

Graduate School of Nursing, Midwifery & Health



www.victoria.ac.nz/nmh/

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

2013

HLTH 505: Specialist Practice: Critical Care

Trimester 1

Course Coordinator: Dr Mo Coombs

Trimester dates: 4 March 2013 – 3 July 2013

Easter break: 28 March 2013 – 3 April 2013

Mid-Trimester break: 22– 28 April 2013

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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Section 1: Operational Information

COURSE COORDINATOR & CONTACT DETAILS

Dr Mo Coombs

Ph: 04 463 5180

Email: maureen.coombs@vuw.ac.nz

Office Hours: 09.00 – 17.00 Monday, Wednesday, Friday

Student appointments: 13.00 – 16.00 Mon, Wed

NB. Working in CCDHB on Tuesdays and Thursdays

POSTGRADUATE STUDENT ADMINISTRATOR

Annemarie Thorby

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Email: annemarie.thorby@vuw.ac.nz

POSTAL ADDRESS

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Victoria University of Wellington

P O Box 7625

Newtown

Wellington 6242

PHYSICAL ADDRESS

Level 7, Clinical Services Block (CSB)

Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

OFFICE HOURS

The Graduate School office will be open Monday 7 January 2013 and close on Friday 20 December 2013 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

Section 2: Academic Requirements

COURSE PRESCRIPTION

This course will develop knowledge of specialist practice at an advanced level, in the context of international developments in patient care. Innovations in practice and challenges facing specific specialty practice areas are the key content areas. Students must be in direct patient contact.

TEACHING/LEARNING SUMMARY

There will be four school days held in Wellington which will be delivered in two blocks of two days each over one trimester. The days will be a mix of lectures, tutorials, small group activities and simulation. A distance component supported by Blackboard forms part of the course and supports the development of the content delivered in the school.

COMMUNICATION OF ADDITIONAL INFORMATION

All course information and information on changes that occur during the course will be conveyed to students via Blackboard or student VUW email.

COURSE AIMS

This course aims to develop advanced nursing knowledge through exploring practices and challenges facing critical care practice areas.

COURSE CONTENT

This programme is suitable for practitioners from a wide variety of critical care areas, for example: emergency departments, cardiac care areas, intensive care and high dependency units, critical care outreach teams. The course will explore the following:

- Influential forces in critical care nursing and health care
- Clinical context in which critical care is delivered
- Physiology of critical illness
- Contemporary interventions and therapies for the critically ill
- Models of care including family and whānau support
- Reflections on personal and professional nursing practice
- Current trends and practices within the critical care setting
- Clinical research for advanced nursing practice
- Scholarly inquiry and critical thinking in specialist nursing practice
- Advanced nursing roles in critical care nursing

STUDENT OUTCOMES

By the end of this course, students will be able to apply advanced practice knowledge to care for the critically ill and their whānau in order to improve healthcare outcomes.

LEARNING OBJECTIVES

Students who pass this course will be able to demonstrate advancing practice competencies congruent to those outlined by the Nursing Council of New Zealand for Nurse Practitioners. Throughout the course participants will interact in teaching and learning in order to:

1. Demonstrate mastery of key fields of knowledge underpinning the delivery of contemporary critical care practice
2. Critique current critical care therapies and interventions cognisant of local, national and international influencers
3. Critically analyse critical care research, policy and practice related to the critical care speciality drawing on local, national and international evidence
4. Identify and explore challenges and innovations related to critical care practice inherent in specialty area
5. Evaluate current evidence base to make recommendations for future practice and service change
6. Demonstrate reflection and reflexivity within specialty practice context

NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 1.2 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within health care settings.
- 2.2 Demonstrates advanced practice in direct client care within a range of contexts and situations.
- 2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.
- 2.5 Uses a formal approach to monitor and evaluate client responses to interventions.
- 3.2 Contributes to clinical collaboration that optimises health outcomes for the client.
- 3.3 Actively involved in quality assurance activities that monitor and improve the quality of health care and the effectiveness of own practice.

