



Structures by Major

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Summary Information

| Year | Major | Major Description | Stage | Credits | Details |
|------|-------|------------------------------|-------|---------|---------|
| 2024 | XA20 | MSc Critical Care Nursing PT | 1 | 90.00 | |

Core Modules

| Trimester | Module ID | Title | Credits | Credit Allocation | | | Inactive Module? |
|--------------------------------|-----------|------------------------------|---------|-------------------|--------|--------|------------------|
| | | | | Autumn | Spring | Summer | |
| 2 Trimester duration (Aut-Spr) | NMHS44020 | Evid synthesis & translation | 30.00 | 10.00 | 20.00 | | |

Associated Programme(s)

| Programme Code | Programme Description | Level | Major Code | Major Description | School Code | School Associated with the Major |
|----------------|-----------------------|-------|------------|------------------------------|-------------|---|
| MTNUR002 | Master of Science | GT | XA20 | MSc Critical Care Nursing PT | S027 | School of Nursing, Midwifery and Health Systems |



Module Descriptor for NMHS44020 in 2024/2025

| Short Title | Long Title | Subject Area | College | School/Unit | Last Modified |
|------------------------------|------------------------------|---------------------------------|--------------------------------|---------------------------------|---------------|
| Evid synthesis & translation | Evid synthesis & translation | Nursing, Midwifery & Health Sys | Health & Agricultural Sciences | Nursing, Midwifery & Health Sys | |

| UCD Level | Credits (ECTS) | Semester/Trimester | Grade Scale | VLE Setup | Module Coordinator | Status |
|-------------|----------------|--------------------------------|---------------|--------------------|--------------------|-------------------|
| 4 - Masters | 30.0 | 2 Trimester duration (Aut-Spr) | Letter grades | Start of Trimester | Carmel Davies | Continuing Module |

| Credits (ECTS) | Autumn Credit Allocation | Spring Credit Allocation |
|----------------|--------------------------|--------------------------|
| 30.00 | 10.00 | 20.00 |

| Mode of Delivery | Internship Module | Module Type | Micro-credential Module |
|------------------|-------------------|-------------|-------------------------|
| Blended | No | Other | No |

| Overall Places | Core/Option | General Elective | First Year Elective | International | Open Learning |
|----------------|-------------|------------------|---------------------|---------------|---------------|
| 120 | 120 | 0 | 0 | 0 | 0 |

| Purpose & Overarching Content |
|---|
| <p>This module focuses on Evidence-Based Practice (EBP) principles, application, and context related to nursing and midwifery practice. EBP describes healthcare that is grounded in the best currently available scientific knowledge (evidence) while considering the unique conditions and preferences of the patient, as well as professional clinical knowledge and context (Melnyk 2014).</p> <p>Healthcare professionals require competencies to research and implement EBP, including knowledge and skill in evidence synthesis and translating evidence into practice. The module aims to support students develop these competencies leading to enhanced EBP in their professional practice, which ultimately leads to better quality, safe, and individualised patient care.</p> <p>Through the guided process of a research project (minor thesis), students engage in a professional practice issue, formulate a research question and retrieve the available scientific knowledge. Based on scientific knowledge retrieved, the student will either progress an evidence synthesis or evidence translation stream.</p> <p>* Evidence synthesis involves a critical appraisal of existing scientific research using appropriate critical appraisal frameworks and reporting the findings and their application to practice.</p> <p>* Evidence translation involves developing an evidence-informed implementation proposal appropriate for translation into practice that considers broader contextual evidence (preferences of patients, clinical knowledge and healthcare context central to EBP).</p> <p>Melnyk BM, Gallagher-Ford L, Long LE, Fineout-Overholt E (2014). The establishment of evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings: proficiencies to improve healthcare quality, reliability, patient outcomes, and costs. <i>Worldviews Evid Based Nurs</i> 11(1) 5-15.</p> |



Module Descriptor for NMHS44020 in 2024/2025

Learning Outcomes

Evidence Synthesis and Translation Pathway

- * Critically reflect on one's practice experience, stakeholder consultation, and preliminary literature review and formulate a problem statement and research question related to professional practice.
- * Critically analyse and synthesise the theory and methods relevant to evidence-based practice and evaluate their application in healthcare.
- * Plan and document a systematic search strategy drawing on a recognised evidence synthesis framework to locate and retrieve appropriate evidence corresponding to the research question.

