# Work plan for the Evidence-Based Nursing course for the fourth level, first semester

## Course work procedures before the start of the academic year

1- Course work procedures before the start of the academic year

2- Number of fourth year students: 238 students/second semester

3- The students of the band are divided into 6 large groups over the course of one semester, namely (A, B, C.D, E, F.( Each large group is divided into 3 small groups (1, 2, 3), each with 17/20 students

4- Two study schedules are made for my course work, namely:

### Schedule for direct learning

| Day | 10-12am | | | 12-1 | 3-5pm | | |
|---|---|---|---|---|---|---|---|
| | **Place &Group** | | | | **Place &Group** | | |
| | Comp Lab A | Comp Lab B | Language Lab | | Comp Lab A | Comp Lab B | Language Lab |
| **Saturday** | Ga1 Eman Samy +Amina | Ga2 Naglaa | Ga3 Rania Alsayed | Disinfection | Gb1 Eman Samy +Amina | Gb2 Naglaa + | Gb3 Rania Alsayed |
| **Monday** | Ge1 Dalia El said +Aya | Ge2 Rania Alsayed | Ge3 Naglaa + | | Gf1 Dalia El said +Aya | Gf2 Rania Alsayed | Gf3 Naglaa |
| **Thursday** | Gd1 Eman Refaat | Gd2 Eman Samy +Amina | Gd3 Rania Alsayed | | Gc1 Eman Refaat | Gc2 Dalia Alsaied +Aya | Rania Alsayed |

## Online Interactive Sessions Schedule

| Day | Place &Group | | | Place &Group | | |
|---|---|---|---|---|---|---|
| | Online Meeting | Online Meeting | Online Meeting | Online Meeting | Online Meeting | Online Meeting |
| **Thursday 1- 3** | Ga1 Eman Samy+Amina | Ga2 Naglaa + | Ga3 Rania Alsayed | Ga1 Eman Samy+ Amina | Ga2 Naglaa + | Ga3 Rania Alsayed |
| **Sunday 6-8** | Ge1 Dalia Alsaied +Aya | Ge2 Rania Alsayed | Ge3 Naglaa + | Ge1 Dalia Elsaied +Aya | Ge2 Rania Alsayed | Ge3 Naglaa + |
| **Sunday 8-10** | Gd1 Eman Refaat | Gd2 Eman Samy+ Amina | Gd3 Rania Alsayed | Gd1 Eman Refaat | Gd2 Dalia Elsaied +Aya | Gd3 Rania Alsayed |

The student groups are distributed to the practical places as follows
A. Computer Lab

B. Computer lab

C. English Language Lab

## Work plan for the course during the academic year

1) Distribute the students into working groups.

2) Setting a timetable for the theoretical lectures period, which is 14 weeks

3) Theoretical lectures are uploaded through the university's educational platform

4) The practical parts are studied through direct learning and interactive sessions are held via the Internet, with these sessions being uploaded to the university's educational platform

5) The attendance and absence of students are limited to make a plan for defaulting students whose absence exceeds their percentage.

6) A periodic evaluation is done for students on the practical parts that have been studied by the faculty member or the assistant body responsible for the group.

7) Make a plan for outstanding students.

8) Preparing for exams

   ▪ Semester and practical exam

   ▪ Preparing groups of students and distributing groups.

   ▪ Making advertisements for the exam

## Post-semester exam procedures

- Correct and review the semester exam.
- Monitoring the semester exam scores.
- Monitoring the grades of the year's work.
- Review student statistics

## Post practical exam procedures:

- Correction and revision of the practical exam
- Monitoring practical grade

# Timetable of Evidence-Based Nursing Course

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W1: 1 hour | - **Theoretical lecture** (Self-study Online)<br><br>-Introduction to evidence-based nursing. | **By the end of this session, the students will be able to:**<br>1. Define the concepts of evidence-based practice.<br>2. State the importance of evidence-based practice.<br>3. List the steps of evidence- based practice.<br>4. List the five components of a clinical question PICO(T).<br>5. Identify how to extract PICOT from a clinical scenario.<br>6. Identify how to formulate answerable question.<br><br>**Methods and activities**<br>▪ A computer assisted instructions about evidence- based practice, steps, how to use it and its importance in clinical practice will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will present and discuss the concept, importance, steps of EBP and explore how to formulate answerable question. | • Online recorded lecture<br>• Asynchronous self-study using E-learning platform (MOODLE)} |
| W1:2 hours | **Practical training** (Self-study Online)<br><br>- Formulate answerable question | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Explore situations that impose problems in real life situations or in the clinical placement.<br>2. Write scenario for clinical problem.<br>3. Extract PICOT from that clinical | • Online recorded session |

