INPLASY

Approaches to teaching and learning the use of evidence in nursing education: A meta-narrative synthesis

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ADMINISTRATIVE INFORMATION

INTRODUCTION

*R*eview question / Objective What perspectives have influenced teaching and learning the use of evidence in nursing education? What theoretical approaches and methods did they use? What insights can be drawn by combining and comparing findings from different perspectives?

Rationale A meta-narrative synthesis is an emerging synthesis approach that uses diverse data to challenge conventional synthesis approaches and map different forms of evidence to synthesize a complex body of knowledge (Schick-Makaroff et al., 2016). This is achieved through sorting and interpreting the literature, tracing the influence of seminal works, and making sense of seemingly contradictory data to create a rich understanding of the topic (Greenhalgh et al., 2005). Meta-narrative reviews attempt to make sense of previously unclear or confusing evidence by mapping the unfolding storylines from each research paradigm or tradition (Greenhalgh et al.,

2005; Greenhalgh & Wong, 2014). A meta-narrative synthesis is both suitable and timely in this study as the use of evidence has been extensively studied using numerous review strategies, however the assumptions and storylines underlying how this topic has been studied have never been examined.

Condition being studied How the use of evidence has been taught to undergraduate nursing students.

METHODS

Search strategy The search strategy begins with content experts on the team identifying the key sources or seminal articles in the area of research to see how the discourse began and to track its influence through future literature (Greenhalgh et al., 2005; Greenhalgh et al., 2009). We will conduct an informal, broad, exploratory search to identify the breadth of the literature and see what research traditions have contributed to the topic's evolution (Greenhalgh & Wong, 2014). Meta-narrative syntheses utilize various forms of evidence and

literature to track the evolving storylines on a topic of interest. Citation analysis and snowballing are also done to determine which studies cited the key sources ad seminal articles to determine who was influenced by the initial work on the topic or turning points in the evolution of the study of the topic (Greenhalgh & Wong, 2014). Together, these will form the preliminary map for our meta-narratives and lead into the formal search strategy based on search terms that arise from the preliminary map (Greenhalgh & Wong, 2014). Finally, we will perform a formal search using the search terms generated in the preliminary mapping.The search strategy begins with content experts on the team identifying the key sources or seminal articles in the area of research to see how the discourse began and to track its influence through future literature (Greenhalgh et al., 2005; Greenhalgh et al., 2009). We will conduct an informal, broad, exploratory search to identify the breadth of the literature and see what research traditions have contributed to the topic's evolution (Greenhalgh & Wong, 2014). Meta-narrative syntheses utilize various forms of evidence and literature to track the evolving storylines on a topic of interest. Citation analysis and snowballing are also done to determine which studies cited the key sources ad seminal articles to determine who was influenced by the initial work on the topic or turning points in the evolution of the study of the topic (Greenhalgh & Wong, 2014). Together, these will form the preliminary map for our meta-narratives and lead into the formal search strategy based on search terms that arise from the preliminary map (Greenhalgh & Wong, 2014). Finally, we will perform a formal search using the search terms generated in the preliminary mapping.

Participant or population Nurse educators teaching in undergraduate nursing programs and nursing students.

Intervention Not applicable in this review study.

Comparator Not applicable in this review study.

Study designs to be included All study designs will be included if the results provide conclusions relevant to the review questions.

Eligibility criteria Publications to be included in this review will be limited by language (English) and publication types (eg: journal articles, books, book chapters, reviews, editorial and opinion pieces). All study designs, including empirical (observational studies, quantitative studies, and mixed methods studies) and non-empirical studies (eg: reviews,

conceptual papers), and all publication years will be considered for inclusion. The topic of the publication must focus on how the use of evidence is taught to undergraduate nursing students by nursing educators.

Information sources Databases to be searched are CINAHL, PubMed, Medline, PsycINFO, ERIC, and Google Scholar.

Main outcome(s) Our goal will be to understand as many different explorations as pragmatically as possible of how differing research traditions approach the teaching and learning of the use of evidence in undergraduate nursing programs. Meta-narratives are a pragmatic and descriptive approach to explaining contradictions in research narratives that evolve over time (Greenhalgh et al., 2005). Through the mapping of complex, multidisciplinary research, meta-narratives also identify where gaps in the research suggest further primary research is needed (Tricco et al., 2016).

Data management Databases will be searched by author 1. A 10% double-screening will be done by authors 2 and 3 to ensure relevant studies are not missed and that inclusion/exclusion decisions are consistent. Authors will discuss any disagreements until consensus is reached. Zotero will be used to manage all references and NVivo will be used to manage the data related to eligibility and appraisal, as well as interpretations from the exploration of storylines.

Quality assessment / Risk of bias analysis Publications will be assessed using the quality criteria set by experts in that tradition (Greenhalgh et al., 2005). Publications will not be excluded based on quality criteria however the appraisal results will be reported and considered in the analysis.

Strategy of data synthesis Meta-narrative syntheses collect the unfolding storylines from each research tradition and then compares and contrasts them to explore the tensions between them to gain a sense of the big picture (Greenhalgh et al., 2005; Greenhalgh & Wong, 2014). Explanations for these tensions will be explored based on the paradigms they originate from and how these might conflict with the assumptions from differing paradigms (Greenhalgh et al., 2009). Strengths and limitations of each paradigm will also be explored while noting the historical evolution of the discourse (Wong et al., 2013). This will go beyond a simple summary of the narratives and will involve an analysis of the tensions and turning points. According to Greenhalgh and

colleagues (2005), there are five guiding principles to support analysis: 1) pragmatism, which is based in the needs of the end users and is subjective; 2) pluralism, suggesting that complex ideas require complex solutions; 3) historicity, which is the progression of ideas over time; 4) contestation, that explains differences in findings and recommendations; and 5) peer review, which serves to reduce bias and test the applicability of the emergent findings. Synthesis from the meta-narratives can explain conflicting results within the literature and discourse surrounding a particular research area (Greenhalgh et al., 2005; Tricco et al., 2016). The resulting synthesis may "expose the tensions, map the diversity and communicate the complexity of how the various different traditions contribute to an understanding of the problem as a whole" (Greenhalgh et al., 2005, p.427). Meta-narrative syntheses are excellent for exploring areas of research that are emerging or under-researched, such as the proposed study.

Subgroup analysis Not applicable to this review study.

Sensitivity analysis Not applicable to this review study.

Language restriction English.

Country(ies) involved Canada.

Keywords meta-narrative, nursing, education, teaching and learning, evidence.

Contributions of each author
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