

Appendix 1

JBI-SUMARI Package Validity Checklist

Critical Appraisal Checklist for Systematic Reviews

NOTE: Appendix 1 is included in the print copy of the thesis held in the University of Adelaide Library.

Appendix 2

Data Extraction Forms

Quantitative Data Extraction Form

Author _____ Record No _____

Journal _____

Year _____

Reviewer _____

Method _____

Setting _____

Participants

Number of Participants

Group A Group B Group C

Interventions

Group A _____

Control _____

Group B _____

Intervention 1 _____

Group C _____

Intervention 2 _____

Outcome Measures

Definition _____

Other Outcome Measures

Outcome Description	Scale/Measure

Results

Dichotomous Data

Outcome	Control Group number/total number	Treatment Group number/total number

Continuous Data

Outcome	Control Group mean & SD (number)	Treatment Group mean & SD (number)

Authors' Conclusions:

Comments:

Qualitative Data Extraction Form

Author _____ Record No _____

Journal _____

Year _____

Reviewer _____

Method
Methodology
Data Analysis

Setting & Context
Geographical Context
Cultural Context
Participants: Number: <i>Description:</i>

Intervention

Findings Evidence	Narrative Description	Quality of Rating 1,2,3

Authors' conclusion

Reviewer's conclusion

Appendix 3

Degrees of Credibility

Unequivocal [E]: evidence beyond reasonable doubt, which may include findings that are matter of fact, directly reported/observed and not open to challenge;

Credible [C]: evidence that is, albeit an interpretation, plausible in light of the data and theoretical framework. The interpretations can be logically inferred from the data but, because the findings are essentially interpretive, they can be challenged;

Unsupported [S]: when none of the other level descriptors apply and when, most notably, findings are not supported by the data.

(These three levels of evidence are incorporated into the JBI-SUMARI (System for the Unified Management of the Assessment and Review of Information) software, The Joanna Briggs Institute, Adelaide, 2003.)

Appendix 4

Excluded Studies: (Systematic Review 1)

Following studies were excluded due to incongruity with the review objectives and/or outcomes.

Angel B. F, Duffey M, & Belyea M. 2000, An evidence based project for evaluating strategies to improve knowledge acquisition and critical thinking performance in nursing students, *Journal of Nursing Education*, vol.39, pp.219-28.

Brown Y, Calder B & Rae D. 1990, The effect of knowledge on nursing students' attitudes toward individuals with AIDS. *Journal of Nursing Education*, vol.29, pp.367-72.

Poole M. H 1989, An assessment of critical thinking skills in nursing students. Ed.D Thesis. Houston: University of Houstonston.

Verhey M. P 1999, Information literacy in an undergraduate nursing curriculum: development, implementation, and evaluation, *Journal of Nursing Education*, vol.38, pp. 252-59.

Appendix 5

Excluded Studies: (Systematic Review 2)

Following studies were excluded due to incongruity with the review objectives and/or outcomes.

Al-Gasseer N, Al-Darazi F, Al-Kuwaiti B, Al-Gaud K, Al-Muhandis B & Murad L 2003, Achievements and challenges of formulating a strategic plan for nursing development at the national level in Bahrain, *International Nursing Review*, vol.50, no.3, pp.148-55.

Anders R.L, Kunaviktikul W. 1999, Nursing in Thailand, *Nursing and Health Sciences*, vo.1, pp.235-239.

Bakalis N.A, Bowman G.S & Porock D 2004, A comparison of education in Greek and English nurses, *International Nursing Review*, vol.51, no.2, pp.88-93.

Boyle J.S. 1989, Professional nursing in Iraq, *Image: Journal of Nursing Scholarship*, vol.21, no.3, pp.168-171.

Caffrey R.A, Neander W, Markle D, & Stewart B. 2005, Improving the cultural competence of nursing students: results of integrating cultural content in the curriculum and an international immersion experience, *Journal of Nursing Education*, vol.44, no.5, pp.234-240.

Casey G. 1996, The curriculum evolution and Project 2000: a critical examination. *Nurse Education Today*, vol.16, no.2, pp.115-120.

Chan S & Wong F. 1999, Development of basic nursing education in China and Hong Kong, *Journal of Advanced Nursing*, vol.29, no.6, pp.1300-1307.

Doutrich D. 2001, Experience of Japanese nurse scholars: insights for U.S. faculty. *Journal of Nursing Education*, vol.40, no.5, pp.210-216.

Fealy G.M. 2002, Aspect of curriculum policy in pre-registration nursing education in the Republic of Ireland: issues and reflections, *Journal of Advanced Nursing*, vol.37, no.6, pp.558-565.

French P, Anderson J, Burnard P, Holmes C, Mashaba G, Wong T, et al. 1996, International comparison of baccalaureate nursing degrees: collaboration in qualitative analysis, *Journal of Advanced Nursing*, vol.23, no.3, pp.594-602.

Garfield R, McCarthy CF. 2005, Nursing and nursing education in Iraq: challenges and opportunities, *International Nursing Review*, vol.52, no.3, pp.180-185.

Herberg P. 2005, Nursing, midwifery and allied health education programmes in Afghanistan, *International Nursing Review*, vol.52, pp.123-133.

