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ProInCa

**Promoting the Innovation Capacity of Higher Education in Nursing during
Health Services' Transition**

D.2.2.5

RECOMMENDATIONS ON ENHANCING EVIDENCE-BASED NURSING FOR THE MINISTRY OF HEALTH OF KAZAKHSTAN

WP2.2. Efficiency and quality by evidence-based nursing



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Executive Summary

Modern nursing should be based on scientific approach and evidence-based practice, present the nurse as professional who makes independent nursing decisions, plans and delivers evidence-based nursing care, reflected in nursing documentation. In order to build such modern nursing practice and response the international requirements in nursing practice Kazakhstani nursing undergoing several reforms. New approach reflected in several strategic documents of the country such as state program for the development of health care of the Republic of Kazakhstan "Salamatty Kazakhstan" for 2011-2015, state program for the development of health care of the Republic of Kazakhstan "Densaulyk" for 2016-2019, Resolution of the Government of the Republic of Kazakhstan dated July 1, 2014 No. 752 "On approval of the Action Plan for the implementation of the Concept for Kazakhstan's entry into the 30 most developed countries in the world for 2014-2020 " and supported by orders, what changed the role of nursing in healthcare(The Order of the Minister of Health of the Republic of Kazakhstan No. 419 dated July 4, 2018 "On the implementation of a pilot project for the introduction of a new model of nursing service in healthcare organizations" (regulating the introduction of a new model of nursing service in pilot medical organizations)).

The "Promoting the Innovation Capacity of Higher Education in Nursing during Health Services' Transition" (ProInCa) is the project aimed to support nursing development in Kazakhstan through building sustainable innovation capacity in field of nursing research, evidence-based nursing and nursing leadership. Project activities supporting implementation of best practices in the evidence-based nursing implementation to education, research and practice developed recommendations to be considered by Ministry of Health for further successful modernization of nursing practice in Kazakhstan.

In this recommendation for The Ministry of Health there are three fields of contents exposed: The role of teaching materials, teaching methods and resources in evidence-based nursing education; Collaboration in between clinical practice and academic settings to support the evidence-based nursing and Implementation of evidence-based nursing and sharing good practices. On those three fields there are five recommendations we suggest Ministry of Health to take into account to support evidence-based nursing development and implementation in Kazakhstan nursing.



Recommendations:

The Ministry of Health is recommended to

- 1. support further development of the Center for Nursing Excellence and use of the available evidence-based nursing course materials in bachelor and master degree education;**
- 2. consider the possibility to support the joint nursing development projects of clinical settings and academic communities, together with local health authorities;**
- 3. continue to support the development and implementation of nursing clinical guidelines;**
- 4. support all medical universities in their intentions to allocate internal grants for nursing research;**
- 5. to support multi-professional (e.g., medical doctors, nurses, teachers in nursing and other health care professional) conferences, that integrate evidence-based nursing sessions.**



1 Introduction

Evidence-based practice is a life-long problem-solving approach to the delivery of health care that integrates the best evidence from well-designed studies and integrates it with a patient's preferences and values and a clinician's expertise, which includes internal evidence gathered from patient data (Melnyk, et al., 2014). In nursing, evidence-based practice (EBP) is considered the gold standard of patient care. The ability to achieve the best EBP - and not just clinical patient care - is a challenge for the development and implementation of professional education in this field. There is a tremendous need to enhance nurses' skills so that they achieve competency in EBP to ensure the highest quality of care and best population health outcomes (Melnyk, et al., 2018). Academic programs should ensure competency in EBP in students by graduation and healthcare systems should set it as an expectation and standard for all clinicians (Melnyk, et al., 2018). The education of nurses plays an important role in the development of research and the perception of its importance, which consequently influences their attitude towards research itself and the successful development of scientific research work in the clinical environment. Wilson, et al. (2015) also established that more highly educated and certified RNs had higher EBP readiness ratings as measured by the self-reported ability, desire, and frequency of behavior.

