

Title of presentation

A mixed methods evaluation of a co-designed evidence-based practice module underpinned by a UDL pedagogy

Presenters

Dr Gary Mitchell, Dr Patrick Stark & Professor Christine Brown Wilson

Abstract

Background: The concept of evidence-based practice (EBP) is globally relevant in current healthcare climates. However, nursing students and teachers often struggle with integrating EBP effectively into a curriculum. This has implications for the way students learn to use evidence for their nursing practice. A new undergraduate EBP module was co-designed with current nursing students and university staff throughout 2020. Underpinning the module was a UDL (universal design for learning) pedagogy consisting of flexible approaches to learning for nursing students which included co-developed videos, co-developed audio podcasts, co-developed serious games to complement traditional flipped classroom learning. The module commenced in September 2020, running in year one of a 3-year undergraduate nursing programme, and was co-taught by staff and senior students.

Method: A pre/post-test design was used to collect data on student attitude, knowledge and utilization of EBP. 430 students completed two validated questionnaires, the EBP Beliefs Scale© and EBP Implementation Scale©, before and after the module. Following the post-test, 6 focus-group interviews were also conducted with 58 students to explore how the module informed student nursing practice whilst attending clinical placement during year one.

Results: Quantitative data was analysed using paired t-tests and this highlighted statistically significant improvements in attitude, knowledge and utilization of evidence-based practice after learning ($p < 0.001$). Qualitative data was transcribed verbatim, thematically analysed and highlighted three main findings; EBP is my business, EBP positively influenced the care of my patients and EBP has positively impacted my professional development.

Conclusion: Partnership with current nursing students in the co-design and implementation of a module about EBP has the potential to improve student knowledge, attitude and utilization of evidence in practice. These factors are likely to also improve professional competence and ultimately patient care.