

# Research and Education Programs 2009



**2009 Prospectus**



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# The Joanna Briggs Institute

## Introduction

The Joanna Briggs Institute offers a wide range of research and education services for health and educational organisations and for clinicians, managers, educators, academics and students from the fields of medicine, nursing, allied health and the health sciences. Located on the campus of Royal Adelaide Hospital – a major teaching hospital in Adelaide, the capital city of South Australia – the Institute is affiliated with The University of Adelaide.

We invite you to join us, either on-line or in our headquarters in Adelaide. Members of our team can also provide education, facilitation and support on-site in your health service or educational facility. Our programs are practical, international in scope, and reflect our expertise as a leading international research and development institute in the fields of evidence synthesis, transfer and utilisation.

## The Joanna Briggs Institute

The Joanna Briggs Institute is an international research and development agency based in Adelaide, South Australia, and linked to international collaboration of autonomous specialities, country or state-based collaborating centres and groups, together comprising the Joanna Briggs Collaboration.

There are 53 collaborating centres in 30 countries covering the disciplines of nursing, medicine, public health, health services management, midwifery, physiotherapy, rural health, multi-professional practice, nutrition and dietetics, podiatry, occupational therapy, complementary therapies, aged care and medical radiation.

## The Joanna Briggs Institute Vision

Improvement of the health status of the global population through the delivery of healthcare that is based on the best available evidence.

## The Joanna Briggs Institute Mission

To facilitate evidence-based practice globally through being a leading international organisation for the synthesis, transfer and utilisation of evidence for the feasibility, appropriateness, meaningfulness and effectiveness of healthcare practices.

## The Role of the Joanna Briggs Institute

To identify feasible, appropriate, meaningful and effective healthcare practices and healthcare outcomes by facilitating international collaboration between collaborating centres, groups, expert researchers and clinicians through:

- Developing methods to appraise and synthesise evidence and conducting systematic reviews and analyses of the research literature (evidence synthesis),
- Globally disseminating information in diverse formats to inform health systems, health professionals and consumers (evidence transfer), and
- Facilitating the effective implementation of evidence and the evaluation of its impact on healthcare practice and health outcomes (evidence utilisation).

## Our Staff

- Professor Alan Pearson RN, MSc, PhD FCN(NSW) FINA FAAG FRCNA FRCN, Professor of Evidence-based Healthcare
- Professor Judy Lumby AM, BA, MHPE, PhD, Clinical Professor
- Professor Bill Runciman MBBS, MD, FRCA, Clinical Professor
- Professor Heather Gibb RN, BSc(Hons), MSc (Psych) PhD
- Professor Alison Kitson RN, BN, D.Phil, FRCN, Professor of Nursing
- Dr Aye Aye Gyi MBBS, MSc, PhD, Manager, Research and Education
- Dr Catalin Tufanaru MD, MPH, Research Fellow (Research and Education)
- Dr Edoardo Aromataris BSc(Hons) PhD Research Fellow (Research and Education)
- Dr Nathan Manning BA(Hons), PhD, Research Fellow (Research and Education)
- Dr Jemal Nath BA(Hons), PhD, Research Fellow (NEBACU)
- Dr Ian Reid BSc (Hons) Grad DipEd MEd PhD, Research Fellow (Instructional Design and Distance Learning Pedagogy)

- Zuben Florence RN BN GradDipNSc(Cardiac), MNSc (Research Associate)
- Craig Lockwood RN BN GradDipClinNurs MNSc (Associate Director, Research and Innovation)
- Dr Tim Schultz BA BSc(Hons) PhD, (Research Associate)
- Zachary Munn BAppSc(Med Radiations) (Research Associate)
- Cindy Stern BHSc (Hons) (Research Associate)
- Sandeep Moola BDS, MPH (Research Associate)
- Dr Saralouise Jones BSc(Hons) PhD (Research Associate)
- Zoe Jordan BA, MA (Research Associate)
- Dr Rasika Jayasekara BN, MNSc, PhD (Research Associate)
- Dr Rie Konno BN, MN, PhD (Research Associate)
- Dr Yifan Xue MBBS, MPH (Research Associate)
- Kim Griggs RN, BNSc, CN (Research Associate)
- Sheena Saunders RN, CN (Research Associate)
- Sally McRae RN, BNSc, CN (Research Associate)
- Birgit Bernhardt, Administrator (Research and Education)

# Research and Consultancy Program

## Research and Consultancy

A part of the University of Adelaide, the Institute has an academic research role and, as an international organisation focusing on promoting and facilitating evidence-based healthcare, the Institute engages in operational and evaluative research and consultancy/commissioned research.

The team has extensive experience in consultancy and has staff with expertise in research and evaluation related to acute care, burns care, mental health, rehabilitation, aged care, quality improvement and change management. Our multidisciplinary research team includes staff with backgrounds in nursing, medicine, dentistry, biological science/ biostatistics, allied health, psychology, sociology, organisational development and technology, with skills in the design and conduct of quantitative, qualitative and action research. The Research Team manages an active portfolio of consultancies and an ongoing research program ranging from small local projects in hospitals, health services, clinics and community and care services to major, large scale national and international studies. Important links with relevant bodies across 42 countries are well established and enhance our capacity for coordinating international, multi-site research and maintaining awareness of international trends in healthcare research.

Examples of projects successfully completed by members of the team include:

- **For the Australian Government Department of Health and Ageing:** 'On-line Evidence-based Resources for the Australian Aged Care Sector' (2006-7), 'National Evaluation of the Nurse Practitioner' (2007), 'An oral health assessment tool kit for general practitioners to utilise when undertaking a Comprehensive Medical Assessment in residential aged care facilities' (2005), 'Recruitment and Retention of Nurses in Aged Care' (2000), 'Development Training Materials for Residential Aged Care Facilities' (1998), 'Inservice Training in Non-Government Nursing Homes' (1990), 'Inservice Training "Sharpening the Focus" for HACC Providers' (1991), 'Optimal Skill mix for desirable resident outcomes in residential aged care' (1989),
- **For the Australian Government Department of Education, Science & Training:** 'Literature Review: Australian Aged Care Nursing - A Critical Review of Education, Training, Recruitment and Retention in Residential and Community Settings' (2001),
- **For the Australian Government Department of Industry and Science/Leading Management Consultants:** 'A Review of the Current Common Australian Acute Care Nursing Interventions and Identification of Best Available Evidence to Support Them' (1999),
- **For the Department of Health, South Australia:** 'An Evidence-Based Framework for Advanced Practice in Nursing and Midwifery' (2008), 'Evaluation of Hospital Avoidance Programs' (2007), 'Best Practice in Supporting People with Type 2 Diabetes' (2006), 'Evidence Reviews of Exclusion of Elective Surgical procedures from publicly funded programs' (2005), 'A Series of Integrative Literature Reviews and Development of an Options Paper on Establishing New Models of the Delivery of Primary Healthcare Services' (2005), 'Key Learnings from the National Palliative Care Program' (2004), 'Best Practice Models in Mental Health Nursing Education and Training' (2004), 'The relationship between staff mix and recruitment and retention of nurses in an acute care facility' (2002), 'Support for Organ Donor Families' (1999),
- **For the Department of Human Services, Victoria:** 'A Evaluation of Nurse Practitioner Models of Practice in Victoria' (2001),
- **For the Cancer Councils of Australia:** 'Supportive Care for People Living with Cancer' (2006),
- **For the UK NHS/ Kleijnen Systematic Reviews Inc:** 'An evidence review on the interventions and services available for the treatment and diagnosis of allergies' (2005),
- **For The Aged Care Standards and Accreditation Agency:** 'Development of Resource Information Regarding Accreditation Standards for Residential Aged Care' (2005),
- **For the Australian Patient Safety and Quality Commission:** 'Engaging Consumers in Safety and Quality at the Royal Adelaide Hospital' (2005),
- **For Health Canada and Department of Health, South Australia:** 'Healthy Work Environment Study' (2003/4),
- **For the Nurses Board of South Australia:** 'Credentialing for Advanced Practice' (1998), 'The Accreditation of Initial Education Programs in Nursing' (1997),
- **For the Australian Nursing Council Inc:** 'Indicators for Continuing Competence in Nursing' (1997).

