



# The Road to Success

Integration of EBP Throughout a  
BSN Nursing Curriculum

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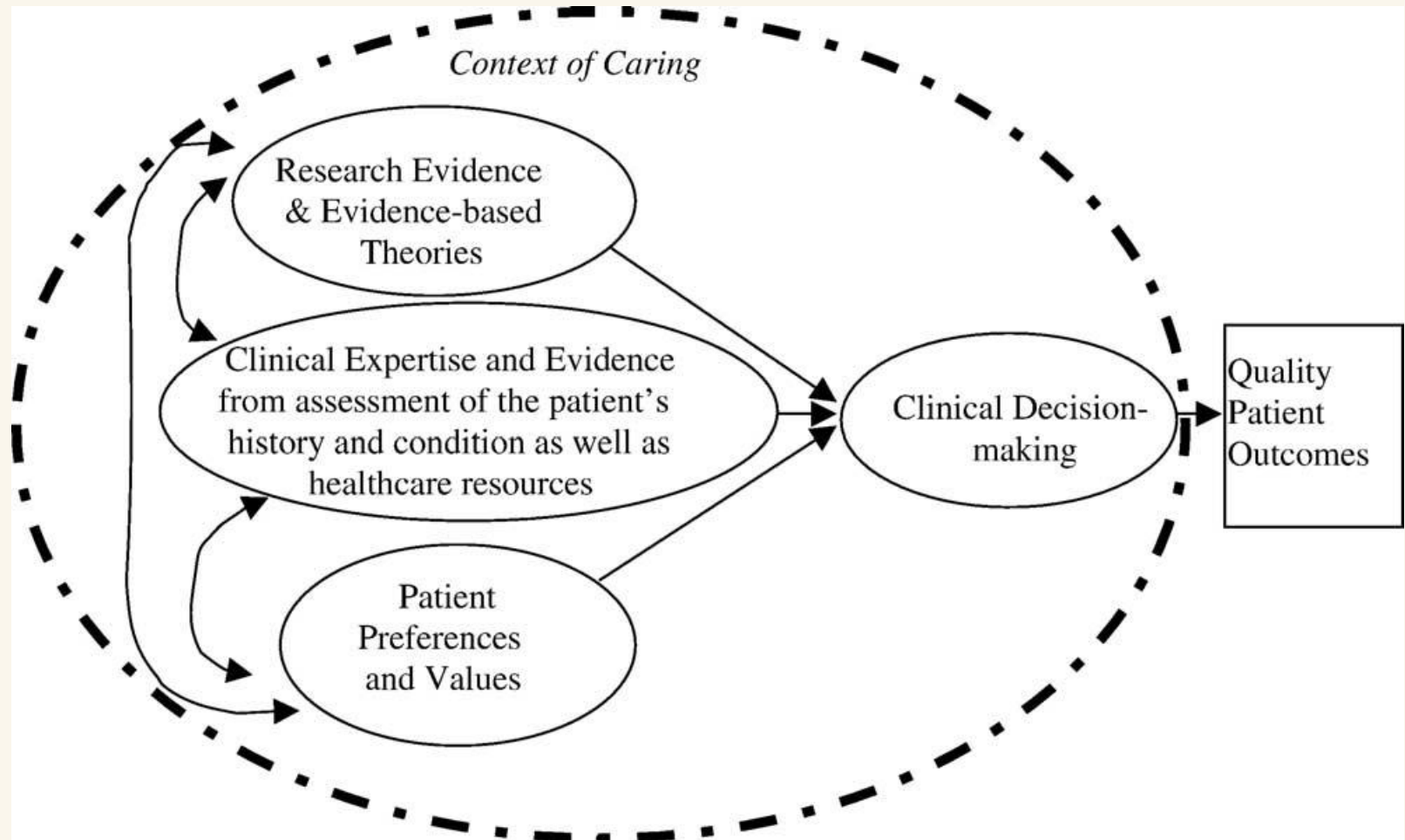


CAPSTONE COLLEGE OF NURSING  
THE UNIVERSITY OF ALABAMA

touching lives



# EBP Conceptual Framework



# EBP PROCESS

**Spirit of Inquiry: Clinical Issue of Interest**



**Formulate a Searchable, Answerable Question**



**Streamline, Focused Search**



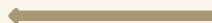
**Rapid Critical Appraisal and Synthesis of Evidence**