- Janhonen S. 1989, Traditional or systematic nursing? an evaluation of the written curricula of registered and enrolled nurses in Finland. *Nurse Education Today*, vol.9, pp.31-38.
- Jarrett S.L, Hummel F, Whitney K.L. 2005, Preparing for the 21st century: graduate nursing education in Vietnam, *Nursing Education Perspectives*, vol.26, no.3, pp.:172-175.
- Kapborg I. 1998, Nursing education in Sweden: development from vocational training to higher level education, *Journal of Advanced Nursing*, vol.27, no.2, pp.372-378.
- Kemp J & Tindiweegi J. 2001, Nurse education in Mbarara, Uganda, *Journal of Advanced Nursing*, vol.33, no.1, pp.8-12.
- Kyrkjebo J.M, Mekki T.E & Hanestad B.R. 2002, Nursing education in Norway, *Journal of Advanced Nursing*, vol.38, no.3, pp.296-302.
- Lambert V.A, Lambert C.E & Petrini M.A. 2004, East meets West: a comparison between undergraduate nursing education in Japan and in the United States. *Journal of Nursing Education*, vol.43, no.6, pp.260-269.
- Meleis A I. The development of a conceptually based nursing curriculum: an international experiment. *Journal of Advanced Nursing J Adv Nurs*.1979: 4:659-671.
- Meleis A I. A model for establishment of educational programs in developing countries: the nursing paradoxes in Kuwait. *Journal of Advanced Nursing J Adv Nurs*.1980: 5:285-300.
- Ogilvie L. 1998, Issues in nursing education in Nepal, *Nurse Education Today*, vol.18, no.1, pp.72-78.
- Pahor M. 1997, The first BSc nursing curriculum in Slovenia: its development and characteristics, *Nurse Education Today*, vol.17, no.4, pp.287-291.
- Ryan D, Markowski K, Ura D & Liu-Chiang C.Y. 1998, International nursing education: challenges and strategies for success, *Journal of Professional Nursing*, vol.14, no.2, pp.69-77.
- Saksomboon K, McMillan M & Cholowski K. 2002, An evaluation of the baccalaureate nursing program within the (MOPH), Thailand, *Nurse Education Today*, vol.22, no.8, pp.641-647.
- Salsali M, Boyle J.S. 2000, The development of nursing education in Iran. *International History of Nursing Journal*, vol.5, no.3, pp.58-63.
- Stein-Parbury J. 2000, Nursing around the world: Australia, *Online Journal of Issues in Nursing*, vol.5, no.2. <http://www.nursingworld.org/ojin/topic12/tpc12_3.htm

- Stockhausen L.J & Kawashima A. 2003, An evaluation of an Australian bachelor of nursing program for Japanese nurses: perception of Japanese nurses' learning experience. *Nurse Education Practice*, vol.3, no. pp.212-219.
- Sun J, Xu Y, Xu Z & Zhang J. 2001, Baccalaureate nursing education curricula in the People's Republic of China: status, issues and reforms, *Nursing and Health Sciences*, vol.3, no.4, pp.225-235.
- Thomas B, Rajacich D, Ma'aitah R.A, Cameron SJ, Gharaibeh M & Delahunt T.D. 2000, Developing a programme-review process for a baccalaureate nursing programme in Jordan, *International Nursing Review*, vol.47, no.4, pp.243-247.
- Upavall M.J, Rehmatullah S, Hashwani S, Khan S, Husain P & Jan R. 1999, The implementation of bachelor's of science in nursing education in Pakistan, *Nursing and Health Sciences*, vol;1:221-228.
- Upvall MJ, Kanji Z, Jaffer S, Khowaja K, Barolia R & Amarsi Y. 2002, Defining the cultural milieu for implementing faculty practice in Pakistan, *International Journal of Nursing Practice*, vol.8, no.6, pp.315-323.
- Veenema T.G. 2001, An evidence-based curriculum to prepare students for global nursing practice, *Nursing and Health Care Perspectives*, vol.22, no.6, pp.292-298.
- Xu Y, Xu Z,& Zhang J. 2002, A comparison of nursing education curriculum in China and the United States, *Journal of Nursing Education*, vol.41, no.7, pp.310-316.

Appendix 6

Discussion Guide

1

The Development of an Evidence-Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka



Discussion Guide

Focus Group Discussion Process

1. Participants are welcomed
2. Introduction of the purpose
3. Consent and demographic data collection
4. Presentation of the initial conceptual framework
5. Discussion

General Question:

“How is this concept meaningful, appropriate and feasible in relation to Sri Lanka”.

Concepts:

Professional Nursing

Theory, practice and research
Evidence-based practice
Legal and ethical conduct
Professional roles

Skills

Technical
Communication
Critical thinking
Leadership
Information Literacy

Values & Beliefs

Client: Physical/Psychological/ Spiritual/Socio-cultural

Student: Self-directed/self-motivated/Critical thinking

Health: Primary Health Care/ Holism

Environment: Consumer demands/Technology/Medical Sciences/Effectiveness and efficiency of intervention

Knowledge

Physiological
Psychological
Environmental
Socio-cultural
Politico-economic

Discussion Guide

2

Teaching & Learning

Student-centred education
Inter-disciplinary education
Discovery learning
Life long learning
Flexible learning
Educational technology

Final question:

“Is there anything that we have not asked that you would like to tell us?”

6. Seeking validation of information

7. Debriefing & feedback

Thanks

Remarks:

Appendix 7

Information sheet for Participants

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka



Information Sheet for Participants (Focus Group Interviews)

Focus Group Interviews for Evaluating the Meaningfulness and Appropriateness of an Initial Conceptual Framework for an Undergraduate Nursing Curriculum in Sri Lanka

- Purpose:** To receive feedback on an initial conceptual framework that has been developed for undergraduate nursing curricula in Sri Lanka
- Procedure:** You will first receive a short (10-15 min) presentation of an initial conceptual framework, and asked to take some time to fill out a Consent Form, a short demographic questionnaire and read through some background information. Then you will be encouraged to explore the initial conceptual framework through focus groups and structured discussion. I am interested in such things as to whether the initial framework is meaningful and appropriate in relation to Sri Lanka, and whether anything is missing or ambiguous or inadequately addressed. Lastly, you will be asked to debrief and fill out an evaluation form that will be used to record any viewpoints that are not expressed during the discussion.
- The interview will last about 90-120 minutes. You may refuse to answer any specific questions. The interview will be recorded on an audiotape so that I can analyse the group's responses and prepare a report. *I ask you to refrain from photocopying these materials at any time and to return them to the facilitator at the end of the session.*
- Confidentiality:** All information will be kept confidential. All identifying information will be removed from the written transcripts. Any reports of this research will not identify you or anyone whose name you mention.
- Benefits/Risks:** There are no direct benefits or risks to you in participating in this focus group, except that you may appreciate being given the opportunity to express your views. In so doing, you will help me to develop an appropriate conceptual framework for undergraduate nursing curriculum in Sri Lanka.
- Payments:** Although there is no payment for your involvement in the study, I would like to acknowledge your contribution via a small gift pack including a pen and file folder.