The Research Team welcomes inquiries from health-related groups in relation to commissioned research and consultancies. The team is sensitive to the needs of such organisations, government and client groups.

## Research Training

As part of the University of Adelaide, we offer supervision to Doctoral and Masters degrees-by-research students. Postgraduate students enrolled with the University of Adelaide and receiving supervision within the Institute are provided with access to all Joanna Briggs resources including a fully networked workstation and are integrated into the Institute's extensive international work program. A number of Joanna Briggs Institute supplemental scholarships (AUS\$4000 per annum) are available to holders of an Australian Postgraduate Award Scholarship or equivalent.

## Education Programs

### On-Site Education Programs

The Joanna Briggs Institute is able to provide all of the courses offered in the Residential Education Section of this prospectus on-site in health or educational facilities in any part of the world. Charges for these services are largely on a cost-recovery basis and include travel, accommodation and other costs for Institute staff; all study materials; and facilitative and supportive guidance.

### Residential Education Programs

The Joanna Briggs Institute offers the following residential programs within our headquarters located in the CBD of Adelaide, the capital city of South Australia:

- Clinical Wisdom in Evidence-based Practice (one day program),
- Knowledge Translation: Implementing Evidence in Practice (two day program),
- JBI COOnNECT - 6 steps to Evidence-based Practice (one day program),
- Teaching Evidence-based Healthcare in Clinical Settings (two day program),
- Translating Evidence into Practice using Clinical Audit (one day program),
- Adapting Existing Evidence-based Guidelines for Local Use and Developing Evidence-based Clinical Pathways (three day program),
- Qualitative Research Methods for Health Professionals and Health Scientists (five day program),
- Statistical Concepts and Methods for Evidence-based Healthcare (three day program),
- Designing and Conducting a Clinical Trial (two day program),
- Maintaining and Improving Evidence-based Approaches to Patient Safety and Quality (two day program),
- Searching for the Evidence (one day program),
- PhD Supervision (three year program),
- Comprehensive JBI Systematic Review Training Program (five day program),
- Intern Program for Visiting PhD Students (various residential options),
- Visiting Scholars Program (three month program),
- Postdoctoral Programs (one-three year program), and
- Clinical Fellowships (two, one week study blocks in Adelaide and 20 weeks in participants own work setting).

# On-Site Education Programs

## Three-year JBI Facilitation and Support Program for Health Service Sites

Evidence-based practice is not yet well-established at the point of care in most health systems. Educating staff, establishing appropriate infrastructure and developing an ongoing implementation program within a health unit or health system often requires specialised assistance and ongoing facilitation and support. The Joanna Briggs Institute offers a Facilitation and Support Program for Health Service Sites spanning three years on a cost-recovery basis. Health Services Associates/Members of the Institute are eligible to contract us for this service at a subsidised rate as part of their Associateship/Membership package.

The detailed structure and processes are tailored to the needs of the service, but generally focus on supporting the use of evidence in clinical decision-making at the point of care and include:

- (a) An initial Intensive Training/Planning Visit by a member of the Institute's Research and Education Team

This may involve intensive training and working with senior managers and medical, nursing and allied health clinicians in planning a three year program of implementing evidence-based approaches in practice. A typical program is presented in

Table 1

Day 1	
Time	
0900 - 1200	Workshop on "Becoming an Evidence-Based Healthcare Organisation" for executives, managers, senior physicians and senior nurses
1300 - 1700	Workshop on embedding evidence in the organisation for quality managers, managers, senior clinicians/nurses and those associated with accreditation
Day 2	
0900 - 1700	A one day workshop for nurses and junior doctors on using evidence at the point of care
Day 3	
0900 - 1700	A one day workshop for nurses and junior doctors on using evidence at the point of care (Repeat from Day 1)
Day 4	
0900 - 1700	A one day workshop for nurses and junior doctors on using evidence at the point of care (Repeat from Day 1)
Day 5	
0900 - 1200	Workshop on developing an action plan for managers, senior physicians and senior nurses
1300 - 1700	Final/Closing Meetings

- (b) Establishing Infrastructure to Support Evidence-based Practice/Clinical Practice Improvement

Fundamental to the facilitation of evidence-based best practice is immediate access to appraised, summarised evidence and implementation tools at the point of care, that is, at the bedside, in the clinic or in the clinical treatment areas. The Institute will facilitate the identification and implementation of appropriate solutions suitable for the site.

Although a fully networked terminal at every bedside and in every clinic room is an ideal to be pursued, many of the health services associated with the Institute have identified and implemented a range of solutions that are of minimal cost and yet highly effective. An example of this is the introduction of computers-on-wheels (COWs) in some of our Associated Health Services/Member Health Services. This is an example of how a flexible, low cost strategy of locating wireless laptops in patient care areas with access to an intranet and the internet/or a live link to JBICOnNECT via the intranet (see Figure 1) can overcome barriers associated with using evidence at the point of care.

Figure 1: Examples of COWs



COWs allow medical, nursing and allied health professionals to access data at the point of care in many different forms and at various locations. There is a range of carts on the market, some incorporating bar coding solutions, medication bins etc.

(c) Ongoing Institute Facilitation and Support

The ongoing Facilitation and Support Program includes:

- A continuous, on-line link to a designated senior consultant located in Adelaide,
- Three further, one-week residencies in year one and four, one week residencies of a senior consultant in organisation years two and three,
- Training of designated staff as trainers and facilitators,
- Guidance in establishing an evidence-based best practice program, and
- Support in developing a formal evaluation of the program in terms of its impact on safety and quality and on staff recruitment and retention.

Final project brief, timelines and costing are negotiable, however, baseline costs charged by the Institute are available on request.

## JBI Facilitation and Support Program for Universities, Colleges and other Educational Settings

The teaching of evidence-based practice is not yet well established in many undergraduate and postgraduate schools of nursing, medicine or allied health. Educating staff, establishing appropriate infrastructure and developing an ongoing implementation program within a university, college or school often requires specialised assistance and ongoing facilitation and support. The Joanna Briggs Institute offers an on-site Facilitation and Support Program for universities, colleges or schools spanning three years on a cost-recovery basis. Education Associates/Members of the Institute are eligible to contract us for this service at a subsidised rate as part of their Associateship/Membership package.

The detailed structure and processes are tailored to the needs of the School, but generally focus on supporting the use of evidence in curriculum development, courses, and teaching strategies. Programs also focus on the appropriate use of resources and tools and as well as assessment tasks. Programs generally include clinical decision-making at the point of care and:

(a) An initial Intensive Training/Planning Visit by a member of the Institute's Research and Education Team

This may involve intensive training and working with senior academics/teachers in planning a three-year program of implementing evidence-based approaches to curriculum and teaching.

(b) Ongoing Institute Facilitation and Support

The ongoing Facilitation and Support Program includes:

- A continuous, on-line link to a designated senior consultant located in Adelaide;
- Three further one-week residencies in year one and four, one week residencies of a senior consultant in organisation years two and three;

- Training of designated staff as trainers and facilitators,
- Guidance in establishing an evidence-based best practice teaching program, and
- Support in developing a formal evaluation of the program in terms of its impact on student outcomes.

Final project brief, timelines and costing are negotiable, however baseline costs charged by the Institute are available on request.

## Other Courses Available for On-Site Education Programs in Health and Educational Settings

The Institute's Research and Education program is able to provide any of the courses listed in Section 6 of this prospectus as Residential Education Programs. Costs for conducting on-site courses are kept to a minimum and are available on request.

# On-line Education and Training Programs

## Critical Appraisal Skills for Teachers/Lecturers of the Health Professions

This program is offered on-line and requires approximately 35 hours of independent study using the on-line materials provided. Continuing Education points may be awarded in some jurisdictions. There is no charge for this program.

The Joanna Briggs Institute Rapid Assessment Protocol internet database (RAPid) is an online training resource designed to assist nursing, medical and allied health clinicians and students to critically appraise evidence using established data collection tools. RAPid also offers users the opportunity to publish the appraisals they conduct, in the form of a refereed report, in the RAP Library and access appraisal reports submitted to the RAP Library. Developed specifically for medicine, nursing and allied health, RAPid is designed to organise, conduct and archive an evidence summary of a single study of an intervention, professional activity, or of specific findings of a completed systematic review. RAPid is designed to include processes to appraise and summarise evidence from a wide range of sources including the results of quantitative and qualitative studies.