Specific to Evidence Synthesis Pathway

- * Critically reflect and examine an appropriate theoretical and methodological framework for evidence appraisal and synthesis.
- * Using a recognised critical appraisal tool, evaluate and synthesise the evidence concerning dimensions of quality, transparency of reporting and its application to practice.

Specific to Evidence Translation Pathway

- * Critically reflect and examine appropriate theoretical and methodological frameworks for evidence translation in healthcare.
- * Critically reflect on the existing synthesised evidence relevant to your research question and develop an evidence-informed implementation proposal appropriate for translation into your practice.

Indicative Module Content

- * Key concepts and framework of Evidence-Based Practice (EBP)
- * Formulating structured research questions
- * Research paradigms and designs
- * Developing systematic search strategies for evidence
- * Evidence hierarchies and designs
- * Critical appraisal of research evidence
- * Key frameworks and theories for evidence translation (complexity theory, systems thinking, Implementation Science).
- * Implementation Science tools and methods
- * Evidence-informed Implementation proposal design

Approaches to Teaching and Learning

- * Our teaching and learning approaches aim to promote student-led active learning and use inquiry-based and authentic learning. Teaching strategies encourage engagement, motivation, confidence building and deep learning.
- * Students are engaged in a project that involves exploring a clinical topic from their practice setting and develop a problem statement, research questions and appropriate solutions.
- * Students are scaffolded in theoretical, conceptual development and methodology using recorded lectures, student-centred participatory and interactive seminars and academic supervision.
- * Collaborative learning is fostered by interprofessional (peer) dialogue and critical reflection (tutorials) from a variety of midwifery and nursing settings
- * Online learning mechanisms are fostered through discussion forums to facilitate question posing, peer assessing, and learning.
- * Learning is deepened by applying tools and conducting a systematic search strategy and critical appraisal.
- * The module is delivered over two academic trimesters using blended face-to-face and online synchronous and asynchronous learning.



Module Descriptor for NMHS44020 in 2024/2025

| Reading List |
|--|
| <p>Selected reading More extensive readings are provided through the module in Brightspace.</p> <p>Barker, J., Linsley, P., Kane, R. (2016) Evidence-Based Practice for Nurses and Healthcare Professionals. 3rd edn. London: SAGE.</p> <p>Brown, C. E., Kim, S. C., Stichler, J. F., & Fields, W. (2010). Predictors of knowledge, attitudes, use and future use of evidence-based practice among baccalaureate nursing students at two universities. <i>Nurse Education Today</i>, 30(6), 521-527. DOI: http://dx.doi.org/10.1016/j.nedt.2009.10.021</p> <p>Caldwell, K., Coleman, K., Copp, G., Bell, L., & Ghazi, F. (2007). Preparing for professional practice: How well does professional training equip health and social care practitioners to engage in evidence-based practice? <i>Nurse Education Today</i>, 27(6), 518-528. DOI: http://dx.doi.org/10.1016/j.nedt.2006.08.014</p> <p>Clark, A. M. (2013). Getting streetwise: A metaphor for empowering nurses for evidence-based practice. <i>Nurse Education Today</i>, 33(1), 3-4. DOI: http://dx.doi.org/10.1016/j.nedt.2012.08.010</p> <p>Curtis, K., Fry, M., Shaban, R. Z., & Considine, J. (2017). Translating research findings to clinical nursing practice. <i>Journal of clinical nursing</i>, 26(5-6), 862-872. doi:10.1111/jocn.13586</p> <p>Ellis, P. (2019) Evidence-based Practice in Nursing. 4th edn. London: SAGE</p> <p>Lehane, E., Agreli, H., O Connor, S., Hegarty, J., Leahy-Warren, P., Bennet, D., Blake, C., Burke, F., Corrigan, M., Drennan, J., Hayes, M., Heffernan, E., Horgan, F., Lynch, H., McVeigh, J., Müller, N., O Keeffe, E., O Tuathaigh, C., Sahn, L. and Savage, E. (2018). Development of a Competency Framework for Clinical Effectiveness Education in Ireland. Report prepared for Department of Health, Clinical Effectiveness Unit, National Patient Safety Office, Ireland. Available At: https://health.gov.ie/wp-content/uploads/2019/02/Competency-Framework-clinical-effectiveness-education-Dec-2018.pdf</p> <p>Makic, M. B. F., Martin, S. A., Burns, S., Philbrick, D., & Rauen, C. (2013). Putting Evidence Into Nursing Practice: Four Traditional Practices Not Supported by the Evidence. [Article]. <i>Critical Care Nurse</i>, 33(2), 28-44. DOI: 10.4037/ccn2013787</p> |

