Healthcare today is extremely complex. Teaching new millennial nurses is becoming increasingly complex. Therefore, teaching new nurses the skills needed to enter into the increasing complex healthcare system is challenging. The goal of this presentation is to introduce the learner to evidence-based teaching strategies and evidence-based practice.

There is an increasing body of evidence to suggest that multimodal, experiential learning using technology is the best way to teach new nurses. This presentation will walk through a course designed using these techniques and is helping nurses walk into practice feeling more confident and able to handle the complex healthcare system of today. These teaching techniques and strategies use a new approach to learning the skills needed to implement and integrate evidence-based practice (EBP) allowing for a deeper understanding of their practice as new nurses. Using these strategies help to shift excitement, enthusiasm, and ownership of evidence-based practice to the new nurse.

These multimodal, experiential learning strategies will go over development and implementation of a course designed to imbed evidence-based practice into new nurses by reviewing: 1) what evidence-based practice is, is not, and how to know the difference between, evidence-based practice, research, and quality improvement; 2) review the skills of evidence-based practice, including: clinical inquiry, development of a PICOT question, searching the databases, rapid critical appraisal, synthesis, and outcomes, integration of practices, and bringing new knowledge into practice; 3) importance of combination of best evidence, best clinical judgement, and patient preference; 4) research overview (quantitative, qualitative, and mixed methods; and 5) bringing it all together (culture, leadership, organizational readiness, challenges, etc.). This presentation will discuss the various learning assignments, strategies, and techniques available to bring new nurses into practice with the skill set and confidence to be evidence-based practitioners in our complex healthcare environment.

Title:
Let's Get Started: Building EBP in New Nursing Students

Keywords:
evidence-based practice, learning strategies and new nurses

References:


Abstract Summary:
Gain an understanding on how to build a evidence based, experiential learning program for new nursing students. This presentation will guide individuals attending this conference on how to build an evidence based rich program, so new nurses come out with the skills needed to navigate healthcare using evidence based practice.

Content Outline:
Introduction

- As healthcare becomes increasingly more complex, it is becoming even more important that new nurses enter the workforce with the skills necessary to implement evidence based practice.
- This will introduce a variety of experiential learning activities that will leave new nurses with the knowledge, skills, and confidence to navigate the complex healthcare system through evidence based practice.

Main Point One: Building an understanding of evidence based practice

- This will take learners through multimodal, experiential learning activities to help students know what evidence based practice is and isn't, as well as understand important terms including the difference between evidence based practice, research, and quality improvement.

Main Point Two: The Skills of Evidence Based Practice

- This will walk learners through the different multimodal, experiential activities to build the skills and steps of evidence based practice beginning with clinical inquiry and ending with dissemination.
  - clinical inquiry
  - PICOT
  - searching the databases
  - rapid critical appraisal
  - synthesis
  - evaluation/outcomes
  - dissemination

Main Point Three: Understanding Research Basics

- This will help learners understand multimodal, experiential learning activities to help new nurses understand quantitative, qualitative, ad mixed method research.

Main Point Four: Bringing It All Together

- This will help learners develop multimodal, experiential learning activities to bring together the skills of evidence based practice to the bedside with confidence post graduation.

Conclusion
• Using these multimodal, experiential learning activities help new nurses to be excited about using evidence based practice in their practice and shifts enthusiasm to do so to the new nurse.

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Professional Experience: I have been a nurse for 25 years and have enjoyed a diverse career. Although I have worked in many different roles, my specialty is predominantly neonatal nursing, pediatrics and maternal nursing. I have worked in a number of positions including serving as a clinical staff nurse in a level three NICU, a case-management home visiting nurse for maternal-newborn care and teen mothers, nursing faculty in an associate and 3-yr accelerated undergraduate nursing program, leadership as a B.S.N. Program Coordinator, nursing faculty for a traditional undergraduate program, and a free-lance publisher for nursing textbooks and resources. I love being a nurse and enjoy sharing my experiences with my students. On a personal level, I have three children, two currently enrolled in colleges, plus myself as I complete my DNP program. When I have a little extra time, I love to cook, exercise, and spend time with my children. Tracy Taylor

Author Summary: I have been a nurse for 25 years and have worked in many different roles. My specialty is predominantly neonatal nursing, pediatrics and maternal nursing. I love being a nurse and enjoy sharing my experiences with my students. On a personal level, I have three children, two currently enrolled in colleges, plus myself as I complete my DNP program.

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