An Evidence-Based Teaching Model: PSCOT

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Both presenters have no conflict of interest to declare.

Learning Objectives

At the end of this session the learner will be able to:

1. Compare PSCOT to PICOT
2. Use PSCOT as an educational model
Let’s Talk about Evidence-Based Ideas

• Evidence-based Practice – foundation for effective practice

• Evidence-based Teaching – advancing scholarship in education

• Lifelong pursuit of knowledge

• Challenge of preparing next generation
“All the rhetoric about passionate teaching and whether professors care about or value teaching is meaningless if they are bad or ineffective teachers”

(Wexler, n.d., para 4)

- Move from idea that anyone can teach
- Move toward idea that effective and productive teaching is founded on sound, defensible strategies

Dynamic, holistic system using educational principles validated by evidence to support, maintain, and promote a new level of knowledge for a learner in a variety of settings. (Cannon & Boswell, 2016)
Schematic for Evidence Based Teaching

1. Pose the Question
2. Explore the Literature
3. Teaching Strategies
   - Student Values/Preferences
   - Academic Boundaries
   - Systematic Evaluations
   - Resource Boundaries
   - Financial Boundaries
   - Student Characteristics
EBP Question

P = Population
I = Intervention(s)
C = Comparison intervention(s)
O = Outcome(s)
T = Time
PSCOT Format for Questions

✓ P = Population
✓ S = Strategy (Strategies)
✓ C = Comparison strategy (strategies)
✓ O = Outcome(s)
✓ T = Time period
## Comparison of EBP and EBT

<table>
<thead>
<tr>
<th>Evidence-Based Practice</th>
<th>Evidence-Based Teaching</th>
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<tbody>
<tr>
<td>Ask the clinical question using the PICOT format: P (population), I (intervention), C (comparison), O (outcome), T (time)</td>
<td>Pose the education question using the PSCOT format: P (population), S (strategy), C (comparison), O (outcome), T (time)</td>
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<td>Explore the evidence available to determine the best practice using a critical appraisal approach</td>
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<tr>
<td>Consider individual clinical expertise and client preferences/values as interventions are deliberated</td>
<td>Integrate teaching expertise with the students’ characteristics, preferences, and values in the teaching/learning environment as solutions and ideas are formulated</td>
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<td>Instigate clinical changes as needed within the parameters of the resources and stakeholders</td>
<td>Initiate educational modifications as needed within the academic, financial, and resource boundaries</td>
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<tr>
<td>Appraise the change in regard to patient satisfaction, financial considerations, institutional considerations, and professional considerations</td>
<td>Consider the changes based on key performance criteria identified with the systematic evaluation for the academic setting</td>
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Next Steps in EBT

- PSCOT determined
- Search for Evidence related to PSCOT
- Analyze evidence found (ranking of evidence)
- Identify key concepts and facets
- Balance the individualization of the process
- Integrate academic, financial, and resource boundaries
PSCOT Examples

P = First Semester Students
S = Use of care maps
C = Use of care plans
O = Improved pathology comprehension
T = (none used)

P = Students addressing clinical content
S = Use of Simulation experiences
C = Clinical provided on designated clinical site
O = Improved knowledge of clinical principles
T = (none used)
Tips for Nurse Educators to Use

• Be knowledgeable about EBP and EBT in relation to definitions, steps, similarities, and differences.

• Explore your own values regarding what critical thinking is and whether you believe it can be taught.

• Connect with a librarian to obtain current, accurate sources for EBT.

• Identify how you critically appraise content to be taught.
Summary Points

- Scholarship in EBT advances the development of the art and science of nursing education.
- Several models of EBP have emerged since the 1970s.
- Multiple definitions of EBP exist but definitions for EBT are few in number.
- EBT is defined as a dynamic, holistic system using educational principles validated by evidence to support, maintain, and promote a new level of knowledge for a learner in a variety of settings.
- The steps of EBP have application to EBT.
- To structure an EBT question, the format should include population, strategy, comparison, outcome, and time (PSCOT).
- Critical thinking is much discussed but two major controversies exist: what is critical thinking, and can it be taught?
- Assessing sources of EBT requires faculty to be informed about literature databases.
- Critically appraising knowledge for making decisions for teaching involves EBP, EBT, and critical thinking.
Resources


