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

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OBJECTIVE:

Describe a framework for the teaching and dissemination of evidence based practice in a baccalaureate nursing program.

Disclosure:

The authors declare that they have no-conflict of interest and have not received sponsorship or commercial support for this presentation.

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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)

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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%)

Grading Criteria for Evidence-Based Practice Group Project
Revised July 2019

Group Member Names:
Presentation Title:

Evaluator Notes:	Required Assignment Elements:	Possible Points	Score
a. b. c.	**1. Formation of the Clinical Question: PICO** a. Describe the process of formulating your question--did your original idea change or stay the same while you were searching for the evidence? Clearly describe why your question is important to your group. b. Describe why the problem is significant to nursing. c. The PICO question is in the correct format and the instructor approves the PICO question *by the announced deadline*.	a. 5 points b. 5 points c. 5 points	a. ____ b. ____ c. ____
a. b. c.	**2. Assemble Relevant Research & Related Literature** a. Describe your research/literature data base search process: include the keywords, identify the data bases used when searching for the evidence and list any limitations you assigned to your search (i.e. humans, age, language, dates) b. Include successes, barriers of the search process. c. Sources are relevant to the PICO question (one source per student). Articles are nursing research within past 5 years, unless exception approved by instructor.	a. 5 points b. 5 points c. 5 points	a. ___ b. ___ c. ___
a.	**3. Pre-approval of Articles** a. The instructor pre-approves the sources *by the announced deadline*.	a. 5 points	a. ___
a.	**4. PowerPoint Slides and APA** a. PPT slides are submitted in print and references are in correct APA format.	a. 5 points	a. ___
a.	**5. Rating of Sources** a. Correct rating of **each** source based on the Melnyk & Fineout-Overholt guidelines.	a. 5 points	a. ___
a. b.	**6. Describe Findings** a. Briefly summarize the findings of the research/literature by describing the issue researched and the conclusions of the research. b. Include remarks whether or not each article answered your PICO question.	a. 10 points b. 5 points	a. ___ b. ___
a. b.	**7. Recommendations for Practice** a. Provide a list of recommendations for nursing practice change or no change (10 points possible max—2 points for each appropriate listing). b. Provide rationale for why or why not nursing practice should/should not change for each of your practice change recommendation listed.	a. 10 points b. 5 points	a. ___ b. ___
a. b.	**8. Nursing Implications** a. Based on the evidence from the research/literature findings or conclusions, clearly describe and summarize how nursing practice will be affected by listing recommendations/implications as to supplies, budget, time, education, system change, etc.--**be specific with examples.** b. Provide rationale for **each** implication listed.	a. 5 points b. 5 points	a. ___ b. ___
a.	**9. Time Limit** a. Presented within time limits ≥15 minutes ≤20 minutes (including Q & A).	a. 5 points	a. ___
Professionalism			
a. b. c. d. e.	**10. Professionalism of presentation:** a. Clarity/oral presentation skills b. Organization/ easy to follow/ congruency c. Visual presentation/ readability of slides d. Presenters participate equally/ professional dress e. Interest /engaging/ creativity	a. 2 points b. 2 points c. 2 points d. 2 points e. 2 points	a. ___ b. ___ c. ___ d. ___ e. ___
Total (Prof. Score)		100 points	_____

Group/Self Evaluation Score: _____ x .10 =
Prof. Score: _____ x .90 =
Final Score: _____

Self & Team Evaluation Criteria

N321/N330 EVIDENCE BASED PRACTICE GROUP PROJECT ASSIGNMENT

Name: _____ EBP Group Topic: _____

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.

Criteria Never 1 2 3 4 5 Always	YOU	Group Member:	Group Member:	Group Member:	Comments
1. Participated equally in the search process for the topic.					
2. Selected at least one article on my own and submitted it for instructor approval by the deadline.					
3. Contributed to development of PICO question with group members.					
4. Participated equally in the development of the PowerPoint presentation.					
5. Practiced my portion of the presentation to ensure a professional delivery.					
6. Participated on a regular basis in group activities and group meetings.					
TOTAL:					

- How could you have improved your team's performance? Explain.
- How could others have improved your team's performance? Explain.

