Infusing Nursing Theory and Evidence-based Practice into Baccalaureate Undergraduate Curriculum

Loretta Bond, PhD, RN, CNE and Lynne Shores, PhD, RN
Belmont University
Gordon Inman College of Health Science & Nursing
Nashville TN

1. To describe an innovative curriculum strategy which incorporates evidence-based knowledge and theoretical foundations.

2. Discuss the role of nursing theory content in the implementation of evidence-based practice.

3. Examine the pedagogical implications of evidence-based practice strategies in undergraduate curriculum.

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Module Overview

Module 1- Evidence-based Practice in Health Care Delivery

Overview:
This unit gives an overview of the concept of Evidence-based Practice (EBP) and the role of the nurse in utilizing the evidence in the health care setting. Historical influences of evidence in the care of individuals and in the evaluation and improvement of patient outcomes is discussed. Frameworks for EBP and its application will be explored, including an overview of nursing research and its critical role in EBP. Theoretical frameworks will be introduced and the relationship of theory to practice will be detailed. The steps of EBP will be given and the role of clinical judgment in the implementation of EBP in nursing practice will also be discussed.

Module 2- Conceptual frameworks applied to nursing care

Overview:
This unit gives an overview of nursing theories and their role in directing nursing care and research. Key terms used in the construction of nursing theory will be defined. Select theories will be discussed as nursing knowledge in an evidence-based framework. And, the moral obligation of nursing to honor the theoretical work in the context of nursing practice will be discussed.

Module 3- Research Models Applied to Practice

Overview:
This unit focuses on the differences in the two categories of nursing research: quantitative (generally considered objective which uses data gathering that can be repeated by others) and qualitative research which is more subjective. A contrast of different research designs will be performed, to detail application of the designs in the generation of nursing knowledge. Components of research models will be evaluated and strategies for evaluating strengths of research will be identified.

Module 4- Approaches to literature in research

Overview:
This module identifies critical issues in the review of nursing research in the literature. Critical questions and strategies for searching databases for evidence for examining the literature will be identified. Types of evidence will be explored and students will search key databases.

Module 5- Evaluating the evidence

Overview:
This unit details the steps in evaluating the evidence collected during a literature search. Criteria used in the evaluation of sources will be applied to clinical situations. Applying the hierarchy of best evidence will be identified. Critical thinking skills will be applied to synthesize evidence.

Module 6- Applying Evidence-based practice

Overview:
This unit identifies applications of EBP to nursing practice. The PICO question will be further revised, and applied to a select population. Best evidence will be explored and the findings will be presented using the five major steps of EBP in a group presentation. Key points of the change process and strategies for overcoming barriers will be identified and incorporated into a group presentation.
Belmont University College of Nursing  
NUR 3850  
Evidence-based Practice Group Project Guidelines  
Worth 100 Points  

**Group Project Description**

The purpose of this project is to apply principles of evidence-based practice to clinical topics of concern in today’s practice arena, and to implement principles of group process.

Students will work in groups of 3-5 to develop an evidence-based project. The project will be developed through the completion of the learning activities accomplished in Course Modules 1-6. Some of the assignments will be individual assignments and others will be group assignments. The project will be presented to class members summarizing the best evidence in addressing the assigned issue.

**Group Instructions**

1. Groups will be assigned a critical topic from the list provided in this document and develop 2 burning questions related to the assigned scenario and nursing practice. **Two questions per group. (Project Builder- # 1: 2 points)**

2. Develop a search question in the PICO (Patient or population condition of interest; intervention of interest; comparison of interest; outcome of interest) format and conduct a systematic literature search. Review article abstracts and skim articles related to your topic and select three-six articles (3-6), one per each group member that you would like to use in developing your project. **One PICO question per group. (Project Builder-# 2: 10 points)**

3. Summarize your literature search process in a 1-2 page paper. Identify key words related to your search, sources, data bases, internet searches and search notes. **This is an individual paper. (Project Builder-# 3: 18 points)**

4. Using (2) articles selected from your group’s literature review (should include the article selected by the group member and one other article), develop a research grid identifying key article findings using the following column headings: **This is an individual assignment. (Project Builder-# 4: 10 points)**
   a. **Citation notes** (Author[s], title, journal, year of publication).
   b. **Summary of study** (Purpose, theoretical framework [if discussed in the article], sample, methodology, study results, significant findings and limitations).
   c. **Application/ implementation to nursing practice**

