

Evaluation Tool for Clinical Nursing Textbooks: Content Analysis with Evidence

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Problem:

The mission of universities to embrace national health goals, reduce health disparities and deliver culturally competent care in an evidence-based environment demands continuous curricular change. Reviewing a text for course adoption can be a monumental task given the amount of information, professional benchmarks and the discipline's imperative to prepare nurses for evidence-based nursing care. A critical appraisal of content and evidence within nursing clinical textbooks needs to be accomplished in a realistic and expeditious manner.

Evidence:

A literature review revealed several evaluation tools (within and outside the discipline of nursing) that each had identified purpose(s). The authors did not find a tool that critically focused on content analysis concurrently with evidence.

Strategy:

A tool was developed to critically guide content analysis concurrently with evidence. The authors describe the process of identifying priority clinical content and use four codes to describe the quality of content and six codes to document the presence (or absence) and types of evidence that support clinical content and nursing practice.

Practice Change:

As the discipline moves toward an evidence-based approach in education and practice, it is incumbent upon faculty to choose clinical nursing textbooks that provide quality content concurrently with evidence and to discern areas where research is needed to develop best practices.

Results:

The authors found that the tool was helpful in distinguishing quality and quantity of content in selected textbooks. Since the entire text is not reviewed, the authors acknowledge the issues of conducting a focused evaluation.

Recommendations:

The choice of clinical nursing textbooks needs to be guided by the quality of content and the amount and type of evidence. A tool focused on these two factors can provide an expeditious and logical process to this important faculty responsibility.

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