

Title:

A Collaborative Approach to Educating Evidence-Based Practice Among BSN Students and Rural Hospital Nurses

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Session Title:

Rising Stars of Research and Scholarship Invited Student Posters

Keywords:

Critical Access Hospital, Evidence Based Practice and Student Initiative

References:

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Abstract Summary:

A rural hospital collaborated with a nursing program to inform the nursing staff of EBP principles. BSN nursing students created and implemented learning sessions using interactive learning strategies to increase staff knowledge and confidence with EBP application to practice. The staff and the students gained confidence and competence with EBP.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
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<p>Staff will begin to develop a mind that asks questions related to the bettering of their practice and learn how to develop those questions into a single PICOT format.</p>	<p>PICOT question handout- The staff was given handouts that outlined what a PICOT question was, the importance of establishing a PICOT question, and what the acronym stood for. The handout included pre made PICOT questions for examples. After looking through the PICOT handout, staff was asked to think of questions they had within their own practice that they would like to research.</p>
<p>Staff will take the beginning steps of learning how to navigate their own database to find research pertaining to their clinical question.</p>	<p>Staff was given a detailed handout describing the steps of using their provided database system. In addition, the staff was able to use their own computers to follow a live demonstration of the database navigation using a pre made PICOT question.</p>
<p>Students will gain confidence in the use of evidence based practice, database searching, and public speaking.</p>	<p>Students will be working with the CNO of the critical access hospital to speak to experienced nurses about evidence based practice. Students will spend time developing example PICOT questions, making handouts, becoming familiar with the databases, and presenting the material in order to provide the most accurate information possible.</p>
<p>Staff will learn how to appraise articles in order to differentiate strong evidence from weak.</p>	<p>Staff was given a handout outlining the steps of article appraisal. In addition, students provided pre found articles for the staff and students to appraise together. After student/nurse appraisal, the staff was able to find their own articles related to their PICOT question and appraise them through the handout that was provided.</p>

Abstract Text:

Description of Teaching Strategy or Project: The Chief of Nursing Officer (CNO) of a small rural hospital expressed a need for the nursing staff to gain proficiency in Evidence Based Practice (EBP). Through networking within a nursing research consortium, a partnership was established with the University of Southern Indiana's nursing program. The teaching strategy used was a student-driven interactive learning model. The goal was to increase the BSN students' confidence in teaching and for the RNs to increase their knowledge of EBP in order to implement EBP into their practice.

Implementation of Strategy or Project: Nursing students met with the CNO and devised a timeline to introduce EBP to the nursing staff during the unit staff meetings. Students attended five unit staff meetings offered at two different times, to accommodate varying shifts. Each educational session built on the previous one and provided a topical review. Nursing students created educational handouts and provided tools to aid in interactive learning. The topics included EBP definitions, the process of EBP, finding scholarly resources in the hospital database, and how to appraise evidence. Interactive strategies

included guided PICOT question formation, facilitated database searches, and demonstrations of article appraisal.

Outcomes: This active learning model revealed themes of increased confidence in both parties and established a relationship between a university and a rural hospital. Each teaching session augmented the understanding of EBP. Some units implemented EBP into their practice and have utilized the appraisal tools presented at the educational sessions for unit projects.

Implications for Education/Educators: The interactive learning strategy created an opportunity for students to develop and deliver an educational in-service at a critical access hospital and increase their own confidence with EBP. A collaborative partnership with neighboring nursing programs provides an innovative solution for rural hospitals who may not have robust educational resources for staff. This project includes a formal research agenda to collect quantitative outcomes.