RAPid will assist users to skilfully pose relevant questions about the feasibility, appropriateness, meaningfulness or effectiveness of an intervention or professional activity and then pursue this question by applying the following basic steps of the comprehensive systematic review process:

- topic identification and rigorous question development
- searching for the evidence
- critically appraising the evidence
- summarising the evidence; and
- reporting the results of this process in an accessible format to maximise knowledge transfer to practice.

The program is designed for qualified health professionals, educators, health scientists and academics and requires previous experience in the health or health information field. The program offers participants the opportunity to examine processes for critically appraising evidence, using the Joanna Briggs Institute Rapid Appraisal Protocol internet database (RAPid), and apply this skill in their own teaching and practices. The program has a process orientation whereby the participant and the Joanna Briggs Institute facilitators become active participants in meeting learning needs. Underpinning this approach is clearly defined content contained in extensive on-line course material and on-line access to the RAPid program throughout the study period.

To obtain a Joanna Briggs Institute Certification as a RAP Reviewer, the participant submits a RAP Sheet on-line for assessment and must achieve a grade of Pass for this assessment.

Participants who successfully complete this program are eligible to apply to become a Joanna Briggs Institute RAP Appraiser.

## RAP Maker

RAP Maker is the software component of RAPid where the type of paper (systematic review or single study) is selected. Once the type of paper is chosen, RAPpas (the person making the RAP) are prompted to choose the type of study or review that the selected paper represents, and then use the program to appraise the paper. The user critiques the study type, its methods, findings and applicability, and each aspect of appraisal and data entry is conducted in real time in RAP Maker. RAP Maker facilitates study type recognition, data extraction and the construction of a final report, which may then be submitted on-line to the RAP Library for independent critique and uploaded for worldwide access.

## The RAP Library

The RAP Library (an internet database) is a readily available resource which is accessible by members of the Joanna Briggs Institute 24 hours a day via the Internet. The library promotes the transfer of knowledge, increases the pool of resources available to healthcare professionals and is frequently updated with new RAP sheets. Each RAP sheet has a limited life span, and users can access, update, or create new RAP sheets to supplement existing resources. The RAP library allows users to readily identify areas of practice not currently covered by the library. They can then either address gaps, conduct updates or contribute on a similar topic using a different study design. RAP sheets are only loaded in the library after undergoing external appraisal via the Institute. Publication of a RAP in the library represents a refereed publication and thus, acceptance for publication may motivate clinicians to become active in the publication of their work and experience the benefits of disseminating knowledge.

## Critical Appraisal Reviewers

Critical Appraisal Reviewers are individual clinicians, teachers or academics who accept responsibility for reviewing RAP Reports submitted to the Joanna Briggs Institute through the RAPid program. Reviewers must complete the Joanna Briggs Institute on-line training module on RAP appraisal and review RAP Reports sent to them by the Joanna Briggs Institute. Reviewers are also required to advise the Joanna Briggs Institute on critical appraisal methods.

For further information contact [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au)

## Aims and Objectives of the Program

The program aims to enable experienced health professionals, educators, managers, academics and health information professionals to acquire skills in conducting and teaching critical appraisal of health evidence.

The objective of this program is to prepare participants:

1. in the use of RAPid in critically appraising health evidence,
2. to review Joanna Briggs Institute RAP Sheets, and
3. to utilise RAPid in teaching.

## Expected Professional Outcomes

Participants who complete this program will be able to critically appraise evidence of the feasibility, appropriateness, meaningfulness and effectiveness of health activities and interventions, and will be able to apply this in their own practice and teaching. They will recognise the importance of critical appraisal and shared knowledge.

## Assessment

Peer Review of RAP sheet with appropriate feedback (approximately 30 minutes)

Program Outline	
Subject Title	Study Hours
Introduction to RAP Critical Appraisal Program	2
Evidence in healthcare	4
Assessing the quality and validity of evidence	4
The RAPid Program	10
The RAP Sheet	10
Being a RAP Reviewer	4
Feedback and evaluation	1
<b>Total</b>	<b>35</b>

## Refresher Courses for JBI Reviewers and JBI Trainers

JBI Systematic Reviewers and JBI Trainers are required to complete and publish a JBI or Cochrane Systematic Review every two years. Where this requirement is not met, Reviewers and Trainers will cease to be accredited and their names will be removed from the database until they complete and publish a JBI or Cochrane Systematic Review OR complete a Refresher/Update Course.

These refresher courses will be offered on-line only. When these courses become available on-line, all reviewers and trainers will be contacted and it will be announced on the JBI website.

## Master of Science (Evidence-based Healthcare)

The University of Adelaide, in association with the JBI Research and Education Team, is planning to offer a Master of Science (Evidence-based Healthcare) in mid-2009 (subject to academic approval). This course will be offered on a full- or part-time basis either on-campus in Adelaide or on-line in 2010 and is designed for graduates who have completed a minimum of four years of study in the fields of medicine, nursing, allied health, health sciences health sciences or a related field. It will consist of four courses (focusing on quantitative research methods, qualitative research methods, evidence synthesis, and the transfer and utilisation of evidence in healthcare) and the submission of a dissertation comprising a systematic review of evidence or an evidence implementation project. For more information contact Dr Nathan Manning at: [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au)

## On-line Courses Coming Soon

The Institute is intending to deliver most of its current residential programs on-line mode in 2009 or early 2010. If you are interested in enrolling or registering an interest in our on-line study programs, contact [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au)

# Residential Education Programs

## Clinical Wisdom in Evidence-based Practice

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of a seven hour study day and is designed for clinicians, managers, educators and health service researchers in the fields of nursing, medicine, physiotherapy, occupational therapy, optometry, podiatry, dietetics, speech pathology and other allied health professions.

The substantive nature of clinical wisdom and the role it plays in professional practice that is based on external evidence represents a recognisable gap in knowledge both nationally and internationally. Although the expertise of clinical wisdom or judgment is acknowledged in mainstream evidence-based healthcare, it is not well understood in terms of the extent to which external, research-derived evidence outweighs clinical wisdom in everyday clinical decision making from both a practitioner perspective and a patient/client perspective. Patients/clients value the technically, scientifically informed practitioner who is also clinically 'wise', and health professionals of all persuasions recognise that using evidence without a high degree of clinical wisdom (which they often refer to as 'clinical judgement', 'clinical reasoning' or 'critical thinking') falls far short of best practice. Thus, marrying the generalized evidence derived from systematic reviews of research to the particular and singular evidence derived from individual patients/clients is anecdotally supported by patients/clients and health professionals yet it is rarely discussed in evidence-based practice circles; understandings of it are, as yet, poorly developed.

This program offers participants the opportunity to examine, explore and debate the concept of clinical wisdom and its role in evidence-based clinical practice by generating discussion on defining, recognising, acquiring, transmitting, supporting and evaluating clinical wisdom. It is relevant to all health professionals, particularly those involved in clinical practice improvement and clinicians from within medical, nursing and allied health positions that involve the supervision of students and staff.

### Program Dates for 2009

Tuesday 17th March

Monday 10th August

This program is also available on demand. Please contact JBI to enquire about program availability.

### Aim and Objectives

The aim of this program is to enable participants to explore clinical wisdom and to collaboratively develop an understanding of the role of clinical wisdom in the delivery of evidence-based practice.

The objective of this program is to prepare participants to:

- define clinical wisdom and its recognition, acquisition and transmission in clinical settings,
- identify ways of supporting and evaluating clinical wisdom in practice, and
- discuss and describe the relationship between clinical evidence and clinical wisdom within EBP.

### Expected Professional Outcomes

Participants who complete this program will be able to describe the contributions that clinical wisdom and clinical evidence make to the delivery of evidence-based practice.

### Assessment

A 30 minute short-answer knowledge test.