If you wish to speak someone not directly involved in the study about your rights as a volunteer, or about the conduct of the study, you may also contact the Chairman, Research Ethics Committee, Royal Adelaide Hospital on +61 8 8222 4139.

Rasika S. Jayasekara
Investigator
Tel: 037 2266858 E-mail: rasika.jayasekara@adelaide.edu.au

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka
08/08/2006 *The University of Adelaide, South Australia*

Appendix 8

Details information for participants

1

The Development of an Evidence-Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka



Study Information for Participants

Investigator:

Rasika Sirilal Jayasekara
RN, BA, BScN (Hons), PG Ed, MNSc (Adelaide)
PhD Candidate, Discipline of Nursing, Faculty of Health Science
The University of Adelaide, South Australia

Supervisors:

Prof. Alan Pearson RN, PhD, FRCNA, FRCN, FAAG
Dr Tim Schultz BA, BSc (Hons), PhD

Background

It has been long realised in many countries around the world, that nursing education should be based in the higher education sector, and Sri Lanka is now moving in this direction. In this transitional stage, the development of a conceptual framework that is underpinned by evidence for undergraduate nursing curricula is a crucially important step to improve nursing education and nursing service in Sri Lanka.

Purpose

The purpose of this study is to develop an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka.

Conceptual Framework

The conceptual framework is considered as the keystone and the constitution of the curriculum, and provides guidelines and fundamental rules for making all curriculum decisions related to teaching and learning.

The Process of Developing the Conceptual Framework

The process of developing the conceptual framework involves five steps:

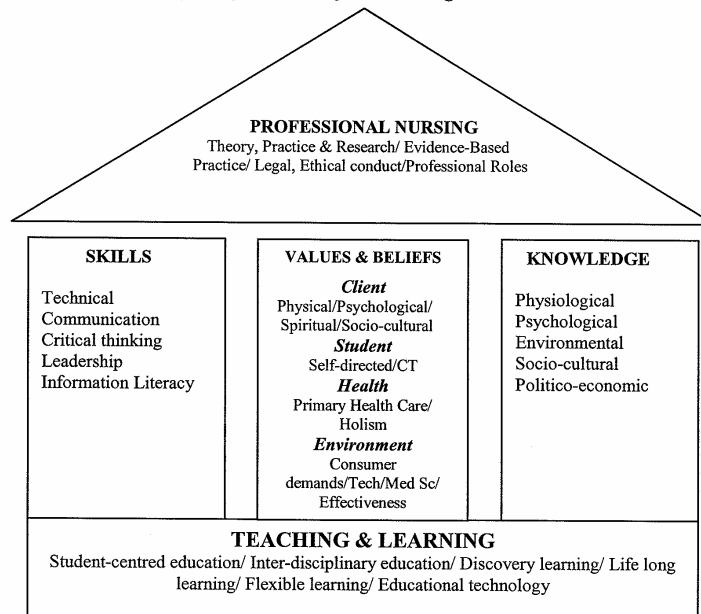
01. Analysing nursing theories and educational theories
02. Synthesising the evidence on effectiveness, appropriateness and feasibility of current curriculum models/ conceptual frameworks, and potential applicability in Sri Lanka
03. Analysing current trends and issues in global, regional (South-East Asia) and local (Sri Lanka) healthcare, and nursing education
04. Developing an initial conceptual framework
05. Evaluating the appropriateness and feasibility of initial framework in Sri Lanka, getting key stakeholders opinions.

Initial Conceptual Framework

This initial framework was guided by the results of the first three steps and resulted in following publications. (App. A)

Details information for participants

2

Initial conceptual framework for a nursing curriculum in Sri Lanka

Professional nursing integrates theory, practice and research of the discipline, and responds to the constantly changing healthcare environment through professional roles, incorporating evidence based practice with the legal and ethical framework of the profession.

Nursing education (teaching and learning) is the foundation of professional nursing and the process of acquiring knowledge, skills, and attitudes (values and beliefs) that are essential to the goals of professional nursing. Teaching and learning should comply with student-centred and inter-disciplinary education, and promote students to acquire discovery learning and life-long learning through flexible delivery with incorporating educational technology.

(For some definitions please see App. B)

Focus Group Interviews**Aims**

- Evaluating the appropriateness and feasibility of initial framework in Sri Lanka
- Exploring new concepts to the initial conceptual framework

Details information for participants

3

Structure of a Focus Group

Number of participants: 6- 10

Target participants : Nursing Educators/Lecturers, Nursing Managers/Administrators,
Clinical Instructors, Registered Nurses, Official/members of
Professional Associations and Trade Unions

Time duration : 90-120 minutes

Recording : Audio

Focus Group Discussion Process

- Participants are welcomed
- Introduction of the purpose
- Consent and demographic data collection
- Presentation of the initial conceptual framework
- Discussion
- Seeking validation of information
- Thanks

Appendix A

Jayasekara, R.S. & McCutcheon, H. 2006, 'The history of nursing services and education in Sri Lanka and its impact on developing professionalism', *Journal of Nursing Education* (In Press).

