B., Di Capua, P., & Chou, R. (2014).
3. Opioid prescribing: a systematic review and critical appraisal of guidelines for chronic pain. *Annals of internal medicine*, 160(1), 38-47.
4. Fernandez RS & Tran DT 2009, 'The meta-analysis graph: clearing the haze', *Clinical Nurse Specialist*, vol. 23, pp 57-60.
5. Greenhalgh, T 1997, 'How to read a paper: papers that summarise other papers (systematic reviews and meta-analyses)', *British Medical Journal*, vol. 315, no. 7109, pp. 672-675.
6. Dragioti, E., Dimoliatis, I., & Evangelou, E. (2015). Disclosure of researcher allegiance in meta-analyses and randomised controlled trials of psychotherapy: a systematic appraisal. *BMJ open*, 5(6), e007206.
7. Stanley, TD 2001, 'Wheat from chaff: meta-analysis as quantitative literature review', *The Journal of Economic Perspectives*, vol. 15, no. 3, pp. 131, 20 pgs.
8. Rosenthal, R & DiMatteo, MR 2001, 'Meta-analysis: recent developments in quantitative methods for literature reviews', *Annual Review of Psychology*, vol. 52, pp. 59-82.

**Module 6 – Critically appraising the literature: randomised controlled trials**

1. Rosati, P., D'Amico, R., Ricciotti, G., Testa, G., Inglese, R., Giustini, F., ... & Porzolt, F. (2015). How do clinical researchers' and patients' preferences influence study hypotheses and reported outcome results for clinical randomised controlled trials? A critical appraisal. *Trials*, 16(Suppl 1), P34.
2. LoBiondo-Wood, G., & Haber, J. (2014). *Nursing research: Methods and critical appraisal for evidence-based practice*. Elsevier Health Sciences.
3. Greenhalgh, T 1997, 'How to read a paper: papers that report drug trials', *British Medical Journal*, vol. 315, no. 7106, pp. 480-483.
4. Greenhalgh, T 1997, 'How to read a paper: papers that report diagnostic or screening tests', *British Medical Journal*, vol. 315, no. 7107, pp. 540-543.



5. Matthews, JNS 2000, An introduction to Randomized Controlled Clinical Trials, Arnold, London.  
(Note: Not a required reading but provides a good background to the design of randomized controlled clinical trials if you need it).

Recommended readings are not intended as an exhaustive list, students should use the Library catalogue and databases to locate additional resources.

## Recent Changes to this Subject

Nil

## Schedule of Learning\*

Week	Week Commencing	Workshop	Online Module	Assessment Task
1	27/07/2015		Module 1 – Introduction to critical appraisal	
2	03/08/2015		Module 2 – Critically appraising the literature: quantitative research	
3	10/08/2015		Module 3 – Critically appraising the literature: qualitative research	
4	17/08/2015		Module 4 – Critically analysing statistics in published research	
5	24/08/2015		Module 5 – Critically appraising the literature: systematic reviews and meta-analyses online tutorial Module 6 – Critically appraising the literature: randomised controlled trials	Assessment 1 Online quiz
6	31/08/2015	Workshop 1: Date: 8 <sup>th</sup> September 2014 Time: 9am-4pm Venue – 24. GO2  Workshop 2: Date: 9 <sup>th</sup> September Time: 9am-4pm Venue – 24. GO2		
7	07/09/2015			
8	14/09/2015			
9	21/09/2015			
<b>Mid-Session Recess</b>				
10	05/10/2015			Assessment 2 Critical appraisal due
11	12/10/2015			
12	19/10/2015			
13	26/10/2015			Assessment 3 Systematic review proposal and evidence based summary
<b>Study Recess</b>				
Exam Period – 7/11/2015 to 19/11/2015				

\*The above timetable should be used as a guide only, as it is subject to change. Students will be advised of any changes as they become known.



