

Multidisciplinary Evidence-based practice course

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Introduction

Evidence-based practice (EBP) becomes increasingly more important in the **delivery of quality care** and as a **result positive patient outcomes**. The Bachelor of Nursing 2020¹ describes the competences and requirements of nurses graduating in 2020. A substantial part of the bachelor profile 2020 is dedicated to the **CanMEDS-4 role: the reflective EBP-professional**¹. In collaboration with the Northwest Academy and VEC², we designed an **EBP course to support and further develop the role of current nurses (and medical professionals) as EBP-professionals**.

Aim

“To outline the development of the EBP course designed for nurses and other medical professionals at the Northwest Clinics.”

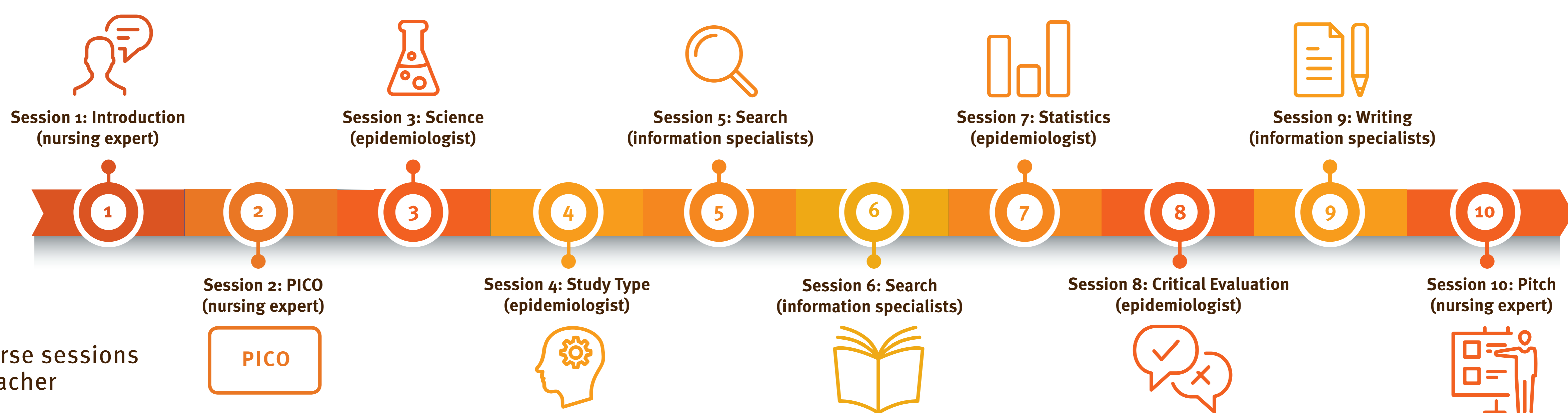


Figure 1
Timeline of course sessions by topic and teacher

Method

The EBP course consists of 10 sessions and starts twice a year with 12-15 participants. The focus of the EBP course is on the formulation of a research question using the PICO-method, the selection of the appropriate databases, formulation of a search strategy and the selection of relevant information, resulting in a Critically Appraised Topic (CAT).

Figure 3 Schematic overview of departments (n=12) of participants (n=35)