Jayasekara, R.S., Schultz, T. & McCutcheon, H. 2006, 'A comprehensive systematic review of evidence on the effectiveness and appropriateness of undergraduate nursing curricula', *Int J Evid Based Healthc*, vol.4(3),pp.191-207

Jayasekara, R.S. & Schultz, T. 2006, The feasibility and appropriateness of introducing the nursing curricula from developed countries into developing countries: a comprehensive systematic review', *Int J Evid Based Healthc*, vol.4(3),pp.208-220

Jayasekara, R.S. (XXXX), Conceptual frameworks in nursing curricula, *Nurse Edu Today* (draft)

Jayasekara, R.S. (XXXX), Trends and issues in nursing education: global and regional perspective, *Nurse Educ* (draft)

Appendix B**Definitions****Nursing**

"Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles"

(ICN <http://www.icn.ch/definition.htm>)

Evidence Based Practice

Evidence based practice incorporates the conscientious, explicit, and judicious use of current best evidence from well designed systematic research, a clinician's expertise, and patient values for making decisions about the care of individual patients (*Sackett et al. 1996; Sackett et al. 2000*)

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka
08/08/2006
The University of Adelaide, South Australia

Appendix 9

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

Introduction to Focus Group Discussion

Razika Jayawaraka
PhD candidate

Supervisors:
Professor Alan Pearson
Dr Tim Schultz

The Discipline of Nursing
Faculty of Health Sciences

Overview

- 4 Introduction of PhD
- 4 Summary of progress
- 4 Initial Conceptual Framework
- 4 Focus Group Interviews
- 4 Conclusion

My PhD

RN, BA, BSc(Hons), PG Dip Eds, MSc PhD
1998.....2007

30 August 2004 – Adelaide Scholarship International

My Supervisors

Professor Alan Pearson RN, PhD, FRCN, FRCN, FRCN, FRCN
Professor of Nursing, The University of Adelaide, Australia
Executive Director, The Joanna Briggs Institute, Royal Adelaide Hospital, Adelaide

Dr Tim Schultz BA, BSc (Hons), PhD
Team Leader: Research and Innovation
JBI Research Unit

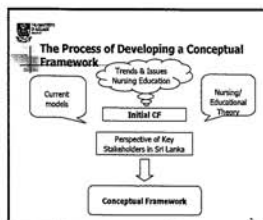
My First Supervisor

Professor Helen McCutcheon RN, MN, BA, PHN, PhD
Professor of Nursing / Head of School
School of Nursing & Midwifery
University of South Australia

Overview of the Study

The purpose of the study is to develop an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka.

What is a Curriculum Framework?
“...curriculum framework provides a blueprint for determining the scope of knowledge, and a means of structuring that knowledge in a distinctive and meaningful way for faculty and students”
(Blaw 1994, p.17).



Conceptual Frameworks in Nursing Curricula

- 4 CF should be based on the philosophical foundation of the faculty (staff) & institution
- 4 Most CFs consist of a metaparadigm of nursing with additional concepts
- 4 Nursing process is the most commonly used concept
- 4 Mostly, eclectic approach is used to organise the CF
- 4 No single approach for developing a CF

(Ong 1990; Sims & Wilson 1991; Fawcett 1992; Approach to 5; Sims 1997; Boland 1998; Fawcett 2000; Giam 2002; Nelson & Stone 2002; Nelson 2002)

Commonly used CFs

Australia	USA	Canada
Holistic	Nursing process	Client system
Primary health care	Bio-psycho-social	Health-illness
Interactive, partnership, relational	Nursing theories	Growth & development
Caring	Single to complex organisation	Nursing role
Levinson, n.a. (1993)	Health promotion	Sims (1992)
	Medical model	
	Adams & Baum (2002)	

Jeppeswari, S.S. 2006. Conceptual Frameworks in nursing curricula. *Nurse Educ Today* (Prepared)

Effectiveness & Appropriateness of Current Models/CFs

A comprehensive systematic review (SR 1) revealed that

- 4 No strong conclusion on the effectiveness & appropriateness of current models (Level I)
- 4 PBL is inconclusive (Level I)
- 4 The mixture of integrated and subject-centred models may be effective (Level III)
- 4 CT skills are highly recommended (Level IV)

Jayaraman, A.L., Schultz, T. & McCullough, R. 2005, A comparative systematic review of models on the effectiveness and appropriateness of undergraduate nursing curricula, *Int J Adv Nurs* 46(2): 122-137

Discipline of Nursing 2008 10

Feasibility and Appropriateness

A comprehensive systematic review (SR 2) revealed that

- 4 Direct applicability of a curriculum model from another country is not appropriate for different cultural context without first assessing its cultural relevancy (Level IV)
- 4 A collaborative approach (international, regional and local) experience may be a more effective strategy for better adaptability of another country's curriculum (Level IV)

Jayaraman, A.L., Schultz, T. 2005, The feasibility and appropriateness of introducing the nursing curricula from developed countries: A systematic review, *Int J Adv Nurs* 46(2): 138-150

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Trends & issues in Health Services : Global

- 4 Increasing demands of health care consumers
- 4 Advancement of medical sciences/new technology
- 4 Emphasis on effectiveness and efficiency
- 4 Increased focus for community healthcare
- 4 Increasing stress and insecurity of HC workers
- 4 Shortage of qualified nurses

DeLamater & Fennell 2004; Mann et al 1999; Cox 1999; Owen 2001; Long 2004; Smith 2002; Campbell 2002; Gardner et al 2002

Discipline of Nursing 2008 12

Trends & issues in Health Services: Sri Lanka

- 4 Relatively high health status (health expenditure/SEAR)
- 4 Increasing the proportion of older age group
- 4 Malnutrition
- 4 Infectious and non-communicable diseases
- 4 Natural disasters and civil conflict
- 4 Inadequate resources for community healthcare

Chandrasekera 2001; Aravinthan 2002; de Silva et al 2002; Ekanayake et al 2002; de Silva et al 2002; Ministry of Health 2002; WHO/UNEP/UNFPA et al 2001; WHO 2004, 2004; Fernando et al 2004

Discipline of Nursing 2008 13

Trends & issues in Nursing Education: Global

- 4 Moving from hospital-based training to university-based education
- 4 Baccalaureate degree education as a minimum preparation
- 4 Transferring nursing education: behaviourism to humanism
- 4 Movement of Evidence Based Practice

