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Message from the Executive Director

I am delighted to have arrived in Adelaide and thrilled to have the honour of assuming the Executive Directorship of the Joanna Briggs Institute. It has been exciting to meet our talented and dedicated staff, to hear their stories, and to share their enthusiasm for improving health care outcomes.

Diseases and the need for associated health care are a reality today, and unfortunately these will affect most of us at some point in our lives. At JBI we are dedicated to improving the understanding and management of these conditions through evidence-based synthesis and implementation of best clinical practice, and we place particular emphasis on translation of that research into methods that make a difference to heath care and wellbeing.

I am pleased to observe that there is a great deal of goodwill towards JBI within The University of Adelaide, and it is already clear to me that there is considerable opportunity for exciting new local collaborations involving the unique methodologies and knowledge that the JBI can offer. The Institute also collaborates internationally with over 70 entities across the world, and I am looking forward to working with our collaborating units.

I am proud to be part of a leading institute at The University of Adelaide and to support its missions of learning, discovery and engagement through training of the next generation of scientists and clinician scientists, through partnering with the community, and through collaborations with researchers worldwide who share our aims and research focus.

I look forward to working with you to achieve these goals.

Prof Lyle Palmer
Executive Director
New Executive Director and Head of School shares experience with staff

Prof Lyle Palmer commenced his appointment as the new Executive Director of the Joanna Briggs Institute and Head of the School of Translational Health Science on Monday 24 March.

As an introduction to the depth and breadth of his expertise, Professor Palmer gave a presentation to staff on Tuesday 24 March at the Yash Kumarasamy Conference Room, where he elaborated on the significance, scale and logistics of the Ontario Health Study (OHS), of which he was founding Executive Scientific Director, prior to his return to Australia to take up his current appointment.

The OHS, which commenced in 2010, is the largest population-based cohort study ever undertaken in Canada and is in the top eight per cent by size of all such studies worldwide.

It is an innovative population-based health study serving as an integrated translational platform to investigate the complex interplay of environmental, lifestyle and genetic factors that increase individual and community risk of developing cancer, heart disease, diabetes, asthma, depression and other common adult diseases, and to develop strategies for the prevention, early detection and treatment of chronic disease.

Funded by four organizations – the Ontario Institute for Cancer Research, Cancer Care Ontario, Public Health Ontario and the Canadian Partnership Against Cancer – the OHS, has recruited and is engaged with over 230,000 participants in Ontario.

With a strong focus on chronic disease and on family and community health, the OHS collects data from persons 18 years of age and over, living in Ontario (about 9.5 million people) through a baseline online questionnaire, with the intention of following participants for their entire adult lifespan. Concerted efforts are being made to capture the ethnic, geographic and cultural diversity of Ontario.
Prof Palmer spoke with enthusiasm about the project’s potential for translation and the close relationship with Ontario’s core health infrastructure, as well as the data linkages that were utilised within the study. He sees linking large repositories of updated, individual-level health administrative data as a way forward for translational health and improving the efficiency of health systems.

Prior to his talk, on 24 March, Prof Palmer met staff at a morning tea held at the Micheline Gobert Boardroom.

About Prof Lyle Palmer

Originally from Perth, Western Australia, Prof Lyle Palmer brings to the Joanna Briggs Institute an impressive list of achievements.

Before moving to Adelaide, Professor Palmer was a Senior Principal Investigator and Program Director at the Ontario Institute for Cancer Research, and a Professor of Biostatistics, Epidemiology and Obstetrics and Gynaecology at the University of Toronto. Together with many partner organizations across Ontario, Professor Palmer led a large-scale expansion of the provincial capacity in the area of translational epidemiology. From 2010 to 2014, he was the founding Executive Scientific Director of the Ontario Health Study, the largest population-based cohort study (n=230,000) ever undertaken in Canada. Professor Palmer is also a key member of the team currently conducting the Ontario Birth Cohort, which is designed to be one of the largest and best characterized birth cohorts in the world.

Prior to moving to Canada, Professor Palmer was the foundation Winthrop Chair in Genetic Epidemiology and the founding Director of the Centre for Genetic Epidemiology and Biostatistics at the University of Western Australia, where he was also a Professor in the Schools of Medicine and Pharmacology and Population Health. Until 2003, he was an Assistant Professor of Medicine at Harvard Medical School and the Director of Statistical Genomics at the Channing Laboratory, Boston. His background includes training in epidemiology, human genetics and biostatistics. He has a particular interest in the areas of life-course genetic epidemiology and the developmental origins of health and disease (DoHAD).

