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

<table>
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### Results

#### Dichotomous Data

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<th>Treatment Group number/total number</th>
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#### Continuous Data

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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: |
| Description: |

## Intervention
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<th>Quality of Rating 1,2,3</th>
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</table>

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.


Appendix 5

Excluded Studies: (Systematic Review 2)

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


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.


Appendix 6

Discussion Guide

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

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

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka
08/08/2008
The University of Adelaide, South Australia
Discussion Guide

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: 03 2266858 E-mail: rasika.jayasekara@adelaide.edu.au

The Development of an Evidence Based Conceptual Framework for Undergraduate Nursing Curricula in Sri Lanka
06/08/2006
The University of Adelaide, South Australia
Appendix 8

Details information for participants

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

Study Information for Participants

Investigator:
Rusika Srilal 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, FRCPA, 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 cornerstone 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/educational 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)
Initial conceptual framework for a nursing curriculum in Sri Lanka

**PROFESSIONAL NURSING**
Theory, Practice & Research/ Evidence-Based Practice/ Legal, Ethical conduct/ Professional Roles

**SKILLS**
- Technical
- Communication
- Critical thinking
- Leadership
- Information Literacy

**VALUES & BELIEFS**
- Client
- Physical/Psychological/
  Spiritual/Socio-cultural
- Student
- Self-directed/CT
- Health
- Primary Health Care/
  Holism
- Environment
- Consumer
- demands/Tech/Med Sc/
  Effectiveness

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

**TEACHING & LEARNING**
- Student-centred education/ Inter-disciplinary education/ Discovery learning/ Life long learning/ Flexible learning/ Educational technology

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

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


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)
Appendix 10

Government of South Australia
Central Northern Adelaide Health Service

16 August 2006

Ranika Sirimal Jayasekara
R/2 (Sri Lanka)
C/N: Dept of Clinical Nursing
ROYAL ADELAIDE HOSPITAL

Dear Ranika,

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


RAH PROTOCOL No. 450362a

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
02nd October 2006

Dr J.G.A Rasika Sinhale Jayasekara
Athurugiriya
Giriulla

Dear Dr Jayasekara,

ERC/08-015
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. E/R/02/20634
Office of the DG (HR) Ministry of Health
"Sewaadhaja" 3RD, Oramu Road
Colombo 10

25th October 2006

Mr. K.S Jayathilaka,
Attawasala,
Galle

Subject: 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 Jayawardanepera
4. School of Nursing, Kandy
5. School of Nursing, Kurunegala
6. School of Nursing, Rathnapura

Dr. Stanley de Silva
Secretary to the NRHC

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

cc: 1. Director Nursing Education - Li
2. Principal Post Basic School - Li
3. Principal School of Nursing, Colombo/ Sri Jayawardenepura Kotte/ Kurunegala/ Rathnapura - Li
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 Sirital Jayasekara RN, BA, BSc(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)

Updated 4 August 2005
Dear Sir,

Department of Health Services
Colombo 11, Sri Lanka

Subject: Permission to Conduct Focus Group Interviews

I am a Sri Lankan Nursing Tutor and currently enrolled as a PhD candidate at the Discipline of Nursing, Faculty of Health Sciences, The University of Adelaide, South Australia. My PhD is supported by a full International Scholarship from The University of Adelaide. The title of my research 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 sources and has already resulted in several publications. After obtaining key stakeholders' views of the initial framework, I expect to finalize a meaningful and appropriate conceptual framework for updating curricula in Sri Lanka.

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

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

1. Post Basic School of Nursing, Colombo
2. Schools of Nursing, CMB/Ministry of Health/ "Leele/ Karunagama, Kandy"

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,

[Signature]

OFFICIAL ADDRESS: Nursing Tutor, School of Nursing, [Institution]
01.09.2005

Head, Department of Health Sciences

Sr Lanka

Dear Sir / Madam,

I am a Sri Lankan Nursing Nurse, 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 the initial conceptual framework. The initial conceptual framework was developed using several scholarly inquiries and has already reached in several publications. After obtaining key stakeholders’ views of the initial framework, I expect to finalize 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 hereby enclosed.

Please be kind enough to give permission to conduct focus group interviews with lectures 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,

[Signature]

Rajika S Jayawardena

Copy: Head, Department of Medical Education and Health
The Principal

School of Nursing

Sri Lanka

Dear Readers,

RE: Preparation 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 in 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 this research, I would like to conduct focus group interviews with key stakeholders in 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 finalize 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 1.5 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 Jon-Richardson General of Health Services, the Department of Health Services in Sri Lanka. However, a detailed information sheet and consent form for participants is being widely executed.