Stevens & Nelson 1989; Smith & Murray 1992; Hirschi & Brinkley 1994; Pridemore 1998; Cox 1999; McE 2001; Cox 2004; ACH 2002; Calkins 2002; Cox & Cox 2002; Ferguson & Day 2002

Discipline of Nursing 2008 14

Trends & issues in Nursing Education: SL

- 4 3-year Diploma in Nursing
- 4 Medical model curriculum
- 4 Post RN BScH program based on PHC
- 4 Transferring nursing education to university-based education
- 4 Emphasis on clinical based education

Chandrasekera 2001; Chandrasekera 2002; Ministry of Health 2002; de Silva 2004; UK 2002; Jayaraman & McCullough 2005

Jayaraman, A.L. & McCullough, R. 2005, The history of nursing curricula and education in Sri Lanka and its impact on developing professional, *Journal of Nursing Education* 10(1)

Discipline of Nursing 2008 15

Developing a CF for Sri Lanka

"To be a nurse, learn to be a happy being"

Discipline of Nursing 2008 16

Initial conceptual framework

Discipline of Nursing 2008 17

Initial conceptual framework

Description

Professional nursing integrates theory, practice and research of the discipline, and responds to the constantly changing healthcare environment through professional roles, incorporating evidence based practice with the legal and ethical framework of the profession.

Discipline of Nursing 2008 18

Initial conceptual framework


Nursing education (teaching and learning) is the foundation of professional nursing and the process of acquiring knowledge, skills, and attitudes (values and beliefs) that are essential to the goals of professional nursing. Teaching and learning should comply with student-centred and inter-disciplinary education, and promote students to acquire discovery learning and life-long learning through flexible delivery with incorporating educational technology.

Discipline of Nursing 2004 19

Focus Group Interviews

Aims:

- Evaluating the appropriateness and feasibility of initial framework in Sri Lanka
- Exploring new concepts to the initial conceptual framework



Discipline of Nursing 2004 20

Focus Group Interviews

Structure

- Number of participants: 6- 10
- Target participants: Nursing Educators/Lecturers, Nursing Managers/Administrators, Clinical Instructors, Registered Nurses, Official/members of Professional Associations and Trade Unions
- Time duration: 90-120 minutes
- Recording: Audio

Discipline of Nursing 2004 21

Focus Group Interviews

Discussion




Discipline of Nursing 2004 22

Initial CF with sub-concepts

Professional Nursing

- Theory, Practice & Research
- Evidence Based Practice
- Legal, Ethical conduct
- Professional Roles




Discipline of Nursing 2004 23

Initial CF with sub-concepts

Skills

- Technical
- Communication
- Critical thinking
- Leadership
- Information literacy




Discipline of Nursing 2004 24

Initial CF with sub-concepts

Knowledge

- Physiological
- Psychological
- Environmental
- Socio-cultural
- Politico-economic




Discipline of Nursing 2004 25

Initial CF with sub-concepts

Values & Beliefs

- Client (patient/family/community)
 - > Physical
 - > Psychological
 - > Soc-cultural/spiritual




Discipline of Nursing 2004 26

Initial CF with sub-concepts

Values & Beliefs

- Student
 - > Self-motivated
 - > Self-directed
 - > Critical thinking




Discipline of Nursing 2004 27

Initial CF with sub-concepts

Values & Beliefs

- 4 Health
 - > Primary health Care
 - > Holism




Outline of Nursing 2004 28

Initial CF with sub-concepts

Values & Beliefs

- 4 Environment
 - > Consumer demands
 - > Technology
 - > Medical Sciences
 - > Effectiveness




Outline of Nursing 2004 29

Initial CF with sub-concepts

Nursing Education (Teaching & Learning)

- 4 Student-centred education
- 4 Inter-disciplinary education
- 4 Discovery learning
- 4 Life long learning
- 4 Flexible learning
- 4 Educational technology




Outline of Nursing 2004 30

Conclusion

Validation of information

Evaluation Sheet



Outline of Nursing 2004 31

Thank you



Outline of Nursing 2004 32

Appendix 10



Government of South Australia
Central Northern Adelaide
Health Service

**ROYAL ADELAIDE
HOSPITAL**

North Terrace,
Adelaide, SA 5000
Tel: +61 8 8222 4000
Fax: +61 8 8222 5939
ABN 80 230 154 545
www.rah.sa.gov.au

Research Ethics Committee
Level 3, Hanson Institute
Tel: (08) 8222 4139
Fax: (08) 8222 3035
Email:
hodea@mail.rah.sa.gov.au

16 August 2006

**Rasika Sirilal Jayasekara
RN (Sri Lanka)
C/- Dept of Clinical Nursing
ROYAL ADELAIDE HOSPITAL**

Dear Rasika,

Re: "The development of an evidence based conceptual framework for Undergraduate Nursing Curriculum in Sri Lanka."

Amendment to Protocol – Focus Groups (8 August 2006). Participant Information Sheet – Focus Group Interviews. Participant Information Sheet – Individual Interviews. Consent Form. Study Information for Participants. Demographic Information of Participants.

RAH PROTOCOL No: 050302a

Approval is granted for the above project.

This project meets the ethical requirements of the Royal Adelaide Hospital Research Ethics Committee (RAH, REC).

However, due to location of the study, the RAH REC:

- (a) does not provide assurance that the study conforms with the cultural and ethical values at the study site, and
- (b) takes no responsibility for the conduct of the study.

Yours sincerely,

**Dr M James
Chairman
RESEARCH ETHICS COMMITTEE**



SLMA SRI LANKA MEDICAL ASSOCIATION
6, WIJERAMA MAWATHA, COLOMBO 7, SRI LANKA T'phone: 2693324 Fax: 2698802

02nd October 2006

Dr J G A Rasika Sirilal Jayasekara
Athuruwela
Giriulla

Dear Dr Jayasekera,

ERC/06-011

The development of an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka

The above research proposal submitted by you was considered by the Ethical Review Committee at its meeting held on 22nd September 2006 and approval was given.

