Evidence-Based Practice for Baccalaureate Education: From Development to Dissemination

Annette Peacock-Johnson, DNP, RN
Cibele Webb, PhDc, MSNEd, RN, CNE
Mary Kay Welle, MSN, RN
OBJECTIVE:
Describe a framework for the teaching and dissemination of evidence based practice in a baccalaureate nursing program.

Disclosure:
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Saint Mary’s College
Notre Dame, IN

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History of EBP in Our Curriculum

❖ Why?
❖ Early evidence that nurses were not adopting EBP (Codgill, 2003; Pravicoff et al., 2005)
❖ Started in fall semester, 2009
❖ Repetitive, progressive, innovative method
❖ The Indiana State Board of Nursing recognized our Program for excellence in teaching EBP
Overall State of EBP Today

❖ Baccalaureate nursing education lacks clear methodology for teaching EBP
  (Malik et al., 2015)

❖ Vital to integrate EBP in the curriculum
  (Serfass & Wonder, 2018)

❖ EBP is a QSEN competency
  (QSEN, 2019)
Our Scaffold

❖ Progressive & Repetitive

➢ Exposure over 4 semesters
➢ Aligns and builds upon senior-level course requirements
➢ Prepares students for practice and graduate school

EBP (Hande et al., 2017)

❖ Innovative

➢ Multifaceted

■ Focus on the process
■ Incorporates knowledge, skills, and attitude; critical thinking (Cui et al., 2018; Graves et al., 2017; Zimmerman, 2017)
Purpose & Objectives

❖ **Purpose:**
  ➢ To ensure and promote best practice nursing

❖ **Objectives:**
  ➢ To understand the structure and concepts of EBP
  ➢ To expand skills in the use of academic databases
  ➢ To identify and review appropriate/relevant studies related to the topic of interest
  ➢ Build analysis of evidence skills
  ➢ To work specifically as a team
  ➢ To build professional dissemination skills-present findings orally
Preparation

❖ **Knowledge**
  ➢ Faculty EBP concept presentations

➢ **Resources**
  ■ Worksheets, guidelines, expectations, grading criteria, etc.

➢ Database search skill building session with a librarian
Evidence Based Practice PPT presentation - fall 2018

Attached Files: Evidence-Based Practice 321-330 PPT, Fall 2018 (4).ppt (2.907 MB)

This is the power point presentation by Prof. Mary Kay Wellle on Evidence Based Practice.

Evidence Based Practice Assignment and Grading Criteria

Attached Files: EBP Peer evaluation form 2019.docx (13.162 KB)
EBP Team Self and Peer Evaluation Rubric 2018(1).docx (16.871 KB)
EBP Revised Rubric July 2019.docx (17.097 KB)

PICO Question Formatting Help Form I

Attached Files: PICO_worksheet.pdf (74.97 KB)

Use this form to assist you in formatting your PICO question and recording keywords.

PICO Question Formatting Help Form II

Attached Files: Construct Well -Built PICO Question.doc (41 KB)

Helpful form in formatting your PICO question.

Rating the Evidence

Attached Files: Rating the Evidence.doc (32 KB)
Preparation

❖ Skills:

➢ Database search skill building session with a librarian

➢ Librarian meets with groups during process
Preparation

❖ **Attitudes:**

➢ Build interest, confidence, professional identity, satisfaction, excitement (Disler et al., 2019; Murphy et al., 2018)

➢ Encourage students to ask what & why during clinical
  ■ Stimulates critical thinking

➢ Incorporate EBP PICO questions in lecture courses
Attitudes:

Get jiggity about practice
Process

❖ Groups: 3 or 4 (random assignment)

➢ Select topic

➢ Formulate a PICO question

➢ Search for articles -1 per student
  ■ Faculty approval
  ■ Rate the evidence
Process

❖ Prepare PowerPoint presentation

➢ Summarize findings

➢ Formulate recommendations for practice
  ■ Practice change?

➢ Describe nursing implications
  ■ Impact of change
    ● education, time, cost, etc.
Evaluation

❖ Two-parts to grading:

➢ Faculty grading rubric (90%)

➢ Self-group process rubric (10%)
Self & Team Evaluation Criteria

❖ How could you have improved your team’s performance? Explain.

❖ How could others have improved your team’s performance? Explain.

### N321/N330 Evidence Based Practice Group Project Assignment

**Team Evaluation Rubric:** Please rate yourself and each group member on a scale of 1-5 with 1 being never and 5 being always on the following criteria. You will need to fill in each team member’s name and corresponding score in each of the boxes below. Your individual grade will be added and averaged and will count as 10% of your individual EBP assignment grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Never</th>
<th>Always</th>
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<tbody>
<tr>
<td>1. Participated equally in the search process for the topic.</td>
<td></td>
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<td>2. Selected at least one article on my own and submitted it for instructor approval by the deadline.</td>
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<tr>
<td>3. Contributed to development of PICO question with group members.</td>
<td></td>
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<tr>
<td>4. Participated equally in the development of the PowerPoint presentation.</td>
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<td>5. Practiced my portion of the presentation to ensure a professional delivery.</td>
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<tr>
<td>6. Participated on a regular basis in group activities and group meetings.</td>
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**TOTAL:**
Student PICOs

❖ PICO: Does purposeful hourly rounding reduce falls for patients in the acute care setting?
❖ PICO: For post-operative surgical patients, does chewing gum versus not chewing gum increase GI motility?
❖ PICO: Do bedside handoff reports increase patient safety (reduce medication errors, falls, etc)?
❖ PICO: Does aromatherapy with pre-operative patients reduce anxiety?
Dissemination

❖ Optional abstract submission
➢ Saint Mary’s College spring Research Symposium
❖ Presentations at agency partners
Dissemination

Evidence-Based Practice

What is EBP?

- A problem solving approach that uses the best available evidence to improve patient outcomes
  - Most recent systematic research
  - Clinical expertise
  - Patient preferences and values

PICO model

- Used in evidence-based research to frame a question
- Constructed through identifying the population, intervention, comparison, and outcome

Now why is this important?
Questions??

Thank you!

ajohnson@saintmarys.edu

cwebb@saintmarys.edu

mwelle@saintmarys.edu
References


