INTRODUCTION
Considering the growing need to adopt an evidence-based practice (EBP) approach in response to increasing complexities in healthcare, nurses must be adequately prepared in their undergraduate degrees to implement EBP in clinical practice.

There is a plethora of studies reporting that nurses’ educational preparation for embracing EBP is consistently inadequate (Malik, McKenna & Plummer, 2015). However, its inclusion in nursing education is limited and represents an area of crucial investigation.

AIM
This poster aims to provide insights into a doctoral study that examined processes undertaken by nurse academics when incorporated EBP into their teaching and learning practices, within undergraduate nurse education.

STUDY DESIGN
Undersigned by symbolic interactionism, a constructivist grounded theory methodology, informed by Kathy Charmaz was employed.

DATA COLLECTION
Data were analysed using initial, focused and theoretical coding, proposed by Kathy Charmaz.

RESULTS: THE THEORY
On a Path to Success: Endeavouring to Contextualise Curricula within an EBP Framework

On a path to success: Endeavouring to contextualise curricula within an EBP framework is at the heart of the theory that explicates a core process utilised by all participants and offers understanding of participants’ actions and processes, as a response to the central problem.

The theoretical construct reflects the actions, perspectives and interplay between academics, curricula and practice settings, which is embedded in the three transitional stages:
1. Embarking on a Journey: Being Prepared
2. Experiencing Challenges
3. Moving Ahead: Linking EBP Theory to Practice

Four interrelated categories present activities academics undertook during the process:
- Valuing and engaging with EBP,
- Enacting EBP curriculum,
- Influencing EBP integration,
- Envisaging the use of EBP.

These processes are moderated by a number of contextual determinants found to be influential, including academic settings and individuals, curricula design and implementation and practice settings.

A central aspect of our theory reflects meanings academics constructed around their efforts in contextualising curricula, linking EBP theory to practice. This also indicates their desire to achieving fully integrated curricula across both theoretical and clinical courses. However, academics’ journeys were influenced by several contextual factors which required strategies to accomplish their endeavours. Therefore, this path appeared to be winding, and the presented journey is not linear, rather it meanders back and forth, connected in each phase very closely.

There’s a significant amount of work that needs to happen to more fully orient the undergraduate curricula towards evidence-based practice (Katrina)

….that [EBP integration] does require academics to embrace more…. so how they teach and what they say and their attitude can very much influence students’ future practice of EBP (Josh)

VISUAL PRESENTATION OF THE THEORY

STUDY RECOMMENDATIONS

- Inclusion of EBP in school’s mission and philosophy
- Infrastructure to support academics, resource provision, continuing education and workload management
- Curricula revision for research and EBP units
- Opportunities for mentorship in EBP integrated curricula design and implementation
- Academic-practice partnerships and strategies to minimise barriers within both settings
- Joint appointments between academics and practitioners, and faculty clinical practice are recommended

CONCLUSION
By using grounded theory approach, this study has taken a unique approach in presenting a core process, that provides a framework and raises awareness of activities undertaken by academics when considering to include EBP into undergraduate education. This theory highlights obstacles, which require attention at school, clinical site and accreditation body levels to ensure academics are prepared, engaged and committed to incorporate EBP concepts in their teaching practices.

REFERENCES


PUBLICATIONS