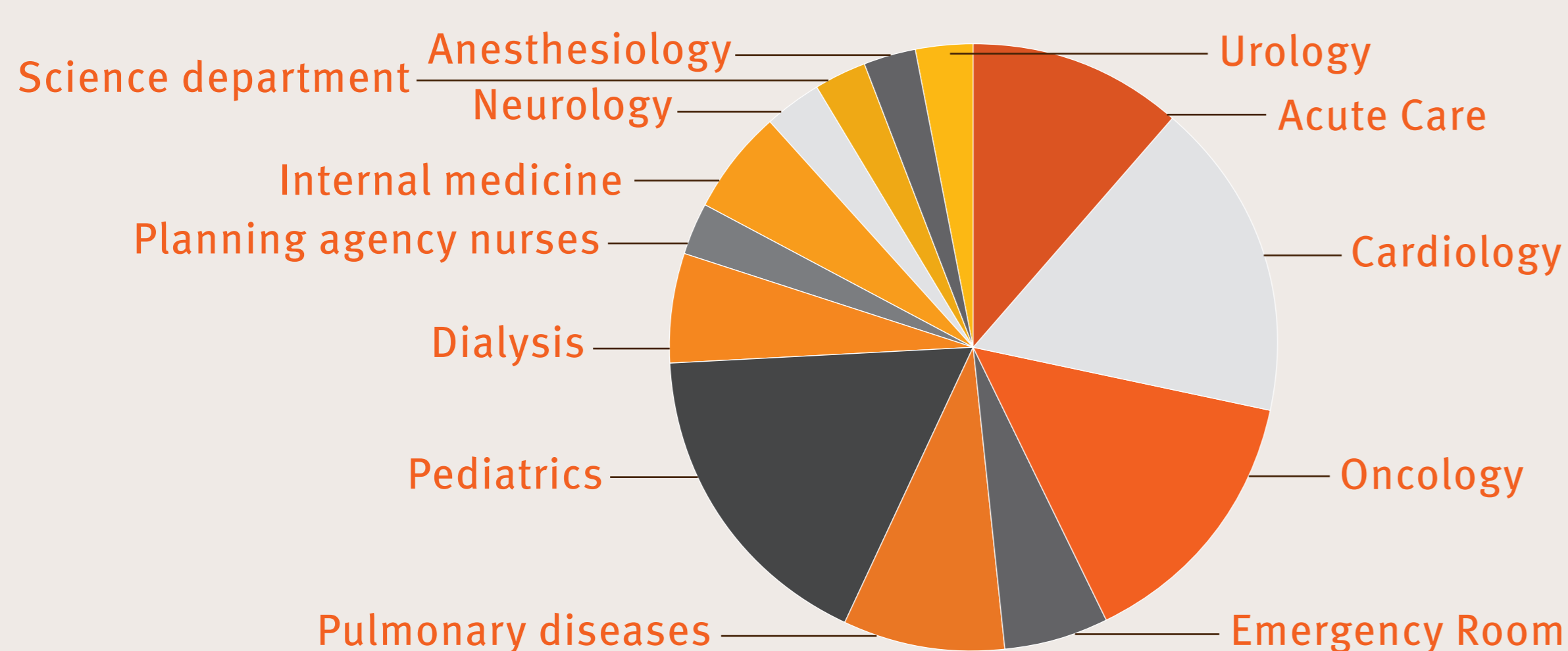
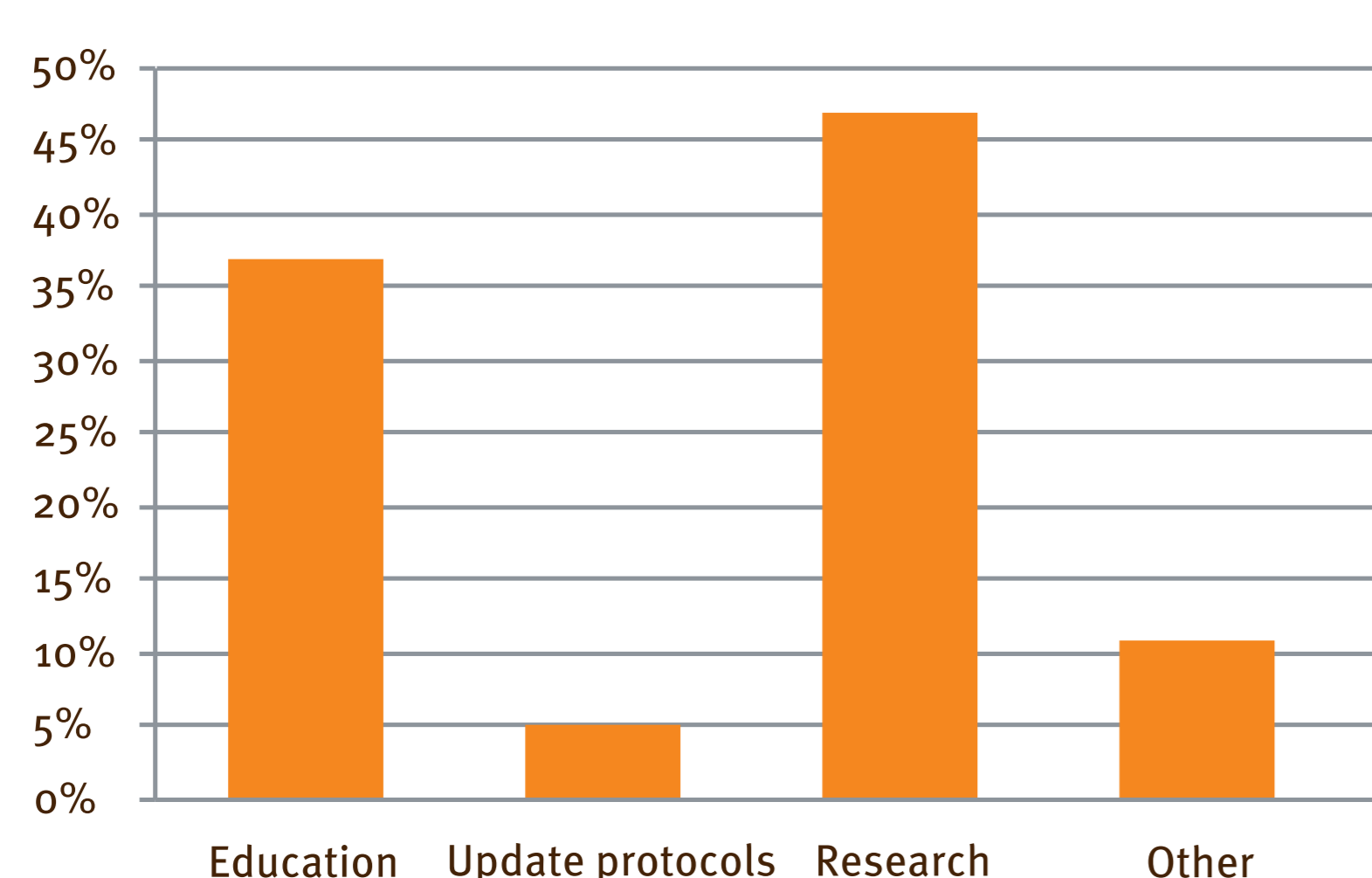


