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

Submitted by

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Glossary

**Associate degree:** an academic degree awarded by community college, junior college, business college and some bachelor’s degree-granting colleges and universities upon completion of a course of study usually lasting two years.

**Baccalaureate/bachelor/undergraduate:** an academic degree awarded for a course or major that generally lasts for three, four, or in some cases and countries, five or six years.

**Concept:** an abstract idea or a mental symbol, typically associated with a corresponding representation in and language or symbology, that denotes all of the objects in a given category or class of entities, interactions, phenomena or relationships between them.

**Conceptual framework:** a logical grouping of related concepts or theories usually created to draw together several different aspects that are relevant to a complex situation such as a practice setting or an educational program.

**Curriculum:** the formal plan of study that provides the philosophical underpinnings, goals, and guidelines for the delivery of a specific educational program.

**Diploma:** a certificate issued by an educational institution.

**Faculty:** a group of departments in a college/university.

**faculty:** the people who teach in a department in a college/university or academic staff

**Focus groups:** a research technique that collects data through group interaction on a topic determined by the researcher.

**Health:** a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

**Healthcare:** services provided to individuals or communities to promote, maintain, monitor, or restore health through the services offered by the medical, nursing and allied health professions.

**Healthcare outcomes/patient outcomes:** the health status of an individual, a group of people or a population which is wholly or partially attributable to an action, agent or circumstance.

**Medical model:** set of procedures in which doctors are trained or the approach to find medical treatments for diagnosed symptoms and syndromes and treats the human body as a very complex mechanism.
**Nursing model:** a method of assessing a patient's individual needs and implementing appropriate patient care using nursing theories and concepts.

**Nursing school:** a type of educational institution or part thereof, where people undergo formal education and training to become a fully-qualified nurse.

**Opinion:** a person’s ideas and thoughts towards something. It is an assessment, judgment or evaluation of something.

**Stakeholders:** those people and organisations who may affect, be affected by, or perceive themselves to be affected by, a decision or activity.

**Theme:** the main idea of the story, or the message the author is conveying.
# List of abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AACN</td>
<td>American Association of Colleges of Nursing</td>
</tr>
<tr>
<td>ADIC</td>
<td>Alcohol and Drug Information Centre</td>
</tr>
<tr>
<td>ANMC</td>
<td>Australian Nursing and Midwifery Council</td>
</tr>
<tr>
<td>BScN</td>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>CIDA</td>
<td>Canadian International Development Agency</td>
</tr>
<tr>
<td>CNA</td>
<td>Canadian Nurses Association</td>
</tr>
<tr>
<td>CT</td>
<td>Critical thinking</td>
</tr>
<tr>
<td>EUSL</td>
<td>Eastern University, Sri Lanka</td>
</tr>
<tr>
<td>HDRO</td>
<td>Human Development Report Office</td>
</tr>
<tr>
<td>ICN</td>
<td>International Council of Nurses</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
</tr>
<tr>
<td>JBI</td>
<td>Joanna Briggs Institute</td>
</tr>
<tr>
<td>JBI-MAStARI</td>
<td>Joanna Briggs Institute Meta Analysis of Statistics: Assessment and Review Instrument</td>
</tr>
<tr>
<td>JBI-NOTARI</td>
<td>Joanna Briggs Institute Narrative, Opinion and Text Assessment and Review Instrument</td>
</tr>
<tr>
<td>JBI-QARI</td>
<td>Joanna Briggs Institute Qualitative Assessment and Review Instrument</td>
</tr>
<tr>
<td>JICA</td>
<td>Japan International Cooperation Agency</td>
</tr>
<tr>
<td>MNSc</td>
<td>Master of Nursing Science</td>
</tr>
<tr>
<td>MOH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>NHMRC</td>
<td>National Health and Medical Research Council</td>
</tr>
<tr>
<td>NLN</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td>OUSL</td>
<td>Open University of Sri Lanka</td>
</tr>
<tr>
<td>RCN</td>
<td>Royal College of Nursing</td>
</tr>
<tr>
<td>SUMARI</td>
<td>The System for the Unified Management, Assessment and Review of Information</td>
</tr>
<tr>
<td>UGC</td>
<td>University Grants Commission, Sri Lanka</td>
</tr>
<tr>
<td>UKCC</td>
<td>United Kingdom Central Council for Nursing, Midwifery and Health Visiting</td>
</tr>
<tr>
<td>WHO</td>
<td>World health Organisation</td>
</tr>
<tr>
<td>WHO-ROSEA</td>
<td>World Health Organisation- Regional Office for South-East Asia</td>
</tr>
</tbody>
</table>
Dedication

“This thesis is dedicated to my dear parents, who provided me the opportunities, facilities and encouragement for a good education; and instilled into my mind a golden set of values”
Thesis declaration

I certify that this thesis entitled:

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

and submitted for the degree of Doctor of Philosophy, is the result of my own research. This work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text.

I give consent to this copy of my thesis being made available in the University of Adelaide Library.

The author acknowledges that copyright of the published works contained within the thesis resides with the copyright holder/s of those works.

......................................

Rasika S. Jayasekara

Date:
Publications

The following articles have been published during the period of my PhD candidature, and sections of theses articles have been included in the present thesis.


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Abstract

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

Background

In Sri Lanka, nursing education is moving from a 3-year general nursing certificate to a 4-year university bachelor degree. In this transitional stage, the development of a conceptual framework that uses evidence to underpin undergraduate nursing education is a crucially important step to improve nursing education and nursing service in Sri Lanka. However, there is no evidence to support the contention that existing and proposed undergraduate nursing curricula in Sri Lankan universities are based on a common philosophy or an acceptable needs assessment.

Purpose

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

Method

This study has involved conducting critical reviews of literature, two systematic reviews, developing a draft conceptual framework, testing its appropriateness and feasibility with key stakeholders (nursing academics, administrators, clinicians) via focus group discussions in Sri Lanka, and formulating the final conceptual framework for nursing curricula in Sri Lanka.

Findings

The systematic reviews revealed that the evidence regarding the effectiveness and appropriateness of undergraduate nursing curricula is notably weak and direct transfer of the curriculum model from one country to another is not appropriate without first assessing the cultural context of both countries. The conceptual framework, which was developed using the finding of systematic reviews and literature reviews, consists of widely recognised nursing concepts in international and local contexts. However, some concepts can not be directly applicable because of cultural and economic impediments.

Discussion

The cultural, social, political and economic contexts of a country have a direct impact on its health and education systems. This study identified several factors that shape the approach to nursing curricula in Sri Lanka. These factors include: Western influence; Sri Lanka’s cultural influence; the current healthcare system and demand for healthcare; nursing systems and regulation; medical dominance; financial support; and Sri Lanka’s education system. All of these factors influence the conceptualisation of nursing and educational strategies needed to effectively and appropriately prepare nurses in Sri Lanka. I propose seven recommendations to support the implementation of the study findings into practice in Sri Lanka.