Nuts and Bolts of Creating QEP content: MSFN example

ACQUIRE

Require the use of reputable search engine.

Hints:
Require peer-reviewed references

Require multiple peer-reviewed references to improve your (Acquire) score from quality to exemplary.

This phase helps determine gaps in literature.

APPRAISE

Ask students to evaluate the references used.

Hint:
Require identifications of bias that may affect the findings.

Require the use of TRAAP model.

References used should directly answer the question.

This phase helps determine gaps in literature.

APPLY

Ask students to make the decision and determine the possibility of applying such a decision into practice.

Hint:
Ask students to tailor their answer to a specific scenario.

ASSESS

Requires students to reflect on their decision-making process and how their references addressed their argument.

Hint:

Require listing limitations and/or bias

Ask students to justify of whether they would or would not apply the decision made in their anticipated practice.

Ask students to determine any gaps in literature based on their experience while acquiring and Appraising references.

ASK

ASK a searchable question.

Hints:
A question that can be further investigated.

A question that you cannot find its answer in a textbook.

A question that you think it falls in a gray area.

A question that you think it falls in a growing area.

THE
5A'S

ASK
ACQUIRE
APPRAISE
APPLY
ASSESS

Prepare a 10-minute presentation that explains the role of the micronutrient and its common uses as a supplement. Include 2-3 current interventions that used the supplement Discuss the recommended doses, timeline for use, indications and contraindications, and any potential side effects.

5As of QEP applied:

Prepare a 10-minute presentation in which you make evidence-based decision about the medicinal uses of a specific micronutrient in a specific condition. **ASK a PICO question** to initiate the process to develop your presentation. **ACQURIE at least three to five primary articles** about clinical interventions to examine their appropriateness to answer the PICO question. Apply **TRAAP model to APPRAISE the articles** collected. **Apply the findings** seeking an answer to your question. Make your decision about the findings. Consider strengths, limitations, and possible bias of the articles reviewed to **ASSESS the possibility of applying your evidence-based decision into clinical practice.**

ASK

Prepare 2 questions to spark a conversation among the group:
Question 1 should be PICO question:
PICO is a clinical research question that assists in the decision-making process in evidence-based practice.
        P stands for Population, Patients, Problem: who are the patients? Or what is the problem?
        I stands for Intervention or Exposure: What do we do to them?Or what are they exposed to?
        C stands for Comparison: What do we compare the intervention to?
        O stands for Outcome: What happens? What is the outcome?
Example: Does magnesium supplementation accelerate wound healing in diabetic patients compared to placebo, those who are diabetic with poor wound healing and have not taken magnesium supplement?

APPLY

Question 2: is to connect the findings of articles reviewed to professional practice.
      Example: Would you recommend magnesium supplement to a diabetic patient with poor wound healing? If so, suggest a protocol that includes the route of the administration, the dose, the duration, the dosage form, and other considerations.

THE 5A'S

ASK
ACQUIRE
APPRAISE
APPLY
ASSESS

Example of QEP language integrated into instructions of a discussion.

You, as a participant, will:
• Read the research articles and interventions promptly.
• Review the questions **ASKED** carefully.
• Conduct additional research to prepare for the discussion.
• **Acquire** at least one credible source to answer each question.
• **Appraise** whether your source is biased or if it is valid and reliable and why.
• If your reference supports the decision presented, explain and describe how the research article **applies** to your argument.
• If your reference disagrees with the decision presented, explain and describe how the research article **applies** to your argument.
• Share additional related findings that you came across in your own research
• **Assess** whether other research is needed for your argument.
• End your post with questions to sustain the discussion.
• Follow up with your initial post to answer subsequent questions from peers.
• You are expected to have an initial post and at least one reply to peers in every discussion board.

Example of a syllabus addressing QEP

Course Description
This course focuses on the integration of chemical, biological, and physiological functions of vitamins and minerals as related to human nutrition. This course emphasizes the importance of making evidence-based decisions about the medicinal uses of vitamin and mineral supplementations in different clinical scenarios. It supports the Quality Enhancement Plan (QEP) for Parker University accreditation. The overarching goal of the QEP in this course is to improve student learning through enhancing the use of evidence by use of the 5As: (ASK, Acquire, Appraise, Apply, and Assess).