4

| | | scenario.<br>4. Formulate answerable question.<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br><ul><li>Explain the PICO model.</li><li>Demonstrate how to write clinical scenario.</li><li>Extract PICO to formulate answerable question.</li><li>The tutor will send time and day of online meeting on **ZOOM** for the students</li></ul>The tutor will inform students with the assignments and evaluation part for the next session | |
|---|---|---|
| **Assignments Due**:<br>Self-application | <ul><li>The students should identify health needs and problems of different clients using assessment records and by interviewing technique.</li><li>The students should record the assessment findings.</li><li>The students should write scenario/statement of the clinical problem, extract PICOT and formulate answerable question in pdf format.</li><li>The students should develop a portfolio to report their work.</li></ul> | <ul><li>Assessment records</li><li>Student's Portfolio</li></ul> |
| -**Tutorial meeting** | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Discuss any problems and conflicts in the recorded theoretical lecture and clinical section.<br>2. Write scenario/statement of the clinical problem, extract PICOT and formulate answerable question effectively.<br>3. Obtain feedback regarding the developed work.<br>**Methods and activities**<br><ul><li>The tutor will take students absenteeism in the first 15 minutes of the meeting.</li><li>The tutor will ask the students about their feedback related to the recorded session.</li><li>The tutor will clarify the difficult</li></ul> | Direct Tutorial meeting<br><br>Or<br><ul><li>Online through zoom meeting / WebEx/ Microsoft teams.</li></ul><br><br>Brain storming<br>Online group discussion<br>Flip chart<br>Written case study<br>Scenarios. |

| | | points, identify and correct misunderstanding in the online practical part. | |
| | | ▪ The tutor will ask the students to display their scenario, extracted PICOT and the formulated question and manage the discussion | |
| | | ▪ The tutor will discuss and provide a feedback to the students regarding their work. | |

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W2: 1 hour | -- **Theoretical lecture** (Self-study Online) <br><br> - Types of clinical questions | **By the end of this session, the students will be able to:** <br> 1. Identify different types of questions (diagnosis, therapy, prognosis, harm, etiology, phenomena). <br> 2. Formulate answerable clinical question according to the question type. <br> **Methods and activities** <br> ▪ A computer assisted instructions about different types of clinical questions and how to formulate answerable question will be utilized throughout the course. <br> ▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students. <br> ▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise). <br> ▪ In the pre-recorded video, the tutor will present and discuss case studies for different types of questions that students will need. | • Online recorded lecture Asynchronous self-study using E-learning platform (MOODLE)} <br> • Handout |
| W2:2 hours | **Practical training** (Self-study Online) | **Objectives:** <br> **By the end of this session, the students will be able to:** <br> 1. Present different types of clinical problems they found in clinical | • Online recorded session |

| | | practice.<br>2. Write answerable question (s) using PICO(T) related to the selected clinical problem.<br>3. Determine the type of clinical question.<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br>▪ Present many case studies and extract PICOT, formulate answerable question and determine the type of the question.<br>▪ Differentiate between various clinical questions and explore to how to write different clinical scenarios, and identify their question types.<br>▪ The tutor will send time and day of online meeting on **ZOOM** for the students<br>▪ The tutor will inform students with the assignments and evaluation part for the next session | |
|---|---|---|---|
| **Assignments Due**:<br>Self-application | | ▪ The students will assess health care professionals' experiences related to the selected clinical problems by interviewing technique.<br>▪ The students will record the assessment findings.<br>▪ The students should begin to formulate different clinical scenarios, formulate different clinical questions and determine their types. | • Assessment records<br>• Student's Portfolio |
| W2: 2 hours | -**Tutorial meeting** | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Discuss any problems and conflicts in the recorded theoretical lecture and clinical section.<br>2. Write different clinical scenarios of the clinical problem, extract PICOT and formulate answerable question effectively.<br>3. Obtain feedback regarding the developed work.<br>**Methods and activities**<br>▪ The tutor will take students absenteeism in the first 15 minutes of the meeting. | Direct Tutorial meeting<br><br>Or<br>▪ Online through zoom meeting / WebEx/ Microsoft teams.<br><br><br>Brain storming<br>Online group discussion<br>Instant messaging or chat.<br>Flip chart<br>Written case study Scenarios. |

