The Road to Success

Integration of EBP Throughout a BSN Nursing Curriculum

Dr. Ann Graves

CAPSTONE COLLEGE OF NURSING
THE UNIVERSITY OF ALABAMA
EBP PROCESS

Spirit of Inquiry: Clinical Issue of Interest

Formulate a Searchable, Answerable Question

Streamline, Focused Search

Rapid Critical Appraisal and Synthesis of Evidence

Apply Valid, Relevant Evidence

Generate Evidence
Internal: QI
External: Research

Evaluate Outcomes based on Evidence & Disseminate

HOW?
Bite #1 - The Steps of EBP

- Step 0: Cultivate a Spirit of Inquiry & EBP Culture
- Step 1: Ask the PICO(T) question
- Step 2: Search for the best evidence
- Step 3: Critically Appraise the evidence
- Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision
- Step 5: Evaluate the outcome(s) of the EBP practice change
- Step 6: Disseminate the outcome(s)
Bite #2 - A Critical Step: The PICO(T) Question

A Critical Impact: Use in Clinical

- Ask the burning clinical question in **PICO(T)** format
  - **Patient** population
  - **Intervention** or interest area
  - **Comparison** intervention or group
  - **Outcome**
  - **Time**
Clinical: How to get to the PICOT

- Inquiring minds – what problems are being encountered in the clinical agency?
- Discover – how is it a problem? What outcomes are being affected?
Bite #3 - Levels of Evidence

Systematic review or meta-analysis of all relevant randomized controlled trials (RCTs),

Evidence-based clinical practice guidelines based on systematic reviews of RCTs

Evidence obtained from at least one well-designed RCT

Evidence obtained from well-designed controlled trials without randomization and from well-designed case-control and cohort studies

Evidence from systematic reviews of descriptive and qualitative studies

Evidence from a single descriptive or qualitative study

Evidence from the opinion of authorities and/or reports of expert committees

Fineout-Overholt, et al., 2005
# Growing EBP in the Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>EBP Activities</th>
</tr>
</thead>
</table>
| **NUR 308 Concepts** | Step 0: Cultivate a Spirit of Inquiry & EBP Culture  
Step 1: Ask the PICO(T) question  
Present Models of EBP; Discuss Levels of Evidence; Have students do EBP vocabulary assignment; Develop scenario and have students formulate PICOT question and critique other students questions in group activity. |
| **NUR 324 Fundamentals** | Step 0: Cultivate a Spirit of Inquiry & EBP Culture  
Step 1: Ask the PICO(T) question  
Develop Scenarios formulate PICOT question. Discuss how patient preferences would potentially influence the answer/decision to the question. |
| **NUR 326 Pharmocology** | Step 0: Cultivate a Spirit of Inquiry & EBP Culture  
Step 1: Ask the PICO(T) question  
Have students formulate one PICOT question; Provide abstracts of RCT that address issues regarding medications for students to read. |
## Growing EBP in the Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>EBP Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 372 Adult health</strong></td>
<td><strong>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</strong>&lt;br&gt;<strong>Step 1: Ask the PICO(T) question</strong>&lt;br&gt;<strong>Step 2: Search for the best evidence</strong>&lt;br&gt;QSEN Project: Linking EBP with a Nursing Procedure. Have students identify and review a routine procedure on a Medical-Surgical clinical unit and determine if evidence guides the procedure. Poster presentation of findings at UA Undergraduate Research Day.</td>
</tr>
<tr>
<td><strong>NUR 374 Mental health</strong></td>
<td><strong>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</strong>&lt;br&gt;<strong>Step 1: Ask the PICO(T) question</strong>&lt;br&gt;<strong>Step 2: Search for the best evidence</strong>&lt;br&gt;Develop scenario and have students formulate PICOT question; have students do library and database search based on PICOT question and submit search strategy with print screen assignment; Level of evidence activity;</td>
</tr>
</tbody>
</table>
## Growing EBP in the Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>EBP Activities</th>
</tr>
</thead>
</table>
| **NUR 418 Childbearing Families** | Step 0: Cultivate a Spirit of Inquiry & EBP Culture  
Step 1: Ask the PICO(T) question  
Step 2: Search for the best evidence  
Step 3: Critically Appraise the evidence  
Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision  
Develop scenario and have students formulate PICOT question; search for research-based evidence; determine level of evidence; review a protocol or clinical practice guidelines; apply to clinical setting |
| **NUR 420 Children**            |                                                                                                                                               |
| **NUR 422 Community health**    |                                                                                                                                               |
## Growing EBP in the Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>EBP Activities</th>
</tr>
</thead>
</table>
| **NUR 471 Complex clients**| Step 0: Cultivate a Spirit of Inquiry & EBP Culture  
Step 1: Ask the PICO(T) question  
Step 2: Search for the best evidence  
Step 3: Critically Appraise the evidence  
Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision  
Step 5: evaluate the outcome(s) of the EBP practice change  
Step 6: Disseminate the outcome(s)  
Students to investigate: outcomes at clinical agency; evidence–based policies and procedures; current agency projects; assessment tools that are evidence-based. Students will engage in group discussion and presentations using relevant quality initiatives to improve patient outcomes, such as National Quality Forum (VAP, CVL infections, etc). |
| **NUR 473 Leadership/Practicum** | Step 0: Cultivate a Spirit of Inquiry & EBP Culture  
Step 1: Ask the PICO(T) question  
Step 2: Search for the best evidence  
Step 3: Critically Appraise the evidence  
Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision  
Step 5: evaluate the outcome(s) of the EBP practice change  
Step 6: Disseminate the outcome(s)  
Students to investigate: outcomes at clinical agency; evidence–based policies and procedures; current agency projects; assessment tools that are evidence-based. EBP project: identify clinical issue; apply steps of EBP; plan and/or implement the practice change |
The Road to Success

INTEGRATION OF EBP THROUGHOUT A BSN CURRICULUM

QUESTIONS