Program Outline	
Subject Title	Study Hours
Clinical wisdom, clinical evidence and evidence-based practice	1
The nature of clinical wisdom	1
Recognising, acquiring and transmitting clinical wisdom in healthcare	1
Fundamentals of healthcare	1
Balancing evidence and wisdom	1
Group work: The role of evidence-informed clinical wisdom	1.5
Assessment	0.5
<b>Total</b>	<b>7</b>

## Knowledge Translation: Implementing Evidence in Practice

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of two seven-hour study days and is designed for clinicians, managers, educators and health service researchers in the fields of nursing, medicine, physiotherapy, occupational therapy, optometry, podiatry, dietetics, speech pathology and other allied health professions. The program offers participants the opportunity to examine current evidence relevant to implementing EBP and to become familiar with the PARIHS framework as a tool to facilitate successful implementation.

The Promoting Action on Research Implementation in Health Services (PARIHS) framework was developed out of the PARIHS project led by Kitson and others in the UK. It argues that successful implementation is dependant upon the nature and strength of the evidence, factors related to the context (that is, the culture and practices of the site where implementation is planned), and appropriate facilitation of implementation and change. The PARIHS Framework is best utilised as a two stage process: first engaging in a preliminary phase (diagnostic and evaluative) of identifying and measuring the elements and sub-elements of the evidence and the context, and then using the aggregated data to determine the most appropriate facilitation intervention. This program will examine and explore this framework and enable participants to develop an understanding of it and collaboratively create ideas and plans for use in their own work contexts. It is particularly relevant for those involved in quality improvement, safety and quality, and clinical practice improvement programs in healthcare organisations.

### Program Dates for 2009

Monday 30th March to Tuesday 31st March.

This program is also available on demand. Please contact JBI to enquire about program availability.

### Aims and Objectives

The aim of this program is to enable participants to explore strategies to facilitate change and to increase evidence utilisation. To familiarise participants with the PARIHS framework.

The objective of this program is to prepare participants to:

- discuss and describe the evidence relating to implementation of evidence,
- describe and evaluate the elements of the PARIHS framework,
- explore and examine ways of assessing and measuring factors associated with context,
- explore and examine ways of assessing and measuring evidence,
- describe and discuss approaches to facilitation, and
- develop and implement strategies to implement evidence into practice.

### Expected Professional Outcomes

Participants who complete this program will be able to implement and maintain successful strategies for the implementation of evidence based on a clear understanding of the relationship between the evidence, the specific context in which care is being delivered and the degree of facilitation support required using the PARIHS model.

### Assessment

30 minute, multiple choice/short answer knowledge test.

Program Outline	
Subject Title	Study Hours
<b>Day 1</b>	
Requirements for successful implementation	1.5
Facilitating change to implement EBP	2
Implementation, diffusion of innovation	1.5
The PARIHS framework	2
<b>Day 2</b>	
Group work: using the PARIHS model	3
Tools to address obstacles to implementation	2
Group work: developing a change management plan	2
<b>Total</b>	<b>14</b>

## JBI COnNECT - 6 steps to Evidence-based Practice

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of a seven-hour study day and is designed for all staff in health information management, allied health disciplines (such as physiotherapy, occupational therapy, podiatry, radiography, etc), nursing and medicine. JBI COnNECT (Clinical Online Network for Care and Therapeutics) is an on-line web-based facility that provides users with resources and tools to enhance care by providing best available international evidence at the point of care. The program has a process orientation whereby the participant and Joanna Briggs Institute facilitators become active participants in meeting learning needs. Underpinning this approach is clearly defined content contained in extensive printed course material.

### Program Dates for 2009

Monday 6th April

Monday 15th June

Friday 18th September

This program is also available on demand. Please contact JBI to enquire about program availability.

### Aims and Objectives

The aim of this program is to enable participants to develop a comprehensive understanding of the purposes and principles of evidence-based practice in healthcare.

The objective of this program is to prepare participants to:

- describe the role of evidence in healthcare practice,
- critique the role of evidence,
- identify priorities for evidence-based practice, and
- develop strategies to advance evidence-based practice.

### Expected Professional Outcomes

Participants who complete this program will be able to identify sources of evidence for the feasibility, appropriateness, meaningfulness and effectiveness of activities and interventions and promote the use of evidence in professional practice in healthcare.

### Assessment

30 minute multiple choice/short answer knowledge test.

Program Outline	
Subject Title	Study Hours
Facilitating change to implement EBP	0.5
Searching for the evidence	1
Appraising the evidence	1
Summarised evidence	0.5
Embedding evidence into systems	1
Utilising and evaluating the evidence	1
Group work	2
<b>Total</b>	<b>14</b>

## Teaching Evidence-based Healthcare in Clinical Settings

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of two seven-hour study days and is designed for lecturers, educators and clinicians in the fields of nursing, medicine, physiotherapy, occupational therapy, optometry, podiatry, dietetics, speech pathology and other allied health professions. The program offers participants the opportunity to examine the history and development of evidence-based healthcare, the processes of teaching the critical appraisal of evidence, and strategies for integrating evidence-based practice into curricula. The program has a process orientation whereby the participant and Joanna Briggs Institute facilitators become active participants in meeting learning needs. Underpinning this approach is clearly defined content contained in extensive printed course material.

### Program Dates for 2009

Monday 4th May to Tuesday 5th May

This program is also available on demand. Please contact JBI to enquire about program availability.

### Aims and Objectives

The aim of this program is to enable participants to develop a comprehensive understanding of the purposes and principles of evidence-based practice and to develop the ability to integrate this into their teaching.

The objective of this program is to prepare participants to:

- describe the origins and development of evidence-based healthcare,
- critically appraise evidence,
- conduct clinical audits,
- examine and critique models of evidence-based practice teaching and learning,
- develop and implement strategies to integrate evidence-based practice across curricula and continuing education programs,
- use the RAPid on-line program, and
- promote critical thinking in healthcare.

### Expected Professional Outcomes

Participants who complete this program will understand and be able to integrate and implement principles of evidence-based practice within their teaching.

### Assessment

30 minute multiple choice/short answer knowledge test.

Program Outline	
Subject Title	Study Hours
<b>Day 1</b>	
Introduction to EBP	1
Embedding EBP in curriculum	1
Components of EBP	1
Clinical decision making	1
Searching for the evidence	2
Resources for EBP	1
<b>Day 2</b>	
Appraising evidence	1
RAPid trial	2
Models and methods for teaching EBP	3
Practicing EBP	1
<b>Total</b>	<b>14</b>

## Translating Evidence into Practice using Clinical Audit

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of a seven-hour study day and is designed for clinicians, managers, educators and health service researchers in the fields of nursing, medicine, physiotherapy, occupational therapy, optometry, podiatry, dietetics, speech pathology and other allied health professions. The program offers participants the opportunity to examine current findings on the effectiveness of evidence utilisation strategies and to acquire skills in the Joanna Briggs Institute Practical Application of Clinical Evidence System (PACES) and Getting Research into Practice (GRIP) modules. This program is particularly relevant for those involved in quality improvement, safety and quality, and clinical practice improvement programs in healthcare organisations.

### Program Dates for 2009

Tuesday 26th May

Monday 19th October

**This program is also available on demand. Please contact JBI to enquire about program availability.**

### Aims and Objectives

The aim of this program is to enable participants to explore strategies that promote evidence utilisation and collaboratively develop understandings related to change management in healthcare.

The objective of this program is to prepare participants to:

- discuss and describe the effectiveness of current approaches to the implementation of EBP,
- conduct clinical audits,
- develop and implement strategies to implement evidence into practice, and
- use the PACES and GRIP on-line programs.

### Expected Professional Outcomes

Participants who complete this program will be able to implement and maintain evidence-based systems in their own practice.

Participants who successfully complete this program are also eligible to apply to:

- establish (with at least two other colleagues) a Joanna Briggs Institute Evidence Utilisation Group, and
- become a member of the Joanna Briggs Institute Evidence Utilisation Network.

### Assessment

30 minute multiple choice/short answer knowledge test.

Program Outline	
Subject Title	Study Hours
Implementing evidence-based practice: the evidence	1
Audit and feedback	1
Change management in healthcare	2
Practical Application of Clinical Evidence System (PACES) demonstration	1
Developing a clinical audit (PACES trial)	2
<b>Total</b>	<b>7</b>

# Adapting Existing Evidence-based Guidelines for Local Use and Developing Evidence-based Clinical Pathways

The Joanna Briggs Institute offers a three day guideline adaptation course that prepares health professionals and guideline developers to develop evidence-based clinical guidelines using the ADAPTE approach. The course is useful to guideline users and implementers such as local healthcare authorities and organizations, guideline development organisations, and international healthcare organizations. The course aims to suit the needs of a broad range of stakeholders, making it appropriate for everyone from novices to those experienced with guideline development and groups with lesser or greater resources.