7

|  |  | <ul><li>The tutor will ask the students about their feedback related to the recorded session.</li><li>The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part.</li><li>The tutor will ask the students to display their different clinical scenarios, extracted PICOT and the formulated question and manage the discussion</li><li>The tutor will discuss and provide a feedback to the students regarding their work.</li></ul> |  |

| Week/<br>Time | Type of activity | Objectives & Activities | Teaching and Learning<br>& Materials |
|---|---|---|---|
| W3: 1 hour | -**Theoretical lecture**<br>(Self-study Online)<br><br>- Types of research<br>and evidence<br>hierarchy | **By the end of this session, the students will be able to:**<br>1. Identify different types of article design<br>2. Determine the best study design to answer their clinical question.<br>**Methods and activities**<br>▪ A computer assisted instructions about hierarchy of evidence will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will explain what study designs should be looked for and evidence level according to study design. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br>• Handout |
| W3:2 hours | **Practical training**<br>(Self-study Online) | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Present different types of clinical questions.<br>2. Determine the type of clinical question.<br>3. Determine the best study to answer the question.<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br>▪ Use formulated clinical question to determine the best study to answer that question.<br>▪ Discuss how to select the appropriate research design according to the type of the question.<br>▪ The tutor will send time and day of online meeting on **ZOOM** for the students<br>▪ The tutor will inform students with the assignments and evaluation part | • Online recorded session |

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| | | for the next session | |
| **Assignments Due**: Self-application | | ▪ The students will assess the organizational factors related to the selected clinical problems.<br>▪ The students will record the assessment findings.<br>▪ The students should begin to determine the best study design to answer the previously prepared clinical question. | • Assessment records<br>• Student's Portfolio |
| W3: 2 hours | - **Tutorial meeting** | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Discuss any problems and conflicts in the recorded theoretical lecture and clinical section.<br>2. Determine the best study to answer the question.<br>3. Obtain feedback regarding the developed work.<br>**Methods and activities**<br>▪ The tutor will take students absenteeism in the first 15 minutes of the meeting.<br>▪ The tutor will ask the students about their feedback related to the recorded session.<br>▪ The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part.<br>▪ The tutor will ask the students to display their different clinical question with the best study to answer it and manage the discussion<br>▪ The tutor will discuss and provide a feedback to the students regarding their work. | Direct Tutorial meeting<br><br>Or<br>▪ Online through zoom meeting / WebEx/ Microsoft teams.<br><br><br>Brain storming<br>Online group discussion<br>Instant messaging or chat.<br>Flip chart<br>Written case study<br>Scenarios. |

10

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W4: 1 hour | - **Theoretical lecture** (Self-study Online)<br><br>- Tracking down the best evidence part (1) | **By the end of this session, the students will be able to:**<br>1. Extract key words.<br>2. Construct spider diagram.<br>**Methods and activities**<br>▪ A computer assisted instructions about designing effective search strategy will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will review PICO(T) questions of a stated clinical problem and explain how to pick out the major subjects and extract keywords.<br>▪ Then, the tutor will look for synonyms for each PICO(T) component and explain how to construct spider diagram. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br>• Handout |
| W4:2 hours | **Practical training** (Self-study Online) | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Design appropriate search strategy.<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br>▪ Utilize the PICO(T) question to develop successful strategies in searching for evidence in medical and nursing databases.<br>▪ The tutor will send time and day of online meeting on **ZOOM** for the students<br>▪ The tutor will inform students with the assignments and evaluation part for the next session. | • Online recorded session |

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| **Assignments Due**: Self-application | | ▪ Students should develop the search strategy for solving a clinical problem. | • Student's Portfolio |
| W4: 1 hours | - **Tutorial evaluation meeting** | **Objectives:** **By the end of this session, the tutor will be able to:** 1. Assess the students on their theoretical and intellectual competency level in performing clinical scenario, extract PICO, formulate question, and determine its type and the best study to answer it. **Methods and activities** ▪ The tutor will take students absenteeism in the first 15 minutes of the meeting. ▪ The tutor will prepare many clinical problems in advance and assigned randomly to each student. ▪ The tutor will ask everyone to answer the questions on the clinical problem. ▪ Students will implement their answers under observation of his tutor. | Direct Tutorial meeting |

