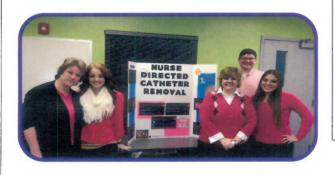
# Walking the Walk:

# 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, evidencebased 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-infectionprevention 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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### References

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Staffileno, B. A. & Calson, E. (2010). Providing direct care nurses research and evidence-based practice information: An essential component of nursing leadership. *Journal of Nursing Management*, 18, 84-89.