## Program Dates for 2009

Monday 22nd June

Tuesday 23rd June

Wednesday 24th June

## Aims and Objectives

The program aims to help participants develop a comprehensive understanding of the purposes and principles of evidence-based clinical practice guidelines and to develop skills to adapt evidence-based clinical practice guidelines for local use.

The objective of this program is to prepare participants to:

- describe the origins and development of evidence-based clinical practice guidelines,
- critically appraise evidence and existing guidelines,
- establish participative processes of guideline development,
- search for, appraise and adapt existing guidelines,
- implement strategies to integrate evidence-based practice guidelines in practice, and
- promote critical thinking in healthcare.

## Expected Professional Outcomes

Participants who complete this program will be able to search for, appraise and adapt guidelines for health promotion, screening, diagnosis, treatment, follow-up, or other interventions in any specialty area using ADAPTE tools.

## Assessment

30 minute multiple choice/short answer knowledge test.

Program Outline	
Subject Title	Study Hours
<b>Day 1</b>	
Introduction: The ADAPTE process	1
Developing guideline questions using the PIPOH tool	2
Selecting a guideline topic	1
Searching for guidelines and other relevant literature	3
<b>Day 2</b>	
Screening retrieved guidelines	2
Assessing guideline quality (Using the Appraisal of Guidelines Research & Evaluation (AGREE) Instrument)	5
<b>Day 3</b>	
Reviewing assessments of guidelines	1
Developing recommendations to create an adapted guideline	1
Developing an adaptation of a guideline	2
Localizing a guideline through developing clinical pathways	2
Assessment	1
<b>Total</b>	<b>21</b>

## Qualitative Research Methods for Health Professionals and Health Scientists

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of five seven-hour study days and is designed for clinicians, researchers and systematic reviewers in the fields of nursing, medicine, health sciences, health services administration, and the allied health professions. The program offers participants the opportunity to examine the history and development of qualitative approaches to research, a selection of frequently used methodologies, methods of collecting and analysing qualitative data, writing a qualitative research report, and developing a qualitative research proposal. The program is also designed for systematic reviewers who are seeking to incorporate qualitative evidence in reviews as a methodological foundation to the Institute's Appraisal, Extraction and Synthesis of Qualitative Evidence course.

### Program Dates for 2009

Monday 13th July to Friday 17th July

**This program is also available on demand. Please contact JBI to enquire about program availability.**

### Aims and Objectives

The aim of this program is to enable participants to develop a foundational understanding of qualitative research.

The objective of this program is to prepare participants to:

- critique positivist, quantitative research,
- identify and describe some of the major theoretical perspectives that inform interpretive research,
- identify and describe some of the major theoretical perspectives that inform critical research,
- identify some of the major methods used in interpretive and critical research; explain the advantages and disadvantages of interviewing and participant observation, and
- have a beginning level understanding of how to collect, analyse and report on qualitative data.

### Assessment

One hour multiple choice/short answer knowledge test and the completion of a qualitative research proposal.

### Expected Professional Outcomes

Participants who complete this program will demonstrate an understanding of qualitative research methodologies and methods and be able to design and conduct a qualitative study.

Program Outline	
Subject Title	Study Hours
<b>Day 1</b>	
Introduction to qualitative research	1
Research paradigms	1
Interpretive methodologies 1: Phenomenology	1
Interpretive methodologies 2: Ethnography	1
Interpretive methodologies 3: Grounded theory	1
Critical methodologies	2
<b>Day 2</b>	
Methods of data collection 1: Interviews	1
Methods of data collection 2: Focus groups	1
Methods of data collection 3: Non-participant Observation and participant observation	1
Group work: Developing skills in observation	1
Methods of data collection 4: Reflective processes/journaling	1
Group work: Developing skills in reflective processes	2
<b>Day 3</b>	
Group work: Developing class presentations	4
Participant presentations: The role of qualitative methodologies in health research	3
<b>Day 4</b>	
Analysing qualitative data: Introduction	1
Group work: Manual data analysis	2
Introduction to thematic analysis using JBI-TAP	1
Group work: Use of the TAP software	3
<b>Day 5</b>	
Developing a qualitative research proposal.	1
Critically appraising qualitative reports/papers	1
Group work: Appraising qualitative reports	1
Group discussion	4
<b>Total</b>	<b>35</b>

## Statistical Concepts and Methods for Evidence-based Healthcare

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of three study days and is designed for clinicians, researchers and systematic reviewers in the fields of nursing, medicine, health sciences, health services administration, and the allied health professions. The program offers participants the opportunity to examine the statistical concepts and methods that are fundamental to the systematic review of quantitative evidence. They will focus on the appraisal of quantitative research reports as a means to determine their validity as evidence for application in practice. The program is also designed for systematic reviewers who are seeking to incorporate quantitative evidence in reviews as a methodological foundation to the Institute's Appraisal, Extraction and Synthesis of Quantitative Evidence course.

### Program Dates for 2009

Wednesday 25th February to Friday 27th February

**This program is also available on demand. Please contact JBI to enquire about program availability.**

### Aims and Objectives

The aim of this program is to enable participants to develop a foundational understanding of statistical concepts and methods related to evidence for healthcare.

The objective of this program is to prepare participants to understand a range of statistical concepts, including:

- specificity and sensitivity,
- relative risk and absolute risk,
- number need to treat,
- odds ratio,
- confidence interval, and
- general concepts of statistical analysis.

### Expected Professional Outcomes

Participants who complete this program will understand the basic concepts of statistics used in research as they relate to diagnosis and therapy in a variety of clinical settings.

### Assessment

Three one-hour multiple choice/short answer knowledge tests.

Program Outline	
Subject Title	Study Hours
<b>Day 1</b>	
Introduction to statistical concepts	1
Statistical analysis methods	5
• Central tendency	
• P value	
• Chi-square test	
• T test	
Self Assessment questionnaire	1
<b>Day 2</b>	
Introduction to statistical concepts related to researching questions about: Therapy, diagnosis, prognosis and harm or causality	1
The effectiveness of diagnostic tests: • Sensitivity • Specificity • Positive predictive value • Negative predictive value • Likelihood ratio	5
Self assessment questionnaire	1
<b>Day 3</b>	
Risk measurements	1
Therapy, Cohort, Case control • Experiment event rate (EER) • Control event rate (CER) • Absolute risk reduction (ARR) • Risk ratio (RR) • Relative risk reduction (RRR) • Odds ratio (OR) • Number needed to treat (NNT) risk measurement	5
Self assesment questionnaire	1
<b>Total</b>	<b>21</b>

## Designing and Conducting a Clinical Trial

This program is conducted at the Joanna Briggs Institute headquarters in Adelaide, and consists of two study days. This course teaches health professionals and health scientists how to conduct a well-designed clinical trial. It considers how to formulate a clinical question, types of study designs and their advantages and disadvantages, and methods of data collection, including sampling strategy.

### Program Dates for 2009

Tuesday 8th September 2009

Wednesday 9th September 2009

### Aims and objectives

The aim of this program is to enable participants to understand basic research methodology essential to the design and conduct of a clinical trial.

The objective of this program is to prepare participants to:

- discuss and formulate a research question,
- develop an appropriate research design to address the question, and
- select and use appropriate measurement and data collection strategies.

### Expected Professional Outcomes

Participants who complete this program will understand the concepts of various research designs and will be able participate in clinical trials.

### Assessment

Two one-hour multiple choice/short answer knowledge tests.

Program Outline	
Subject Title	Study Hours
<b>Day 1</b>	
Measurement and data collection	2
Sampling strategy	2
Scales of measurement	1
Level of measurement	1
Knowledge assessment	1
<b>Day 2</b>	
What are clinical trials?	1
Formulating a research question	2
Study designs	1
Designing a clinical trial	2
Knowledge assessment	1
<b>Total</b>	<b>14</b>

## Maintaining and Improving Evidence-based Approaches to Patient Safety

This course will be offered in late 2009. Please contact [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au) for more information.

