Additionally, this model is used to demonstrate the importance of an EBP course, using EBP.

The purpose of this study is to demonstrate the framework for design and implementation of an EBP course, using EBP.

Students were asked to rate their level of competence on a 1–5 scale ranging from "No Competence" to "Expert Competence". The summed scores were calculated to achieve an interval level of ECEBP.

**RESULTS**

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<th>Subscale Score</th>
<th>Integration</th>
<th>Translational</th>
<th>Discovery</th>
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**EVALUATION:**

- New knowledge is discovered through traditional research methodologies and scientific inquiry.
- Endpoints and outcomes are evaluated. These include evaluation of the impact of EBP on patient health outcomes, provider and patient satisfaction, efficacy, efficiency, economic analysis, and health improvement across relevant domains.

**SUMMARY:**

The corpus of research is synthesized into a single, meaningful statement of the state of the knowledge.

- From multiple sources, locate evidence summary reports for practice implications in the context of EBP.
- Using existing standards, critically appraise evidence summaries for practice implication in the context of EBP.
- Interpret statistical analyses commonly used in evidence summaries.
- Describe the use of clinical expertise in conducting systematic reviews.
- Assemble evidence resources (primary research and evidence summaries) from multiple sources on the evidence management software.

**TRANSLATION:**

Research evidence is translated into clinical recommendations (i.e. clinical practice guidelines) which are based on expert opinion and other sources of knowledge.

- Using valid instruments, critically appraise clinical practice guidelines (CPGs) in the context of EBP.
- Assemble CPGs from various sources.
- Adapt evidence-based CPGs to accommodate local clients, populations and settings.
- Explicate multiple levels of knowledge including expert opinion, during guideline development.
- Participate in translation of evidence summaries into a clinical innovation.
- Evaluate CPGs for applicability and feasibility in practice.
- Incorporate nursing knowledge into recommendations during Clinical Practice Guideline development.
- Foster EBP organizational culture, infrastructure and teamwork.

**INTEGRATION:**

Individual, organizational, and environmental practices are changed through formal and informal channels.

- Identify the significance of practice variation related to evidence-based care.
- In the area of your clinical specialty, assume the role of change agent for the micro-system and organizational EBP changes.
- In your own agency, identify practice areas where EBP change is needed to respond to national, local, and agency priorities.
- On a team, design and implement plans for changing individual and organizational practices, based on the need for change, utilization, adoption of innovation, and quality improvement processes.