Student Effort Hours

| Student Effort Type | Hours |
|--|------------|
| Contact Time | |
| Lectures | 14 |
| Small Group | 15 |
| Seminar (or Webinar) | 20 |
| Project Supervision | 40 |
| Total Contact Time | 89 |
| Autonomous Student Learning | |
| Autonomous Student Learning | 670 |
| Total Autonomous Student Learning | 670 |
| Total | 759 |

No Assessment Details recorded for this module for 2024/2025

| Carry Forward of Passed Components |
|------------------------------------|
| Yes |

Feedback Strategy

| Feedback Strategies | Sequence of Feedback |
|---|---|
| <ul style="list-style-type: none"> - Feedback individually to students, on an activity or draft prior to summative assessment - Group/class feedback, post-assessment - Peer review activities | <ul style="list-style-type: none"> * Active feedback is provided every 48 hours in response to any student-led assessment queries on the online ask a question forum. Through online workshops and breakout sessions, lecturers offer several mechanisms for live interactive feedback. * Individual written feedback will be provided following submission and grading of assignment 1. This feedback will feedforward for the summative assessment on key concepts related to 'Research question' 'Search Strategy'. Collective feedback on key themes is provided to the class through a short video session. * All dissertation chapters have two mechanisms for formative feedback (1) peer assessment and feedback (1) academic supervisor. Each chapter has a rubric developed to enhance feedback. |



Module Descriptor for NMHS44020 in 2024/2025

Remediation Strategy

| Remediation Type | Remediation Timing |
|------------------|-----------------------|
| Repeat | Within Two Trimesters |

