Providing evidence-based care is widely recognised as a key skill for all healthcare professionals. The modernisation agenda in Nursing has emphasised the importance of adopting the principles of evidence-based practice in the training and ongoing development of nurses. In order to facilitate the movement of evidence into nursing practice, it is necessary to build students’ capacity to engage with nursing research and foster their critical appraisal skills thereby facilitating them to underpin the care they give to their patients with best evidence. The purpose of this course will be twofold: First, to introduce students to research methodologies and methods most commonly used in nursing and healthcare research. Second, to facilitate students in the learning of skills relating to the retrieval, critical appraisal and application to practice of research evidence. The course will follow the evidence-based practice steps in order to develop the students’ capacity to engage with and adopt in their practice the principles of EBP which include: writing focused clinical questions, acquiring the appropriate evidence in relation to this question, critically appraising this evidence, interpreting quantitative or qualitative findings and overcoming barriers and challenges to implementing evidence into practice. Through a combination of lectures, small group work and self-directed learning this module encourages active student engagement with clinical decision-making and problem solving processes.

Learning Outcomes

On completion of this module students should be able to:

- Demonstrate an understanding of the principles of EBP
- Describe the primary types of research methodologies and methods most commonly used in nursing research
- Connect research paradigms, research designs and types of research questions
- Systematically identify the key steps of the EBP process and apply them to a research problem arising from reflection upon nursing practice
- Differentiate between the different types of sampling, data collection and data analysis research methods
- Discuss the application of different research methods across studies
- Understand the nature of evidence produced by different research approaches broadly separated into quantitative or qualitative designs
- Recognise the fundamental building blocks of research including concepts, variables and types of data
- Retrieve, read and critically appraise published evidence for best nursing practice
- Contribute to an active research project by writing a patient centred evidence based practice review

Teaching and Learning Strategy:

This module will utilise a range of teaching and learning strategies including lectures, small group problem-based learning, online guided learning, student presentations and student self-directed learning.

The module will run over two weeks. In the first two weeks of the course the students will receive tuition in a combination of large group lectures as well as smaller group problem-based learning tutorials. At the end of these two weeks the
students will present the group work they have completed in tutorials. The third week of the module does not require attendance on campus. During this week, students will actively engage with online guided learning materials. Through engagement with the online component of the module the students will develop the skills they require for retrieval and critical appraisal of published research. The fourth week of the module facilitates self-directed learning in which the students will focus on their patient centred evidence based practice review paper (1500-2000 words). The emphasis of this paper will be on identifying a clinical research question in an area of practice which is of interest to the students, designing and applying an appropriate search strategy and critically appraising the evidence addressing their question.

The teaching and learning in this module will be structured as follows:

| Class contact: Lectures       | 20 hours |
| Class contact: Group work    | 10 hours |
| Class contact: Presentations | 5 hours  |
| Guided study: Online tutorials | 15 hours |
| Guided study: Research mentoring (10 ECTs) | 15 hours |
| Self-directed learning: Research project work | 45 hours |
| Autonomous student learning: Independent study | 40 hours |

Assessment:

Students completing this module will submit an evidence-based practice review in a clinical area of interest to the student (1500-2000 words) one week following the completion of the module (end of week 5).

A minimum grade of D- is needed to pass the course.

Reading:

Class specific reading will be made available to all students before each class.

The course core text is,


Regulations:

School of Nursing, Midwifery and Health Systems Referencing and Writing Guidelines are appended as separate documents. The University grading descriptors are also attached as a separate document.

Campus supports:

The Health Sciences Library is in the building where the students will take class. All students will have a library card which will gain them access to this facility. Each student will also have an academic mentor to guide them through this course and its assessments.

Course timetable:

Class 1

The importance of evidence-based professional nursing practice (2 hours)

At the end of this class students will be able to;

1. Define the concept of EBP
2. Connect evidence with nursing practice
3. Reflect on barriers to EBP in nursing practice

Class 2

Evidence-based practice step one and step two: Assessing the clinical scenario and asking the research question (2 hours)
At the end of this class students will be able to;

1. Examine a clinical scenario
2. Identify a research question or hypothesis
3. Link research paradigms, research designs and types of research questions

Class 3

Evidence-based practice step three: Acquiring the evidence (2 hours)

At the end of this class students will be able to;

1. Understand the steps involved in doing a literature review
2. Devise a search strategy and undertake a search in key nursing bibliographic databases
3. Screen and gather the appropriate evidence to address a particular research question
4. Document the evidence retrieval

Class 4

Evidence-based practice step four: Appraising the evidence (3 hours)

At the end of this class students will be able to;

1. Identify major characteristics of research theories and designs
2. Recognise the fundamental building blocks of research including concepts, variables and types of data
3. Understand the nature of evidence produced by different research approaches broadly separated into quantitative or qualitative designs
4. Connect theory and research in quantitative and qualitative studies

Class 5

Evidence-based practice step four: Appraising the evidence (3 hours)

At the end of this class students will be able to;

1. Distinguish between nonprobability and probability samples
2. Identify different sampling designs for experimental, quasi-experimental and non-experimental designs
3. Discuss the concept of causality
4. Identify the major steps of experimental, quasi-experimental and non-experimental designs
5. Critically appraise the strength and rigour of a research design evaluating concepts of validity, reliability, replicability and applicability
6. Interpret the results of a quantitative study

Class 6

Evidence-based practice step four: Appraising the evidence (3 hours)

At the end of this class students will be able to;

1. Identify and describe different sampling approaches for qualitative studies
2. Identify the major steps of ethnographic, phenomenologic and grounded theory designs
3. Critically appraise qualitative evidence for clinical decision-making using trustworthiness criteria
4. Interpret the results of a qualitative study

Class 7

Evidence-based practice step five: Applying the evidence (3 hours)

At the end of this class students will be able to;
1. Discuss approaches to integrating research evidence and the advantages of a systematic method of reviewing research
2. Identify key steps of a meta-analysis and a metasynthesis
3. Critically appraise a systematic review
4. Understand the key challenges and enablers to implementing evidence into practice

Class 8

Writing an Evidence-Based Practice literature review (2 hours)

At the end of this class students will be able to;

1. Appreciate the purposes and scope of research literature reviews
2. Identify the types of information for a research review
3. Understand the steps involved in doing a literature review
4. Discuss approaches to critiquing and organising research evidence
5. Ask questions and seek clarification about undertaking your literature review