Professor Palmer has been recognized for his leadership role in biomedical research by numerous awards, including Fulbright and Churchill Fellowships. Over the last 10 years, he has chaired and/or given invited symposia at over 30 international scientific meetings, has delivered over 200 invited lectures, has produced over 200 publications, and has co-edited a commercially successful encyclopedia of genetic epidemiology that has become a standard reference work. He is in high demand internationally as a speaker and teacher.
New Levels of Evidence/Grades of Recommendation

New JBI Levels of Evidence and Grades of Recommendation are now online, and are being used for all JBI documents as of 1 March this year.

Levels of Evidence are now classified under different headings (effectiveness, diagnosis, prognosis, economic evaluations and meaningfulness).

JBI Levels of Evidence are utilised across the Institute, its international collaboration and related entities and are incorporated in many of its evidence-based resources, specifically Systematic Reviews, Evidence Summaries, Best Practice Information Sheets and Recommended Practices.

Grades of Recommendation now provide more explicit guidance on how to develop a recommendation with only two options when assigning a grade (Grade A or B) rather than three (Grade A, B or C).

JBI Grades of Recommendation are used to assist health care professionals when implementing evidence into practice. JBI currently assigns a grade of recommendation to all recommendations made in its resources, including Evidence Summaries, Systematic Reviews and Best Practice Information Sheets.

The updates to Levels of Evidence and Grades of Recommendation have been made with consideration of the recent push internationally to adopt the approach of the GRADE (Grading of Recommendations Assessment, Development and Evaluation) working group who have developed a grading of evidence and recommendation system that has been endorsed by many evidence-based health care organisations, including Cochrane, WHO (World Health Organization), AHRQ (Agency for Healthcare Research and Quality, USA), NICE (National Institute for Clinical Excellence, UK), BMJ (British Medical Journal) Clinical Evidence and SIGN (Scottish Intercollegiate Guidelines Network, UK), amongst others.

First Comprehensive Systematic Review training for the year

Four Thai, one Saudi Arabian and two Australian (Victoria and ACT) participants attended the Comprehensive Systematic Review Training Program (CSRTP) last week. It was the first CSRTP for the year. Dr Matthew Stephenson and Dr Jared Campbell conducted the program, which went smoothly. The training was for the full program, consisting of all three modules.

Development of online training modules in final stages

The JBI Online Course Training Team is in the final stages of completing the online version of the Comprehensive Systematic Review Training Program (CSRTP). Development work has been long in the making and the team are having internal discussions on the best way to roll it out.

When complete, the course will be available to purchase via our Global Learning Centre and will then be adapted to be part of the Masters of Public Health (Translational Health Science) which will begin in 2015.
New Centre in Vietnam

After revising its initial application, the Centre in Vietnam has been officially approved as a new JBI Collaborating Centre. The name of the Centre is The Hanoi Medical University Nursing Research Center for Evidence Based Healthcare. The Director is Dr Nguyen Thi Lan Anh, and the Centre will focus on translation and systematic reviews.

Dr Anh was in Adelaide last year for the JBI International Convention and linguistic training, and no doubt many of you would have met her.

New-looking evidence summaries

JBI’s evidence summaries have taken on a fresh new look aimed at enhancing their usability and effectiveness. The new design has been developed after months of work driven by an internal JBI team comprising Implementation Science Research Fellows Dr Zachary Munn and Dr Matthew Stephenson, and Communication Science Graphic Designer Martin Williams.

Evidence summaries are brief, appraised synopses that summarise existing international evidence on common health care interventions and activities. They are among the myriad of JBI user-friendly online resources designed to inform and assist users (patients and their families), service providers (managers of health facilities) and health care professionals (nurses, medical practitioners, clinicians and allied health professionals).

There are currently 252 evidence summaries on a wide range of topics covering areas such as alcohol disorders, depression, schizophrenia and dementia. Evidence summaries cover different diagnostic, preventive and treatment approaches (pharmacological but also non-pharmacological) for children and adolescents, adults and older adults.

Evidence summaries, along with products such as Evidence-based Recommended Practices, Best Practice Information Sheets, Systematic Reviews, Systematic Review Protocols, Consumer Information Sheets and Technical Reports which are available to users via JBI’s 14 Nodes (or fields).
**Linguistics translation training**

Four visitors from Thailand, who are proposing to establish a new JBI centre in Thailand based at the College of Nursing, attended a three-day linguistic translation training workshop at JBI’s headquarters in Adelaide in late February. The training, conducted by Implementation Science Research Fellow Dr Zachary Munn covered all resources in JBI COnNECT+ and guidelines on how to translate them.