Yours sincerely,

Prof. Anoja Fernando
Chairperson
Ethical Review Committee

Appendix 11

My No. ETR/G/2006/34
Office of the DDG (ET&R)
Ministry of Health
"Suwasiripaya"
385, Deans Road
Colombo 10

13th October 2006

Mr. R.S Jayasekara,
Athuruwela,
Giriulla

Sub: Request for permission to conduct focus group interviews

Title: The development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

This has reference to your letter dated 07.09.2006 on the above subject.

I wish to inform you that the National Health Research Council has granted permission to conduct your above titled research project in the following institutions.

1. Post Basic School of Nursing, Colombo
2. School of Nursing , Colombo
3. School of Nursing , Sri Jayawardenepura
4. School of Nursing , Kandy
5. School of Nursing , Kurunegala
6. School of Nursing , Rathnapura

Dr. Stanley de Silva
Deputy Director General
(Education, Training & Research)
Secretary to the NHRC

Dr. Stanley de Silva
Deputy Director General
(Education, Training & Research)
Ministry of Health
Colombo 10

- cc 1. Director/ Nursing Education -f.i.
2. Principal/ Post Basic School - f.i.
3. Principal/ School of Nursing, Colombo/ Sri J'pura/ Kandy/ Kurunegala/ Rathnapura - f.i

Appendix 12

ROYAL ADELAIDE HOSPITAL
CONSENT FORM

TITLE:

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

INVESTIGATORS:

Rasika Sirilal Jayasekara RN, BA, BScN(Hons), PG Ed, MNSc (Adelaide), PhD Candidate
Prof. Alan Pearson RN, PhD, FRCNA, FRCN, FAAG, Professor of Nursing
Dr Tim Schultz BA, BSc (Hons), PhD, Team Leader (Research and Innovation)

Discipline of Nursing, Faculty of Health Sciences
The University of Adelaide, South Australia

1. The nature and purpose of the research project has been explained to me. I understand it, and agree to take part.
2. I understand that I may not directly benefit from taking part in the study
3. I understand that, while information gained during the study may be published, I will not be identified and my personal results will remain confidential.
4. I understand that I can withdraw from the study at any stage and that this will not affect me.
5. I understand the statement concerning payment to me for taking part in this study, which is contained in the Information Sheet.

Name of the participant:

Signed:

Dated:

I certify that I have explained the study to the participants and consider that he/she understands what is involved.

Signed: Dated:
(Investigator)

Appendix 13



Discipline of Nursing
Faculty of Health Sciences

Rasika S. Jayasekara

RN, BA, BScN (Hons), PGDip Edu, MNSc, PhD Candidate

Level 03, Eleanor Harrold Building
Royal Adelaide Hospital
THE UNIVERSITY OF ADELAIDE
SA 5005
AUSTRALIA

TELEPHONE +61 8 8303 3886

FACSIMILE +61 8 8303 3594

rasika.jayasekara@adelaide.edu.au

CROICOS Provider Number 001234

07.08.2006

Director General of Health Services
Department of Health Services
"Suwasiripaya"
Colombo 10, Sri Lanka

Dear Sir,

RE: Permission to conduct focus group interviews

Title: The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

I am a Sri Lankan Nursing Tutor, and currently enrolled as a PhD candidate of The Discipline of Nursing, Faculty of Health Sciences, The University of Adelaide, South Australia. My study is supported by a full International Scholarship from the University of Adelaide. The title of my study is *The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka*

The purpose of my PhD research is to develop an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka. As part of the study, I would like to conduct focus group interviews with key stakeholders of nursing education in Sri Lanka for evaluation of my initial conceptual framework. The initial conceptual framework was developed using several scholarly inquiries and has already resulted in several publications. After obtaining key stakeholders' views of the initial framework, I expect to finalise a meaningful and appropriate conceptual framework for nursing curricula in Sri Lanka.


The focus group participants would be nursing educators, managers, administrators and registered nurses. The interview will last about 1-2 hours. I would like to assure you that this study has been reviewed and received ethics clearance through the Research Ethics Committee of the Royal Adelaide Hospital, South Australia. However, a detailed information sheet and consent form for participants is herewith enclosed.

Please be kind enough to give permission to conduct focus group interviews of following institutions, and allow selected participants from these institutions and relevant hospitals to attend.

1. Post Basic School of Nursing, Colombo
2. Schools of Nursing, Colombo/Sri Jayawardanapura/ Kandy/ Kurunegala/ Ratnapura

Thank you for considering this request. I look forward to hearing from you at your earliest opportunity. Please feel free to contact me at any time if you require further information.

Yours sincerely,


Rasika S Jayasekara

Copy: Dy. Director General (ETR)/ Director (Nursing Education)

Official Address: Nursing Tutor, School of Nursing, Ratnapura



Discipline of Nursing
Faculty of Health Sciences

Rasika S. Jayasekara
RN, BA, BScN (Hons), PGDip Edu, MNGC, PhD Candidate
Level 03, Eleanor Harrell Building
Royal Adelaide Hospital
THE UNIVERSITY OF ADELAIDE
SA 5025
AUSTRALIA
TELEPHONE +61 8 8303 3886
FACSIMILE +61 8 8303 3594
rasika.jayasekara@adelaide.edu.au
CRICOS Provider Number 00123M

01.09.2006

Head, Department of Health Sciences

[REDACTED]
[REDACTED]
[REDACTED]

Sri Lanka

Dear Sir / Madam,

RE: Permission to conduct focus group interviews

Title: The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

I am a Sri Lankan Nursing Tutor, and currently enrolled as a PhD candidate of The Discipline of Nursing, Faculty of Health Sciences, The University of Adelaide, South Australia. The title of my study is *The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka*.