## Searching for the Evidence

This course will be offered in late 2009. Please contact [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au) for more information.

## JBI Systematic Review Training Program

This program is designed to equip researchers and clinicians to develop, conduct and report comprehensive systematic reviews of evidence using the Cochrane Review Manager software and the Joanna Briggs Institute SUMARI software. Participants who successfully complete the program are certified by the Joanna Briggs Institute as competent in the systematic review process. Participants can become certified as quantitative systematic reviewers, qualitative systematic reviewers, or comprehensive systematic reviewers. The introductory module is a prerequisite for the quantitative and qualitative modules.

### Program Dates for 2009

#### **Introduction to Evidence-based Healthcare Module**

Monday 2nd March  
Monday 20th July  
Monday 9th November

#### **Appraising, Extracting and Pooling Quantitative Evidence Module**

Tuesday 3rd – Wednesday 4th March  
Thursday 23rd – Friday 24th July  
Tuesday 10th – Wednesday 11th November

#### **Appraising, Extracting and Pooling Qualitative Evidence and evidence arising from Narrative, Expert Opinion and Text Module**

Thursday 5th – Friday 6th March  
Tuesday 21st – Wednesday 22nd July  
Thursday 12th – Friday 13th November

**This program is also available on demand. Please contact JBI to enquire about program availability.**

## Introduction to Evidence-based Healthcare Module

This module is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of eight hours pre-course reading and a seven-hour study day. This module is a foundation to the subsequent two modules and is a pre-requisite for enrolment in the quantitative and qualitative modules.

The program is designed for graduates in health information management, allied health disciplines (such as physiotherapy, occupational therapy, podiatry, radiography, etc), nursing and medicine who have a sound knowledge of research methods. The program offers participants the opportunity to examine the history and development of evidence-based healthcare and the processes of evidence-based practice. The program has a process orientation whereby the participant and Joanna Briggs Institute facilitators become active participants in meeting learning needs. Underpinning this approach is clearly defined content contained in extensive printed course material.

## Aims and Objectives of the Module

The aim of this module is to develop a comprehensive understanding of the purposes and principles of evidence-based healthcare in participants.

The objectives of this module is to prepare participants to:

- describe the origins and development of evidence-based healthcare,
- critique the role of evidence in contemporary healthcare practice,
- describe and discuss the systematic review process, and
- develop a systematic review protocol.

## Expected Professional Outcomes

Participants who complete this program will be able to identify sources of evidence of the feasibility, appropriateness, meaningfulness and effectiveness of health activities and interventions, and will be able to apply them in developing a systematic review protocol using the CReMS and RevMan software. They will recognise the importance of evidence in professional practice and have a commitment to the evidence-based practice approach.

## Assessment

Multiple choice/short answer knowledge test.

Program Outline	
Subject Title	Study Hours
Pre-reading/preparation	8
Introduction to EBHC	1
Introduction to CReMS & REVMAN	2
Effective searching	2
Selecting studies	1
Assessment	1
<b>Total</b>	<b>15</b>

## Appraising, Extracting and Pooling Quantitative Evidence Module

This module is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of eight hours pre-course reading and two seven-hour study days. Participants must complete the Introduction to Evidence-based Healthcare module before they may enrol in this module.

The program is designed for graduates in health information management, allied health disciplines (such as physiotherapy, occupational therapy, podiatry, radiography, etc), nursing and medicine who have a sound knowledge of quantitative research methods. The program gives participants skills in the Cochrane Collaboration approach to the systematic review of evidence of effectiveness. The program has a hands-on orientation and includes computer laboratory sessions. Underpinning this approach is clearly defined content contained in extensive printed course material.

### Aims and Objectives of the Module

The aim of this module is to enable participants to critically appraise, extract and pool quantitative evidence.

The objectives of this module is to prepare participants to:

- utilise the RevMan software,
- critically appraise the results of studies of a number of designs,
- extract data from quantitative studies, and
- pool the results of homogenous studies.

### Expected Professional Outcomes

Participants who complete this program will understand how to conduct a systematic review of effectiveness using RevMan software.

### Assessment

Presentation of quantitative systematic review protocol

Program Outline	
Subject Title	Study Hours
Pre-reading/preparation	8
<b>Day 1</b>	
Introduction to the systematic review of effectiveness	1
Critical appraisal of randomised controlled trials	1
Critical appraisal of diagnostic studies	1
Critical appraisal of prognosis studies	1
Quantitative data extraction	1
Protocol development	2
<b>Day 2</b>	
Homogeneity/heterogeneity	1
Statistics for meta-analysis	2
RevMan trial	2
Development of protocols	1
Presentation of protocols	1
<b>Total</b>	<b>22</b>

## Appraising, Extracting and Pooling Qualitative Evidence and Evidence Arising from Narrative, Expert Opinion and Text Module

This module is conducted at the Joanna Briggs Institute headquarters in Adelaide. It consists of eight hours pre-course reading and two seven-hour study days. Participants must complete the Introduction to Evidence-based Healthcare module to enrol in this module.

The program is designed for graduates in health information management, allied health disciplines (such as physiotherapy, occupational therapy, podiatry, radiography, etc), nursing and medicine who have a sound knowledge of qualitative research methods. The program gives participants skills in the Joanna Briggs Institute's approach to the systematic review of evidence of feasibility, appropriateness and meaningfulness. The program has a hands-on orientation and includes computer laboratory sessions. Underpinning this approach is clearly defined content contained in extensive printed course material.

### Aims and Objectives of the Module

The aim of this module is to enable participants to critically appraise, extract and pool qualitative evidence and to critically appraise, extract and pool evidence arising from expert opinion, narrative and text.

The objective of this module is to prepare participants to:

- utilise the QARI and NOTARI software,
- critically appraise the results of studies from a number of study designs,
- critically appraise evidence of opinion and text,
- extract data from qualitative studies,
- extract conclusions from evidence of opinion and text,
- pool the results of the findings of qualitative studies, and
- pool the results of the conclusions from expert opinion and text.

### Expected Professional Outcomes

Participants who complete this program will understand how to conduct a systematic review of feasibility, appropriateness and meaningfulness using the QARI and/or NOTARI software.

### Assessment

Presentation of qualitative systematic review protocol

Program Outline	
Subject Title	Study Hours
Pre-reading/preparation	8
<b>Day 1</b>	
Introduction to qualitative research methods	1
The systematic review of evidence arising out of qualitative research	1
Searching for qualitative evidence	1
Critical appraisal of qualitative evidence	1
Qualitative data extraction and meta-synthesis	1
QARI trial	1
Development of protocols	1
<b>Day 2</b>	
The systematic review of evidence arising out expert opinion, narrative and text	1
Critical appraisal of evidence arising from expert opinion, narrative and text	1
Data extraction and meta-synthesis	1
NOTARI trial	2
Development of protocols	1
Presentation of protocols	1
<b>Total</b>	<b>22</b>

## Intern Program for Visiting PhD Students

The Joanna Briggs Institute Intern Program provides an opportunity for doctoral students enrolled in any university and are interested in the systematic review of evidence for healthcare to acquire experience within an international evidence-based healthcare agency. These internships are particularly appropriate for doctoral students in nursing, medicine, allied health and related disciplines. Generally, strong research methods and computer skills are required. Interns follow a structured program commencing with a two-week intensive training period that enables the intern to develop and finalise a systematic review protocol. Working with a supervisor, interns then conduct a systematic review and, in a final one-week training period, finalise a systematic review report for publication. In selecting interns, we look for a demonstrated interest in evidence review and the identification of a clinical question that has not been previously examined through a systematic review by the Cochrane Collaboration, the Campbell Collaboration or the Joanna Briggs Institute.

Internship intakes occur in February and July, with an application deadline of mid-November and mid-May. Internships are based in JBI's headquarters in Adelaide and last for up to six months. Contact [jbieducato@adelaide.edu.au](mailto:jbieducato@adelaide.edu.au) for further information.

## Visiting Scholars Program

The Joanna Briggs Institute welcomes applications for visiting scholar status from health professionals, health scientists and health service managers. Applications should be for a minimum period of two weeks and should include clear objectives for the visit and specific desired outcomes. Visiting scholars are provided with access to all Joanna Briggs Institute programs, a work area, and Joanna Briggs Institute staff, for which a small weekly fee is levied.