5. In a 6-8 page paper synthesize (integrate) the findings from your research appraisal grid identifying, themes, similarities and differences, and gaps in the literature. Then use one of the theories/models studied in class this semester to describe how you would implement the findings. Describe the proposed implementation using the theorist’s “terms” or “main concepts” in your description. Include the theorist’s description of the metaparadigm concepts of person, environment, health, and nursing in your discussion. **(Project Builder-# 5: 30 points) (One paper per group).**

6. **Develop a group presentation of your project findings in a PowerPoint presentation and develop an abstract and reference page to share with your peers. (Project Builder- # 6: 30 points)**

**KEEP IN MIND** - the majority of the work has already been completed in previous project builders. (Include the following in your group project):
- Search question
- Search process
- Syntheses of evidence
- Summary of best practices
- Application to practice, using a theory/model to frame the discussion
- Identification of implementation strategies
- Outcomes of patient care/Standards to evaluate achievement of outcomes of care
- Identification of potential barriers/strategies to address (How to get nurses to accept the change in practice).
- Dissemination strategies (How you would share information with other nurses).

**Scenarios for PICO question development and EBP project: NUR 3850** *(FACULTY TO ASSIGN topics and groups)*
Belmont University College of Nursing  
NURS 3850 – Evidence-based Nursing Practice  
Library Search Tool

Topic: Childhood obesity

**PICO Question:** In school-aged obese children (BMI greater than 30), does the use of school based-prevention programs in schools, compared to no school-based programs, reduce health risk factors?

1. Determine the level of evidence necessary to address this PICO question.

2. Identify Key Words to search the databases from the PICO question.

3. **Search relevant data bases** to find citations for articles on the topic. Search one keyword at a time. How many article records did you get for each keyword?

4. **Limit your search using the following strategies**
   a) Use database controlled vocabulary such as MeSH headings.
   b) Combine your keyword search results using the Boolean connector “AND.”
   c) **Limit the results** to research articles (RCT, Meta-analyses or Systematic reviews). How does this affect the number of article records available?
   d) **Limit these results to articles published 2008** or later. What impact does this have on the number of records you retrieve?
   e) **Limit the final search results** to parameters of “humans” and “English.”

5. Look at the Subjects listed for each article record. What are some relevant subjects that you could use to further refine your search? Write down at least three.

6. Print out the search history that worked well for you.

7. A search can also be performed using names of authors. This is known as **searching by authors.** Find an article authored by Dr. Marilyn Frenn and list its title. (HINT: Put in the last name first).

8. You can search for journals using the **Publications tab** at the top of the page. Browse publications for the Western Journal of Nursing Research.
   a. Find the citation to the article published in volume 34, issue 5, and pages 677-96.
   b. What is the title of this article? Who is the author?
   c. **Save a copy as a PDF on the desktop and email to your Instructor.**

9. Articles can also be found by **searching for the title in the search box.** Find the citation for the article entitled “Systematic review of childhood obesity prevention.”
   a. Read the abstract for this article. What do you note about a systematic review in terms of its design?
   b. Where would you access the full text of this article, in what database?

10. **Now Search the Cochrane Library transferring** some of the same search skills. Search for a Systematic review; a Meta-analysis and a meta-synthesis on your topic.
In this project builder your group will develop a PICO question and identify key words for your literature search. The PICO (or foreground) question can assist the clinician in searching the literature. Remember, there is a lot of information in the literature. Formulating a PICO question can assist you in searching the evidence quickly.

**Assignment**
Develop a group PICO question and post your question in Blackboard under the discussion board section where your topic is listed. Additionally please identify Keywords and levels of evidence needed to address your PICO question. One group member should post the group’s PICO question after the group reaches a consensus on the question. **Be sure to list the names of the entire group in your posting.**

**The PICO format/example is reviewed below.**

- **P= Patient population** - Try to be explicit as possible. **Example:** (P) First time breast feeding mothers under 30 years of age.

- **I= Intervention** - this is the intervention or issue of issue. **Example:** Does breast feeding beyond the first three months.

- **C= Comparison** - the other treatment or usual standard of care. **Example:** compared to Bottle feeding with formula.