The purpose of my PhD research is to develop an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka. As part of the study, I would like to conduct focus group interviews with key stakeholders of nursing education in Sri Lanka for evaluation of my initial conceptual framework. The initial conceptual framework was developed using several scholarly inquiries and has already resulted in several publications. After obtaining key stakeholders' views of the initial framework, I expect to finalise a meaningful and appropriate conceptual framework for nursing curricula in Sri Lanka.

The focus group participants would be nursing educators, managers, administrators and registered nurses. The interview will last about 1-2 hours. I would like to assure you that this study has been reviewed and received ethics clearance through the Research Ethics Committee of the Royal Adelaide Hospital, South Australia. However, a detailed information sheet and consent form for participants is herewith enclosed.

Please be kind enough to give permission to conduct focus group interviews with lecturers in nursing of the Department of Health Sciences.

Thank you for considering this request. I look forward to hearing from you at your earliest opportunity. Please feel free to contact me at any time if you require further information.

Yours sincerely,


Rasika S Jayasekara

Copy: Head, Department of Medical Education and Health

Official Address: School of Nursing, Ratnapura
Home Address : Athuruwela, Giriulla Tel: 037 2266858



Discipline of Nursing
Faculty of Health Sciences

Rasika S. Jayasekara
RN, BA, BScN (Hons), PGDip Edu, MNSc, PhD Candidate
Level 03, Eleanor Harndt Building
Royal Adelaide Hospital
THE UNIVERSITY OF ADELAIDE
SA 5005
AUSTRALIA

TELEPHONE +61 8 8303 3886
FACSIMILE +61 8 8303 3594
rasika.jayasekara@adelaide.edu.au
CRICOS Provider Number 00123M

01.09.2006

The Principal
School of Nursing
[REDACTED]
Sri Lanka

Dear Madam

RE: Permission to conduct focus group interviews

Title: The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

I am a Sri Lankan Nursing Tutor, and currently enrolled as a PhD candidate of The Discipline of Nursing, Faculty of Health Sciences, The University of Adelaide, South Australia. The title of my study is *The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka*

The purpose of my PhD research is to develop an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka. As part of the study, I would like to conduct focus group interviews with key stakeholders of nursing education in Sri Lanka for evaluation of my initial conceptual framework. The initial conceptual framework was developed using several scholarly inquiries and has already resulted in several publications. After obtaining key stakeholders' views of the initial framework, I expect to finalise a meaningful and appropriate conceptual framework for nursing curricula in Sri Lanka.

The focus group participants would be nursing educators, managers, administrators and registered nurses. The interview will last about 1-2 hours, and the discussion language would be both Sinhala and English. I would like to assure you that this study has been reviewed and received ethics clearance through the Research Ethics Committee of the Royal Adelaide Hospital, South Australia, and administration approval from the Director General of Health Services, the Department of Health Services in Sri Lanka. However, a detailed information sheet and consent form for participants is herewith enclosed.

I am pleased to inform you that your school has been selected to conduct a focus group interview with key stakeholders in nursing education. Please be kind enough to give permission to conduct a focus group interview in your school, and seek your kind cooperation to select participants from your school. I will be also inviting a Nurse Administrator/Manager, a Registered Nurse from the General Hospital of Kandy to participate in the focus group interview.

Thank you for considering this request. I look forward to hearing from you at your earliest opportunity. Please feel free to contact me at any time if you require further information.

Yours sincerely,


Rasika S Jayasekara

Official Address: School of Nursing, Ratnapura
Home Address : Athuruwela, Giriulla Tel: 037 2266858



Discipline of Nursing
Faculty of Health Sciences

Rasika S. Jayasekara
RN, BA, BScN (Hons), PGDip Edu, MNSc, PhD Candidate
Level 03, Eleanor Harrod Building
Royal Adelaide Hospital
THE UNIVERSITY OF ADELAIDE
SA 5005
AUSTRALIA
TELEPHONE +61 8 8303 3886
FACSIMILE +61 8 8303 3594
rasika.jayasekara@adelaide.edu.au
CRICOS Provider Number 00122M
22.08.2006

Sp Gr Nursing Officer
General Hospital
Kandy
Sri Lanka

Dear Sir/Madam

RE: Permission to invite a Nursing Manager/Administrator and a Registered Nurse to participate a focus group interview

Title: The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka

I am a Sri Lankan Nursing Tutor, and currently enrolled as a PhD candidate of The Discipline of Nursing, Faculty of Health Sciences, The University of Adelaide, South Australia. The title of my study is *The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka*

The purpose of my PhD research is to develop an evidence based conceptual framework for undergraduate nursing curricula in Sri Lanka. As part of the study, I would like to conduct focus group interviews with key stakeholders of nursing education in Sri Lanka for evaluation of my initial conceptual framework. The initial conceptual framework was developed using several scholarly inquiries and has already resulted in several publications. After obtaining key stakeholders' views of the initial framework, I expect to finalise a meaningful and appropriate conceptual framework for nursing curricula in Sri Lanka.

The focus group participants would be nursing educators, managers, administrators and registered nurses. The interview will last about 1-2 hours, and the discussion language would be both Sinhala and English. I would like to assure you that this study has been reviewed and received ethics clearance through the Research Ethics Committee of the Royal Adelaide Hospital, South Australia, and administration approval from the Director General of Health Services, the Department of Health Services in Sri Lanka. However, a detailed information sheet and consent form for participants is herewith enclosed.

I am pleased to inform you that two focus group interviews are scheduled to conduct at the School of Nursing, Kandy. Please be kind enough to give permission for a nursing manager and a registered nurse to participate in this interview. I would also seek your kind cooperation to select these participants from your hospital.

Thank you for considering this request. I look forward to hearing from you at your earliest opportunity. Please feel free to contact me at any time if you require further information.

Yours sincerely,

Rasika S Jayasekara

Official Address: School of Nursing, Ratnapura
Home Address : Athuruwela, Giriulla Tel: 037 2266858

Appendix 14

Demographic Information of Participants

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka



Demographic Information of Participants

Please note that your responses are optional and will not be shared with anyone.