For further information contact [tim.schultz@adelaide.edu.au](mailto:tim.schultz@adelaide.edu.au).

## PhD Supervision

The Joanna Briggs Institute is an affiliated research centre of the University of Adelaide. Students who wish to study evidence-based practice may enrol in an appropriate Department in the Faculty of Health Sciences and receive supervision from staff in the Joanna Briggs Institute who have academic status with the University. The Faculty of Health Sciences consists of the Schools of Medicine and Dentistry, with departments covering most medical specialties dental specialties, and nursing. PhD students wishing seeking supervision by Joanna Briggs Institute staff must first apply for candidature through the University of Adelaide. For more information visit <http://www.adelaide.edu.au>.

PhD students receiving supervision in the Joanna Briggs Institute have access to all Joanna Briggs Institute resources.

As part of the University of Adelaide, we offer supervision to Doctoral and Masters degrees-by-research students. Postgraduate students enrolled with the University of Adelaide and receiving supervision within the Institute are provided with access to all Joanna Briggs resources, including a fully networked work station. They will also be integrated into the Institute's extensive international work program. A number of Joanna Briggs Institute supplemental scholarships (AUD \$4,000 per annum) are available to holders of an Australian Postgraduate Award Scholarship or equivalent.

Supervision is offered in the following areas:

- Safety and Quality
- Evidence Review and Synthesis  
Including methodological work on the synthesis of qualitative research findings, the synthesis of text and opinion, the meta-analysis of quantitative research findings, and the systematic review of international evidence.
- Evidence Transfer and Organisational Change  
Including the study of the use of electronic and print media in knowledge transfer, guideline development, embedding evidence in organisational systems, and consumer involvement.
- Evidence Utilisation  
Including evaluation of methods of implementing evidence-based guidelines, clinical audit and feedback, and action-oriented approaches to barrier identification and change management in clinical practice improvement.

## Candidature

The University of Adelaide Faculty of Health Science consists of the Schools of Medicine and Dentistry, with departments covering most medical specialties, dental specialties, and nursing. Higher degree students wishing to access supervision by Joanna Briggs Institute staff must first seek candidature through the University of Adelaide. For more information about candidature at University of Adelaide, visit <http://www.adelaide.edu.au>. For more information about the AUD \$4,000 supplemental scholarships, please visit the JBI PhD Research Program.

## Recently completed research students:

### **Doctor of Philosophy**

- Rie Konno. 'Lived experience of overseas qualified nurses from non-English speaking backgrounds'. PhD awarded 2008.
- Rasika Jayasekera. 'The development of an evidence-based model of curricula for nursing education in Sri Lanka'. PhD awarded 2008.
- John Field. 'Nurses at law - the treatment of nurses by the Australian legal system'. PhD awarded 2008.
- Sharon Kendall. 'Some people we have known: the effects of nurse/client relationships on clinical practice'. PhD awarded 2006.
- Daw Thuzar Han. 'Evaluation of treatment outcomes of smear-positive pulmonary tuberculosis patients receiving directly observed treatment short course (DOTS) in Yangon, Myanmar'. PhD awarded 2005.
- Daw Aye Aye Gyi. 'Relationship between admission hyperglycaemia and outcomes of stroke patients'. PhD awarded 2005.
- Jill White. 'The commodification of caring'. PhD awarded 2004.
- Premarani Kannusamy. 'Examining the impact of job and organisation focused employment relationships on commitment, obligations and performance of staff nurses in Singapore'. PhD awarded 2003.
- Daw Nang Voe Phan. 'Nursing education: the means to improve the health status of the people in Myanmar'. PhD awarded 2003.
- U Mehm Tha Shein. 'Patient centred nursing care: the means to improve nursing practice'. PhD awarded 2003.
- Daw Cho Cho Oo. 'Perceptions, beliefs and practices towards malaria in the Shan ethnic group of Myanmar'. PhD awarded 2003 (WHO/TDR Scholarship).
- Daw Yin Yin. 'Promoting active community participation in relation to malaria control'. PhD awarded 2003 (WHO/TDR Scholarship).
- Daw Khin Nyo. 'Role and function of the rural registered nurse in the Myanmar healthcare system: a descriptive study'. PhD awarded 2003.
- Daw Nang Htawn Hla. 'Improving nursing care in Myanmar through quality management: a participatory action research study'. PhD awarded 2003.
- Daw Kyawt Kyawt Swe. 'An action research study exploring the role of rural health workers in the prevention and treatment of malaria in Myanmar'. PhD awarded 2002 (WHO/TDR Scholarship).
- David Evans. 'Systematic reviews of nursing research: development of a conceptual framework'. PhD awarded 2001.

### **Doctor of Nursing**

- Assoc/Prof Duangrudee Lasuk. 'Effects of an empowerment program on coping and quality of life in elders with a chronic illness' Doctor of Nursing awarded 2006.
- Ann Cleary. 'Older peoples' experience of cancer' Doctor of Nursing awarded 2008.
- Thanaruk Suwanprapisa. 'Caring for people with HIV/AIDS in Thailand' Doctor of Nursing awarded 2006.
- Yupin Phianmongkhol. 'Non-pharmacological pain management in cervical cancer patients'. Doctor of Nursing awarded 2006.
- Chomnard Potjanamart. 'The effectiveness of influenza vaccine among elderly persons in the home for aged'. Doctor of Nursing awarded 2006.
- Daw Nyo Nyo Wint. 'The effectiveness of directly observed treatment short course and the needs of the tuberculosis patients in Myanmar'. Doctor of Nursing awarded 2005.
- Wilawan Picheansathian. 'The effectiveness of a promotion program on hand hygiene compliance and nosocomial infections in a neonatal intensive care unit'. Doctor of Nursing awarded 2005.
- Karen Page. 'Developing a predictive model for the risk of chronic heart failure readmission in those individuals with chronic heart failure'. Doctor of Nursing awarded 2005.
- Richard Wiechula. 'Considering the evidence: What counts as the best evidence for the post harvest management of split thickness skin graft donor sites?'. Doctor of Nursing awarded 2004.

### **Current students**

Zoe Jordan. 'A discursive examination of principles of international collaboration and communication in healthcare'. PhD, University of Adelaide.

Craig Lockwood. 'An investigation into qualitative synthesis'. PhD, University of Adelaide.

Kylie Porritt. 'A discursive analysis of contemporary literature on the role of qualitative evidence in evidence-based healthcare'. PhD, University of Adelaide.

Caroline Lee. 'The role of the nurse practitioner in the aged care setting'. PhD, LaTrobe University.

Eileen Petrie. 'Workplace burnout prevention in rural community mental health'. PhD, LaTrobe University.

Enquiries about the JBI Postgraduate Studies program should be addressed to Dr Nathan Manning: [nathan.manning@adelaide.edu.au](mailto:nathan.manning@adelaide.edu.au).

## Postdoctoral Programs

The Joanna Briggs Institute welcomes applications for postdoctoral study programs which extend for a minimum period of 26 weeks. Applications should include a detailed program, with clear objectives and research outcomes. The source of funding should be clearly identified and written confirmation of funding from the funder is required. Postdoctoral fellows are provided with complementary access to all Joanna Briggs Institute programs, a designated work area, and Joanna Briggs Institute staff support. This arrangement is subject to a formal agreement to publish research outputs in association with the Joanna Briggs Institute.

For further information contact Dr Nathan Manning: [nathan.manning@adelaide.edu.au](mailto:nathan.manning@adelaide.edu.au).

## Evidence-based Clinical Leadership Fellowship Program

This highly successful international program is designed to prepare clinicians and quality managers from all of the health professions to lead initiatives related to implementing evidence-based approaches to healthcare. The program involves two one-week residential periods of study and a 20 week worksite-based project.

### Aims and Objectives

The program aims to equip participants to explore strategies of evidence utilisation promotion and to collaboratively develop understanding concerning clinical leadership and change management in healthcare.

