Method The workshop was delivered through a blend of plenary and small group sessions modelled on the CEBM approach to teaching EBP. In all plenary’s speakers used real life examples from their own experience with consistent emphasis on the impact to patients and the importance of patient values.

The programme for day one covered the Ask and Search domains. Day two explored appraisal of different study designs. Day three focused on putting evidence into practice with plenaries on

- From Evidence to recommendations
- Shared decision making
- Implementation planning

These topics were chosen to reflect the real-word challenges health care professionals face. Each small group was required to demonstrate the skills attained including, asking an answerable question in PICO format, finding the evidence, critical appraisal of the best evidence and how they would put the evidence into practice in the real-world setting.

Results The small group presentations covered a wide range of topics which were based on a real clinical query of a participant. Each group discussed the quality of the evidence to answer their question, the potential benefit and harm, patient preferences and values and resources required before presenting their recommendations. They also described barriers and facilitators to the implementation of their recommendations.

In the evaluation form all participants rated their ability to practice EBP a 4-5 on a five-point scale compared with a range of 2-5 in a previous workshop. When asked what aspects of the course were most useful, comments included:

- ‘Practical aspects of bringing EBP to patients’
- ‘Guidelines to aid implementation’
- ‘Connection of theory to real world practice’
- ‘Shared decision making’
- ‘Apply information in practice’

Conclusions Our goal in EBPI is to promote the practice of EBP throughout the healthcare system in Ireland to improve patient outcomes. To be successful we need health care professionals to understand the principles of EBP. Much work internationally has gone into addressing the skills needed to ask focused questions, search the literature and appraise the literature for its quality and applicability. However, there is less agreement on how to teach integrating the best evidence with clinical expertise and patient values and applying it in practice. By developing this ‘evidence into practice’ module we are addressing the curriculum gap in how to teach the ‘apply in practice’ domain of EBP while building capacity and leadership in EBP in Ireland.