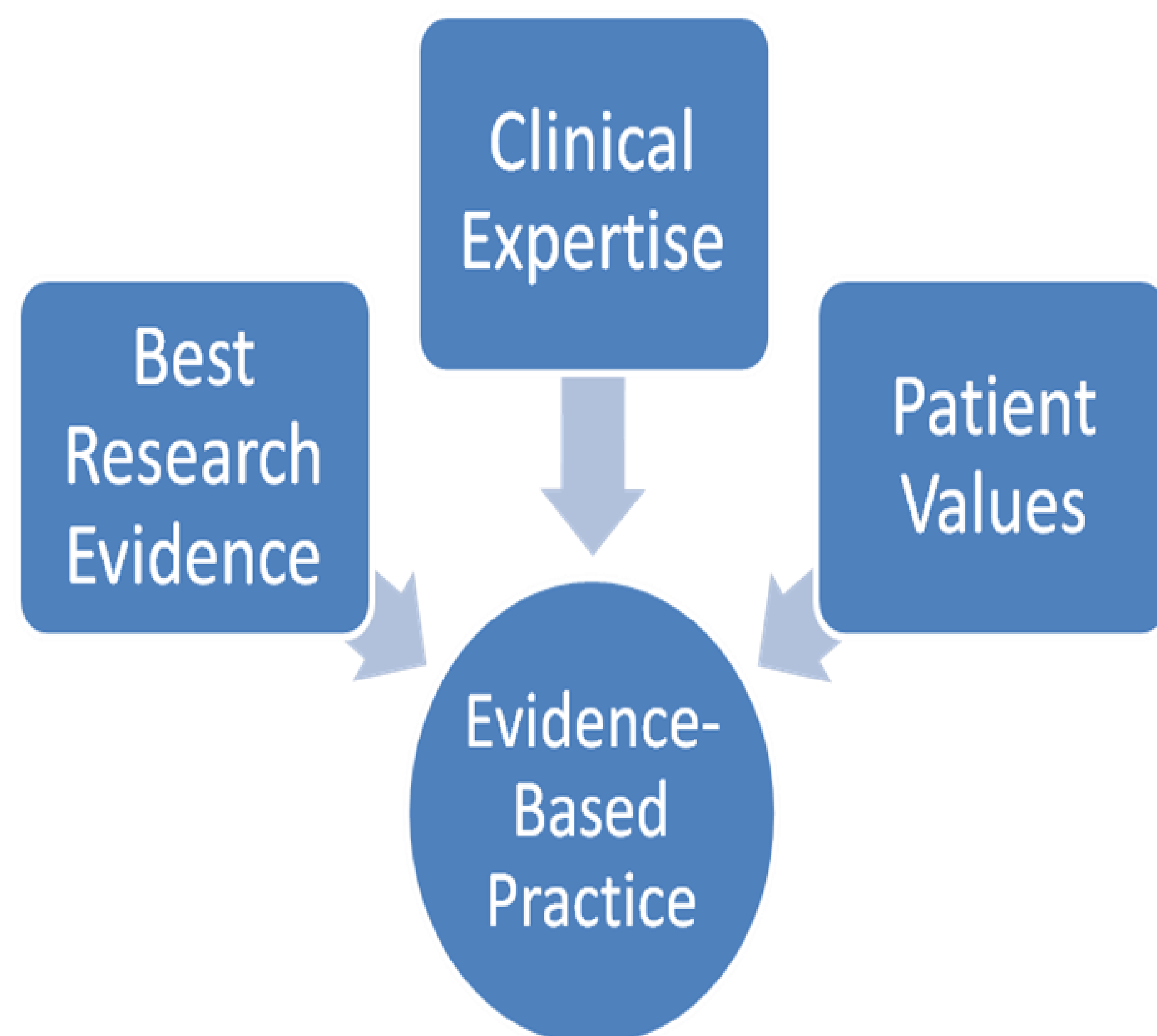




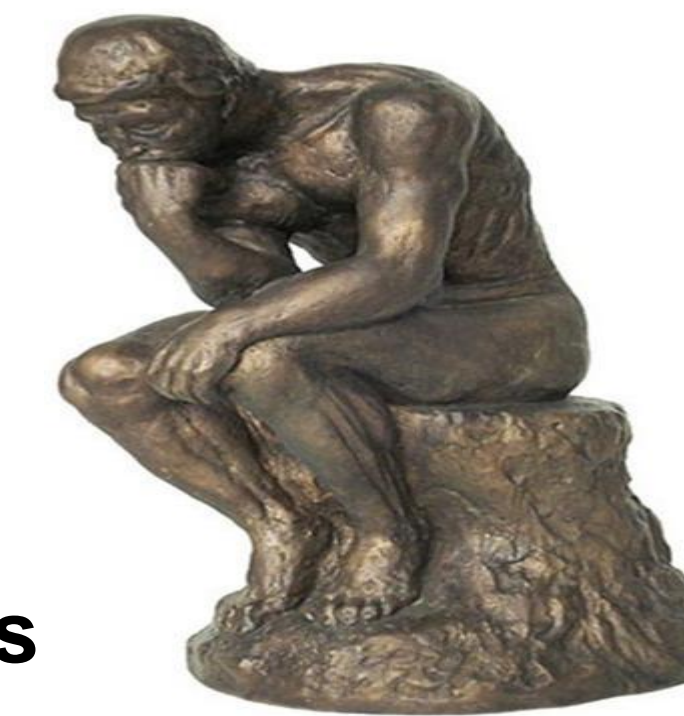
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- ❖ Faculty identified conventional graduate level research courses do not prepare students in the use of EBP.
- ❖ The identified gap led to the development of an EBP course taught in a distance education format.
- ❖ The course is required of all graduate 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.

