Utilizing Overall Program Evaluation Data: Innovative Steps to Enhance Evidence-Based Practice Attitudes Through Curriculum Improvement

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Implementation of evidence-based practice in a complex healthcare system can be challenging. As healthcare evolves, it is imperative that nurses are positioned to care for diverse populations. Healthy People 2020 (2017) indicated that global health issues may directly or indirectly influence the health of the United States (para. 8). According to Warren et al. (2016) 44% of nurses were confident in their ability to implement evidence-based practice but more than 60% have not utilized evidence-based practice to change clinical practice (p.18). The struggle to create cultures of inquiry and integration of best practices continues across the globe (Melynk, Fineout-Overholt, Gallagher-Ford, & Kaplan, 2012).

Addressing the barriers to integration of evidence-based practices could begin in the academic settings with development of program learning outcomes and competencies relative to evidence-based practice. Creation of such program learning outcomes could establish an evidence-based mindset earlier and equip nurses with knowledge, skills and attitudes for future practice. The curriculum mapping of relevant evidence-based practice program learning outcomes and competencies to specific evidence-based assignments can provide the initial framework toward evidence-based practice teaching and learning. The addition of assignments based on teamwork and peer review can ignite a passion for evidence-based practice (Kowalski, 2017); however, appropriate evaluation strategies must be implemented for effective transformation toward a learning environment that promotes a culture of inquiry.

The challenge for most schools of nursing are developing evaluation strategies that appropriately capture program learning outcome attainments. This symposium session will share how one graduate program developed an outcome rubric embedded in their learning management system. The rubrics are aligned with program learning outcomes in addition to the specialty track competencies and collects data on learning outcome/competency attainment for each assignment. The data gives valuable information to the school of nursing that can be utilized in course and curriculum changes.

Evaluation of program learning outcomes, in addition to student attitudes relative to evidence-based practice, are essential steps for schools of nursing. The data gleaned provides direction for curriculum revisions to ensure that students are prepared and develop and/or nurture their attitude toward evidence-based practice in a multifaceted healthcare system that results in enhanced and improved healthcare outcomes.

Title:

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Symposium

Keywords:

Global Impact of Evidence-Based Practice, Program Learning Outcomees data and Program evaluation strategies

References:

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Abstract Summary:

Many schools of nursing are challenged to provide program learning outcome data that allow for curriculum revisions to ensure that students are prepared to practice in a complex healthcare system. Additionally, program learning outcomes must support the global impact of evidence-based practice in healthcare. This presentation will address these challenges.

Content Outline:

1. The learner will discuss the global impact of EBP on healthcare.

Evaluate trends with EBP attitudes and future practices for impact.

PowerPoint presentation/Lecture

2. The learner will discuss evaluation strategies that captures MSN program learning outcomes.

Innovative evaluation strategies to capture MSN program learning outcome data; systematic evaluation plans to evaluate EBP.

PowerPoint presentation, Discussion – assessment rubric, Lecture

3. The learner will identify program learning outcome data and the influence on future curriculum.

Data analysis toward overall program learning outcome attainment and application toward future curriculum revisions.

PowerPoint presentation, Discussion, Lecture

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