Kazakhstan describes a need for a training system of nursing care specialists at all levels under European directives, which include evidence-based nursing and research competences (Governmental regulation RK no. 752, dated 30 June 2014), regarding the passage of the plan of action on the realization of the concept for making Kazakhstan one of the 30 most developed states in the world for 2014-2020, (cited in Heikkila, et al., 2016). The research by Altynbekova, et al. (2016) highlighted the importance of strict competences at the levels of applied and academic bachelor's degrees in nursing and the forms of their evaluation. Authors of these recommendations hope that the recommendations below will help focus support of the Ministry of Health in ways that will help Kazakhstani nurses and teachers in nursing to develop evidence-based practices in nursing, help to implement EBP in nursing education and to spread the culture and use of best available evidence into practice with collaboration of all stakeholders.



2 The role of teaching materials, teaching methods and resources in evidence-based nursing education

Teaching EBP skills alone is a lengthy process that begins at the undergraduate level of nursing education and continues throughout a career. The challenges in this process may vary from country to country or region. Larsen, et al., (2019) state that two key methods (1) research courses and workshops and (2) collaboration with clinical practice are advantageous methods for teaching undergraduate healthcare students' evidence-based practice. According to some researchers (Saunders & Vehvilainen-Julkunen, 2016), all efforts should focus on the systematic application of strategies to transform knowledge into effective and practical knowledge in a clinical setting. Thus, the key elements for increasing knowledge about EBP are knowledge management and promotion (Gerrish, et al., 2011) and knowledge about research (Skela Savič, et al., 2016) and gained experience in educational programs (Friesen, et al., 2017). In addition, competencies for the development of professionalism are important in the effective implementation of EBP, which include the transfer of research into practice, development of guidelines, standards, clinical pathways, introduction of new employees, perception of patient needs and further research (Skela Savič, et al., 2017).

EBP is a skill nurses and doctors have to learn. The fundamental question is how to teach EBP (Hatala & Guyatt, 2002). When involving students, it is necessary to encourage a positive attitude towards research to the extent that future nurses begin to use knowledge actively. In parallel, the question arises when to include EBP teaching in the curriculum: either at the beginning of the study, with a view to approaching EBP to clinical practice (Burns & Foley, 2005) or after the training phase in research methods (Dawley, et al., 2011).

To implement evidence-based nursing, it is necessary to introduce teaching methods in the education of nurses with the help of appropriate teaching materials, such as traditional lectures, e-learning methods, workshops and seminars (Sin & Bliquez, 2017; Horntvedt, et al., 2018). Teaching should focus on the systematic use of those knowledge transformation strategies that have already proven to be effective; the best would thus be put into practice and would be useful and accessible to nurses for inclusion in their clinical practice. Thus, before the "meeting" with the EBP, students would already be familiar with the laws of statistics and epidemiology. The teaching



of the knowledge and skills required for EBP must take place in a direction that will lead nursing students to boldly incorporate research evidence into their clinical decision-making after the start of clinical practice. Regarding the teaching of EBP to nursing students, researchers (Kyriakoulis, et al. 2016) agree that a multilateral approach (didactic lectures, computer sessions, group discussions, workshops, conferences, journal clubs, assignments or a combination of them) is the most appropriate to improve their knowledge, skills and attitudes towards EBP.

When teaching EBP, the use of technology through computers, smartphones or iPads, simulations significantly improve research skills. Different online educational platforms are desirable in providing educational content to nursing students, but different research suggests that they are underused despite the fact that the use of research skills research technology can facilitate the teaching of EBP (Long, et al., 2016).

In 2017 changes started in nursing educational programs in Kazakhstan. New programs included several new disciplines particularly named for ENP "Basics of Evidence of Nursing Practice" and "Evidence of Nursing Practice" in bachelor level and "Implementation of evidence-based nursing practice" in master level. Presence of these disciplines was due to the need of evidence-based nursing competence development among the nursing students. In addition to that many other courses of the new programme contain learning outcomes that concern EBP. The content analysis of this new disciplines in medical universities of Kazakhstan, conducted within the ProInCa project, revealed next inconsistency in disciplines of bachelor and master level:

- 1) teaching methods were not covering the learning outcomes and couldn't help to achieve research and evidence-based nursing competence;
- 2) at bachelor level most of the clinical disciplines content doesn't contain evidence-based practice approach;
- 3) literature described in discipline syllabuses was not applicable for evidence-based nursing, but for evidence-based medicine. (Heikkilä, et al., 2021).

