

# Walking the Walk:

## Designing a 10-week Research Course and Integrating an EBP model

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### Background

- ✓ In the 21<sup>st</sup> century's healthcare, evidence-based practice (EBP) is a **daily professional expectation** (Staffileno & Calson, 2010).
- ✓ The **future of professional nursing** will be based on evidence (AACN, 2008).
- ✓ Sigma Theta Tau International advocates for **nursing scholarship and clinical practice** supported by evidence.
- ✓ The **public and employers' expectations** of using evidence for clinical decision-making and the delivery of **safe, cost effective but quality, patient-centered care** (Staffileno & Calson, 2010).
- ✓ Nursing research courses often focus on research concepts rather than evidence.
- ✓ Limited EBP exposure hinders transition to professional nursing practice based on evidence.
- ✓ Nursing faculty members must select **key content and meet course objectives** in a short period.



### Method

#### ✓ Multimodal Andragogy

#### ✓ Population

27 traditional BSN and 27 accelerated (2<sup>nd</sup> baccalaureate degree) track students from diverse backgrounds and ages

#### ✓ Design

- ❖ 10-week course with educational modules
- ❖ Animated lectures including Watch and Learn
- ❖ Practice sessions
- ❖ Innovative and engaging in-class activities
- ❖ Assignments and exams
- ❖ Poster and power point presentations based on IOWA model (used by affiliated Clinic)

### Results

- ✓ 3 posters at the Week of the Nurse  
Topics: CLABSI, VAP, Violence at Workplace
- ✓ Two posters were presented at the Research Day  
Topics: VAP and CLABSI
- ✓ 1 abstract invited for a poster presentation at a professional conference
- ✓ 3 abstracts submitted for poster presentations at the 43<sup>rd</sup> STTI biannual convention; 2 accepted!
- ✓ One team invited to present at the local hospital's EBP Council
- ✓ One project presented to oncology nurses who were starting a new central-line-infection-prevention product that the team has researched

### Discussions

- ✓ The culture for EBP and clinical inquiry for best evidence can be ignited in a classroom when students see relevance to future professional practice.
- ✓ A 10-week course is a demanding but rewarding experience.
- ✓ Engaging students in active learning benefits lifelong outcomes for future workforce embracing research and EBP.

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|-----|----------|--|--|
| 324 | 08/01/13 | Practice Session: <b>EBP model: The Green Glass Mountains</b><br>Pre-Class Readings: <b>Research and Caring for Patients (2 hrs)</b><br>Chapter 2: <b>Reading and Citing Research Articles</b><br>Practice Session: <b>EBP model: Green Glass Mountains in the Literature</b><br>Chapter 2: <b>Reading and Citing Research Articles in the Literature</b><br>Practice Session: <b>EBP model: Green Glass Mountains in the Literature</b><br>Class Questions and Comments (2 mins)<br>Share search strategies that you have used to find these 2 articles. Do you need to find more articles? Explain why "Yes" or "No". After this module, what you can do to improve your search for evidence.<br>Pre-Class Readings:<br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: IOWA home group activity</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)<br>Assignment:<br>Class 1: <b>Search in Research</b><br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: PICO/TY Template exercise</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins) | • Read 2 Research articles<br>• your topic of interest<br>• The selected articles must come details first)   |
| 324 | 08/08/13 | Pre-Class Readings:<br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: IOWA home group activity</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)<br>Assignment:<br>Class 1: <b>Search in Research</b><br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: PICO/TY Template exercise</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)  | • Read the PICO/TY and post<br>• Read the PICO/TY article of<br>• Review course and be prepared  |
| 324 | 08/13/13 | Pre-Class Readings:<br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: IOWA home group activity</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)<br>Assignment:<br>Class 1: <b>Search in Research</b><br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: PICO/TY Template exercise</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)  | • Read the PICO/TY and post<br>• Read the PICO/TY article of<br>• Review course and be prepared  |
| 324 | 08/22/13 | Pre-Class Readings:<br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: IOWA home group activity</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)<br>Assignment:<br>Class 1: <b>Search in Research</b><br>Chapter 1: <b>Search in Research</b><br>Practice Session: <b>EBP model: PICO/TY Template exercise</b><br>Chapter 1: <b>Search in Research</b><br>Class Questions and Comments (2 mins)  | Abstract 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 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727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000 |

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