After the establishment of the new Thai centre, it is planned that all JBI COnNECT+ resources will be translated into Thai.

IN addition to Chinese, JBI COnNECT+ currently offers evidence-based resources in the following languages: Japanese, Spanish and soon, Romanian.

**Implementation a fundamental challenge in health care**

Evidence shows that research findings consistently fail to translate into clinical practice. Consider these statistics:

♦ 0-40% of patients do not get treatments of proven effectiveness
♦ 0-25% of patients get care that is not needed or potentially harmful

Dr Jeremy Grimshaw, in his presentation titled, “Making translation and implementation more effective – no more ‘business as usual’”, drove home the point that implementation of evidence-based care is a fundamental challenge for health care systems that needs critical addressing in order to optimise care, outcomes and costs.

A Senior Scientist at Ottawa Hospital Research Institute, as well as Professor at Department of Medicine, University of Ottawa, and Canada Research Chair in Health Knowledge Transfer and Uptake, Dr Grimshaw was speaking at a Seminar Series held at the University of Adelaide on 27 February.

Delving into how health care organisations currently address implementation issues, he highlighted the three crucial factors that influence successful implementation: internal knowledge, external knowledge, and behaviour and organisational change expertise. As well, he explored strategies for and barriers to implementation, focussing on the behavioural aspects of what facilitates practice change.

In his conclusion, Dr Grimshaw stressed that adopting a systematic (theoretically informed) approach will enhance the likelihood of successful implementation, and that the knowledge to action cycle is a useful planning framework.

Members of the JBI Executive team attended the seminar which was followed by an open discussion where Faculty of Health Sciences staff raised topics or issues related to their research or practice. After lunch the Faculty of Health Sciences Translational Pillar group met with Prof Grimshaw for discussion about the emerging Faculty model for knowledge translation.
‘Face lift’ for the Foundation

‘Taking health research to the developing world’, the tagline for the new corporate identity of the Joanna Briggs Foundation (JBF), underpins the Foundation’s commitment to raising much needed funds towards JBI’s Developing Countries Clinical Fellowship Program.

Recently implemented, the new JBF logo is steadily making its mark and getting positive feedback. Acknowledgements and a big thank you must go to the talented Leigh McMahon, Managing Director of Slipperyfish, a graphic design consultancy based in Adelaide, who very generously donated the new JBF branding, as well as to the Joanna Briggs Foundation Advisory Committee.

Leigh is also developing the new JBF website due to be launched next month.

The new branding for the Foundation incorporates the new logo, website and marketing collateral, which will be rolled out in stages over the next few months. Be sure to keep an eye out for them.

Other Foundation news

A corporate cocktail party is currently being planned and will be held in Adelaide in May with a second event lined up for Sydney, again targeting selected corporate partners and guests.

A bike ride is currently on the drawing board for later in 2014. More information will be provided as it develops.

The first 2014 meeting of the JBF Advisory Committee was held on Friday 21 March, and was attended by former JBI Executive Director Prof Alan Pearson.

A busy year is planned for the Foundation and we hope to raise the much needed funds for the Developing Countries Clinical Fellowship Program.

CREATE news and update

CREATE (the Centre for Research Excellence in Aboriginal Chronic Disease Knowledge Translation and Exchange) had its inaugural Leadership Group meeting in late February.

Members had a robust discussion around the selection of priority chronic disease related health topics within the Aboriginal health sector, systematic review methodology and the potential for the development of a minimum standards/best practice framework for clinical, financial and workforce issues. The issues were specific to cardiovascular disease, kidney disease, diabetes, neonatal and early childhood, and social and emotional well being.

The next Leadership Group meeting, in which these concepts were discussed further, took place on Friday 28 March. In addition, chief investigator Professor Alex Brown, Program Leader, Aboriginal Research, at the South Australian Health and Medical Research Institute (SAHMRI), will be giving a keynote presentation at the upcoming second annual National Aboriginal Community Controlled Health Organisation (NACCHO), Health Summit in June.

CREATE was established last year from a $2.48 million grant from the National Health and Medical Research Council (NHMRC).
Scaling new heights

*JBI Matters* extends congratulations to the following Joanna Briggs Institute staff and School of Translational Health Science student for their recent academic achievements.

**Dr Kristy Giles**, Research Fellow, Synthesis Science, has been awarded her PhD for her thesis titled ‘The effect of chemotherapy on cognition in patients with and survivors of colorectal cancer’. Her candidature was undertaken with the School of Psychology, University of Adelaide. Her supervisors were Prof Ted Nettelbeck, Prof Carlene Wilson, Dr Amanda Hutchinson. Dr Giles will be graduating in May.

