

Teaching, Evaluating and/or Innovating in Education in Academic and Clinical Settings Abstracts, 2023 EBP National Summit

Please indicate the following.

Location of initiative: \_\_\_ Academic setting or \_\_\_ Clinical setting

Submitter: \_\_\_ Faculty or \_\_\_ Clinical Educator

Focus of the initiative:

\_\_\_ Teaching EBP

\_\_\_ Evidence-Based Teaching Strategies

\_\_\_ Education Program Evaluation

\_\_\_ Education Innovations

**1. Overview/Summary**

The overview/summary provides a discussion with details about the overall purpose for teaching, evaluating EBP education programming, and/or innovating in academic and/or clinical settings.

**2. Background and Significance**

The background and significance of the problem, issue, or educational need is described.

**3. Searchable Question using an appropriate format (e.g., PICOT, PICO, etc.)**

Follows a format and all elements stated.

**4. Search Strategy**

Search strategy described. May address such details as databases searched, search terms, an example of a search string, Boolean Operators, advanced search strategies (e.g., MeSH terms/subject headings/controlled language), filters, PRISMA diagram.

**5. Evidence Synthesis**

Evidence synthesis is described. May include internal evidence from curricular mapping, course evaluations, etc.

**6. Synthesis Table(s)**

Provides synthesis table(s) that reflect synthesis of the evidence.

**7. Evidence-based Practice Recommendation for Teaching, Evaluating EBP Education Programming and/or Innovating in Academic and/or Clinical Settings**

Provides an explanation of the evidence-based practice recommendation for teaching, evaluating EBP education programming, and/or innovating in academic and clinical settings.

**8. Evidence-based Practice Implementation**

Provides detail of how the evidence-based practice recommendation(s) for teaching strategy/strategies, education program evaluation, and/or innovation(s) were implemented. May address such things as EBP team members and their roles, key stakeholders, and strategies to leverage facilitators and navigate barriers.

**9. Outcomes**

Outcomes are identified and a discussion of the impact of the evidence-based teaching strategy/strategies, education program evaluation, and/or innovation is included. May address organizational metrics, return on investment (ROI) (e.g., cost of a commercial simulation product versus faculty workload to prep course) and/or value of investment (VOI) (e.g., student /faculty satisfaction, competency, etc.).

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**10. Evaluation Plan**

*Evaluation plan provided. May address approach/methodology for evaluation, the timeline for data collection, data analysis, and reporting using metrics that align with the organization's current reporting language, return on investment (ROI), and/or value of investment (VOI).*

**11. Dissemination plan**

*Dissemination plan is described. May address internal and external dissemination. May address internal and external dissemination, and traditional dissemination modalities (e.g., poster, oral presentations, manuscripts, executive summaries, etc.) and/or non-traditional dissemination modalities (e.g., podcasts, social media, YouTube videos, TED Talks, etc.).*

**12. Sustainability**

*Sustainability plan is described. May address what you're going to do, how you're going to do it, who is going to do it, how you are going to monitor it, and to whom are you going to report it.*

Additional information:

**Diversity, Equity and Inclusion**

The Fuld Institute for EBP seeks initiatives, practice changes, or programs that improve health outcomes with diverse individuals, groups, or communities.

(The Ohio State University College of Nursing defines diversity as the variety of differences and similarities among people, which can include gender, race/ethnicity, tribal/indigenous origins, age, culture, generation, religion, class/caste, language, education, geography, nationality, different abilities, sexual orientation, work style, work experience, job role and function, military involvement, thinking style, personality type, and other ideologies (The Ohio State University College of Nursing, 2022)

Source: <https://nursing.osu.edu/offices-and-initiatives/diversity-equity-and-inclusion>)

Does your submission address diversity? yes \_\_\_\_ no \_\_\_\_

If yes, describe how: \_\_\_\_\_

Does your submission address equity? yes \_\_\_\_ no \_\_\_\_

If yes, describe how: \_\_\_\_\_

Does your submission address inclusion? yes \_\_\_\_ no \_\_\_\_

If yes, describe how: \_\_\_\_\_