EXPECTED WORKLOAD

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

RECOMMENDED READINGS/TEXTS

Links to articles will be made available on Blackboard

RECOMMENDED WEBSITES

Links to websites will be made available on Blackboard

TEXT BOOK PURCHASE

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

SCHOOL TIMETABLES

1st SCHOOL

Dates: Thursday 21 & Friday 22 March 2013

Times: 8.30am - 5pm daily

Venue: Room 801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

2nd SCHOOL

Dates: Thursday 23 & Friday 24 May 2013

Times: 8.30am - 5pm daily

Venue: Room 801, Level 8, Clinical Services Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances, prior arrangements have been made with the course coordinator.

Students must complete all pieces of assessment to pass the course. Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork will be an integral part of the learning experience and participation in such activities is regarded as necessary.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Approval is required in writing from the course coordinator if you wish to use work you have submitted from a previous course or have written for your organisation.

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism>

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Other useful information for students may be found at the Academic Office website, at www.victoria.ac.nz/home/about/avcademic.

Section 3: Assessment Information

Learning objectives are assessed within the courses assessment activities.

ASSIGNMENT SUBMISSION GUIDELINES

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Your course coordinator will explain the expectations for this course at your first school.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

Late submission

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted up to 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C.
- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding or being below the word limit by 10%.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Unless you are instructed by the course co-ordinator please use the following guidelines on all assignments.

Referencing and Presentation

Use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6th ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf. Finally, you can check <http://www.apastyle.org/> for other resources.

Style considerations

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing
- 2.5 cm margin all round
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page with the following details
 - Student number
 - Assignment number and name
 - Word Count - note the reference list is not included in the word count.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Ensure you keep a copy of your assignment for your records.

Submission considerations

Hard copy:

- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- Do not use plastic sheets, clear files or folders.
- Send your assignment to the course coordinator.
- If you want your assignment sent back to you in hard copy, complete a self-addressed and stamped envelope and attach it to the front of your assignment.

Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: HLTH501_2_300011122).

ETHICAL CONSIDERATIONS

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whānau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral comportment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences
- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health. For additional information contact your course coordinator.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: annemarie.thorby@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

ASSIGNMENT NUMBER ONE

Assignment Name: **Physiology of critical illness**
Due Date: Wednesday 20th March 2013 at 5pm
Word limit: N/A

This assignment is worth 20% of your final grade.

This assignment is designed to demonstrate your knowledge and understanding of the physiology of critical illness through application to clinical practice. Core texts, websites and papers will be supplied to students on Week 1 of the paper. These will cover the principles that underpin the critical care speciality including core system support/interventions and practice essentials. The assessment will test this baseline knowledge so that students are able to fully engage with the more complex and developed concepts explored in the taught days of this paper.

In preparing for this assignment, students should read and become familiar with the identified resources before attempting the assignment. This is important as the content of these resources will be the basis for this assignment.

This assignment assesses the following course learning objectives:

- Demonstrate mastery of key fields of knowledge underpinning the delivery of contemporary critical care practice
- Critique current critical care therapies and interventions cognisant of local, national and international influencers

ASSIGNMENT OUTLINE:

To complete the web-based assessment you will need to be familiar with the 'physiology of critical illness' module which can be found on Blackboard. Instructions on how to answer and submit the assessment is available via the assignment submission portal on Blackboard.

You will be expected to complete one web-based assessment which comprises of a series of multiple-choice and short answer questions.

This assessment will be available to all students from 4th March 2013. You may access the assessment as many times as desired throughout the assessment period, **but** can only submit once via the assignment portal.

This assignment is designed to give opportunity for you to demonstrate your knowledge level therefore your submission must be the result of your own work.

