

# Fit for Purpose: Embedding Evidence Based Practice within the Nursing Programme

## Introduction

Students on the child health programme have a theory module in year 2 which enables them to learn about evidence based practice (EBP). This builds upon the knowledge and skills gained from year 1. This module was developed as a blended learning module to run alongside the students practice areas (hospital experience). Students are encouraged to consider and apply the theory to their practice.

## Aims

The overall aims of this module is to provide students with the opportunity to learn about the different types of evidence and research, enabling them to develop skills to critique primary research and it's relevance to practice.

## Learning and teaching

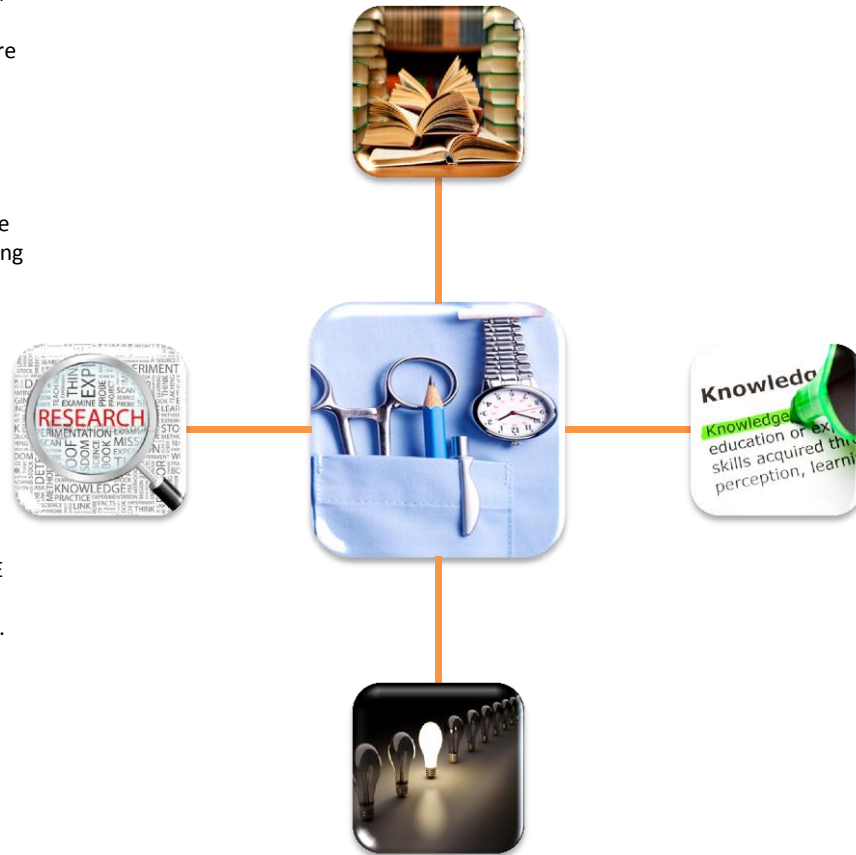
Students learn from face to face tutorials, group work and through the online activities built through the Virtual Learning Environment (VLE).

## Assessment

To encourage student engagement with the VLE online activities The Module Leader has made them part of the overall summative assessment. Providing students with support with the online element is crucial (Sharpe and Greg 2005). Students also critique one research paper in relation to their discipline.

## References:

Cottrell, S., (2011) *Critical thinking skills; developing effective analysis and argument*. London, Palgrave.  
Rolfe, G., (2007) Closing the theory –practice gap: a model of nursing praxis. *JCN* 2 (3) 173-177.  
Scottish Government (2010) *The Healthcare Quality Strategy*. Edinburgh.  
Sharpe and Gregg (2005) The Student Experience of E-learning in Higher Education: A Review of the literature. 1 (3) *Brookes eJournal of Learning and Teaching* 1-9.  
Nursing Midwifery Council (NMC) (2010) Standards for Pre-registration Nurse Education.



## Examples of good practice

Students enjoy relating the theory to their practice areas such as infection control, pain management and fever management of the young child. This module encourages the students to question ritualistic practice versus EBP. Examples that the students offer are often guidelines or policies that require to be updated. Two students recently presented an example of EBP at a International study day here at ENU "Obesity in Children and Young people" from a national and international perspective.

## Evaluation

Students do find the module challenging alongside practice "often challenging; however, when related to the practice areas soon recognise the importance for our own professional development" and "this module prepared us for our studies in Year 3 and the Advancing Practice through Research module" (CH students).

## The way forward

This module was designed and developed to ensure students once they graduate are fit for purpose and are research focused and aware (NMC 2008). Students can apply the theory to their practice, closing the theory to practice gap (Rolfe 2007) and ensure high quality patient care is being delivered (Scottish Government 2010). This module also develops the students critical reading, writing and thinking skills (Cottrell 2011).

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