Pilot project: evidence-based methodology in education of future teachers

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ABSTRACT

Background: The field of study Teaching of Vocational Subjects for Nursing Schools, the completion of which contributes to obtaining a teaching qualification at the master's level, is amongst the most prestigious fields at the Faculty of Education, Palacky University Olomouc. In the academic year of 2018/2019, the students of this field are involved in the pilot project introducing and teaching Evidence-Based Practice (EBP) methods. The concept is based on the experience of The Czech Republic (Central European) Centre for Evidence-Based Healthcare: A Joanna Briggs Institute Centre of Excellence team.

Objectives: The aims of this short communication are, first, to provide information about the pilot project and the implementation of EBP methodology into selected subjects at the Faculty of Education, and second, to provide information regarding the establishment of a working group for the foundation of the Centre for Evidence-Based Education.

Methods: To implement the EBP method into the training of healthcare professionals, four syllabi of the currently taught subjects were updated and improved to include this methodology, and a brand new subject was created with the title ‘Evidence-Based Education and Healthcare’. The faculty received approval from the National Accreditation Bureau for Higher Education and in September 2018, teaching of EBP topics was launched for a group of 95 full-time and part-time students. The academic year of 2019/2020 will see the introduction of the new subject ‘Evidence-Based Education and Healthcare’.

Results: The outcomes of the project include an adjusted content of the subjects ‘Scientific Components in the Health Education Curriculum’ and the ‘Diploma Thesis Seminar’, the new subject titled ‘Evidence-Based Education and Healthcare’, and the strategic plan for the Conception and establishment of the Joanna Briggs Institute affiliate Evidence-Based Education Centre.

Conclusion: It is appropriate to implement comprehensive EBP modules, with several subjects within the study curriculum. Current activities are the preparatory, motivational phase of potential development.

Key words: education, evidence-based education, evidence-based practice, Joanna Briggs Institute, midwifery, nursing, paramedic professions

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Background

The Teaching of Vocational Subjects for Nursing Schools (TVNSN) field of study at the Faculty of Education, Palacky University Olomouc (PdF UP) was first opened in the academic year of 1985/1986. Previous education in healthcare professions was and still is a prerequisite of enrolment for the studies. Currently, the groups of students of the 2-year follow-up master studies programme include the bachelors of nursing, midwifery and paramedic professions. This is the only study programme of its type in the Czech Republic. However, in the upcoming generation of teachers of vocational subjects at secondary schools, colleges and universities focusing on health care, a corresponding space was not devoted to...
Evidence-Based Practice (EBP). Therefore, a discussion has started at the Department of Anthropology and Health Education, the guarantor of the TVSNS study programme, on the modification of the current study plan.

The first Czech Evidence-Based Healthcare Centre was established in Olomouc in 2013. At the moment, it is called The Czech Republic (Central European) Centre for Evidence-Based Healthcare (CEBHC): A Joanna Briggs Institute (JBI) Centre of Excellence. Apart from the certified courses for creating systematic reviews, an implementation programme, secondary research and a number of other activities, its team has erudition and competence to become the mentors of professionals who aim to establish an affiliated workplace.

**Aims**

1. Select the subjects suitable for the inclusion and implementation of the evidence-based methodology and update their content.
2. Create a syllabus of the new subject titled Evidence-Based Education and Healthcare.
3. Prepare the concept proposal for the establishment of the Evidence-Based Education Centre at PdF UP.

**Methods**

The selection of suitable subjects was carried out on the basis of the strategy: one subject in each of the four semesters of the follow-up master’s studies. The adaptation thereof and the syllabus creation for the new subject of Evidence-Based Education and Healthcare (EBEd and EBHC) were implemented, applying the principles of the JBI methods.\(^1,2\) These include first, EBHC methodology and its application in health care, educational practice and research; second, structured search activity; third, sorting of the searched sources by relevance to the question of inquiry; fourth, categorization of the searched studies according to the research design; fifth, critical evaluation of studies; sixth, Preferred Reporting Items for Systematic reviews and Meta-Analyses for Protocols (PRISMA-P); and seventh, specifications of the systematic review creation. Creation of the concept design for the establishment of the Evidence-Based Education Centre at PdF UP was carried out based on the recommendations of the guarantor of the TVSNS study programme, the cofounder of The Czech Republic (Central European) CEBHC: A JBI Centre of Excellence.\(^5,6\)

**Results**

Output of the pilot project is represented by the adjusted syllabus of the subject: ‘Scientific Components in the curriculum of the health education (1 and 2)’ (a two-semester teaching programme, in total 52 lessons) and the subject of ‘Diploma Thesis Seminar (1 and 2)’ (a two-semester teaching programme, in total 26 lessons). The optional subject ‘EBEd and EBHC’ was created, with 26 lessons. This subject focuses on deeper understanding of the quantitative and qualitative principles of the systematic review creation and on the comprehension of the various systematic review types.

**Conclusion**

In relation to the requirements for improving quality in education and health care, a substantial theoretical and practical EBP study becomes a significant component for the improvement of educational and healthcare practice. It is appropriate to implement comprehensive EBP modules with several subjects into the curriculum. This way, the students are able to better understand the methods and procedures of individual EBP steps (including
implementation, evaluation and dissemination) and after graduation possibly apply these steps in their roles as teachers. The EBP topic should be taught by well trained pedagogues with previous research experience. Competency in English language with a minimum level of B2–C1 CEFR is indeed necessary. Teachers should enter the specialized EBP courses willing to rebuild their current ways of working with professional information, in particular in the context of the EBP methodological rules.

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Conflicts of interest

The authors are unaware of any conflicts of interest.

References