## Section B: Assessment

### Assessment Summary

Assessment Item	Form of Assessment	Due Date	Return/Feedback Due Dates	Weighting
Assessment 1	Online quiz	28/08/2015 (Week 5)	18/9/2015	10%
Assessment 2	Critical appraisal	09/10/2015 (Week 10)	30/10/2015	40%
Assessment 3	Critical literature review	27/10/2015 (Week 13)	21 days from date of submission	50%
Total Marks				100%

### Details of Assessment Tasks

Specific details about each assessment and the explicit marking criteria used to assess them will be available in the eLearning space for this subject by the first day of session.

<b>Assessment 1</b>	Online quiz
Due date	Friday, 28 August 2015 (Week 5)
Weighting	10%
Submission	Submit an electronic copy of your assignment via upload eLearning. Please refer to detailed information regarding submission of assignments on the subject's eLearning site.
Type of Collaboration	Individual Assessment
Length	Multiple choice – 20 questions
Details	Specific details about this assessment task are available in eLearning
Style and format	Online quiz
Subject Learning Outcomes	1
Marking Criteria	The marking criteria for this assessment task are available in eLearning

<b>Assessment 2</b>	Critical appraisal
Due date	Friday, 9 October 2015 (Week 10)
Weighting	40%
Submission	Submit an electronic copy of your assignment via upload to eLearning. Please refer to detailed information regarding submission of assignments on the subject's eLearning site.
Type of Collaboration	Individual Assessment
Length	2,000 words (not including references)
Details	Specific details about this assessment task are available in eLearning
Style and format	Report
Subject Learning Outcomes	1, 2
Marking Criteria	The marking criteria for this assessment task are available in eLearning





<b>Assessment 3</b>	Systematic literature review
Due date	Tuesday, 27 October 2015 (Week 13)
Weighting	50%
Submission	Submit an electronic copy of your assignment via upload to eLearning. Please refer to detailed information regarding submission of assignments on the subject's eLearning site.
Type of Collaboration	Individual Assessment
Length	3,500 words
Details	Specific details about this assessment task are available in eLearning
Style and format	Report
Subject Learning Outcomes	4
Marking Criteria	The marking criteria for this assessment task are available in eLearning

### Minimum Requirements for a Pass in this Subject

To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject, even where total marks accumulated are greater than 50%.

The minimum performance requirements for this subject are:

- attempt all assessment tasks

### Minimum Student Attendance and Participation:

Student attendance at tutorials, clinical placement and laboratories is compulsory and students must attend at least 100% of classes. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage:

<http://www.uow.edu.au/student/central/academicconsideration/index.html>

### Scaling:

Scaling will not occur in this subject.

### Late Submission:

Late submission of an assessment task without an approved extension of the deadline is not acceptable. If you are unable to submit an assessment due to extenuating circumstances (e.g. medical grounds or compassionate grounds), you can make an application of academic consideration. Not all circumstances qualify for academic consideration. For further details about applying for academic consideration visit the Student Central webpage:

<http://www.uow.edu.au/student/central/academicconsideration/index.html>

### Late Submission Penalty:

Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is: the total possible marks x 0.05 x number of days late. For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.

For example:



- Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply ( $100 \times 0.05 \times 7$ ). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment ( $85$  (original mark) – 35 marks (late penalty) = 50/100 (final mark)).
- Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ( $(20 \times 0.05 \times 3)$ ). The report is marked as per normal out of 20 and is given a mark of 17/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report ( $17$  (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

No marks will be awarded for work submitted either after the assessment has been returned to the students or more than two weeks after the due date, whichever is the sooner. This does not apply to situations where a particular assessment task is undertaken by students at different times throughout the session, but where the assessment is based on experiments or case studies specific to a student. In this case no marks will be awarded for work submitted more than two weeks after the due date.

Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

## System of Referencing Used for Written Work

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assignment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://public01.library.uow.edu.au/refcite/style-guides/html/>

## Use of Internet Sources

Students are able to use the Internet to access the most current information on relevant topics and information. Internet sources should only be used after careful critical analysis of the currency of the information, the role and standing of the sponsoring institution, reputation and credentials of the author, the clarity of the information and the extent to which the information can be supported or ratified by other authoritative sources.

## Plagiarism

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

“The University’s Academic Integrity and Plagiarism Policy, Faculty Handbooks and subject guides clearly set out the University’s expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as ‘resources’), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. This is considered academic misconduct and students place themselves at risk of being expelled from the University.”