**Mark McMillan**, Research Fellow, Communication Science, has been notified of the outcome of his thesis examination – he has qualified for the Master of Clinical Science. His thesis is titled ‘Influenza vaccination during pregnancy: a systematic review of effectiveness and safety.’

His supervisors were Prof Debbie Kralik, Dr Kylie Porritt and Assoc Prof Helen Marshall. Mark will be graduating in September.

**PhD student Yee Mei Lee** has been awarded with the Dean’s Commendation for Doctoral Thesis Excellence, for her thesis titled, ‘Predicting chemotherapy-induced febrile neutropenia outcomes in adult cancer patients: an evidence based prognostic model’. Yee Mei will be graduating in April.

‘Just as ripples spread out when a single pebble is dropped into water, the actions of any individual can have far-reaching effects.’

~ Dalai Lama

JBI systematic review articles in American Journal of Nursing

‘The systematic review: an overview’, written by Synthesis Science Director Assoc Prof Edoardo Aromataris, debuted in the March 2014 issue of *American Journal of Nursing (AJN)*. It is the first of six articles being written by JBI academic staff on the steps in the Systematic Review process appropriate for authors from the nursing profession that will be published in AJN over the coming months.

The aim of each article is to provide clear and succinct guidance on the systematic review process, addressing issues relevant to the conduct and reporting of systematic reviews. The core focus will be on common types of reviews encountered and conducted, particularly reviews of the effectiveness of interventions and therapies used in nursing practice and also the experiences of individuals with these interventions and therapies.
Upcoming events

Joanna Briggs Institute Symposium
Welcome to the Future!
The Joanna Briggs Institute Symposium is a series of talks by international leaders in health research (with a particular focus on knowledge translation and translation science). The symposium will conclude with a talk by the new Executive Director, Joanna Briggs Institute and Head of the School of Translational Health Science, Prof Lyle Palmer, who will discuss his past experiences and his thoughts on potential challenges and opportunities for the future.
When: 1.00–5.00pm, Tuesday 1 April 2014
Where: Yash Kumarasamy Conference Room, School of Translational Health Science, Level 1, 115 Grenfell Street, Adelaide
For more information, email Joan O’Loghlin, joan.ologhlin@adelaide.edu.au

Joanna Briggs Institute National Australian Conference (Adelaide)
Themed, ‘Great expectations – exploring evidence-based pathways to improve quality in healthcare’, the JBI National Australian Conference is designed to connect health care professionals with people, ideas and strategies, and to challenge them to explore new pathways to meet the great expectations of health systems and what can be achieved through those systems.
When: 14–15 July 2014
Where: University of Adelaide
There will be a Networking Event on Monday evening, 14 July, and an Alumni Breakfast on Tuesday morning, 15 July.

9th Biennial Joanna Briggs International Colloquium (Singapore)
The 9th Biennial Joanna Briggs International Colloquium for 2014, themed, ‘Scaling new heights: challenging the status quo’, hosted by the Joanna Briggs Institute’s three Collaborating Centres in Singapore.
When: 10–12 Nov 2014
Where: Holiday Inn Atrium, Singapore

Confirmed keynote speakers are Prof Lyle Palmer, Executive Director, Joanna Briggs Institute, and Head of the School of Translational Health Science, and Adj Assoc Prof Elizabeth Dabars, Chief Executive Officer of Australian Nursing and Midwifery Federation (SA Branch). Prof Ben Mol, the new Professor of Obstetrics and Gynaecology, University of Adelaide, is also a confirmed speaker.
Translational Science in learning and teaching

What should each Health Sciences student know about Translational Science before they graduate?

Prompting intense discussion, this question formed the premise of a Translational Science Learning and Teaching workshop run by the University of Adelaide’s Faculty of Health Sciences on 21 March.

The workshop, which was opened by the University’s Deputy Vice Chancellor and Vice President Professor Pascale Quester, aimed to raise awareness across the faculty about translational science. A number of JBI staff attended the workshop to discuss how translation science could be better incorporated into learning and teaching, and how it could be made student friendly.

Prof Alison Kitson, Head of School of Nursing, set the framework for discussions by sharing what the faculty’s Translational Pillar had been doing and where increased engagement might lead the faculty.

A quiz with four thought provoking questions around aspects of translation of knowledge set the scene for an overview of the faculty model for translation. This was followed by four case studies that illustrated the role translation had within their research, teaching or learning. Brisk small group discussions and whole of group reporting on translational strategies for the faculty followed, with most tables suggesting similar approaches and perspectives on what is currently happening and how it could be more harmonised across schools.

