

## Evidence Informed Practice in Nursing/Midwifery/MHC (D012161)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)  
Credits 5.0 Study time 125 h Contact hrs 30.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (semester 1)	Dutch	Gent	teaching method	hours
			online lecture	6.25 h
			group work	1.25 h
			project	3.75 h
			lecture	12.5 h
			guided self-study	2.5 h
			online project	2.5 h

### Lecturers in academic year 2020-2021

Beeckman, Dimitri	GE39	lecturer-in-charge
Kottner, Jan	GE39	co-lecturer
Moore, Zena	GE39	co-lecturer
Van Hecke, Ann	GE39	co-lecturer

### Offered in the following programmes in 2020-2021

programme	crdts	offering
<a href="#">Master of Science in Nursing and Midwifery</a>	5	A

### Teaching languages

Dutch

### Keywords

Evidence Based Practice, guidelines, protocols, implementation

### Position of the course

The aim of this course is to make students familiar with "Evidence Based Practice": the concept, its possibilities and limitations. Special attention is given to translation of evidence into nursing practice. The process of guideline development, protocol development and implementation is profoundly addressed in the course. National and international organisations and methods for guideline development will be discussed. Attention will be given to the importance of multidisciplinary in evidence-based practice.

This course is also situated in the 'role of **implementation expert**'. As an implementation expert, the Master of Science in Nursing and Midwifery takes an active role as change agent and develops and evaluates small-scale implementation trajectories, increasing the quality of care.

### Contents

- The process of mission and vision development
- Tools and step-by-step plans for translating a mission and vision into care strategic and operational objectives.
- Evidence Based Practice / Evidence Informed Practice: history and definition
- Critical reflections on 'Evidence' and Evidence Based Practice
- Cochrane collaboration / Johanna Briggs Institute
- Development and evaluation of evidence based guidelines/protocols
- Implementation of 'best evidence' in nursing/midwifery practice
- Patient involvement in Evidence Based Practice
- Coaching and reflection

### Initial competences

The student is advised to have completed the following courses

- Quantitative Methodology in Scientific Research in healthcare
  - Qualitative Methodology in Scientific Research in healthcare
- The student is required to have a good knowledge of the English language.

#### Final competences

- 1 Formulate and substantiate a policy vision for a limited segment of clinical practice, education, management or research.
- 2 Formulate strategic and operational objectives based on a vision focused on implementation.
- 3 Nominating the concepts related to Evidence Based Practice ; and describing the strenghts, possibilities and weaknesses of the Evidence Based approach.
- 4 Carrying on a discussion on evidence based issues in practice, in which the reasoned and balanced formulating of a personal opinion is considered important.
- 5 Identifying and selecting evidence based guidelines and other literature, and critically evaluate its relevance and scientific value.
- 6 Nominating and reflecting on the process of evidence based guideline and protocol development, and the way these guidelines and protocols are evaluated.
- 7 Developing an evidence based care protocol for a specific healthcare context.
- 8 Identifying the processes/factors which stimulate or hinders the implementation of scientific knowledge into practice and identifying strategies to enhance implementation / adoption of evidence based practice.
- 9 Working in group on an innovation project and presenting this orally to an audience of colleagues.
- 10 Communicate with practice during the development of the innovation project.
- 11 Critically assessing theory-based implementation strategies and methods in healthcare.

#### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

#### Conditions for exam contract

This course unit cannot be taken via an exam contract

#### Teaching methods

Guided self-study, group work, lecture, project, online lecture, online project

#### Learning materials and price

Powerpoint slides will be available on UFORA. These presentations do only cover partially the content of the course. Additional learning materials (guidelines, articles, assessment instruments for guidelines, articles about implementation, ...) should be searched for and collected by the students. Het process of collecting this additional information is coched by the lecturer, a coach and an expert with the field of practice.

#### References

- McCance et al. (2007). Capacity building in nursing and midwifery research and development: an old priority with a new perspective. *Journal of Advanced Nursing*, 59 (1), 57-67.
- Fitzsimons et al. (2006). Vision, leadership and partnership: how to enhance the nursing and midwifery contribution to research and development. *Journal of Advanced Nursing*, 55(6), 748-756.
- De Geest et al. (2010). Developing a financial framework for academic service partnerships: models of the United States and Europe. *J. Nurs. Scholarsh*, 42 (3), 295-304.
- McSherry R. et al. *Evidence-informed nursing. A guide for clinical nurses*. London, Routledge, 2002.
- Stevens A. et al. *The advanced handbook of methods in evidence based healthcare*. London, Sage, 2001.
- Van Everdingen J.J.E. et al. *Evidence-based richtlijnontwikkeling*. Houten, Bohn Stafleu Van Loghum, 2004.
- Grol et al. *Improving Patient Care: The implementation of change in clinical practice*. Elsevier, London.

#### Course content-related study coaching

- Each group is assigned a supervisor.
- Possibility to schedule a consultation appointment with the responsible lecturer

#### Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

## Assignment

Examination methods in case of periodic evaluation during the second examination period

## Assignment

Examination methods in case of permanent evaluation

Oral examination, peer assessment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Calculation of the examination mark

- Knowledge about Evidence- Based Practice, development of guidelines/protocols and implementation (60% of total score by means of assignment)
- Presentation skills/argueing (20% of total score by means of presentation)
- Collaboration and communication in team (10% of total score by means of peer assessment)
- Ability for reflection (10% of total score by means of a report)

Any partial result for which at least 50% was achieved can be transferred to the second chance exam period.