ASSIGNMENT NUMBER TWO

Assignment Name: **Review of a critical care service initiative**

Due Date: Friday 24 May 2013 (presentation), Friday 31st May 2013 (reflective essay)

Word limit: Presentation plus 750 word reflective essay

This assignment is worth 35% of your final grade.

This assignment is designed to provide opportunities for students to undertake an in-depth exploration of current service issues challenging critical care at a local, national, and international level. Areas explored in this assignment can include: service delivery issues, organisational changes impacting on critical care, evolving health care demographics, novel national policies, professional development challenges or new foci for research initiatives.

This assignment assesses the following course learning objectives:

- Critically analyse critical care research, policy and practice related to the critical care speciality drawing on local, national and international evidence
- Identify and explore challenges and innovations related to critical care practice inherent in the specialty area
- Evaluate current evidence base to make recommendations for future practice and service change
- Demonstrate reflection and reflexivity within specialty practice context

ASSIGNMENT OUTLINE:

Students will identify an area of critical care interest, identify current models and approaches, review sources of evidence and policy, and make recommendations pertinent to the New Zealand critical care context.

Short (maximum of 15 minute) presentations will be made to the class during the second school. PowerPoint presentations are required. At the end of the presentation, questions will be taken from the floor. To ensure that a range of areas are presented, dedicated time will be allocated at the end of first school to allow selection and agreement of the presentation focus with the course co-ordinator. Students will be marked on the quality, critique and content of the presentation. A maximum of 15% of final grade will be awarded to individual presentations.

If the size of cohort is large, students will work in small groups with others in their locality/speciality. In this instance, all students are required to present a component of the presentation. Students will then receive a maximum of 10% of final grade for individual effort and 5% based on group effort.

Students are then required to submit a 750 word reflective essay. Using an reflective approach, the student must demonstrate new learning from this work (e.g. new knowledge gained, new skills learnt) and demonstrate how they intend to use this in the future e.g. what they will do with the new knowledge, how will the new skills will be used. Students will be marked on the justification of the reflective approach adopted, and the quality, critique and content of the reflection (20% of final grade).

A session will be dedicated during the first school to identify the work groups and work strategy for this assignment.

ASSIGNMENT NUMBER THREE

Assignment Name: **Evidence based case study**

Due Date: 19th June 2013 at 5pm

Word limit: 4500 words

This assignment is worth 45% of your final grade.

The assignment provides opportunity to apply advanced nursing knowledge and expertise through critical review of the evidence base underpinning care for a particular critical care population. Current approaches to patient management will be critiqued and evaluated through review of local clinical practices and comparison against national/international evidence.

This assignment assesses the following course learning objectives:

- Critique current critical care therapies and interventions cognisant of local, national and international influencers
- Critically analyse critical care research, policy and practice related to the critical care speciality drawing on local, national and international evidence
- Identify and explore challenges and innovations related to critical care practice inherent in specialty area
- Evaluate current evidence base to make recommendations for future practice and service change
- Demonstrate reflection and reflexivity within specialty practice context

ASSIGNMENT OUTLINE:

Select a specific patient group (e.g. trauma, cardiac, post-surgical) that is admitted to your critical care area and that you have a particular interest in. Using your own experiences in relation to a particular 'case' from this population, critically reflect on the clinical care currently given and identify areas where there is need to evaluate or change current practice. If you are unsure that your proposed patient group is appropriate, please discuss this with the course coordinator.

Within the assignment you will need to address the following areas:

- Commence your assignment with a short case study (maximum 500 words) from your practice to illustrate the particular group you have selected. This case will inform your discussion during the rest of the assignment
- Provide a rationale for the patient group selected and the area your are evaluating
- Briefly describe the current management strategies (medical and nursing) of this area in your work environment
- Conduct an in-depth examination and critique of the national and international literature to identify current treatment trends and recommended best practice with regards to meeting the health needs of this group of patients
- Identify **one** patient management strategy from the literature that could be utilised (or better utilised) by your clinical area and conclude your assignment outlining the relevance and feasibility of implementing this strategy.