Latest issue out now

The latest issue of the JBI Database of Systematic Reviews and Implementation Reports is now online, showcasing 14 protocols, which are open access, and three systematic reviews.

2013 Annual Report

The Annual Report 2013 for the Joanna Briggs Institute and the School of Translational Health Science is out now. For the first time, since the formation of the School, the Annual Report is divided into two sections: one for the Institute and one for the School.
Comprehensive Systematic Review Training Programs 2014

The Joanna Briggs Institute Comprehensive Systematic Review Training Programs (CSRTPs) are designed to prepare researchers and clinicians to develop, conduct and report comprehensive systematic reviews of evidence using the Joanna Briggs Institute System for the Unified Management, Assessment and Review of Information (SUMARI) software.

The 2014 program is listed here. For more information or to register your interest, email: jbieducation@adelaide.edu.au

Full Program (consisting of modules 0001, 0002 and 0003)

(Five days)
5–9 May | 21–25 July | 8–12 September

Individual CSRTP modules

CSR Module 0001:
Introduction to Evidence-Based Healthcare and the Systematic Review of Evidence
(One day)
5 May | 21 July | 8 September

CSR Module 0002:
The Systematic Review of Evidence Generated through Quantitative Research
(Two days)
6–7 May | 22–23 July | 9–10 September

CSR Module 0003:
The Systematic Review of Evidence Generated by Qualitative Research, Narrative and Text
(Two days)
8–9 May | 24–25 July | 11–12 September
Centre changes

Please note that the Centre for Chronic Disease Management has changed its core centre activity to include Evidence Review as well as Evidence Transfer.

The UCSF Centre for Evidence-based Patient Care Quality Improvement has changed its name to The UCSF Centre for Evidence-Based Patient and Family Care.

Professor Debbie Kralik, Director of The Australian Centre for Evidence-Based Primary Health has retired. Her replacement is currently being finalised and more information will be available in the next issue of JBI Matters.

As you may know Prof Kralik has been managing an illness for some time and she has decided that at this time she needs to concentrate on her health and her family. We would like to thank Prof Kralik for her contributions to JBI and wish her the very best for the future.

Train-the-Trainer dates

A reminder that Train-the-Trainer dates for this year have been confirmed, as follows:
- Europe (Bucharest): 10–13 May (before the European Regional meeting)
- Americas (San Francisco): 27–30 May
- Australia (Adelaide): 21–24 July
- Asia (Singapore): 3–6 November
- Central: TBA

Upcoming Committee of Directors meetings

A reminder that the first round of Committee of Directors (CoD) meetings has been scheduled for 2, 3 and 4 April 2014. The agenda has been sent to you and all attachments are on the JBC intranet.

If you have not sent us your contact details, please email them as soon as possible to Adriana Turner, adriana.turner@adelaide.edu.au. If you cannot make the scheduled time please indicate who your proxy will be.

Levels of Evidence/Grades of Recommendations

The new JBI Levels of Evidence and Grades of Recommendation are now in use and are available online. If you have any questions or feedback about these, please email Dr Zachary Munn, zachary.munn@adelaide.edu.au. More details on page 6.

2014 Joanna Briggs Institute Reviewers’ Manual

You can now download the 2014 Joanna Briggs Institute Reviewers’ Manual. One of the changes in the manual is that we now recommend that the implications for practice be assigned a Grade of Recommendation, rather than a Level of Evidence.
Methodology groups – calling for volunteers from JBC

We are launching a new program of methodological development focussing on the synthesis of a diverse range of evidence types.

We are looking for interested and motivated individuals from the JBC to join the various methodology groups. Ideally, we are looking for around three to five individuals to join each of the groups for the remainder of 2014. Each group will be convened by a member of staff from JBI in Adelaide.

The names of JBI convenors and individuals who have already expressed interest in joining each of the relevant groups are below:

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<th>Evidence/method</th>
<th>Convener/staff member/JBC member</th>
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<td>Text and opinion/NOTARI</td>
<td>Alexa McArthur</td>
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<td>Diagnosis</td>
<td>Mark McMillan</td>
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<td>Prognosis</td>
<td>Dr Jared Campbell</td>
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<tr>
<td>Scoping reviews</td>
<td>Dr Micah Peters, Christina Godfrey</td>
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<td>Correlation/association</td>
<td>Sandeep Moola</td>
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Please read the complete terms of reference and requirements carefully before signing on. To obtain the terms of reference and to register your interest (by the 11 April), email jbisynthesis@adelaide.edu.au (make sure you provide your name and the relevant group you would like to join).