Example of learning outcomes addressing QEP

1.   Demonstrate an improvement in the ability to **ASK** a question or identify a topic in the areas of micronutrient for literature search.
2.   Demonstrate an improvement in the ability to **ACQUIRE** sources and search for literature.
3.   Demonstrate an improvement in the ability to **APPRAISE** sources and reduce bias in available literatures.
4.   Demonstrate an improvement in the ability to **APPLY** available literature to a question or a topic.
5.   Demonstrate an improvement in the ability to formulate a micronutrient-related recommendation and **ASSESS** the possibility of applying it to clinical practice based on the available research to a question or a topic.

THE
5A'S

ASK

ACQUIRE

APPRAISE

APPLY

ASSESS

Example of QEP based/evidence based quiz

APPLY

ASSESS

Calcium and phosphorus are required for many functions within the body, especially bone health. Both minerals interrelate to provide bone health. It is vital to keep both major minerals in balance through the daily diet and supplementation. Reading the following article to answer the question.

Follow the Rubric of QEP signature Course

QEP Signature course	ASK	Acquire	Appraise	Apply	Assess
Learning outcomes	In your syllabus, include a summary about QEP, 5As, how and where to apply 5 As in the course.				
Assessment	Provide QEP integrated rubrics				
Assignments and Activities: **Scan your course to determine how many assignments and activities incorporate each trait.**	e.g., Two assignments incorporate ASK trait. QEP presentation Discussion posts	e.g., Two activities incorporate Acquire trait. QEP presentation Discussion posts	e.g., Three activities incorporate Appraisal trait. QEP presentation Evidence based Quiz Discussion posts	e.g., Three activities incorporate Apply trait. QEP presentation Discussion posts evidence-based quiz	e.g., Three activities incorporate Apply trait. QEP presentation Discussion posts evidence-based quiz
Instructional Strategies **Technologies and presentations on how class content is delivered and assessed with a learning environment incorporating the 5As**	The presentation is QEP signature. Discussion posts: Students are asked to create questions that lead to practice other traits.	Recorded presentations Article reviews Discussion posts	Recorded presentations Article reviews	Recorded presentations Article reviews Clinical scenarios Relevant Clinical practice Discussion posts	Recorded presentations Article reviews Clinical scenarios Relevant Clinical practice Discussion posts.

QEP signature Assignment

5 A's TRAIT	ASSESSMENT MEASURE	1	2	3	4	5	SCORE	5 A's TRAIT
ASK	Assignment assesses the level to which the question or hypothesis is appropriate for research or investigation on the topic.	Does not require or recommend a question to complete assignment.	Recommends questions or hypothesis to complete assignment.	Requires question or hypothesis to complete assignment.	Requires question or hypothesis to complete assignment that uses **some** components of a searchable	Requires question or hypothesis to complete assignment that uses **all** components of a searchable question.		ASK
ACQUIRE	Assignment assesses the use of appropriate search tools to develop evidence.	No search engine required	Generic crowdsourced engine required (i.e. Wikipedia, social media)	Only public search engine (like Google) required for search with no requirement for peer-	Single peer-reviewed source required.	Multiple peer-reviewed sources required from a reputable search engine.		ACQURIE
APPRAISAL	Assignment assesses the level to which citations validate the use of evidence.	No citations required.	Citations required without addressing potential bias of citations.	Requires identification of potential bias but does not require elaboration.	Requires identification of potential bias with citations but requires partial elaboration.	Requires identification of potential bias of citations and its impact on findings or results.		APPRAISAL
APPLY	Assignment assesses the level of processing based on the evidence integrated in explaining the decision.	No application or decision required	Application required with or without supporting evidence	Clear decision required without supporting evidence	Clear and effective decision required but lacks supporting evidence	Clear and effective decision required and supported by evidence		APPLY
ASSESS	Assignment assesses the level to which the conclusion or recommendations are formulated to answer the question or hypothesis.	No assessment required and question not answered	No assessment required but question answered	Assessment required or question was answered	Assessment required but question answered imperfectly	Assessment required and question answered effectively		ASSESS