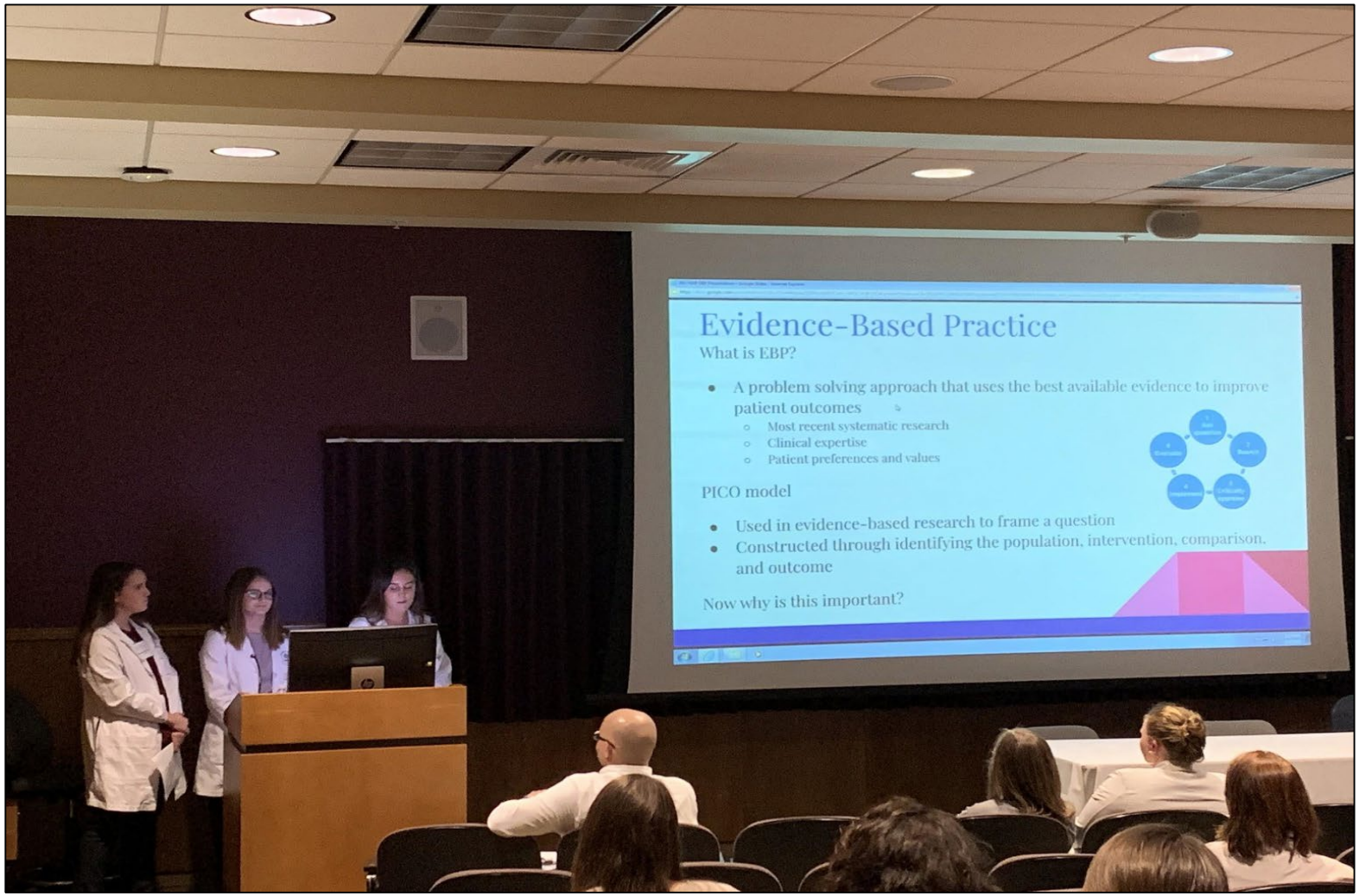
Student PICOs

- 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



2019 Annual Research Symposium, Saint Mary's College, Notre Dame IN

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A MONSTER BIG THANK YOU

Questions??

Thank you!

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