Khabyeva (2017) shows the results of a survey among 100 nursing specialists in Almaty city's medical and preventive organizations. It has been discovered that the respondents felt that they are not ready for innovative changes in healthcare and that there is no developed detailed strategy for innovative management on the behalf of administration. On the other hand, it is hard to discuss the



acceptability of new approaches in nursing processes when there is a lack of basic material resources.

The results of a survey during the ProInCa project among the students and teachers showed that there is no access to the nursing databases and lack of experts in evidence-based nursing. Therefore, the platform as Center of Nursing Excellence is so important as it actively collects, promotes and shares evidence-based nursing clinical guidelines and educational materials for nursing and nursing research (<http://www.nursekz.com>). The core of the Center of Nursing Excellence is the e-platform, which supports the knowledge sharing and collaboration and also includes online courses about nursing research, evidence-based nursing, nursing clinical guidelines and nursing leadership.

Recommendation:

The Ministry of Health is recommended to

- 1. support further development of the Center for Nursing Excellence and use of the available evidence-based nursing course materials in bachelor and master degree education.**



3 Collaboration in between clinical practice and academic settings to support the evidence-based nursing

All efforts to introduce EBP into learning processes should go in the direction of evaluating the effects of EBP and, consequently, on integration into nursing learning processes. Moch and Cronje (2010), in collaboration with the field of practice, developed a new study model with the EBP curriculum covering all three years. The context of clinical practice was central, both in the development and implementation of the model. Among the students' tasks was also working with research articles in knowledge groups at different levels of education, namely with teachers and employees in the field of practice. The roles of the students changed from observers at the beginning to the end of the program to leaders of knowledge groups. Students searched for current research, gathered evidence, and made plans to conduct it. It was found that the work of three years had a more significant impact on improving EBP skills in terms of theoretical knowledge of EBP and working with evidence. They then formulated clinical questions, and in the second academic year, they searched for literature and critically evaluated it. In the last year, however, the emphasis was on search strategies in different databases and different study designs (Moch & Cronje, 2010). It turned out that students need a lot of practical exercises to achieve sufficient skills in both EBP steps, both thinking and critical assessment, which is essential for professional practice (Johnston, et al., 2009; Finotto, et al., 2013). So-called three-way collaboration between teachers, students, and nurses, where EBP is used for specific clinical problems, has a positive impact on student learning. Establishing links between students' learning activities at the faculty and in the practical field contributes a lot to professional education (Benner, et al., 2010). Through working with concrete practical projects, students gain the ability to think practically about practice and gain insight into the importance of research for professional practice. The cooperation resulting from the implementation of EBP as a method in practice has a positive impact on quality improvement work in practice. Studies emphasize that the concrete results of joint projects are beneficial to employees in the field of practice and that the results can be used to improve practice.

Multiple strategies for implementing guidelines appear to be more effective than single ones. The guidelines are increasingly considered to be part of comprehensive quality systems often combining guidelines with educational interventions, audits and other actions for improvement.



Multiple strategies seem to be most effective and that fits with the comprehensive character of quality systems (Francke, et al., 2008). It takes a lot of time even for an experienced clinician to keep track of the new knowledge in their fields, given the large volume of annually published articles and information, which, in addition, require not only time, but also certain skills. In this regard, clinical guidelines are the most convenient tool. In most cases, it is advisable to choose an already published guideline (Wallin, 2005) but it is not necessary that it is useful in a national context. The process of developing a clinical nursing guideline begins from the needs of healthcare or patients (Siltanen et al., 2020). So, in this aspect combination of use of available clinical guidelines with the formation of new that address national context are advisable.

In the Republic of Kazakhstan development of nursing clinical guidelines associated with the Social Health Insurance Project-SHIP-Path to Better Healthcare project. As the result of project there are 15 nursing clinical guidelines adapted from international guidelines and available on Republican Center of Healthcare Development website at <http://www.rcrz.kz/index.php/ru/2017-03-12-10-51-13/klinicheskie-rukovodstva> and web site of the Center of Nursing Excellence at <http://www.nursekz.com>. The training materials developed for the trainers to be used in guideline trainings are placed at the Moodle of CNE. There is no Moodle available for dissemination of trainers materials nor for arranging regional trainings at RCHD. Adapted guidelines are important to use the best evidence in healthcare settings of Kazakhstan, but also the nurses-end users of the guidelines- should also be trained to utilize the recommendations included in the clinical guideline in the right way.