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 in selecting participants from your school. I will be also inviting a Nurse Administrator/Manager, a Registered Nurse from the General Hospital of Rambod 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,

[Signature]

[Position]

[Institution]

[Address]

[Contact Information]
Subject: Request for a Nurse Manager/Administrator and a Registered Nurse to participate in focus group interview

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

Dear Sir/Madam,

I am a Sri Lankan Nursing Tutor, and currently enrolled as a PhD candidate in 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 ‘drawing key stakeholders’ views of the initial framework, I expect to finalize 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 1.5 hours, and the discussion language would be both Sinhala and English. I would like to ensure you that this study has been reviewed and received ethical clearance through the Research Ethics Committee of the Royal Adelaide Hospital, South Australia, and administration approval from the Disease Control General of Health Services, the Department of Health Services in Sri Lanka. However, I would like to inform you that you are free to decline to participate in the 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 convenience. Please feel free to contact me at any time if you require further information.

Yours sincerely,

[Signature]

Official Address: School of Nursing, Ratnapura
Home Address: Akurana, Galle. Tel: 057 206958
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

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.)

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

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/Politicoeconomic etc.)
Appendix

Evaluation Sheet

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

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


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Kitzinger, J., 1994, The methodology of focus groups: the importance of interaction between research participants, *Sociology of Health*, vol.16, pp.103–121.


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Rambur, B., Palumbo, M.V., McIntosh, B. & Mongeon, J., 2003, A statewide analysis of RNs' intention to leave their position, *Nursing Outlook*, vol.51, no.4, pp.182-188.


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University of Peradeniya 2000, *A proposal to establish a school of nursing at the faculty of medicine*, University of Peradeniya, Peradeniya.

University of Peradeniya 2006, *B Sc Nursing degree course curriculum: University of Peradeniya*, University of Peradeniya, Peradeniya.


Wros, P.L., Doutrich, D. & Izumi, S., 2004, Ethical concerns: comparison of values from two cultures, *Nursing & Health Sciences*, vol.6, no.2, pp.131-140.


Publications


NOTE: This publication is included in the print copy of the thesis held in the University of Adelaide Library.

It is also available online to authorised users at:

http://dx.doi.org/10.1111/j.1442-2018.2007.00328.x
*Journal of Nursing Education* v. 45 (10) pp. 391-395, October 2006

NOTE: This publication is included in the print copy of the thesis held in the University of Adelaide Library.

NOTE: This publication is included in the print copy of the thesis held in the University of Adelaide Library.

It is also available online to authorised users at:

http://dx.doi.org/10.1111/j.1479-6988.2006.00045.x
## Appendix I

### SUMMARY Package Validity Checklist

Checklist for Assessing the Validity of Descriptive/Correlational Studies

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<th>Reviewer:</th>
<th>Date:</th>
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<th>Year:</th>
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<tr>
<td>Is the study based on a random or pseudo-random sample?</td>
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<tr>
<td>Is the sample of adequate size and representative of the population?</td>
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<tr>
<td>Are the criteria for inclusion in the sample clearly defined?</td>
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<tr>
<td>Were hypotheses linked to explicit theoretical framework?</td>
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<tr>
<td>Did measures have acceptable reliability and validity?</td>
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<tr>
<td>If comparisons are being made, was there sufficient description of groups?</td>
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<tr>
<td>Was an appropriate statistical analysis used?</td>
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<tr>
<td>Were the findings statistically or clinically significant?</td>
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<td>Were findings linked to theoretical framework?</td>
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<td>Are the findings generalisable?</td>
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**TOTAL**

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### Narrative, Opinion and Textual Critical Information Instrument

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<th>Author:</th>
<th>Year:</th>
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<td>1) Is the source of the opinion clearly identified?</td>
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<td>2) Does the source of the opinion have standing in the field of expertise?</td>
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<td>3) Are the interests of patients the central focus of the opinion?</td>
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<tr>
<td>4) Is the opinion’s basis in logic/experience clearly argued?</td>
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<td>5) Is there reference to the extant literature/evidence and any incongruence with it logically defended?</td>
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<tr>
<td>6) Is the opinion supported by peers?</td>
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**TOTAL**

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Appendix II

Quantitative Data Extraction Form

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Participants

Number of Participants

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<th>Group C</th>
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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

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Continuous Data

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Authors Conclusions:


Comments:
# Qualitative Data Extraction Form

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<table>
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<th>Setting &amp; Context</th>
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<td>Geographical Context</td>
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<td>Cultural Context</td>
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<td>Description:</td>
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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.


