



THE ECOSYSTEM OF EVIDENCE

Lessons learned in the pandemic
era and future challenges

10th International Conference for EBHC Teachers and Developers
10th Conference of the International Society for EBHC
Taormina, 25th - 28th October 2023

#EBHC2023



Evidence-based decision-making

Development and piloting of an online training for nurses

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Background

- Revision of the basic curriculum „Evidence-based Decision-Making“ by the German speaking “Network for Evidence-Based Medicine e.V.” in 2017



Aims

- To develop and pilot test an online training in a blended-learning format for academic and non-academic registered nurses in Germany



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Methods

Phase 1: Development:

- Six-Step Approach (Kern et al. 2006)

Phase 2: Qualitative pilot study

After each module:

- Field notes (trainers) and feedback documentation

Before and after the training:

- Online questionnaire: Critical Health Literacy (CHC-test)

After the training + 8 months later:

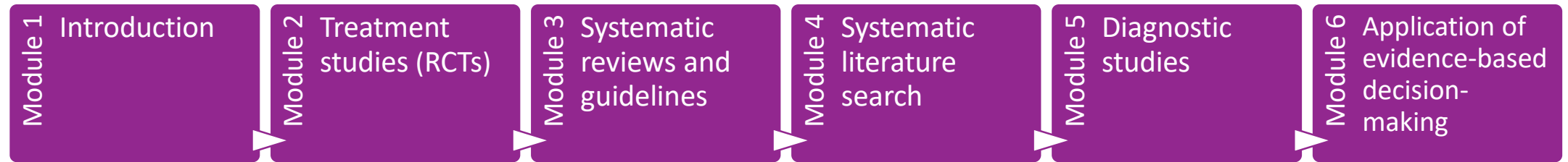
- Focus group interview

Analysis:

- Qualitative content analysis according to Kuckartz (2012) and descriptive evaluation of the CHC-test



Results: Phase 1



Case example

Mr. Müller (61 years old, married) has been on your ward with pneumonia since three days. Two months ago, he had a deep vein thrombosis in his right lower limb. To prevent a post-thrombotic syndrome, he was prescribed compression stockings. Now that he is feeling a little better and you encourage him to mobilize himself, he asks you if the stockings are really necessary. He finds them unbearable. In the morning, he can hardly put them on and when he has put them on, the torture really begins: the stockings slip despite the silicone-coated holding band and the skin itches. Sometimes they cut into the back of his knees. August was the worst for him. In the heat, he doesn't like to wear shorts anymore and sweats terribly. He asks you: Is that really necessary?

Results: Phase 2

- 55 participants; 4 cohorts; 24 drop outs
- CHC-test; average person parameters:
 - 427 ± 120; range 71-598 (pre-test, n=15)
 - 417 ± 228; range 64-703 (post-test, n=20)
- Age in years; range: 28-54
- Professional experience in nursing in years; range: 3-31



Results: Phase 2

Prior knowledge:
heterogenous

Motivation:
Desire to strengthen
one's own profession;
refresh and deepen
competencies

Framework conditions:
Technical requirements
high workload;
self-organization
challenging

„On the one hand, I thought it was very good that this case study of Mr. Müller went through and that one or the other story with Mr. Müller was very straightforward, but I would have liked to see another example, because as you said, that prescribing stockings is an activity where I am as a nurse not asked.“ (Transkript Feedback GRAVITA, Abs. 14)

Content:
Comprehensible,
relevant, appropriate
level

Materials:
Provided media and
materials were
supportive

Methods:
Mix positive, motivational
case example included
comprehensibility; some
preferred more varieties

Red thread:
Recognizable; was
supported by regular re-
visiting of the case
example

Interaction:
Partly difficult e.g. some
participated from their
workplace and were
frequently interrupted

**Practical relevance and
feasibility:**
Acquired a critical view of
their practice; gained
confidence in own
research appraisal skills



Limits

Selection bias could have been occurred because only a small proportion of learners agreed to participate in the evaluation.



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Conclusions

- Training is feasible, high dissemination potential
- Participation requires a high level of motivation and self-organization skills
- For sustainability, mentoring of participants would be desirable



References

Thank you!

Contact: birte.berger-hoeger@uni-bremen.de

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