Faculty identified conventional graduate level research courses do not prepare students in the use of EBP.

The identified gap led to the development of an EBP course taught in a distance education format.

The course is required of all graduate students in the School of Nursing, including administrative, education and clinical tracts.

Objectives:
- Apply selected theories, conceptual models, or frameworks to the examination of EBP.
- Critically appraise published studies, integrative reviews, and guidelines used to make practice decisions.
- Synthesize evidence for application in the practice setting.
- Integrate approaches for the ethical conduct of translating evidence into practice.
- Evaluate methods of evidence dissemination including publications, presentation, health policy briefs, or media.

Both individual and group methods are used to reinforce the concept of consensus prior to implementation in practice.

Four Modules:

I. Exploring evidence for practice
   - Overview of EBP and research
   - Systematic reviews
   - Development of PICOT Questions

II. Appraisal of evidence for practice
   - Mastering biomedical statistics
   - Individual and group completion of AGREE II TOOL
   - Analysis of practice guideline

III. Models and Ethics for EBP
   - Review of the conceptual models of EBP
   - Overview of ethics applies to EBP application
   - Student interactive forum on the application of ethical perspectives and the application of EBP

IV. Implementing Evidence-Based Practice
   - Evaluation of an EBP guidelines
   - Populating specific considerations
   - Practice or facility based constraints
   - Recommendations and implications for practice

Student Outcomes
- Develop a relevant EBP question.
- Review and apply statistical applications.
- Apply ethical principles to the use of evidence.
- Participate in group EBP consensus exercise.
- Perform a critical appraisal of EBP literature.
- Consider stake holder issues when applying evidence.
- Evaluate an EBP guideline or protocol while assessing strengths and limitations prior to implementation.

After one year of implementation:
- Students have led the implementation of clinical practice guidelines in their area of practice.
- Students have presented posters and presentations at regional, national and international conferences based on their evidence-based practice work.

Course Revisions
- Reduced size of teams for group work from 4 students to 2 students per team.
- Decreased required discussion forums from 2 forums to 1, and increased weight of developing PICOT question.