## Submission of Assignments

Assignments are to be submitted via drop box in the eLearning site.

Refer to the submission requirements under the details of the individual assessments. Students should ensure that they receive a receipt acknowledging submission. Students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

## Assessment Return

Once your assignment has been marked and your Subject Coordinator releases results for the assessment you will be able to access feedback on your assignment within the assessment submission page on the Moodle site for this subject. This will include feedback within the marking guide, feedback comments and feedback files (where applicable) that provide you with your markers feedback on your written work. You will receive an automated notification that your assignment results are available for download / review within Moodle.

You can access feedback on your marked assignment on the **Assignment submission** page, when marks and feedback have been released to students, please note that the **Feedback** section appears at the bottom of the page.

Your final mark in the assessment task will be posted within SOLS.



## Section C: General Advice

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Students should refer to the Faculty of Science, Medicine and Health website for information on policies, learning and support services and other general advice.

### University Policies

Students should be familiar with the following University policies:

- a. Code of Practice – Teaching and Assessment  
<http://www.uow.edu.au/about/policy/UOW058666.html>
- b. Code of Practice – Research, where relevant  
<http://www.uow.edu.au/about/policy/UOW058663.html>
- c. Code of Practice – Honours, where relevant  
<http://www.uow.edu.au/about/policy/UOW058661.html>
- d. Student Charter  
<http://www.uow.edu.au/student/charter/index.html>
- e. Code of Practice – Student Professional Experience, where relevant  
<http://www.uow.edu.au/about/policy/UOW058662.html>
- f. Academic Integrity and Plagiarism Policy  
<http://www.uow.edu.au/about/policy/UOW058648.html>
- g. Student Academic Consideration Policy  
<http://www.uow.edu.au/about/policy/UOW058721.html>
- h. Course Progress Policy  
<http://www.uow.edu.au/about/policy/UOW058679.html>
- i. Graduate Qualities Policy  
<http://www.uow.edu.au/about/policy/UOW058682.html>
- j. Academic Complaints Policy (Coursework and Honours Students)  
<http://www.uow.edu.au/about/policy/UOW058653.html>
- k. Policy and Guidelines on Non-Discriminatory Language Practice and Presentation  
<http://www.uow.edu.au/about/policy/UOW058706.html>
- l. Workplace Health and Safety, where relevant  
<http://staff.uow.edu.au/ohs/index.html>
- m. Children in the Workplace and Study Environment Policy  
<http://www.uow.edu.au/about/policy/UOW058657.html>
- n. Intellectual Property Policy  
<http://www.uow.edu.au/about/policy/UOW058689.html>
- o. IP Student Assignment of Intellectual Property Policy, where relevant  
<http://www.uow.edu.au/about/policy/UOW058690.html>
- p. Policy on Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects, where relevant  
<http://www.uow.edu.au/about/policy/UOW058708.html>
- q. Human Research Ethics Guidelines, where relevant  
<http://www.uow.edu.au/research/ethics/human/index.html>



- r. Animal Research Guidelines, where relevant  
<http://www.uow.edu.au/research/ethics/UOW009373.html>
- s. Student Conduct Rules and accompanying Procedures or Research Misconduct Policy for research students  
<http://www.uow.edu.au/about/policy/rules/UOW060095.html>

## Student Support Services and Facilities

Students can access information on student support services and facilities at the following link. This includes information on “Academic Support”, “Starting at University”, “Help at University” as well as information and support on “Career’s and Jobs”. <http://www.uow.edu.au/student/services/index.html>

## Student Etiquette

Guidelines on the use of email to contact teaching staff, mobile phone use in class and information on the university guide to eLearning ‘Netiquette’ can be found at <http://www.uow.edu.au/student/elearning/netiquette/index.html>

## Version Control Table

Version Control	Release Date	Author/Reviewer	Approved By	Amendment
1	09/07/2015	Joanne Joyce-McCoach – Acting HOS	Sonia Losinno – ADE Nominee	Final SNPG918 Spring 2015 Subject Outline