



MONASH University

Medicine, Nursing and Health Sciences

Evidence-Based Practice in Undergraduate Nursing Education: A Curriculum Analysis

PhD Candidate: Gulzar Malik

**Supervisors: Professor Lisa McKenna
A.Professor Debra Griffiths**

Evidence-Based Practice



Decisions about care are based on:

- A. Research evidence.
- B. Clinical expertise, judicious use.
- C. Patient values, needs and circumstances

(Newhouse et al., 2007)



Background to the Study

Much of what is ***known*** from research has not been applied in practice yet.

Evidence-Based Practice Gap



Background to the Study

EBP in Nursing

Multiple factors contribute to slow uptake of EBP by nurses including lack of knowledge and skills, insufficient time, lack of mentorship, limited support and resources within organisation and resistance to change (Barako et al, 2012 ; Bremaier et al., 2011; Eizenberg, 2010).

- Nurses in clinical practice report that their educational preparation for accessing and using EBP is insufficient (Malik, 2014; Geum et al. 2010)

EBP in Nursing Education

The role EBP plays in the practical lives of students will highly depend on the degree to which it is promoted by academics, the extent to which it is incorporated in course objectives, content, assessments and its application to the clinical setting (Emanuel, 2011).

EBP knowledge, attitudes and future use among students demonstrated significant increase in mean score with clinically integrated EBP courses (Brown et al. 2010)

EBP in Nursing Education

- Nursing research and evidence-based inquiry underpins all elements of curriculum content and delivery (ANMAC Registered Nurse Accreditation Standards ,2012)
- Lack of clarity about EBP content, process and outcomes(Johnston et al.,2011)
- Traditional research knowledge and skills among faculty members (Stichler et al. 2011), lack of knowledge and skills in adopting EBP processes in their teaching, heavy workloads, lack of time to integrate EBP in a fully loaded curriculum (McLenary & Suleman,2010).

Aim of the Study

- The study aim is to explore integration of evidence-based practice in undergraduate nursing curriculum by using Grounded Theory Method.
- This presentation will focus on the findings from the analysis of curriculum outlines of Bachelor of Nursing (BN) program offered by tertiary education institutions in Australia.

Review of BN Curriculum Outlines

- Curriculum outlines of BN programs were extracted through websites of education providers.
- Outlines were reviewed in relation to units offered on research, and EBP in isolation or combined.
- Incorporation of EBP into the units of study was also explored.
- Teaching approaches and assessment methodologies were identified.

Data Analysis

- Frequencies were calculated to determine the number of higher education providers offering BN program. Also, frequencies and percentages were obtained to identify the providers offering a stand-alone EBP unit or in combination with research unit.
- Content analysis was performed to reveal the categories dictating content of the learning outcomes from the units of the study.

Findings

- In Australia, 32 universities and 3 colleges offer BN programs.
- Content analysis revealed the following categories:
 - ❖ Units on Research and EBP
 - ❖ EBP integration into curricula
 - ❖ Units placement and credit points
 - ❖ Teaching methodologies and assessment methods

Units on Research and EBP

	No units on Research or EBP	Separate unit on Research	Separate Unit on EBP	Combined Units on Research and EBP	EBP integration into various units
No of Education Providers	03	08	02	22	29

Units on Research and EBP

- Combined units on research and EBP with major focus on research concepts and methodologies, managing and analysing data, critique of published studies and role of a nurse as a researcher.
- Separate units on research emphasising ‘evidence generators’ versus ‘evidence users’.
- Stand-alone EBP unit focuses on spirit of inquiry, EBP process, exploration of relationship between research, evidence and practice in the healthcare context.

EBP integration into curricula

- EBP was integrated into units ranging between one to twelve units of study.
- A few education providers mentioned the phrase 'evidence-based practice' in their unit objectives without much explanation in relation to expected outcome.
- A purpose of integration is to enhance students' understanding and application of research knowledge, evidence-based nursing care and role of EBP in clinical decision making.

Units placement and credit points

- Variations among institutions were found in terms of years and semesters in which research and EBP units were introduced.
- One credit point to 25 credit points, 6 to 12 credit points appeared common among the majority of the education providers.

Teaching approaches & Assessment Methods

- Didactic methods, tutorials, skills workshop, self-directed learning, Inquiry based approach, scenario based learning and evidence-based practice improvement project.
- Online quiz, research workbook, theory exam, case studies, research proposal, critical reflection of literature but critique of research articles appeared common assessment method.

Recommendations

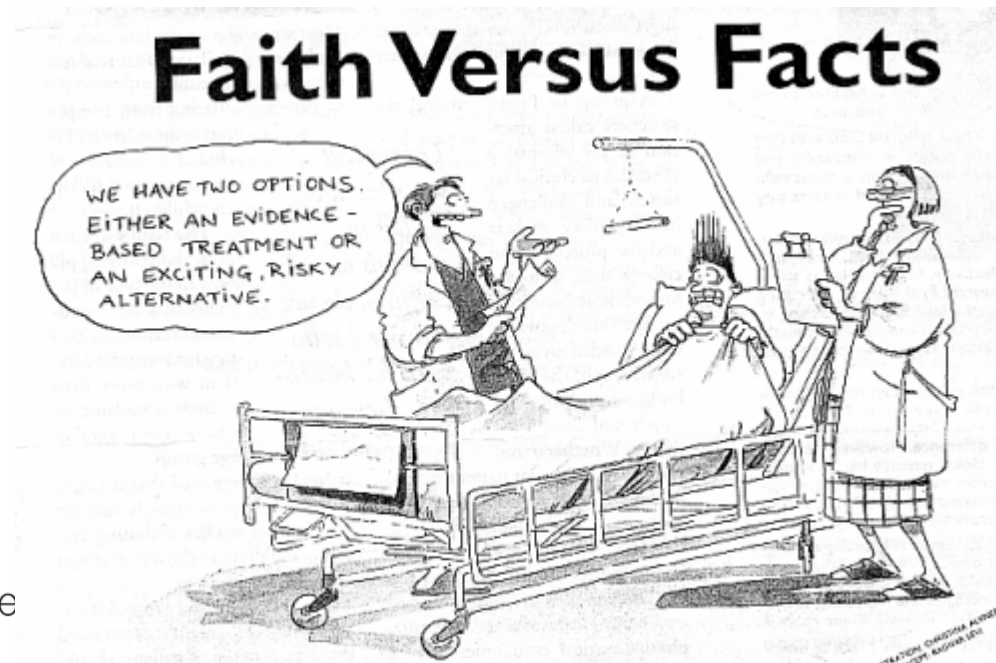
- The undergraduate curriculum must reflect the integration of EBP across all levels and courses.
- Advancing expectations of students' knowledge and skills at various levels, and development of assignments reflecting those expectations should be aimed.
- Innovative and effective teaching strategies are desirable to achieve optimum learning outcomes.

What Next!

- The identified variations among universities curricula have implications for curriculum revisions and effectiveness of teaching methodologies requires investigation.
- Future research should investigate ways to better integrate EBP across all levels and courses.
- How EBP is taught and incorporated into faculty's teaching and learning practices requires exploration. Also, factors affecting EBP education from academics' and students' perspectives should be investigated.

Conclusion

- By using grounded theory methodology, this study endeavours to examine integration of evidence-based practice in undergraduate nursing curricula and will contribute towards informing effective curriculum approaches for facilitating students' knowledge and skills in EBP.



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