

College of  
**Health  
Professions**



# Educating for Success in Evidence- Based Practice

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# Introduction

- Original course combined nursing research and EBP.
- EBP was *mentioned* in other courses in the curriculum. Students did not develop EBP skills that were translatable to the clinical setting.
- Student feedback indicated a lack of understanding of the relationship of research to practice, little confidence in their skills in appraising the literature and applying it to the clinical setting.
- **Step 1:** reengineering and integration of EBP throughout our three semester accelerated baccalaureate curriculum
- **Step 2:** Integrating EBP into specialty nursing practice: Gerontology, Psych, OB, Peds, Critical Care, Leadership, Public Health

# The Baccalaureate Essentials

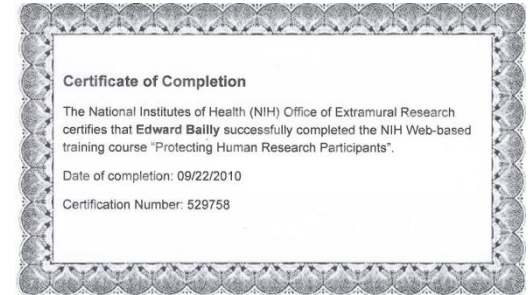
## Essential III: Scholarship for Evidence-Based Practice

“Baccalaureate nurses integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments. In collaboration with other healthcare team members, graduates participate in documenting and interpreting evidence for improving patient outcomes (AACN, 2006b).”

# Targeted EBP Outcomes for Accelerated Combined Degree Program

1. Formulate focused clinical questions
2. Find and critically read the best available research evidence
3. Integrate the steps of the EBP process in planning, implementing, and evaluating outcomes of care
4. Collaborate in the collection, documentation, and dissemination of evidence

# Semester I Critical Elements



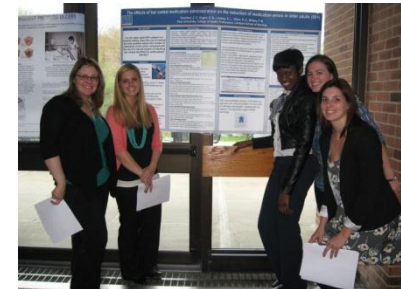
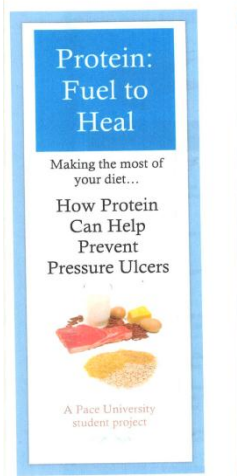
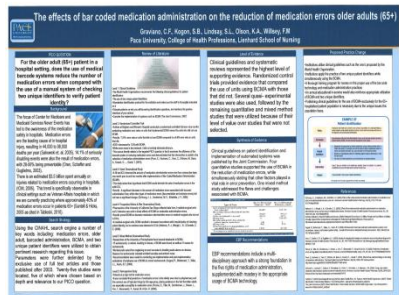
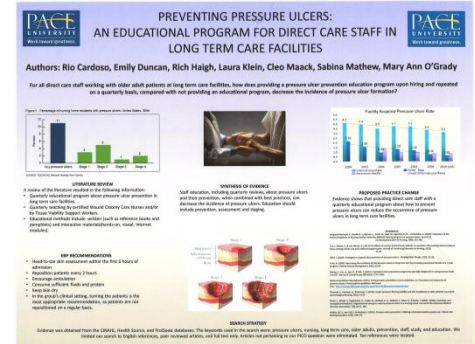
- NIH/IRB training and certificate
- QSEN electronic self learning module
- “CMS Never Event” focused PICO question: Group work
- Review of the literature and update with annotated bibliography
- Review and critique of related focused clinical guideline (coordinated with first clinical course)
- Attendance/presentation at local EBP conferences and poster sessions
- Visit to state capitol to lobby elected officials and present evidence on issues critical to nursing practice