**Apply Valid, Relevant Evidence**

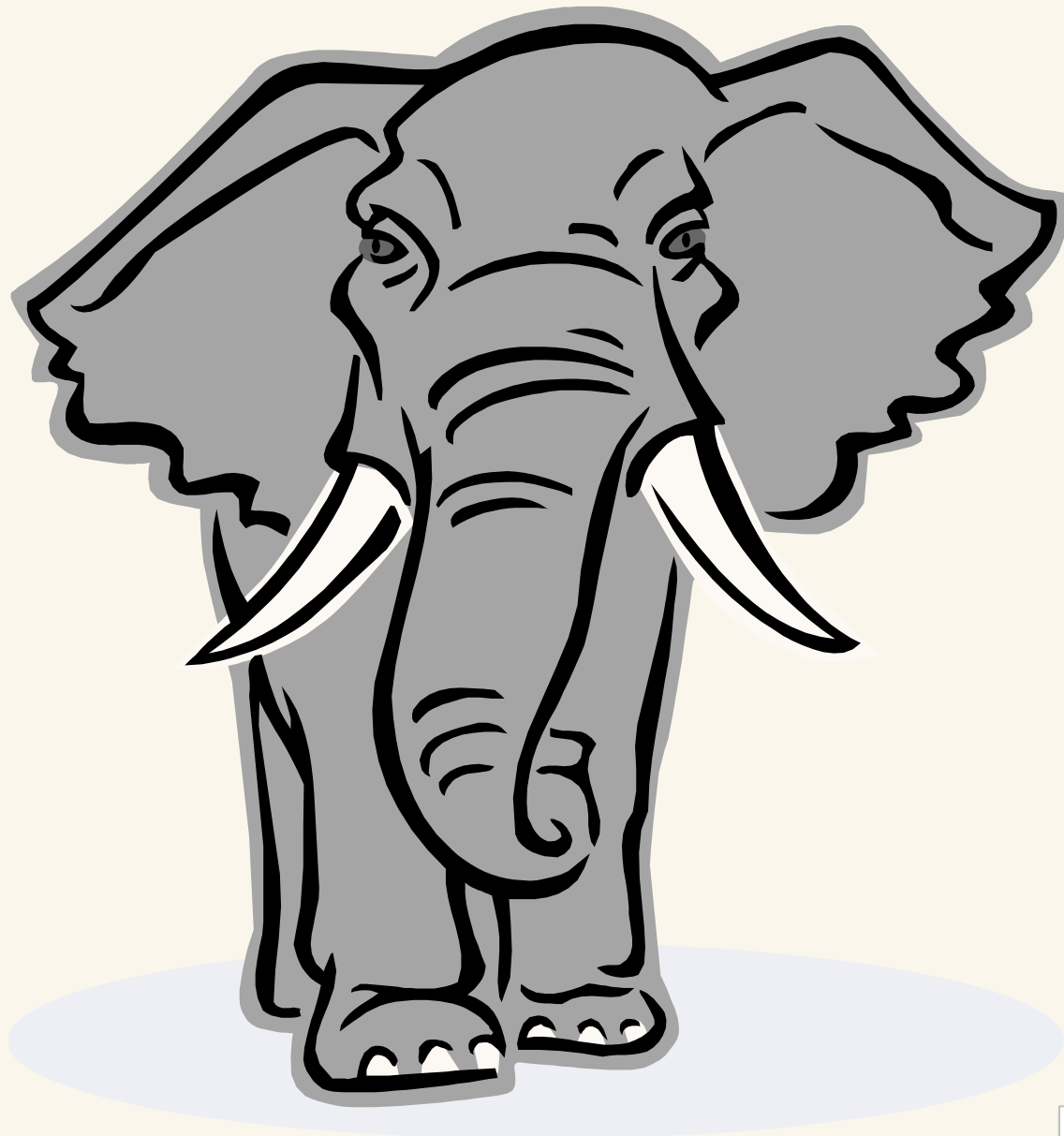


**Generate Evidence**  
Internal: QI  
External: Research



**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)

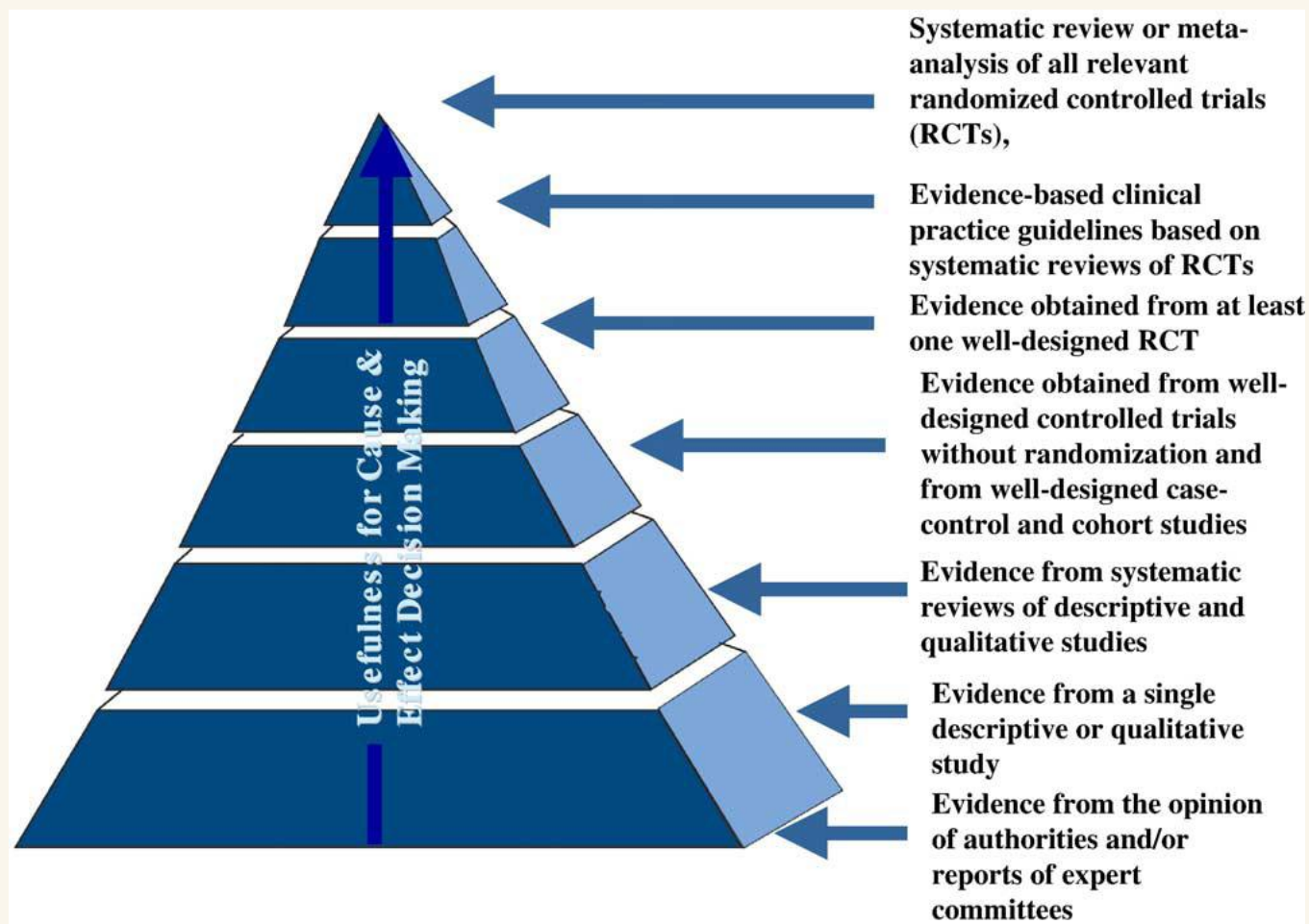
## Bite #2 -A Critical Step: The PICO(T) Question A Critical Impact: Use in Clinical

- 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





# Growing EBP in the Curriculum

Course	EBP Activities
<b>NUR 308 Concepts</b>	<b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b> <b>Step 1: Ask the PICO(T) question</b> 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.
<b>NUR 324 Fundamentals</b>	<b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b> <b>Step 1: Ask the PICO(T) question</b> Develop Scenarios formulate PICOT question. Discuss how patient preferences would potentially influence the answer/decision to the question.
<b>NUR 326 Pharmacology</b>	<b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b> <b>Step 1: Ask the PICO(T) question</b> Have students formulate one PICOT question; Provide abstracts of RCT that address issues regarding medications for students to read.

# Growing EBP in the Curriculum

Course	EBP Activities
<b>NUR 372</b> <b>Adult health</b>	<p><b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b></p> <p><b>Step 1: Ask the PICO(T) question</b></p> <p><b>Step 2: Search for the best evidence</b></p> <p>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.</p>
<b>NUR 374</b> <b>Mental health</b>	<p><b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b></p> <p><b>Step 1: Ask the PICO(T) question</b></p> <p><b>Step 2: Search for the best evidence</b></p> <p>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;</p>

# Growing EBP in the Curriculum

Course	EBP Activities
