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Nota di contenuto	Cover; Title; Copyright; Dedication; Contents; Contributors; Foreword; Preface; REFERENCE; Acknowledgments; Part I: Mentorship: An Essential Component of Creating Evidence-Based Practice Champions; 1. Defining Mentorship for EBP; MENTORING; ARCC MODEL; REFERENCES; 2. Mentoring Clinical Champions; A MENTOR IS A GARDENER; REFERENCES; 3. Mentoring Faculty for Evidence-Based Practice: Let Us Work Together; STRATEGY 1: FIND OUT WHERE FACULTY ARE; STRATEGY 2: INCLUDE STUDENT LEARNING ACTIVITIES IN FACULTY DEVELOPMENT WORKSHOPS STRATEGY 3: WORK WITH INDIVIDUAL FACULTY MEMBERS TO DEVELOP EBP LEARNING ACTIVITIESSTRATEGY 4: CO-TEACH A COURSE WITH YOUR MENTEE(S); STRATEGY 5: INCLUDE YOUR FACULTY MENTEE(S) IN PRESENTATIONS AND PUBLICATIONS; STRATEGY 6: DEVISE A SERIES OF ADMINISTRATIVE SUPPORTED WORKSHOPS; REFERENCES; 4. Mentoring Preceptors in Evidence-Based Practice; NEED FOR ROLE DEVELOPMENT; MENTORING; STRATEGIES FOR MENTORING PRECEPTORS IN EBP; SUMMARY; REFERENCES; Part II: Evidence-Based Teaching Practices: Let Us Practice What We Preach; 5. Describing the Practice Area for Improvement; INTERNAL DATA EXTERNAL DATA OR SUPPORTING LITERATURETEACHING STRATEGIES; REFERENCES; ADDITIONAL READINGS; 6. Involving Stakeholders in

Determining the Clinical Problem: A Learning Activity; THE IMPORTANCE OF OBTAINING STAKEHOLDER INVOLVEMENT; APPROACHES TO INTERVIEWING STAKEHOLDERS; THE LEARNING ACTIVITY; STUDENT FEEDBACK; REFERENCES; 7. Formulating Clinical Questions: Follow My Lips; PROBLEM IDENTIFICATION; PROBLEM CLARIFICATION; PROBLEM FOCUS; REFERENCES; 8. Integration of Critical Thinking and EBP Into "Routine" Practice; A CASE STUDY IN CRITICAL THINKING; CRITICAL THINKING
A SECOND CASE STUDY IN CRITICAL THINKING EVIDENCE-BASED PRACTICE; MARRYING THE CONCEPTS; TEACHING STRATEGIES THAT FOSTER CRITICAL THINKING; CASE SCENARIO/CASE STUDY; SOCRATIC METHOD; BEYOND THE SOCRATIC METHOD; COLLABORATIVE LEARNING; COLLABORATIVE LEARNING APPROACH; SUMMARY AND CONCLUSION; NOTE; REFERENCES; 9. Searching the Sea of Evidence: It Takes a Library; PART I; PART II; PART III; PART IV; RESOURCES; 10. Synthesizing Evidence and Separating Apples From Oranges; LEARNING ACTIVITY 1: APPLES, OR APPLES AND ORANGES?; LEARNING ACTIVITY 2: ANSWERING A CLINICAL QUESTION; CLINICAL QUESTION SEARCH FOR THE EVIDENCE THE EVIDENCE; CRITIQUE OF THE EVIDENCE; IMPLICATIONS FOR PRACTICE; GLOSSARY OF TERMS; REFERENCES; 11. Evaluating Clinical Practice Guidelines; PRACTICAL HINTS; REFERENCES; 12. Teaching Evidence-Based Practice Statistics; A BRIEF BACKGROUND: LITERATURE ON TEACHING STATISTICS; STRATEGY #1: BE POSITIVE; STRATEGY #2: BE LEARNER-FOCUSED; STRATEGY #3: BE RELEVANT; STRATEGY #4: STRESS ACCURACY IN MEASUREMENT AND STATISTICS; STRATEGY #5: BE PERSISTENT AND PATIENT; SUMMARY; REFERENCES; RESOURCES; 13. Teaching Treatment Effectiveness Formulas
WHAT DO CLINICAL EFFECTIVENESS FORMULAS MEAN? PART I

Sommario/riassunto

This AJN award-winning text is the only book to teach evidence-based practice (EBP) content grounded in a tested philosophy of teaching and learning. It provides the tools, perspective and context for health educators and practitioners to implement evidence-based care practices and evaluate their efficacy. Reflecting four years of successful experiences in helping academic agencies understand and implement EBP, this new edition has been reorganized to include updated information and five new chapters. It stresses the importance of mentorship in creating EBP and illustrates how mentorship can b
