



## International Nurse Education Conference 2022

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## Submission ID

418

## Title (required)

Testing the modification, practicality, and acceptability of a critically appraised topic group approach to augment research methods teaching for pre-registration nursing students: a feasibility study

## Abstract (required)

## Background

Nursing is underpinned by evidence-based practice, and as such, is a key element of pre-registration teaching and learning. Experiential and collaborative group learning are two approaches that can be used to support more traditional teaching activities, to allow students to get involved in research and augment the learning experience<sup>1,2</sup>.

## Objectives

To test the modification of an evidence-based critical appraisal topic group method called CAT3, traditionally used with clinicians<sup>4</sup>, with undergraduate nurse students undertaking a research module to prepare for their research dissertation. We aimed to explore the practicality, acceptability, and efficacy of the CAT approach to augment their learning.

## Design

A feasibility study design using a framework to include acceptability, demand, practicality, implementation, adaptation, integration, efficacy, and expansion of the traditional CAT model.

## Setting

A University in the West Midlands, England.

## Participants

Final year Bachelor of Nursing (BNurs) and Year 3 Master of Nursing (MNurs) students.

## Methods

Mixed methods: modification of the CAT model; feasibility testing through 2 workshops with participants; a post intervention survey administered via Zoom (digital platform) polling.

## Results

Students self-identified as having poor skills in developing search terms, using databases and critical appraisal prior to the workshops. Post-workshops students identified that their skills had improved in all areas. One student stated that they liked the 'hands-on experience, interaction and involvement in the process'.

## Conclusion

We have demonstrated that the CAT model can be adapted to a student population using a real-world research project. This gives students the opportunity to experience research in action, from the generation of review questions to critical appraisal and beginning to answer questions. This work forms the starting point for further exploration and development of an innovative method to promote evidence-based practice and collaborative working between nursing students, practitioners, and researchers.

## Reference

Stevenson, K., Sarigiannis, P., Finney, A.G., Cottrell, E., Lewis, R., Edwards, J.J., Hadley-Barrows, T., Thomson, K., Reay, H., Dziedzic, K.S., 2021. Development, spread and impact of primary care and musculoskeletal communities of practice to assist rapid translation of evidence into practice. *Musculoskeletal Care* 19, 564-569.

## App (required)

Yes

## Author Approval (required)

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- Woman
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- Non-binary or Gender diverse
- Prefer Not to Disclose

## Categories (required)

Teaching &amp; Assessment

## Keywords

Teaching, Research, Students, Innovation

## Preferred Presentation (required)

Oral

## Author will attend (required)

I confirm that at least one author will register in full to attend and present the paper at the Conference

## Previous submission (required)

No

## Online Event Consent (required)

Yes

## Consent for On-Demand Access (required)

Yes