NY State Nurses Association Lobby  
Day 2012

# Semester I Final Products

- EBP patient teaching pamphlet
- Online journal club
- “CMS Never Event” Poster
- Poster presentation with clinical affiliates



# EBP in Nursing Specialties

**Nursing Scholarship Day!**

College of  
Health  
Professions  
**PACE**  
Presenting Program  
Date: Wednesday, April 18th, 2012  
Time: 3:45 pm - 6:00 pm  
Pleasantville - Gottesman Room  
NYC - Multipurpose Room

**Abstracts**  
All EBP abstracts will require an approved abstract form to be submitted to the abstract review committee. The abstract review committee will be reviewing and selecting abstracts for presentation. Abstracts are accepted on a first-come, first-served basis. A panel of clinical experts will select abstracts for presentation and will be reviewing them.

**Abstracts**  
• EBP Comparison of the EBP Studies  
• Dr. Nancy Walker, Assistant Professor, School of Nursing, Pennsylvania State University, Hershey, PA

**Abstracts**  
• EBP Comparison of the EBP Studies  
• Dr. Lili Wang, Associate Professor, School of Nursing, Pennsylvania State University, Hershey, PA

**Abstracts**  
• EBP Comparison of the EBP Studies  
• The Kansas EBP Center of Excellence, Topeka, KS

**Abstracts**  
• Dr. Lili Wang, Associate Professor, School of Nursing, Pennsylvania State University, Hershey, PA

• Register for the 2012 EBP Conference. The abstract review committee will be reviewing abstracts. The abstract review committee will be reviewing abstracts. The abstract review committee will be reviewing abstracts.  
**References will be provided!**

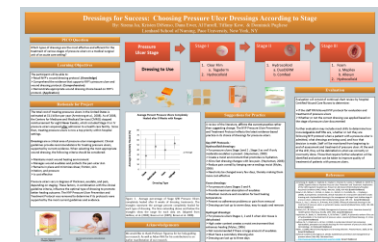
RSP for: [ksatford@psu.edu](mailto:ksatford@psu.edu) by April 13th, 2012

## Semester II Critical Elements

- Clinical partnerships with faculty mentors engaged in active research
- Preparation and submission of IRB application for implementation of EBP project
- Comparison of clinical practice guidelines across specialties
- Completion of multicultural EBP case studies

## Semester II Final Products

- Clinical affiliate staff education on EBP process and project implementation
- Implementation of “Never Event” EBP project on a specialty clinical unit



# Semester III Critical Elements

- Adaptation of original PICO question for public health, critical care, or leadership context
- Use of nurse-sensitive quality performance measures to assess a practice improvement initiative (ex:QSEN, NDNQI)
- Faculty mentorship to develop and submit EBP abstract to specialty organization
- Authorship of manuscript on EBP project and peer review of drafts

## Semester III Final Products

- Specialty practice EBP poster
- Formal poster presentation with clinical affiliates
- Submission of manuscript for publication





# Outcomes

Positive student feedback citing the connection between research and practice.

- “The nurses that I worked with during my clinicals in the hospital were impressed that I understood EBP and had done all of these projects”

Positive feedback from clinical partners highlight the contributions of students to infusing EBP into practice and possessing tools that are desirable in practicing nurses.

- “Having new graduates who understand and can engage in EBP projects is especially important as we travel on our journey to Magnet recognition.”

# Lessons Learned

- The process is labor intensive for faculty, continuous feedback on multiple drafts of each step in project development.
- Students understand EBP, embrace it, and are able to use it in their clinical practica.
- Faculty may need help giving up a “traditional”, familiar research course.
- Coordination among faculty in each course is necessary and ongoing.

# Next Steps

- Administer pre and post assessment of knowledge of EBP to students.
- Measurement of targeted learning outcomes.
- Further development of clinical partnerships for implementation of EBP projects.

# References

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