DISCLOSURES

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LEARNER OBJECTIVES

• The learner will be able to list five EBP concepts important to nursing students.
• The learner will be able to describe multimodal learning strategies for imbedding EBP in entry level nursing courses.
• The learner will be able to create examples of learning strategies as resources in course development.
5 CONCEPTS OF EBP FOR NURSING STUDENTS

1. What is EBP? What is it not?
2. The seven steps of EBP
3. The three important components of EBP
4. Overview of research and the relationship with EBP
5. Bringing it all together for students
LEARNING STRATEGIES

- Seminars
- Video lectures
- The use of a standard body of evidence
- Search strategies
- Written review of Research article
- Online quizzing
- Group work (includes a critical appraisal of evidence)
- Group project presentation
STUDENT FEEDBACK FROM COURSES

This course was challenging because it made us think critically about different situations and apply what we learned. I think the most impactful part of this course was reading and understanding research articles. They are difficult to comprehend and I learned a lot about how to help myself understand them through our worksheets and activities. Through this course, I have learned the importance of implementing EBP into professional practice in every aspect of patient care and personal learning.

My beliefs and attitudes towards EBP have definitely changed since week 1. Week one I really had no idea what to expect, and thought that the class would consist of a lot of unimportant researching and boring topics. However, now I realize how important research can be, and these topics are very relevant to everyday life in healthcare and to my clinical practice. I now have a more positive outlook towards evidence based practice, and more willing and very motivated to use it throughout my career.
STUDENT FEEDBACK FROM COURSES

The most impactful thing I learned from this course was that nurses have the power to change practice. I think this is an important point because I believe that nurses may not think it is within their realm of practice to be questioning the way certain procedures are being done, but it is actually our job because we are the ones who are at the patient bedside everyday experiencing these things. We are the patient’s advocate, and as their advocate, we must take action when we think something can be done a better way.

Personally, when looking for an organization to apply to, I would want to be part of an organization that stresses the importance of advancement in practice as backed by research. Prior to this class, I would not have considered this to be an area that I would insist upon working in. But due to this course, I understand the value of constantly looking for ways to improve our practice. It was definitely challenging for me to get on board with the idea as a whole initially, as I saw it as something only researchers could take part in. When we were forced to actually make up and pursue our own PICOT questions, I realized that there were many things in practice and my everyday life that could benefit from the implementation of new evidence that researchers are discovering every day.
GROUP ACTIVITY- WHERE IS EBP IN OUR NURSING PROGRAM?

Divide into two groups

1\textsuperscript{st} group discuss- Do you currently have a stand alone E BP course and what level of nursing student does the course occur in?

2\textsuperscript{nd} group discuss- Is EBP imbedding throughout all nursing courses or just in one course of the program.

Discuss for approximately 3 minutes and each group shares what the majority results are for the group
QUESTIONS
REFERENCES