Joanna Briggs Collaboration Centre webpages

An email was recently sent out requesting you to complete your Centre Web Pages on the new JBI website. Thank you to those who have already sent their updates. A reminder to please send the information to Adriana Turner, adriana.turner@adelaide.edu.au

New centre application

We would like to officially welcome The Hanoi Medical University Nursing Research Center for Evidence Based Healthcare to the Collaboration. The Centre was officially approved in February and is led by Dr Nguyen Thi Lan Anh, focussing on Evidence Review and Linguistic Translation (see page 7).

As you are also aware there are a number of new centre applications currently out for comment with the Collaboration. This is a great sign that interest in the JBC is on the rise!

Submissions and peer reviews

We would like to remind Centres that the lead up to the Annual Review is underway as we approach 31 June. We encourage all evidence review Centres to submit their systematic reviews to the JBI Database of Systematic Reviews and Implementation Reports well in advance of this date to allow sufficient time for thorough peer review. We also ask that all members of the JBC respond to requests to peer review in a timely manner to avoid delays in the process for their colleagues.
The International Journal of Evidence-Based Healthcare

Since its inception in 2003 the *International Journal of Evidence Based Healthcare* (IJEBH) has continued to grow in its capacity to deliver fully refereed papers relating to the translation, distribution, implementation and evaluation of evidence to inform multidisciplinary health care practices.

After a successful decade of publishing through John Wiley Publications, the journal has become a highly esteemed publication which has influenced and shaped health care practice. The journal will continue to advance the development and understanding of evidence-based health care moving forward in 2014 with our new global publishing partner Lippincott, Williams and Wilkins (LWW).

The IJEBH will continue to expand on the number of contributors and provide a wide scope of multidisciplinary material. All articles are blind peer reviewed original scholarly commentaries purposed to guide evidence-based health care policy. The journal presents papers that aim at improving health care and also present a realistic view to organisational challenges, barriers and resistance in practice.

The IJEBH has been a forum for the debate of issues surrounding evidence-based health care for the clinician and researcher.

The IJEBH is available online only and quarterly issues from 2003 onwards.

Access to the journal is managed by Lippincott, Williams and Wilkins and new subscriptions can be done via the LWW online store.

To subscribe or for information on rates, click here.

If you have any enquiries regarding the journal email memberservice@lww.com or contact LWW Member Services at (866) 489-0443 from the US or 1 (301) 223-2300 from outside the US.

**Pay-per-view**

Articles published in the *International Journal of Evidence-Based Healthcare* are available to non-subscribers online and/or in PDF format through pay-per-view. To purchase an article click on the “Buy” button next to the article title or the “Buy This Article” button within the article abstract.

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Completion of research induction

Following their commencement of the first core week of program on 10 February, our new HDR students have all successfully completed their Research Induction required by the Adelaide Graduate Centre. The next major milestone will be completion of their core component, which includes sitting for their panel defence. This is first significant assessment of their work.

The outcome of the panels can have significant implications for the student’s continued candidature. In addition to sitting for a panel assessment, students will need to ensure that all accompanying core component documentation is also submitted to the Graduate Centre. Students should refer to pages 32 and 33 of the course handbook for particulars of such. Hard copies of the HDR Handbook are available directly at the School, or alternatively the guide can be accessed online.

Next Graduate Research Seminar

Effective clinical handover communication will be the focus of our second Graduate Research Seminar Series for the year.

Speakers: Dr John Walsh and Dr Nayia Cominos, Discipline of Linguistics, University of Adelaide

Topic: A multidisciplinary approach to clinical handover in mental health: what might linguistics contribute?

When: 3.30pm, Friday 28 March

Where: Yash Kumarasamy Conference Room, First Floor, 115 Grenfell St, Adelaide

The presentation will discuss a current national scheme funded by an ARC linkage grant ‘The ECCHo Project’, a research study into effective communication in clinical handover.

The ECCHo project is a three-year national research study that started in 2011. The project’s full title is ‘Effective clinical handover communication: improving patient safety, experiences and outcomes’. It involves a multidisciplinary group of researchers from universities and health departments in six states. The research team is working with clinicians in hospitals in NSW, ACT, WA and SA to observe, describe, and analyse how clinicians in different hospital settings undertake clinical handover. The focus in SA is clinical handover in mental health, and we have been working with three mental health teams in one of the large metropolitan general hospitals.

As always, cheese and wine will be available prior to the presentation. All staff and students are encouraged to attend this special event.
Studying for your master’s degree – a different world

Undertaking a master’s degree differs greatly from undergraduate school, and so do the study skills you will need in order to succeed. It requires an entirely different approach to studying, as there is far less repetition learning than in undergraduate school, which is frequently based on examination assessment.