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W5: 1 hour | - **Theoretical lecture** (Self-study Online)<br><br>- Tracking down the best evidence part (2) . | **By the end of this session, the students will be able to:**<br>1. Identify different bibliographic databases.<br>**Methods and activities**<br>▪ A computer assisted instructions about evidence- based resources and bibliography databases such as (Cochrane Library, PubMed, and national guideline clearing house) will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will help the students to identify information that can best help address the formulated question and demonstrate the searching strategy as (using of Boolean modifiers/operators) on different databases to help produce the best search results. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br><br>• Handout |
| W5:2 hours | **Practical training** (Self-study Online) | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Seek out the scientific evidence for systematic reviews individual's studies and practice guidelines trough electronic databases/ bibliography search.<br>2. Retrieve articles related to formulated research question.<br>**Methods and activities**<br><br>▪ The tutor will demonstrate the electronic search (Tracking down of the best evidence) by using the available databases and search | • Online recorded session |

| | | engines (such as Cochrane Library, PubMed, and national guideline clearing house, google). <br> ▪ The tutor will send time and day of online meeting on **ZOOM** for the students <br> ▪ The tutor will inform students with the assignments and evaluation part for the next session. <br> ▪ Students will be instructed to access the internet sites and search for the researches that answers their clinical question by hands on search. | |
|---|---|---|---|
| **Assignments Due**: <br> Self-application | | ▪ Students should design a search plan to answer the clinical question. <br> ▪ Students should perform comprehensive and systematic search for acquiring the appropriate evidence. | Student's Portfolio |
| W5: 2 hours | - **Tutorial meeting** | **Objectives:** <br> **By the end of this session, the students will be able to:** <br> 1. Discuss any problems and conflicts in the recorded theoretical lecture and clinical section. <br> 2. Design effective search strategy. <br> 3. Retrieve appropriate article type. <br> 4. Obtain feedback regarding the developed work. <br> **Methods and activities** <br> ▪ The tutor will take students absenteeism in the first 15 minutes of the meeting. <br> ▪ The tutor will ask the students about their feedback related to the recorded session. <br> ▪ The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part. <br> ▪ The tutor will ask the students to display their search strategy and retrieved articles. <br> ▪ The tutor will discuss and provide a feedback to the students regarding their work | Direct Tutorial meeting <br><br> Or <br> ▪ Online through zoom meeting / WebEx/ Microsoft teams. <br><br><br> Brain storming <br> Online group discussion <br> Instant messaging or chat. <br> Flip chart <br> Written case study <br> Scenarios. <br> Instant messaging or chat. |

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W6: 1 hour | **Theoretical lecture** (Self-study Online)<br><br>- Critical appraisal of systematic review<br><br>. | **By the end of this session, the students will be able to:**<br>1. Mention the different appraisal tools for systematic review.<br>2. Identify the internal validity (truthfulness) and usefulness (clinical applicability) of systematic review to particular problem<br>**Methods and activities**<br>▪ A computer assisted instructions about critically appraising the evidence (systematic review) will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will explain how to appraise systematic review article systematically by considering (truthfulness) and usefulness (clinical applicability) of the evidence. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br><br>• Handout |
| W6:2 hours | **Practical training** (Self-study Online) | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Appraise the retrieved systematic review by using standardized critical appraisal tools (SIGN checklist).<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br>▪ Demonstrate how to appraise the systematic review for evaluating the applicability, validity and the reliability of the research.<br>▪ Explore the weak point during the appraisal and discuss it.<br>▪ The tutor will send time and day of online meeting on **ZOOM** for the students | • Online recorded session |

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| | | ▪ The tutor will inform students with the assignments and evaluation part for the next session. | |
| **Assignments Due**: Self-application | | ▪ Each student should appraise a systematic review articles that was retrieved previously. | Student's Portfolio |
| W6: 2 hours | - **Tutorial evaluation meeting** | **Objectives:** **By the end of this session, the students will be able to:** 1. Assessed on their theoretical and intellectual competency level in drawing spider map, extracting keywords and perform effective search. 2. Appraise the validity and reliability of the retrieved systematic review. **Methods and activities** 3. The tutor will take students absenteeism in the first 15 minutes of the meeting. 4. The tutor will prepare many clinical questions in advance and assigned randomly to each student. 5. The tutor will ask everyone to answer the questions on the clinical questions. 6. Students will implement their answers under observation of his tutor. 7. The tutor will ask the students about their feedback related to the recorded session. 8. The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part. 9. The tutor will ask the students to display their critical appraisal of a systematic review article through analyzing the research methodology, content, and conclusions. 10. The tutor will discuss and provide a feedback to the students regarding their work. 11. The tutor will motivate the students for further analysis of the research articles. | Direct Tutorial meeting |