Figure 4 Application of evidence-based changes in practice



Results

In total, 35 participants from 12 departments graduated (April 2016 – April 2019).

Feedback from participants indicated that the course:

- Had a positive effect on their job.
- Stimulated critical thinking.
- Handed the appropriate tools for the necessary evidence-based changes.

Evidence-based changes after the course:

- Winner of Nursing's 2016 EBP knowledge test (out of 2850 participants).
- Several scientific research projects have started, including a research project that studies the effect of audiovisual tools on the quality of life in dialysis patients, a project on the management of functional constipation in children and a project about intermitted catheterization.

Conclusion

In conclusion, our EBP course increases the participants' professional growth, critical thinking and due to the group diversity this course also allows for interprofessional learning, building bridges, connecting people and more importantly ideas.

Future directions

We will continue to develop our EBP course, we are also developing an e-learning PubMed and are planning complementary courses (searching in PubMed and CINAHL). Moreover, we would like to introduce Journal Clubs to discuss research papers or research related subjects, led by nurse scientists.

Figure 2 Schematic overview of interprofessional and interdisciplinary connections between participant (inner circle), teachers (middle circle) and hospital depts. (outer circle)



References

1. Lambregts, J., Grootendorst, A., & van Merwijk, C. (2016). Bachelor of nursing 2020: Een toekomstbestendig opleidingsprofiel 4.0 Springer
2. VEC = Nursing Expertise Centre