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Presentation Title: Inspiring a Spirit of Inquiry in Nursing Undergraduate Students

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Presentation's Audience Type: Nursing Faculty and Students

Project: Completed

References

- Andre, B., Aune, A. G., & Braend, J. A. (2016). Embedding evidence-based practice among nursing undergraduates: Results from a pilot study. *Nurse Education in Practice*, 18, 30-35. <http://dx.doi.org/10.1016/j.nepr.2016.03.004>
- Ryan, E. J. (2016). Undergraduate nursing students' attitudes and use of research and evidence-based practice - an integrative literature review. *Journal of Clinical Nursing*, 25, 1548-1556. doi:10.1111/jocn.13229
- Sin, M., & Bliquez, R. (2017). Teaching evidence based practice to undergraduate nursing students. *Journal of Professional Nursing*, 33, 447-451. doi:10.1016/j.profnurs.2017.06.003

Abstract

Purpose: To measure the effectiveness of a student-developed self-directed module and rubric on pre-nursing students' evidence table (ET) scores over the course of a semester.

Background: Teaching research to undergraduate students in an engaging manner can be challenging and intricate (Sin & Bliquez, 2017). Students often struggle with the topic and do not understand how evidence-based practice (EBP) impacts clinical practice (Ryan, 2016). Nurses' ability to implement EBP relies greatly on their skills to evaluate research. However, nursing students often find EBP a challenging topic and fail to understand its role in advancing the profession (Andre et al., 2016). To foster a spirit of inquiry in a pre-nursing

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honors course, students were introduced to critiquing research articles and completing evidence tables, using a self-study module and scoring rubric developed by a student. A low-stakes approach was utilized to foster independence and a spirit of inquiry; rather than receiving an assignment grade, students received feedback scores on 12 ET elements. Students then utilized the self-study module resources to improve scores on each assignment.

Methodology: Pre-nursing students completed a series of 5 evidence table assignments and received numerical feedback scores on 12 ET elements. Students used the module to improve rubric scores. Two faculty used the rubric to grade assignments for interrater reliability. RANOVA was used to determine if the students' scores improved over time during one semester.

Results: The overall model was statistically significant showing that ET scores differed between time points, $F(4, 80) = 17.031$, $p < .001$, $\eta^2 = .460$.

Implications for Practice: Students demonstrated growth in their ability to independently complete the ET assignments by utilizing resources in the self-study module. Faculty may utilize this innovative student-developed module to assist nursing educators in developing student-friendly ways to introduce research to nursing students.

Conclusion: The module assisted novice students in understanding research as evidenced by an increase in scores. Student feedback in course evaluations provided additional support for continuing the ET module, rubric, and low-stakes feedback structure to facilitate a spirit of inquiry.