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W7: 1 hour | - **Theoretical lecture** (Self-study Online)<br><br>- Critical appraisal of clinical practice guideline<br><br>. | **By the end of this session, the students will be able to:**<br>1. Mention the different appraisal tools for clinical practice guideline.<br>2. Identify how to appraise the internal validity (truthfulness) and usefulness (clinical applicability) of clinical practice guideline to particular problem.<br>**Methods and activities**<br>▪ A computer assisted instructions about critically appraising the evidence (clinical practice guideline) will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will explain how to appraise clinical practice guideline systematically by considering (truthfulness) and usefulness (clinical applicability) of the evidence. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br><br>• Handout |
| W7:2 hours | **Practical training** (Self-study Online) | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Appraise critically the retrieved clinical practice guideline by using standardized critical appraisal tools (iCAHE checklist).<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br><br>▪ Demonstrate how to evaluate the clinical practice guideline articles by using basic criteria for evaluating the applicability, validity and the reliability of the research through analyzing the research methodology, | • Online recorded session |

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| | | content, and conclusions.<br>• Explore the weak point during the appraisal and discuss it.<br>• The tutor will send time and day of online meeting on **ZOOM** for the students<br>• The tutor will inform students with the assignments and evaluation part for the next session. | |
| **Assignments Due**:<br>Self-application | | • Each student should appraise a clinical practice guideline article that was retrieved previously. | Student's Portfolio |
| W7: 2 hours | - **Tutorial meeting** | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Discuss any problems and conflicts in the recorded theoretical lecture and clinical section.<br>2. Appraise clinical practice guideline effectively.<br>3. Obtain feedback regarding the developed work.<br>**Methods and activities**<br>• The tutor will take students absenteeism in the first 15 minutes of the meeting.<br>• The tutor will ask the students about their feedback related to the recorded session.<br>• The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part.<br>• The tutor will ask the students to evaluate a clinical practice guideline article through analyzing the research methodology, content, and conclusions.<br>• The tutor will discuss and provide a feedback to the students regarding their work<br>• The tutor will motivate the students for further analysis of the research articles. | Direct Tutorial meeting<br><br>Or<br>• Online through zoom meeting / WebEx/ Microsoft teams.<br><br><br>Brain storming<br>Online group discussion<br>Instant messaging or chat.<br>Flip chart<br>Written case study<br>Scenarios.<br>Instant messaging or chat. |

18

| Week/ Time | Type of activity | Objectives & Activities | Teaching and Learning & Materials |
|---|---|---|---|
| W8: 1 hour | - - **Theoretical lecture**<br>(Self-study Online)<br><br>- Synthesis the evidence<br><br>. | **By the end of this session, the students will be able to:**<br>1. Identify how to synthesize decision related to clinical problem.<br>2. Describe the grades/strength of evidence recommendations.<br>3. Integrate the evidence with clinical expertise, patient preference, and values.<br>**Methods and activities**<br>▪ A computer assisted instructions about synthesizing the evidence will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will explain how to synthesize decision related to clinical problem.<br>▪ The tutor will explain how to produce a recommendation that is evidence based, relevant to the way in which health care is delivered in clinical settings and is therefore implementable.<br>▪ The tutor will work out how the research evidence applies to the individual patient using their own clinical expertise and the values and preferences of the patients.<br><br>▪ The tutor will discuss how to use previous knowledge and clinical experiences of the students, the patient's needs, and review current, available scientific evidence on the topic. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br><br>• Handout |

