

Case Study Two

Applying Research to Practice – Nursing/Midwifery*

Task Description: Research and develop a strategy to help a person manage the impact of a milestone on their health.

Weighting: 50%

Level: First year undergraduate

Outline and Instructions:

Adults experience a range of milestones that may impact on their physical, mental, emotional and/or social health. This may include changes to the physical body or changes in roles such as becoming a parent, grandparent or carer for example. Some of these milestones may impact on a person's wellbeing. The purpose of this assignment is to consider how nurses and midwives might use evidence to promote the wellbeing of adults across the life course.

You should:

1. Identify a major milestone experienced by an adult within your care: explain why this is a milestone and how it impacts on the physical and psychological health of the person drawing on relevant literature.
2. Undertake a systematic search in respect to this milestone using the search strategy tool from the course appendix.
3. Analyse the available evidence to support this person in managing the impact of this milestone on their health
4. As a nurse, or midwife explain how you might implement a relevant evidence based strategy to support this person in managing the impact of this milestone on their health (physical, mental, emotional, social health as relevant) with reference to values of diversity.

Please refer to the Blackboard assessment page and discussion board for further guidance. Ensure you include a reference list in APA 6 format.

Submission: Turnitin

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Workshop Rebuild

Workshop Participants:

Julie HERCELINSKYJ (ACU), Lyn TAYLOR (ACU), Marilyn BAIRD (Monash), Peter McCALLUM (Sydney)

Identified Problem Areas:

- It is unclear whether the student had contact with the patient and it is unclear if the patient exists in real life.
- The systematic search might not be done by the student; it could be purchased.
- A student could also purchase the whole assignment.
- The assignment is too complex, broad and open - there is not enough guidance about what to do. This might make it harder to describe the assessment requirements to a third party, but it will also mean that a wider variety of assignments would be acceptable for assessment, so a purchased item is likely to be appropriate.

Redesign of Assessment Item:

- Independently validate the identity of the patient and their relationship with the student (i.e., check if the meetings took place).
- Scaffold stages of the assignment during class time – use a concept map, brainstorming at a tutorial, or presentation of a component with an opportunity for questions.
- Involve clinical supervisors and use an e-portfolio to validate the student's activity at the workplace.
- Require evidence of the systematic search (e.g., build up the search results on a time-stamped tool like LabArchive).
- Potentially break the assignment into two separate assessment tasks with formative and summative components.