The objective of this program is to prepare participants to:

- analytically describe the nature of clinical leadership,
- identify their own strengths and weaknesses as leaders,
- develop and engage in processes to further develop their leadership strengths,
- discuss and describe the effectiveness of current approaches to the implementation of EBP,
- critique current implementation strategies,
- act as an agent for change,
- conduct clinical audits,
- develop and implement strategies to implement evidence-based practice,
- use the PACES and GRIP on-line programs, and
- maximise their clinical leadership potential.

## Expected Professional Outcomes

Participants who complete this program will be able to implement and maintain evidence-based systems in their own practice through processes of clinical leadership.

Participants who successfully complete this program are also expected to:

- establish (with at least two other colleagues) a JBI Evidence Utilisation Group (EUG),
- become a member of the JBI Evidence Utilisation Network, and
- become a Clinical Fellow of the Joanna Briggs Institute.

Clinical Fellows become part of the Clinical Fellows Alumni, a network of clinical leaders who provide each other with ongoing support. JBI offers an annual Clinical Fellows Symposium and Dinner where those currently undertaking the program and Clinical Fellows from past programs meet, share and discuss their views, and establish ongoing collaboration.

## Program Outline

The program consists of:

- A stage one intensive training residency (one week),
- The conduct of a clinical leadership project in the Fellow's own practice site (22 weeks),
- A stage two intensive training residency (one week).

## Application Process

For further information contact [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au) or visit:

[www.joannabriggs.edu.au/clinical\\_fellowship/applic.php](http://www.joannabriggs.edu.au/clinical_fellowship/applic.php)

# Enrolment Information

To enroll in any Joanna Briggs Institute Education and Training Program online, go to [www.joannabriggs.edu.au](http://www.joannabriggs.edu.au) OR complete and fax, post or e-mail the enrolment form below to:

Research and Education Unit  
The Joanna Briggs Institute  
Royal Adelaide Hospital  
North Terrace  
Adelaide  
SOUTH AUSTRALIA 5000

Fax: +61 8 8303 4881

E-mail: [jbieducation@adelaide.edu.au](mailto:jbieducation@adelaide.edu.au)

## Enrolment Form

\*Surname \_\_\_\_\_ \*First Name \_\_\_\_\_

Position \_\_\_\_\_

Organisation \_\_\_\_\_

Faculty/Department \_\_\_\_\_

\*Postal Address \_\_\_\_\_

\*City \_\_\_\_\_ State \_\_\_\_\_ \*Postcode \_\_\_\_\_

\*Country \_\_\_\_\_ email \_\_\_\_\_

\*Telephone \_\_\_\_\_ Facsimile \_\_\_\_\_

\* these items must be completed for your application to be processed.

Please send me a tax invoice prior to payment

Cheque (Please make cheques payable to The Joanna Briggs Institute)

Money Order

Credit Card:  Bankcard  Mastercard  Visa Please debit \$ \_\_\_\_\_

Card Number.

Card Holder Name \_\_\_\_\_ Valid to: \_\_\_\_\_ / \_\_\_\_\_

Program AUS\$

**CSR Module 1: Introduction to Evidence-based Healthcare**

March 2       July 20       Nov 9      A\$350\*

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**CSR Module 2: Appraising, Extracting and Pooling Quantitative Evidence**

March 3 - 4       July 23 - 24       Nov 10 - 11      A\$500\*

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**CSR Module 3: Appraising, Extracting and Pooling Qualitative Evidence and Evidence Arising from Narrative, Expert Opinion, and Text**

March 5 - 6       July 21 - 22       Nov 12 - 13      A\$500\*

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**Comprehensive Systematic Review Training Program: Full Program**

Modules 1-3 (enrol for all 3 modules and save over 14%)

March 2 - 6       July 20 - 24       Nov 9 - 13      A\$1150\*

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**Clinical Wisdom in Evidence-based Practice**

March 17       Aug 10      A\$250\*

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**Knowledge Translation: Implementing Evidence into Practice**

March 30 - 31      A\$350\*

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**JBI CONNECT - 6 Steps to Evidence-based Practice**

April 6       June 15       Sept 18      A\$250\*

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**Teaching Evidence-based Healthcare in Clinical Settings**

May 4 - 5      A\$350\*

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**Translating Evidence into Practice Using Clinical Audit**

May 26       October 19      A\$250\*

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**Adapting Existing Evidence-based Guidelines for Local Use and Developing Evidence-based Clinical Pathways**

June 22 - 24      A\$500\*

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**Qualitative Research Methods for Health Professionals and Health Scientists**

July 13 - 17 A\$1150\*

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**Statistical Concepts and Methods for Evidence-based Healthcare**

Feb 25 - 27 A\$500\*

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**Designing and Conducting a Clinical Trial**

Sept 8 - 9 A\$350\*

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**Total**

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\* JBI members may deduct 20% from all training program prices

Note: All prices are in Australian dollars and include goods and services tax.

# Accommodation Options

There is inexpensive accommodation located on the Royal Adelaide Hospital campus, adjacent to the Joanna Briggs Institute headquarters. JBI is located in central Adelaide close to the cultural precinct, central shopping areas and central business district. Note: costs are as of November 2008.

## Royal Adelaide Hospital Accommodation

For further information or to book see <http://www.rah.sa.gov.au/aboutrah/accom.php>

Telephone: +61 8 8222 5169

## Royal Adelaide Hospital - Residential Wing

Royal Adelaide Hospital has made rooms available in the Residential Wing. For further information or to book visit <http://www.rah.sa.gov.au/aboutrah/accom.php>. Telephone: +61 8 8222 5169.

## Types of Accommodation and Prices

(Prices are subject to change, please check prior to booking)

### V.I.P. FLAT 1 \$120.00 + GST per day/night

- This flat consists of one double bedroom, two single bedrooms, lounge area, dining area, kitchen facilities, toilet and shower facilities, study room, television, video, and laundry.

### V.I.P. FLAT 2 \$80.00 + GST per day/night

- This flat consists of one double bedroom, toilet and shower facilities, lounge room/breakfast bar, television video and kitchen facilities.

## ENSUITES

\$55.00 + GST per day/night for two people (\$5.00 p/n per extra person)

\$250.00 + GST per week if staying more than six weeks

- These ensuites accommodate up to four people. They consist of two bedrooms, toilet/shower facilities, small lounge/dining area with television, refrigerator, microwave, kettle and toaster. Other cooking must be done in the main kitchen area on each level, as the ensuites do not have full cooking facilities.

## SINGLE ROOMS

\$12.00 + GST per night (for uni students, visiting medical trainees, school students)

\$16.00 + GST per night (non-RAH doctors/visiting university staff, doctors/patients relatives, non-RAH nursing)

\$40.00 + GST per night (includes meal voucher and room servicing. For group conference/hospital courses)

- Individual room with shared bathroom facilities.  
Bond of \$200.00 required if staying over one month. Refundable, depending on the condition of room on departure.  
Cheques may be made payable to Royal Adelaide Hospital.

## PLEASE NOTE THAT ALL RATES ARE SUBJECT TO GST AND ALTERATION.

The RAH Residential Wing has a NO SMOKING POLICY. There are five designated smoking areas within the hospital grounds. A large community lounge, kitchen, bathroom and laundry is available on each floor. All these facilities are shared by male and female guests. Multi-coin telephones and phone cards are available for local, STD and ISD calls on all levels. The receptionist will be able to help you with change and phone cards if required. Phone cards are sold between the hours of 7.30 am to 9.00 pm. A message board is located at the Reception desk. The hospital Chapel adjoins the Residential Wing and is open from 7.00 am until 7.30 pm each day. Royal Adelaide Hospital does not provide any parking for residents. A computer room is available with Internet access. Please check with Reception regarding computer availability. Meals are available in the Hospital Cafeteria, Level 5, Services and Teaching Block.

Meal times are:

7.30 am - 8.30 am                      Breakfast

11.30 am - 2.00 pm                    Lunch

5.00 pm - 7.30 pm                    Dinner

The Cafeteria is open all day for beverages, cakes etc.

## Hotels and Motels

There is a wide range of accommodation in Adelaide city centre. Go to: <http://adelaide.citysearch.com.au/section/visitor-guide/> for more information.

Disclaimer: Information contained in this brochure is correct as at the time of printing. The JBI holds no responsibility for changes to information and reserves the right to alter costing and course structure without prior notice.