| W8:2 hours | **Practical training** (Self-study Online) | **Objectives:** **By the end of this session, the students will be able to:** <br> 1. Synthesize decision related to clinical problem. <br> 2. Produce a recommendation with the use of grading system. <br> 3. Decide clinical actions based on research evidence, their own learning experiences and health care professionals' opinions and experiences. <br> **Methods and activities** <br> using pre-recorded video at E-learning platform (MOODLE) the tutor will: <br> ▪ Discuss how to state the evidence-based recommendation with utilizing criteria for communicating the strength of the findings of articles (Grades of recommendations). <br> ▪ The tutor will send time and day of online meeting on **ZOOM** for the students <br> ▪ The tutor will inform students with the assignments and evaluation part for the next session. | • Online recorded session |
|---|---|---|---|
| **Assignments Due**: Self-application | | ▪ The students should assess individuals/ families/ aggregates values/ preferences regarding a defined nursing intervention. <br> ▪ The student should assess the knowledge level and experience of the health care professionals. <br> ▪ The student should assess the organizational culture, allocated resources for implementing new evidence. <br> ▪ The students should integrate the evidence with clinical expertise, patient preference, and values. | Student's Portfolio |
| W8: 2 hours | - **Tutorial meeting** | **Objectives:** **By the end of this session, the students will be able to:** <br> 1. Assessed on their theoretical and intellectual competency level in appraising systematic review and clinical practice guideline. <br> 2. Synthesis the evidence for decision | Direct Tutorial meeting |

20

| | | making. | |
|---|---|---|---|
| | | 3. Develop recommendation with the use of grading system | |
| | | 4. Develop a plan for implementing the evidence-based decision | |
| | | **Methods and activities** | |
| | | 1. The tutor will take students absenteeism in the first 15 minutes of the meeting. | |
| | | 2. The tutor will prepare many systematic review articles and clinical practice guideline in advance and assigned randomly to each student. | |
| | | 3. The tutor will ask everyone to appraise the articles. | |
| | | 4. Students will implement their answers under observation of his tutor. | |
| | | 5. The tutor will ask the students about their feedback related to the recorded session. | |
| | | 6. The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part. | |
| | | 7. The tutor will ask the students to display their evidence table, evidence-based recommendation and plan of implementation. | |
| | | 8. The tutor will discuss and provide a feedback to the students regarding their work. | |

| Week/<br>Time | Type of activity | Objectives & Activities | Teaching and Learning<br>& Materials |
|---|---|---|---|
| W9: 1 hour | - - **Theoretical lecture**<br>    (Self-study Online)<br><br>- Evidence-based practice application, evaluation and dissemination<br><br>. | **By the end of this session, the students will be able to:**<br>1. Evaluate whether evidence implementation sufficiently addressed the problem.<br>2. Discuss the different methods used to disseminate and apply evidence-based information.<br>**Methods and activities**<br>▪ A computer assisted instructions about applying, evaluating and disseminating the evidence will be utilized throughout the course.<br>▪ The tutor will display a pre-recorded videos about the lecture using the e-learning platform (MOODLE) and the link to the video will be shared up among the students.<br>▪ The pre-recorded videos will contain text, pictures, maps, case-studies and exercise).<br>▪ In the pre-recorded video, the tutor will explain the importance of monitoring, evaluating, and reporting the outcome of the students' interventions and how the evidence answers the question.<br>▪ The tutor will illustrate ways of evidence-based practice dissemination. | • Online recorded lecture<br>Asynchronous self-study using E-learning platform (MOODLE)}<br><br>• Handout |
| W9:2 hours | **Practical training**<br>(Self-study Online) | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Spread knowledge and the associated evidence-based interventions.<br>**Methods and activities**<br>using pre-recorded video at E-learning platform (MOODLE) the tutor will:<br>▪ Demonstrate the methods of evidence dissemination such as journal clubs, oral presentations, posters, | • Online recorded session |

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| | | hospital/organization-based and professional committee meetings, publishing and clinical guidelines.<br>■ The tutor will send time and day of online meeting on **ZOOM** for the students<br>■ The tutor will inform students with the evaluation part for the next session. | |
| W9: 2 hours | **Tutorial evaluation meeting** | **Objectives:**<br>**By the end of this session, the students will be able to:**<br>1. Assessed on their theoretical and intellectual competency level in designing evidence table, develop evidence based recommendation and plan of implementation.<br>2. Discuss any problems and conflicts in the recorded theoretical lecture and clinical section.<br><br>**Methods and activities**<br>3. The tutor will take students absenteeism in the first 15 minutes of the meeting.<br>4. The tutor will prepare many research articles in advance and assigned randomly to each student.<br>5. The tutor will ask everyone to answer the questions on the research articles.<br>6. Students will implement their answers under observation of his tutor.<br>7. The tutor will ask the students about their feedback related to the recorded session.<br>8. The tutor will clarify the difficult points, identify and correct misunderstanding in the online practical part. | Direct Tutorial meeting |

**Course Coordinator**

**Dr. Eman Samy**                                        **Head of department**

                                                         **Prof. Dr. Sahar Soliman**