A master’s education emphasises your understanding of the information more than the memorisation of the information. As a master’s by research student you will be required to design and implement original research studies. You will refine your abilities to read, interpret, synthesise and use research.

The Master of Clinical Science demands that the student has motivation and self-discipline, and the student’s study skills must reflect these qualities. Significantly more responsibility is involved in being a master’s student because you will be responsible for scheduling your time and workload.

Master’s students can benefit from taking time to identify their learning styles. Everyone has a learning style, and most students fit into one of three categories:

- Visual learners
- Auditory learners
- Kinetic learners

The first two are rather self-explanatory, while kinetic learners are those who learn best by doing. Once you know what your learning style is, you can adapt your study skills to follow suit.

Time management

Skills that are important for a master’s study include time scheduling, concentrating, and reading and writing skills. In order to study for your master’s successfully, students must be prepare both mentally and physically. They must mentally prioritise tasks, set time tables and indulge in breaks. Breaks are not a luxury depending on available time, but rather a necessity for thinking effectively.

Students also need to be mindful of the physical aspects of their study space, as well as the need to assemble materials needed for study prior to the commencement of work. In short, be physically and mentally ready, get the materials you need and create a work zone that is congenial to study.

It is of paramount importance that graduate student study skills include the ability to divide time efficiently. Most of our master’s students live busy professional lives and have more responsibilities than just those associated with their education. Notwithstanding, no matter what other roles you must fill on a daily basis, you must set aside time for quality study time.

Setting short- and long-term goals is helpful if you struggle to manage your time. Setting deadlines, even in addition to those established by the school or Graduate Centre, can be beneficial and keep you ahead of the game. The most important study skill when it comes to time is the ability to resist procrastination.

Master’s students should consider setting up a filing system to organise different components of their research work. Create separate folders for things like research ideas, articles and study materials. Your study space should be organised as well. The less clutter and distraction, the better you will be able to use your study skills. Be sure your study space has your supplies within reach and your computer is set up with all the required software.

Managing the volume of reading

The Master of Clinical Science requires the student to do more reading than perhaps ever before. The ability to glean meaning from readings quickly and efficiently is another critical study skill. You should schedule time to read and take periodic breaks to keep the information fresh.
Graduating to masters-level study requires a change in study methods. You will be working at a more complex and sophisticated level, with a need for broader and more independently sourced research to contextualise your analyses. You also need to manage your time effectively to ensure everything is done. With only two years to complete your degree, this can be a steep learning curve.

Impossible curves but functional
Perceptions of a new HDR student

‘I came to Adelaide trying to maintain an open mind, but I did have some concerns. Going into Day One my concerns were mainly around not fitting in with the other candidates and being the odd one out. Those feelings evaporated soon after arriving. We were all greeted in a relaxed fashion. The room’s arrangement (u-shaped seminar seating; aged candidates placed unobtrusively closer to the speaker; named folders and pile of resource material in each place) put me at ease and made me feel like we (the candidates) were in SAFE hands.

There followed an unrushed morning of orientation and explanation of the program and aims and objectives.

I hadn’t appreciated before the course started that most of the other candidates would not have finalised their topics. As my topic was embryonic it came as a relief that I was not alone at this stage. Another sheer enjoyment in the first day came from being amongst brainy people. Everyone seemed to be a high achiever in their respective field(s). Additionally, a feeling of community was fostered from the start with an introduction to JBI staff and a reminder that JBI is international and does useful and noteworthy things on the world health front.

The introduction moved seamlessly into an exposé of evidence-based health care and systematic reviews.

So far so good. Day Two was to meet the supervisors and commence Statistics.

I am lucky to be assigned Dr Jared Campbell as my supervisor (a man with intelligence off the scale and is careful with detail); then we move to Statistics under Dr Catalin Tufanaru.

Catalin proceeded to charm us one minute and terrify us the next with statistics over the next two days. The good news was that we survived the tsunami. How? No-one knows. As scientists, we students feel there is trouble ahead. What sort of trouble? Useless analysis? Biased sampling? Uncontrolled variables? None of us are sure BUT I don’t think we represent a statistically significant sample and anyway, as a sample, we weren’t randomly selected! (“What is your Knoll Hypothesis??”) We are reassured that Catalin is there and help is at hand.

Before Catalin, I thought Stats was a necessary evil that someone else would crunch for me. After Catalin (henceforth referred to as “AC”) I view Stats the way a classical architect views the work of Gaudi. Impossible curves, beautiful, functional and necessary for life. I’m sure the rest of the HDR candidates feel similarly.

