

WP4			
Development of CPD courses			
Name of the course	Evidence-based healthcare		
EQF Level	EQF7		
Place	Heimerer College, Prishtine, Kosovo		
Structure of the course	This course will examine the concept of evidence based practice. Topics will include the history of Evidence Based Health Care and constructing a question (topic identification). Students will develop skills in searching for evidence and determining the quality of evidence using critical appraisal of literature.		
Educators	Ekrem Maloku, Naime Brajshori, Blerta Hyseni		
Target group	Management of health institutions and health services Master's degree students (MSc)		
Competences Evidence based healthcare	<p>Demonstrate knowledge of scientific methods and processes</p> <p>Describe and use EBP to include the components of research evidence, clinical expertise and patient/family values.</p> <p>Demonstrate and develop the knowledge how to save significant patient data on available digital platforms as a source of future evidence.</p> <p>Describe and use reliable sources for locating evidence reports and clinical practice guidelines</p> <p>Explain the role of evidence in determining best clinical practice</p> <p>Describe and use how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care</p>		
Special competencies	(1) professional and ethical values and practice, (2) health professional skills and intervention, (3) communication and interpersonal skills, (4) knowledge and cognitive ability, (5) assessment and improving quality in helathcare services, (6) professional development, (7) leadership, management and teamwork, and (8) research utilisation; (9) learn how to document and use the data on availabkle digital platforms		
Learning outcomes (According to Bloom Taksonomy and 5-6-7 EQF Level)	Content (by weekly)	Learning strategies (By using new pedagogical approach)	Evaluation Methods

<ol style="list-style-type: none"> 1. Articulate the relationships between theory, research, and nursing practice 2. Understand selected quantitative and qualitative approaches to research 3. Utilize literature searches to obtain best evidence for practice 4. Critique individual research studies considering research approaches and rights of human subjects 5. Discuss approaches for fostering adoption of an evidence-based practice change in a health-care setting 	<p>Module 1: Week 1: Content presentation Spirit of Inquiry</p> <p>Week 2: PICOT Question</p> <p>Module 2: Week 3: Search for the evidence</p> <p>Week 4/5: Critically Appraise the Evidence</p> <p>Module 3: Week 6: Integrate the Evidence with Clinical Expertise</p> <p>Week 7: Patient Values and Preferences</p> <p>Week 8: Evaluate the Outcomes of the Practice Decisions</p> <p>Week 9: Saving of data on digital platforms and the usage of data as a source of evidence</p> <p>Module 4: Week 10: Disseminate the results, publication and presentation of evidence</p>	<ol style="list-style-type: none"> 1. Blended learning 2. Making very clear lesson goals. 3. Sharing and telling strategy 4. Questioning to check for understanding 5. In advance short video presentation to highlight major 6. Providing students with feedback 7. Productive group work 8. Teaching strategy not only content 9. Moodle platform 10. Case studies related to the topic taught 	<p>1. Course project (max. 75%)</p> <p>Step 1: Spirit of inquiry and PICOT question (max points 10%)</p> <p>Step 2: Search for the Best Evidence</p> <p>Step 3: Critically Appraise the Evidence (max. 30%)</p> <p>Step 4: Step 4: Integrate the Evidence with Clinical Expertise and Patient Values and Preferences</p> <p>Step 5: Evaluate the Outcomes of the Practice Decisions (Max 20%)</p> <p>Step 6: Disseminate the Results (max. points 15%)</p> <ol style="list-style-type: none"> 2. Quizzes (10-15%) 3. Active participation during the lectures (10-15%)
---	---	--	---