EVIDENCE-BASED PRACTICE EDUCATIONAL PROGRAM: A PORTUGUESE EXPERIENCE WITH UNDERGRADUATE NURSING STUDENTS

Daniela Cardoso, Manuel Alves Rodrigues, João Apóstolo
Evidence-Based Practice (EBP)

(Pearson, Wiechula, Court, & Lockwood, 2005)
Background

- Promotes high-value health care;
- Improves the patient experience;
- Improves health outcomes;
- Reduces health care costs.

Important

The adoption, implementation and sustainment of EBP in healthcare organizations

(Melnyk, Gallagher-Ford, Long, & Fineout-Overholt, 2014)

(Apóstolo, Cardoso, & Rodrigues, 2016)
Background

- Agency for Healthcare Research and Quality (2001)
- Directorate-General of Health with Portuguese National Health Plan 2012-2016 (Ministry of Health, 2012);
- International Council of Nurses (ICN, 2012)

Recommend EBP implementation

- Decision-making is simplified;
- Uncertainty, risk and variability are reduced;
- Quality of care is improved
“All health care professionals need to understand the principles of EBP, recognise EBP in action, implement evidence-based policies, and have a critical attitude to their own practice and to evidence”

(Dawes et al, 2005).
Background

EBP

It is not the standard of care in the world

(Melnyk et al., 2014; Oliver et al., 2014)

Research Clinical Practice

Studies recognized

CLOSE THE GAP

(Asokan, 2012; Black et al., 2015; Mohsen et al., 2016)
Background

Committee on the Health Professions Education Summit (2003)

Recommended the development of competencies regarding the EBP use in all health professional educational programs
Background

Undergraduate nursing curricula → Based on EBP principles → To promote an EBP culture on future nurses

This will improve health outcomes, with a positive impact in patients’ safety, costs and health systems
Aims

• To develop an EBP Educational Intervention designed for undergraduate nursing students.

• To explore the opinion of students who underwent the intervention.
Methods

1st Phase Development of intervention

2 science synthesis researchers developed an EBP Educational Intervention for undergraduate nursing students following the GREET checklist.

2nd Phase Experts Opinion

The draft was sent for opinion to 8 experts of different backgrounds (nursing, psychology, education and physiology).

Their opinion was evaluated and the suggestions were incorporated into the intervention.

3rd Phase Application in Portuguese Context

Between February and June 2018, the intervention was applied to Portuguese 4th-year undergraduate nursing students.

It was requested the feedback of participants through an online questionnaire.
Results – 2\textsuperscript{nd} phase

Eight experts analysed the EBP Educational Program proposal.

In overall, they considered that the program is well design, but recommended some adjustments:

- Clarify Objectives;
- Add the target population;
- Include a final assessment of the students’ opinion regarding the program.
Results

Due to specific learners' needs (lack of knowledge about primary research) and time constraining it was not possible to include the objective concerning critical analysis.

Limitations of the program:

• Do not promote critical appraisal skills
• Time constraining
**EBP Educational Program - Final**

**Intervention:** EBP Educational Program  
**Theory:** JBI Model of Evidence-based Healthcare

**Learning Objectives:** Main objective – To enhance the EBP use.  
Specific objectives: 

a) To know EBP models, mainly the JBI Model of Evidence-based Healthcare;  
b) To develop a focused review question;  
c) To identify the most appropriate study design to answer the question;  
d) To show knowledge regarding database search;  
e) To analyze the search results to answer a review question;  
f) To know software to develop systematic reviews;  
g) To identify important aspects that determines the relevance and validity of a particular study.
EBP Educational Program - Final

**Schedule:** 6 sessions during 17 weeks

Sessions 1-3: **12 hours** (4 hours by session) during the first 7 weeks.

Sessions 4-6: **6 hours** (2 hours by session) during the last 10 weeks.

**Materials:** Powerpoints, Papers of reference, Worksheets

**Instructors:** Daniela Cardoso and João Apóstolo

**Target population:** 4\(^{th}\)-year nursing undergraduate students

**Amount of time learners spent in face to face contact with instructors and time spent in self-directed learning activities:** The student is face-to-face with instructors for the entire session period. It is expected that most students spend about 10 hours to prepare each mentoring session (sessions 4-6).
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<tr>
<th>Session</th>
<th>EBP content</th>
<th>Educational Strategies</th>
<th>Delivery and Environment</th>
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<tr>
<td>1</td>
<td>Introduction to Evidence-based Health Care and International collaborations for EBP; Introduction to systematic reviews; Types of systematic reviews and types of primary studies; Review question development.</td>
<td>Expositive method with practice tasks</td>
<td>4 hours by session, Face-to-face (groups of <strong>20-30 students</strong>)</td>
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<td>2</td>
<td>Searching for Studies</td>
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<td>Classrooms</td>
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<td>3</td>
<td>Study selection process; Data extraction and synthesis; Software to synthesis</td>
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## EBP Educational Program - Final

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<tr>
<td>4</td>
<td>Definition of a review question of interest to students and important in the context of their Clinical Practice/Fieldwork.</td>
<td>Active method–mentoring</td>
<td>2 hours by session</td>
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<tr>
<td>5</td>
<td>Definition of a search strategy to answer the review question previously defined.</td>
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<td>Face-to-face (groups of 2-3 students)</td>
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<tr>
<td>6</td>
<td>Clarification and guidance of the study selection process, the data extraction and the synthesis of studies.</td>
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<td>Small meeting rooms</td>
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Results – 3rd phase

Sixteen undergraduate nursing students, who underwent the intervention, answered to an online opinion questionnaire. Positive feedback, but:

- recommended the inclusion of more hours of mentorship.
Conclusion

Positive feedback from experts and students

The EBP educational program seems to be an appropriate educational intervention to embed EBP in the undergraduate nursing curricula, nevertheless some recommendations (for example, include more hours of mentorship) should be considered for future implementations of this intervention.
Experimental study

Outcomes: EBP beliefs and knowledge in EBP
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References