- **O= Outcome** - Outcome of interest to be found after implementing the trial. **Example:** affect the prevalence of SIDS deaths.

1. **Question template for asking PICO questions:**
   In_______(P) does ____________ (I) compared to ________________ (C), affect __________ (O).

2. **Identify and list the keywords for your literature search:**

3. **Identify the appropriate levels of evidence needed to answer this question:**
<table>
<thead>
<tr>
<th><strong>Formulates a manageable searchable PICO question.</strong></th>
<th><strong>Beginning</strong> (0 points)</th>
<th><strong>Proficient</strong> (1 points)</th>
<th><strong>Advanced</strong> (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student creates an unfocused PICO question unmanageable search question. Identifies little or no relevant information making question un-researchable.</td>
<td>Formulates a PICO format researchable search question that is focused and clear. Identifies concepts related to the topic, and identifies some useful information.</td>
<td>Formulates a PICO format researchable search question that is focused, clear, and complete. Identifies key concepts, and most or all relevant information.</td>
<td></td>
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</tbody>
</table>

**P= Patient population** (Description of patient population)

| Minimal details given regarding patient population. (Lacking information regarding patient population, sub-group, gender, ethnicity, setting of interest, disease/condition). Unable to distinguish patient group based on information provided in PICO Question. | Description of patient population includes several elements but lacks specificity of population characteristics. (Lacking two or more of the following patient population, sub-group, gender, ethnicity, setting of interest, disease/condition). | Explicit description of patient population characteristics and setting for intervention. Patient problem carefully delineated and description is specific (patient population, sub-group, gender, ethnicity, setting of interest, disease/condition/disorder). |

**I= Intervention** (Specific intervention proposed by evidence)

| The intervention or issue of interest is unclear and/or specific intervention/therapy is unrealistic with regards to current nursing practice. | The intervention or issue of interest is identified; however, specific intervention/therapy is unrealistic with regards to current nursing practice. | The intervention or issue of interest is carefully identified with details for application to nursing practice. Specific intervention/therapy is realistic with regards to current nursing practice. |

**C= Comparison** (The other treatment or usual standard of care)

| No comparison intervention/usual standard of care or main alternative therapy identified. | Comparison intervention/usual standard of care or main alternative therapy to the proposed intervention not clearly identified. | Comparison intervention/usual standard of care or main alternative therapy to the proposed intervention identified. |

**O= Outcome- Outcome of interest or the outcome variable**

| Outcome of interest/outcome variable identified and outcome indicators (measurable terms such as rate of occurrence, adverse outcomes, or risk of occurrence) not addressed. | Outcome of interest/outcome variable identified; missing outcome indicator (measurable terms such as rate of occurrence, adverse outcomes, or risk of occurrence). | Outcome of interest/outcome variable identified along with outcome indicator (measurable terms such as rate of occurrence, adverse outcomes, or risk of occurrence). |
# Group Project Grading Rubric

<table>
<thead>
<tr>
<th>Description of the standard</th>
<th>Met 3 points</th>
<th>Partially Met 2 points</th>
<th>Did Not Meet 0 point</th>
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<tbody>
<tr>
<td>Identifies PICOT question</td>
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<tr>
<td>Details search process</td>
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<tr>
<td>Syntheses of evidence presented / Summary of best practices detailed</td>
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<tr>
<td>Application to practice, using a theory/model to frame the discussion</td>
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<td>Identifies implementation strategies</td>
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<td>Outcomes of patient care/ Standards to evaluate achievement of outcomes of care</td>
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<td>Dissemination strategies</td>
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<tr>
<td>• Dissemination plan</td>
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<td>• Identification of potential barriers</td>
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<td>• Strategies to address barriers</td>
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<td>Ethical considerations</td>
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<td>Group Presentation</td>
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<td>• Organization</td>
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<td>• Topic Knowledge</td>
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<td>• Presentation aids</td>
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<td>• Audience adaptation</td>
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<td>• Delivery</td>
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<td>Group Handouts</td>
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<tr>
<td>• Project Abstract</td>
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<td>• Reference Page</td>
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<td>• APA Style</td>
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<td>Total per column</td>
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<tr>
<td>Overall Total /30</td>
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**Additional comments:**
References