Associated Staff

| Name | Role |
|----------------------------------|------------------------|
| Ms Keighleigh Byrne | Assistant Grader |
| Assoc Professor Kate Frazer | Assistant Grader |
| Dr Doreen Mucheru | Assistant Grader |
| Ms Kate O'Donovan | Assistant Grader |
| Dr Dimuthu Rathnayake | Assistant Grader |
| Dr Bongani Sibandze | Assistant Grader |
| Dr Valerie Smith | Assistant Grader |
| Dr Andrew Darley | Lecturer / Co-Lecturer |
| Dr Carmel Davies | Lecturer / Co-Lecturer |
| Dr Bridget Johnston | Lecturer / Co-Lecturer |
| Professor Corina Naughton | Lecturer / Co-Lecturer |
| Dr Deirdre O'Donnell | Lecturer / Co-Lecturer |
| Dr Leona Bannon | VLE Access Only |
| Dr Mary Bell | VLE Access Only |
| Ms Eileen Bohan | VLE Access Only |
| Ms Tara Breen | VLE Access Only |
| Professor Maria Brenner | VLE Access Only |
| Dr Freda Browne | VLE Access Only |
| Dr Lorraine Carroll | VLE Access Only |
| Assoc Professor Mary Casey | VLE Access Only |
| Ms Alison Clancy | VLE Access Only |
| Dr Michael Connolly | VLE Access Only |
| Dr Paula Cornally | VLE Access Only |
| Assoc Professor Barbara Coughlan | VLE Access Only |
| Ms Mary Curtin | VLE Access Only |
| Assoc Professor Aoife De Brún | VLE Access Only |
| Professor Jonathan Drennan | VLE Access Only |
| Dr Amanda Drury | VLE Access Only |
| Mrs Anita Duffy | VLE Access Only |
| Ms Margaret Folan | VLE Access Only |
| Dr Patricia Fox | VLE Access Only |
| Dr Timothy Frawley | VLE Access Only |
| Dr Eileen Furlong | VLE Access Only |
| Dr Brynne Gilmore | VLE Access Only |
| Dr John Gilmore | VLE Access Only |
| Ms Elizabeth Greene | VLE Access Only |
| Ms Katie Hill | VLE Access Only |
| Mrs Rachel Howe | VLE Access Only |
| Professor Abbey Hyde | VLE Access Only |
| Dr Regina Joye | VLE Access Only |
| Mrs Martina Kennedy | VLE Access Only |
| Ms Ciara Kirwan | VLE Access Only |
| Professor Thilo Kroll | VLE Access Only |
| Ms Regina Lennon | VLE Access Only |
| Dr Claire Magner | VLE Access Only |
| Assoc Professor Hasheem Mannan | VLE Access Only |
| Mrs Denise Mc Guinness | VLE Access Only |
| Professor Eilish McAuliffe | VLE Access Only |
| Ms Teresa McDonagh | VLE Access Only |
| Professor Martin McNamara | VLE Access Only |
| Ms Mary Murphy | VLE Access Only |
| Dr Denise O'Brien | VLE Access Only |
| Dr Carla O'Neill | VLE Access Only |
| Ms Joanna O'Neill | VLE Access Only |
| Dr Stacey Power Walsh | VLE Access Only |
| Dr Catherine Redmond | VLE Access Only |
| Dr Lisa Rogers | VLE Access Only |
| Dr Mary Ryder | VLE Access Only |
| Dr Sarah Sinnamon | VLE Access Only |



Module Descriptor for NMHS44020 in 2024/2025

Associated Staff (continued)

| Name | Role |
|------------------------------------|-----------------|
| Dr Rita Smith | VLE Access Only |
| Dr Suja Somanadhan | VLE Access Only |
| Dr Wayne Thompson | VLE Access Only |
| Assoc Professor Sinem Uzar Ozcetin | VLE Access Only |
| Miss Niamh Vickers | VLE Access Only |
| Ms Katie Wedgeworth | VLE Access Only |

Associated Majors

| Programme | Major | Stage | Module Type |
|------------------------------|---------------------------------------|-------|---------------|
| MTNUR002 - Master of Science | X701 - MSc Nursing Clinical Prac PT | 1 | Core Module |
| MTNUR002 - Master of Science | X790 - MSc Palliative Care PT | 1 | Core Module |
| MTNUR003 - Master of Science | X952 - MSc Advan Prac Midwifery PT | 1 | Option Module |
| MTNUR002 - Master of Science | XA20 - MSc Critical Care Nursing PT | 1 | Core Module |
| MTNUR004 - Master of Science | X844 - MSc NursAdvan-Practice(ANP) PT | 1 | Option Module |
| MTNUR002 - Master of Science | X916 - MSc Gerontological Nursing PT | 1 | Core Module |
| MTNUR002 - Master of Science | X839 - MSc LeadershipInnov&Mgt HC PT | 1 | Option Module |
| MTNUR002 - Master of Science | X759 - MSc Nursing Public Health PT | 1 | Core Module |

For help with the information on this report, please email curriculum@ucd.ie