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Morgan, Claire (2010) The Effect of Basic Life Support Training and Personal Experience of Resuscitation on Student Nurses' Confidence in Their Ability to Perform BLS. [Dissertation (University of Nottingham only)] (Unpublished)

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Dr Nick Allcock  
Associate Professor  
School of Nursing  
B Floor, The Medical School  
QMC Campus  
Nottingham University Hospitals  
Nottingham  
NG7 2UH

30th October 2009

Dear Professor R C Spiller

**Ethics Reference No: A/10/2009**

**Study Title:** What is the effect of basic life support training on student nurses' confidence in performing basic life support?

**Lead Investigator:** Mr Nick Allcock, Associate Professor

**Co Investigators:** Claire Morgan, 4th Year Student Nurse, School of Nursing, Midwifery & Physiotherapy.

I would like to thank the committee for taking the time to consider this application. Any changes have been implemented where recommended and the answers to specific concerns have been addressed below.

*1. The committee would like you to clarify the approach to the students. The Committee is concerned not to misuse lecturing time. Any presentation should be very brief and at the end of the lecture you are allowed to inform the students about the project and ask them to collect questionnaires as they go out. These should be completed in their own time and returned anonymously.*

The presentation of the questionnaire will take less than 5 minutes of the student's time at the end of the lecture, with the lecturers' consent. Students will then be able to complete their questionnaires in their own time and return them anonymously to a collection box placed in a convenient location.

*2. The Committee was concerned about the adequacy of the questions used. Some of them we found quite confusing, some of them use the 5 point Likertt scale which previous studies have suggested are not sensitive enough to pick up important changes.*

Although it was not clearly stated which questions were causing confusion we have amended the wording of some questions and the questionnaire will be reviewed by a number of peers who have a knowledge of the subject. We would also like to highlight that any questions which appear to be using Likertt scales this is not strictly true. We are using Likett items as we are not seeking the agreement or disagreement of a statement. The 5 point Likett scale is commonly used and we wish to identify if there has been an increase in confidence, there was no change or where confidence has decreased. The change in confidence that will be used as primary outcome is that in questions 4 and 17 which are measured using a 10 point scale and with therefore be more sensitive to any change.

*3. The Committee was disappointed that there was no specific hypothesis to test.*

The hypothesis will be defined as the following:

"Students confidence will increase as a result of their basic life support (BLS) training received during their nursing course"

The null hypothesis, which we will test, will be;

"Students confidence will not increase as a result of their basic life support (BLS) training received during their nursing course"

*4. The Committee was concerned about the validity of the response. If the endpoint is the answer to question 10 and 12 we are concerned that you are relying on people's memory of events which may have happened up to 4 years ago. All research suggests that this sort of recall is highly unreliable. The committee had a number of suggestions which might improve this study and these include the idea of testing a specific hypothesis namely: that subjects in years 2, 3 and 4 will feel more confident than in year 1 or that subjects who have been exposed to a resuscitation attempt which was successful or unsuccessful would have different levels of confidence. We suggest you discuss this further with your supervisor with the aim of getting a more useful study on which to base your dissertation.*

We have now defined a hypothesis which we feel relates to the aims of the study. It is also important to note that the nursing courses that students are completing are of differing lengths (i.e. 3 and 4 years) therefore comparing 'year 3' as a cohort would not make sense. We therefore intend to assess the changes in confidence between the beginning and end of the course. We will as a secondary measure explore differences between years and courses; however the study is powered to meet the primary outcome. We also acknowledge the recall can be of questionable accuracy. However a longitudinal design is not practical. We will be able to look for any significant difference between confidence of year 2 students (which will be approximately one year after beginning the course) to the confidence of year 3 students (which will be a maximum of 3 years after commencing the course) We are interested in the students perception of change in confidence, measured by a change in rating between questions 4 and 17, rather than an accurate measure.

Once again thank you for taking the time to consider this application, I look forward to your reply.

Yours Sincerely

Dr Nick Allcock  
Claire Morgan



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