Title: An Evidence-Based Teaching Model: PSCOT

Sharon Cannon, EdD, RN, ANEF
Carol Boswell, EdD, RN, CNE, ANEF, FAAN
School of Nursing, Texas Tech University Health Sciences Center, Odessa, TX, USA

Session Title: Teaching Strategies to Enhance EBP
Slot: J 08: Tuesday, 31 October 2017: 8:00 AM-8:45 AM
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Keywords: evidence, model and teaching

References:

Abstract Summary:
No longer can nurse educators teach the way they were taught. An evidence-based teaching model can guide faculty to discover innovative/effective teaching methods based on evidence. PSCOT is an EBT model that promotes evidence-based teaching to assure positive student learning outcomes.

Learning Activity:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tbody>
<tr>
<td>1. Compare PSCOT to PICOT</td>
<td>The evidence based teaching model is compared to the evidence practice model through lecture powerpoints and discussion.</td>
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<td>2. Use PSCOT as an educational model.</td>
<td>2. Examples of utilization of the PSCOT model will be presented through lecture, powerpoints and discussion.</td>
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Abstract Text:

More and more nurse educators are turning to Evidence-Based Teaching (EBT) to assure positive learning outcomes. As a result, nurse educators are seeking effective models for EBT. This presentation focuses on the use of an EBT model to provide guidance for improving learning outcomes.

The EBT model (PSCOT) is similar to the much used evidence-based practice model (PICOT). PICOT is the acronym for Population, Intervention, Comparison, Outcome and Time. This model is focused on nursing care at the bedside. While PICOT has been more readily accepted in the practice arena, little has been put forth in the educational arena to promote the use of a model in the classroom. Thus, PSCOT as an acronym for Population, Strategy, Comparison, Outcome and Time is offered to guide nursing education. Examples and comparisons of the models will be presented along with teaching scenarios. Best teaching practices will be highlighted to grasp the significance of using an evidence-based teaching model. No longer can nurse educators teach the way they were taught. Effective models and strategies are needed to improve student learning and teaching outcomes. As a result, the PSCOT model
enhances, clarifies and promotes student learning objectives and gives faculty a practical model for teaching strategies with results based on evidence. In addition, the evidence generated through use of the model is also useful for making course/curriculum decisions, especially for quality improvement activities. As can be seen, PSCOT has multiple outcomes that will assist faculty in the development of strategies for the classroom, evaluation of course and program objectives and provides valuable information for accreditation purposes. Discussion of various examples of the model will provide a foundation for discussion and use by participants based on their type of program/needs. The model is flexible and can be applied to multiple settings in a variety of programs.