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The appraising evidence game

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Background: Teaching evidence-based practice (EBP) nursing skills includes advancement of knowledge and practice with appraisal and translation of evidence for clinical decision-making. A component of appraisal addresses the need for nurses and nursing students to understand how to use an evidence hierarchy to identify the highest levels of evidence available in an existing body of scientific knowledge.

Purpose: Increasing comprehension of levels of evidence can support nurses' confidence regarding how much weight to give to each reviewed study, report or clinical practice guideline when conducting evidence appraisal.

Intervention: The appraising evidence game was developed to build appraisal skills for identifying: The type of evidence—research or other form; if research evidence, whether the study is qualitative or quantitative and; the level of evidence.

Results: Nurses and nursing students were invited to complete a questionnaire regarding their experience with the appraising evidence game. 43 questionnaires were returned by class participants (72% response rate). Nurses (n=17) and students (n=26) strongly agreed (81.4%) or agreed (16.3%) that the appraising evidence game was a fun way to practice building their evidence appraisal skills (M=4.79, SD=.466). 77% of respondents strongly agreed; 21% agreed, and 2.3% disagreed that participation in the game helped strengthen their evidence appraisal skills (M=4.72, SD=0.591).

Implications for Practice: The appraising evidence game may provide an innovative approach to enhance nurses' knowledge in a nonthreatening environment that is conducive for learning, and can provide a fun team exercise for learning how to appraise evidence.

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Notes:

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