Teaching Undergraduate Nursing Students: An Innovative Approach to Answering Clinical Questions Utilizing Current Evidence Based Practice

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Objectives and Disclosures:

- **Presenters:**
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- **Objectives:**
  - The learner will be able to re-design an undergraduate research course based on the interactive teaching approaches presented in this session.
  - The learner will be able to describe the various tools and techniques used to engage the student in the comprehension and application of evidence based practice.

*The preceptors whose names are listed on this slide certify that there is no conflict of interest with any organization or entity related to the content in this presentation. Additionally, no sponsorship or commercial support was received for this project.*
Background

- Originally tasked with the redevelopment of a 3 credit undergraduate nursing research course into a two week time frame that supported mastery learning.

- Responded to students comments on evaluations related to research and the application to the “real world” of nursing

- Wanted students to have a sense of excitement and ownership related to researching their own topics of interests vs. instructor driven focus
Methods:

- The course was redeveloped using traditional activities, examining different levels of evidence based practice research, and the designing of unique learning activities to teach research concepts.

- Students developed research skills through the generation of their own research question based on clinical experiences.

- The use of evidence based practice was taught through a systematic review process.
Methods:

- Strategies challenged the nursing students to apply research concepts to further elucidate solutions to clinical concerns experienced in the care setting.

- **Strategies included:**
  - Collaborative learning and group work
  - The generation of a unique PICO clinical question
  - Orientation to various search strategies provided by a library expert
  - A student activity entitled “what is in the box”
  - Attendance at a research center where current health related studies are in progress
  - A professional poster presentation
  - And other creative presentation methods
  - Use of blogging
Examples of Student Generated PICO Questions:

- Does an oral care protocol reduce the incidence of VAP in clinical care patients?

- Are there more positive outcomes associated with noninvasive ventilation vs. invasive ventilation via endotracheal tube intubation in preterm neonates requiring respiratory support?

- Is wilderness therapy an effective alternate treatment for adults with social isolation issues or disorders?

- Does music therapy have an effect on pain and/or anxiety in peri-operative patients?

- In adults on medical–surgical units needing vital sign documentation, what is the effect of using automated vital sign machines compared with portable/manual vital sign machines on reducing the incidence of vital sign documentation errors, which helps ensure patient safety and effective/proper treatment?
“Felt like I could use the principles of research in the “real world” and work place setting”

“The course provided step -by-step guidance with research strategies”

“Was taught how to search for legitimate research studies”

“Appreciated the ability to formulate our own research question and to examine a topic of interest”

“It was helpful that the library staff taught us how to do Boolean search methods and techniques”

“Very informative course overall”
Conclusion:

- A significant outcome that supported the changes and innovative strategies used in this course, was validated in the students’ end of course evaluations.

- Overall the evaluations were extremely positive.

- The curricular redevelopment of this course proved to be successful for undergraduate students.

- Based on the success of this course the design has been replicated in other offerings of research with similar positive results.
Video developed from a research project:

- https://www.youtube.com/watch?v=kIGQCiCiOLY&feature=youtu.be
References:


