Supporting Excellence in Long-Term Care with Student EBP Projects

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Teaching/Learning Environment

- Diverse student population
- 5 semester program, first semester clinical experiences in the long-term care setting
- Limited opportunities to see how Evidence-Based Practice is introduced and/or developed in the clinical setting
- The concept of Evidenced-Based Practice generally introduced in a nursing research course and expanded in leadership experiences
Objectives

1. Describe the conceptual underpinnings for the development of an evidence-based practice assignment for beginning nursing students.

2. Identify the components of this higher-level assignment.

3. Discuss the value of the collaborative project for faculty-student learning and practice in the long-term care setting AND the benefits for the clinical facility.
Benner’s *Novice to Expert* framework

- **Stage 1: Novice**
  - no experience, rule governed, taught context-free rules

- **Stage 2: Advanced beginner**
  - prior experience in actual situations, have difficulty setting priorities, beginning to look at client-centered care holistically

- **Stage 3: Competent**
  - broader understanding of client-centered care, able to set priorities, may lack speed & flexibility of proficient nurse, needs decision making games and simulations that give practice in planning and coordinating multiple complex situations (p. 27)
IOM *Quality Chasm* series

- Quality and Safety in the Education of Nurses (QSEN) competencies:
  - Patient-centered care
  - Teamwork/Collaboration
  - Evidenced-based practice
  - Quality improvement
  - Informatics
  - Safety
Evidence-Based Practice Assignment

- Group Process
- Assessing the Evidence/Research
- Planning/Compiling the Evidence
- Implementation/Presentation
- Evaluation
Group Process

- Learning Team charter
- Choose a topic to investigate
- Collaborate with your instructor
- Formulate your clinical question
Assessing the Evidence/Research

- Minimum of four articles that address the clinical question
- Minimum of three of these articles must be research articles
- Annotated bibliography for each article
- Use APA style for references
Planning/Compiling the Evidence

- Identify the importance of the question to client care
- What is known from the literature review?
- Identify best practice information and the rationale for this practice
- Plan for sharing the findings and recommendations (PowerPoint or poster)
- Reference list
Implementation/Presentation

- Communication principles
- Appropriate content
- Visuals
- Keeping audience interest
- How to summarize?
- Handouts?
- Answering questions
Evaluation

- Of the process
- Students learning
- Of the sharing of information
- Of the collaboration with the administration of the long-term care facility
Practice Question #1

- We are taught to give IM injections in the *ventrogluteal* muscle. We observe the nurses giving IM injections mainly in the *gluteus maximus* muscle. What is the science for this? Which is best practice?

- OUTCOME
Practice Question #2

- Why does it take so long to answer call lights? What do the residents need when they put on their light, the majority of the time?

- OUTCOME
Practice Question #3

• Our residents are showered in a community shower and we notice that when the water flows onto the resident they often urinate and/or defecate. We are concerned that the shower is not adequately cleaned between residents.

• OUTCOME
The facility has a policy that a Boost supplement is given to every resident who eats less than 50% for their breakfast and their lunch. Often they only take a swallow or two of the Boost. We notice that the portions they are served for each meal are quite large. Could a practice be changed that would be more beneficial to the resident?

OUTCOME
Practice Question #5

- We noticed that the indicated times on the Medication Administration Record are in conventional time instead of military time. Is there any rationale for using one style over the other?

OUTCOME
Lessons learned

- Be sure that all clinical faculty understand the principles of Evidence-Based Practice
- Introduce the assignment in the second half of the clinical rotation
- Understand the barriers for effecting change in the long-term care setting
Win-Win

- Student feedback
- Clinical site feedback
References

References (continued)

References (continued)