My ideas about Qualitative Research before our week intensive were vague and disjointed. I had never considered doing qualitative research. After the sessions with Zach and Craig I felt the field had been demystified and put into a workable context. The sessions resulted in about three HDR candidates changing or firming their research topics into Qualitative Research.

Our oral presentations took up most of the last day. It was clear that the whole HDR group was very comfortable with presenting and using Powerpoint.

I enjoyed presenting to the Faculty. Four slides and a five-minute limit is liberating in a perverse way. I didn’t realise that there would be so many useful comments and suggestions coming from the floor specific to our topics and studies. At least one of our groups modified their structure in response to a valuable comment.
The week was crowded with information and many new personalities. Most of my fears proved groundless and most of my expectations were met. We came into the program wanting to learn how to be better researchers. I feel I’m in the right place to do that and am on my way.

I’m looking forward to the next intensive week in April.

Andrew Gaffey  
(HDR student, February 2014 intake, allied health graduate, employed as Clinical Physiotherapist in the private sector)

Whirlwind journey

Perceptions of a new HDR student

‘What a start to the year. I did not did not ever imagine being back at university. A positive review by a colleague who was a previous Master of Clinical Science student was the persuasion I needed.

The first thing I noted during introductions was the diversity and knowledge base across the group of candidates. Everyone had been brought together by a common desire to improve their own knowledge base, at the same time expanding that of their profession.

Initially, like anything, the task at hand seemed daunting. The prospect of producing a 40,000 word thesis is challenging. Then the lectures began. The goals and processes were explained. It seemed clear and realistic. The journey seemed manageable as it involved a series of small steps focused on achieving my academic pursuit.

After the whirlwind journey that is getting through the quantitative and qualitative data intensive lectures, we met with our friendly supervisors. We encountered our first task which involved the presentation of my research question in front of the entire school at the end of the week.

From the snapshot introduction at the beginning of the week, the development of each candidate’s question seemed clear, and the topics diverse. It was an impressive display of the work we, as health professionals, were capable of achieving. Looking back it was an exciting beginning. It was enjoyable meeting the candidates and the supportive school. I look forward to the journey ahead.’

Nick Hayes  
(HDR student, February 2014 intake, Resident Medical Officer, Lyell McEwin Hospital)

‘All truths are easy to understand once they are discovered, the point is to discover them.’  
~ Galileo

Second week of Core Program/Research School

Soon our new Feb 2014 HDR cohort will be back for the second week of core program (7–11 April 2014), which will also include our first three-day Research School/Symposium for the year.

On the final day of Research School our new student group will be presenting posters showcasing their scholarly research to date. This three-day Research School is a compulsory event for all academic staff and current students, and an opportunity to review the progress of our new student group and provide beneficial feedback. The new students’ posters will be displayed around the conference room from Monday 7 April and staff are encouraged to take this opportunity to peruse and consider their displays prior to formal presentations on the Friday.
'Results! Why, I have gotten a lot of results. I know several thousand things that won't work.'
~ Thomas Edison

School blog
Don’t forget to visit the School of Translational Health Science blog to read the latest news, events and important information. Note that the blog does not replace the current HDR Facebook page, which is a 'closed group' to active students and supervisors.
Welcome back, Clinical Fellows

Welcome back to our Clinical Fellows who will be completing their second residential week from 31 March to 4 April 2014. They come from a range of locations, including Malaysia, Australian Capital Territory, Queensland, Western Australia and New South Wales.

Some of the implementation project topics focus on sleep quality in critical care, drug and alcohol service best practice, peripheral intravenous cannula insertion and management, physical aggression in dementia residents, and management of skin tears.

We look forward to hearing the outcome of these projects.

Clinical Fellow Alumni webpage

Work on the Clinical Fellow Alumni webpage continues, and we hope soon to launch this space. This will enable alumni to keep up with the latest developments in implementation, and hear about the range of projects being undertaken around the globe.

Please make sure you send your current email details, and give permission for your contact details to be displayed on this page, to Sarah Silver, sarah.silver@adelaide.edu.au

Joanna Briggs Institute National Conference

The JBI National Australian Conference will be held in Adelaide on 14–15 July 2014. Themed, ‘Great expectations – exploring evidence-based pathways to improve quality in healthcare’, the conference is an excellent opportunity for our alumni to present their current implementation work, and be inspired by the work of others. The call for abstracts will be opening soon. See page 11 for more details.

Alumni Executive Committee meeting – save the date

The next Alumni Executive Committee meeting will be held on Thursday 10 April via teleconference. Please notify us of any discussion points you would like tabled.
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