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

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Background

- 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).
- A partnership was established with the University of Southern Indiana’s BSN program.

Implementation

Students attended five unit staff meetings offered at two different times. Each session built on the previous one and provided a topical review. Nursing students created educational handouts and provided tools to aid in interactive learning. Topics included:
- EBP definitions
- Process of EBP
- Finding scholarly sources in the hospital database
- How to appraise evidence

Teaching Strategy

A student-driven interactive learning model was used to:
- Increase RNs' knowledge of Evidence-Based Practice.
- Implement Evidence-Based Practice into their practice.
- Increase the BSN students’ confidence in teaching.

Outcomes

The project yielded outcomes for all stakeholders.
- Nursing staff began to implement EBP in their practice and utilized the appraisal tools presented at the educational sessions for unit projects.
- Students gained experience and confidence with:
  - the application of EBP
  - collaboration and communication skills
  - professional development.
- The rural hospital established a partnership with the University.

Implications for Practice

- A collaborative partnership with neighboring nursing programs provides an innovative solution for rural hospitals who may not have robust educational resources for staff.
- Opportunities exist for students to develop and deliver educational in-services at a critical access hospital and increase their own confidence with EBP.