<b>NUR 418</b> <b>Childbearing</b> <b>Families</b>	<b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b> <b>Step 1: Ask the PICO(T) question</b> <b>Step 2: Search for the best evidence</b> <b>Step 3: Critically Appraise the evidence</b> <b>Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision</b>
<b>NUR 420</b> <b>Children</b>	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
<b>NUR 422</b> <b>Community</b> <b>health</b>	

# Growing EBP in the Curriculum

Course	EBP Activities
<b>NUR 471</b> <b>Complex clients</b>	<p> <b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b>  <b>Step 1: Ask the PICO(T) question</b>  <b>Step 2: Search for the best evidence</b>  <b>Step 3: Critically Appraise the evidence</b>  <b>Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision</b>  <b>Step 5: evaluate the outcome(s) of the EBP practice change</b>  <b>Step 6: Disseminate the outcome(s)</b> </p> <p>Students to investigate: outcomes at clinical agency; evidence–based policies and procedures; current agency projects; assessment tools that are evidence-based.</p> <p>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).</p>
<b>NUR 473</b> <b>Leadership/ Practicum</b>	<p> <b>Step 0: Cultivate a Spirit of Inquiry &amp; EBP Culture</b>  <b>Step 1: Ask the PICO(T) question</b>  <b>Step 2: Search for the best evidence</b>  <b>Step 3: Critically Appraise the evidence</b>  <b>Step 4: Integrate the evidence with your clinical expertise and patient preferences to make the best clinical decision</b>  <b>Step 5: evaluate the outcome(s) of the EBP practice change</b>  <b>Step 6: Disseminate the outcome(s)</b> </p> <p>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</p>

# The Road to Success

INTEGRATION OF EBP THROUGHOUT A BSN CURRICULUM



# QUESTIONS