Please tick the relevant box(es).

Name:

Official Address:

Institute:

University School of Nursing Hospital Association

Other (specify).....

Designation

Director Lecturer/Tutor Manager/Administrator RN
Officials (Association/Union)

Other (specify).....

Qualifications

Doctorate Postgraduate Graduate Diploma

Service in Nursing (Years)

Above 30 30-20 20-10 Below 10

Appendix 15

Evaluation Sheet

1

The Development of an Evidence-Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka



Evaluation Sheet

Please note that your responses are optional and will not be shared with anyone.

Please write down **summaries** of any ideas, perspectives or your comments regarding the initial conceptual framework and sub-concepts that you have not previously expressed, or that you would like to further clarify.

01. **Professional Nursing** (Theory, practice and research/Evidence-based practice/ Legal and ethical conduct/professional roles etc.)

02. **Skills** (Technical/Communication/Critical thinking/Leadership/Information Literacy etc.)

Evaluation Sheet

2

03. Values & Beliefs

Client (Physical/Psychological/ Spiritual/Socio-cultural etc.)

Student (Self-directed/self-motivated/Critical thinking etc.)

Health (Primary Health Care/ Holism etc.)

Environment (Consumer demands/Technology/Medical Sciences/Effectiveness and efficiency of intervention etc)

04. Knowledge (Physiological/Psychological/Environmental/Socio-cultural/Politico-economic etc.)

Evaluation Sheet

3

05. Teaching & Learning (Student-centred education/ Inter-disciplinary education/ Discovery learning/ Life long learning/ Flexible learning/ Educational technology etc.)

Any other suggestion or comments:

Thank you for filling out this Evaluation Sheet.

Rasika Jayasekara
Investigator

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2. Jayasekara, R.S. & McCutcheon, H. 2006, The history of nursing services and education in Sri Lanka and the effects on developing professionalism, *Journal of Nursing Education*, vol.45, no.10, pp.391-395.
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NOTE: This publication is included in the print copy of the thesis
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<http://dx.doi.org/10.1111/j.1442-2018.2007.00328.x>

Jayasekara, R.S. and McCutcheon, H., (2006) The History of Nursing Services and Education in Sri Lanka and the Effects on Developing Professionalism
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NOTE: This publication is included in the print copy of the thesis held in the University of Adelaide Library.

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<http://dx.doi.org/10.1111/j.1479-6988.2006.00045.x>

Appendix I

SUMARY Package Validity Checklist

Checklist for Assessing the Validity of Descriptive/Correlational Studies

Reviewer:

Date:

Author:

Year:

Record No

Observational Studies	Yes	No	Unclear
Is the study based on a random or pseudo-random sample?			
Is the sample of adequate size and representative of the population?			
Are the criteria for inclusion in the sample clearly defined?			
Were hypotheses linked to explicit theoretical framework?			
Did measures have acceptable reliability and validity?			
If comparisons are being made, was there sufficient description of groups?			
Was an appropriate statistical analysis used?			
Were the findings statistically or clinically significant?			
Were findings linked to theoretical framework?			
Are the findings generalisable?			
TOTAL			

Reviewers Comments:

From: The *JBIMeta Analysis of Statistics Assessment and Review Instrument (JBIMASARI)*, The Joanna Briggs Institute, Adelaide, 2003.

Narrative, Opinion and Textual Critical Information Instrument

Reviewer:

Date:

Author:

Year:

Record No

Criteria	Yes	No	Unclear
1) Is the source of the opinion clearly identified?			
2) Does the source of the opinion have standing in the field of expertise?			
3) Are the interests of patients the central focus of the opinion?			
4) Is the opinion's basis in logic/experience clearly argued?			
5) Is there reference to the extant literature/evidence and any incongruence with it logically defended?			
6) Is the opinion supported by peers?			
TOTAL			

Reviewers Comments:

From: The *JBINarrative, Opinion and Text: Assessment Review Instrument (JBINOTARI)*, The Joanna Briggs Institute, Adelaide, 2003.

Appendix II

Quantitative Data Extraction Form

Author _____ Record No _____

Journal _____

Year _____

Reviewer _____

Method _____

Setting _____

Participants _____

Number of Participants

Group A

Group B

Group C

Interventions

Group A _____

Control _____

Group B _____

Intervention 1 _____

Group C _____

Intervention 2 _____

Outcome Measures

Definition _____

Other Outcome Measures

Outcome Description	Scale/Measure

Results

Dichotomous Data

Outcome	Control Group number/total number	Treatment Group number/total number

Continuous Data

Outcome	Control Group mean & SD (number)	Treatment Group mean & SD (number)

Authors Conclusions:

Comments:

Qualitative Data Extraction Form

Author _____ Record No _____

Journal _____

Year _____

Reviewer _____

Method
Methodology
Data Analysis

Setting & Context
Geographical Context
Cultural Context

Participants: <i>Number:</i> <i>Description:</i>
--

Intervention

Findings	Narrative Description	Quality of Evidence Rating 1,2,3

Authors' conclusion

Reviewer's conclusion

Appendix III

Degrees of credibility

Unequivocal [E]: evidence beyond reasonable doubt, which may include findings that are matter of fact, directly reported/observed and not open to challenge

Credible [C]: evidence that is, although an interpretation, plausible in light of the data and theoretical framework. The interpretations can be logically inferred from the data but, because the findings are essentially interpretive, they can be challenged

Unsupported [S]: when none of the other level descriptors apply and when, most notably, findings are not supported by the data

These three levels of evidence are incorporated into the Joanna Briggs Institute System for the Unified Management of the Assessment and Review of Information (JBI-SUMARI) software, The Joanna Briggs Institute, Adelaide, 2003.

Appendix IV

Excluded studies

The following studies were excluded because of incongruity with outcomes of the review.

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