Building evidence-based practice: An overview of systematic reviews related with advanced care in wounds

1. Aim:
To identify the major categories of study interest in post-graduate students in the area of advanced wound care, specifically in the curricular unit “Evidence and Research in Wounds”.

2. Method:
- We developed a quantitative overview of a total of 19 systematic literature reviews (SLR) generated during this course inserted in an Advanced Wound Care Post-Graduation Program credited by EWMA in a total of 5 editions (2010 to 2016). For this analysis, we compared from each SLR the title, the abstract and the keywords (Mesh descriptors).
- Overall 69 registered nurses (RN) students were involved. These RN worked mainly outside hospitals settings (homecare, primary health care and community services);
- For the structuration of the SLR students were instructed to apply the Joanna Briggs Model;
- To build the research question was used PICOD’s model and for critical evidence appraisal were applied the instruments proposed by the EQUATOR consortium according with the different design of the selected studies;
- Each SLR was developed by groups of 3 or 4 students, during a period of 4 months and subjected to scientific divulgation and publication.

3. Results / Discussion:
Main categories of interest and focus identified (number of SLR):
(Categorization according with EWMA 2017 Conference abstract subjects topic)

1. Acute Wounds; Burns; Education; Nutrition.
2. Health Economics & Outcomes; Negative Pressure Wound Therapy; Antimicrobials;
3. Pressure Ulcer; Prevention; Quality of life; Wound Assessment; Chronic wounds;
4. Devices & Interventions; (7) Leg Ulcer; (6) Dressings; (5) Infection;

4. Main conclusions:
- Systematic literature reviews developed in academic courses provide to wound educators and teachers a clear focus of student’s interests;
- Therefore it is possible to address post-graduated teaching to fill in this self-detected knowledge gaps, building evidence-based practices;
- It also provide to the students a solid base for developing scientific divulgation and publication skills.