Recommendations:

The Ministry of Health to

- 2. consider the possibility to support the joint nursing development projects of clinical settings and academic communities, together with local health authorities.**
- 3. continue to support the development and implementation of nursing clinical guidelines.**



4 Implementation of evidence-based nursing and sharing good practices

The implementation of EBP is significantly influenced by organizational culture, organizational leadership, knowledge, competencies and educational structure (Boström, et al., 2013; Farokhzadian, et al., 2015; Sindi, et al., 2017). The main obstacles to the implementation of EBP are a large expenditure of time, inadequate knowledge and skills of EBP, rigid learning process, lack of mentors, resistance of leaders, etc. (Hasselberg, 2014; Heikkila, at al., 2017; Bole & Skela Savič, 2018). We need more research on EBP in nursing in the future in Kazakhstan. The results or findings would enable health policy and management of health organizations to make correct and modern decisions in the field of education of nurses, encourage job development for more demanding forms of work and call research funds for the development of this field and influence the design of higher education programs.

There is limited information available about the implementation of EBP in clinical settings in Kazakhstan. But those researches that are conducted, all support the need to implement contents of EBP in education in Kazakhstani health care (students and practicing nurses alike). Teleshova (2020) conducted research about palliative and discovered that without continuing education for palliative care nursing, quality of care will not be obtained. The high quality of care cannot be achieved only by teaching students, but there is a need for continuing education for nurse practitioners. Pulatova's (2019) research among midwives in Kazakhstan showed that the lack of knowledge of EBP among midwives dictates the need to reform the system of nursing education and the organization of nursing/midwifery health service. Hasselberg (2014) in her master thesis aimed to describe the current state of EBP from the point of view of Kazakhstani nurses and nursing educators who participated in four different Master classes arranged in Kazakhstan. Their perceptions and attitudes towards EBP were mainly positive and EBP skills were rather good or good. But in order to promote the status of EBP, it is essential to seek to increase knowledge on its benefits and opportunities. An increased amount of EBP training should be integrated into nursing education and clinical work.

One of the causes could be lack of knowledge and skills in nursing research and evidence-based nursing implementation. The necessity of the knowledge and skills of EBP had been revealed in



the research of Dauletyarova, et al. (2015). They studied 83 workers at the Maternity house #2 in Semey, 43 of whom were midwives. In general, the evaluation of knowledge of medical personnel showed that an unsatisfactory level of literacy in the questions of EBP was exhibited by 43.4% of respondents. Most of the midwives (72.1%) were willing to attend the evidence-based practice lecture series and evidence-based guidelines utilization courses. On the other hands there are some good practices available, for example the program of organizational techniques optimization in nursing at the University Clinic of Kazakh National Medical University named after S.D. Asfendiyarov in 2014 where nursing powers had been expanded, a system of nursing audits was developed and 3 nursing guidelines were created and peer-reviewed. But such kinds of examples are not shared and translated to the other regions and still remain unknown to nurses (Asfendiyarov Kazakh National Medical University, nd.).

A prevailing belief is that early exposure to other professions through interprofessional education will later produce better collaboration, which in turn will produce better and safer patient care and improved out-comes (Barr, 2002), and Zwarenstein & Reeves (2006) are proposing that whether it is possible the activity should be conducted in multiprofessional groups - that is, as interprofessional education. Common conferences are one of options to follow that and are also the best way to expand knowledge to all stakeholders like nurses, educators in nursing, important representatives of state institutions and others, are common conferences and professional events. Conferences are also a great opportunity to establish contacts and connect people and institutions. In this way knowledge is most easily created and disseminated.

Recommendations:

The Ministry of Health is recommended to

- 4. support all medical universities in their intentions to allocate internal grants for nursing research.**
- 5. to support multi-professional (e.g., medical doctors, nurses, teachers in nursing and other health care professional) conferences, that integrate evidence-based nursing sessions.**



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