

## Nursing Education Research Conference 2018 (NERC18)

### Generating and Translating Evidence to Simultaneously Impact Nursing Education and Patient Care With Undergraduate Research

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Undergraduate nursing programs often focus on using external evidence to inform decisions at the patient level, which is vitally important to achieving the evidence-based practice (EBP) goals established by the Institute of Medicine (IOM, 2001) and corresponding expectations set forth by the American Association of Colleges of Nursing (AACN, 2008) and the Quality and Safety Education for Nurses (QSEN; Cronenwett et al., 2007). However, to prepare undergraduate students to take an active role in driving evidence-based change in practice, it is essential to give students an opportunity to be mentored in generating and translating evidence to inform patient care at the systems level.

This presentation will focus on the outcomes and experiences associated with an undergraduate honors research program, as an innovative way for academe and practice to collaboratively prepare students for EBP and promote quality improvement for patients at the same time. Students will present how they expanded their EBP knowledge by identifying a clinical problem and then working collaboratively as a team, similar to a task force in practice, to gather and analyze data. Further, students will share how they learned to evaluate results in context of the clinical setting and external evidence, and develop implications by working collaboratively with peers, faculty, and practicing nurses. Students will present findings from their research on perioperative hypothermia and associated complications, as they speak directly to the significance of practice problem and the process of learning to use evidence to impact patient care at the systems level.

Perioperative hypothermia is an ongoing problem in practice, especially for female patients (Cunha Prado, 2015), older than 60 years of age (Torossian et al., 2015), administered combined anesthesia (Cunha Prado, 2015), undergoing a total knee or hip replacement (Frisch, Pepper, Rooney, & Silverton, 2017), and/or a longer stay in the operating room (Cunha Prado, 2015). The occurrence of perioperative hypothermia can have a significant impact on patient recovery as this has been associated with serious complications such as coagulation dysfunction, delayed recovery from anesthesia, impaired wound healing, and surgical site infection (Ying, et al., 2014).

Students will describe how results and corresponding implications of their study have informed policy change and education to impact patient care. Finally, students will describe how the experience impacted their value for EBP. Faculty will present how to coordinate successful projects with one or more honors students, focusing on topics in nursing education and practice. Further, faculty will discuss the many roles of the mentor in facilitating a positive experience from conceptualization to dissemination of results. Guidelines, which promote consistent expectations for faculty and students in relation to learning, research, dissemination, and support, will also be presented.

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**Title:**

## Generating and Translating Evidence to Simultaneously Impact Nursing Education and Patient Care With Undergraduate Research

### Keywords:

Evidence-based Practice, Impacting nursing education and practice and Undergraduate research

### References:

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### Abstract Summary:

Prepare undergraduate nursing students to take an active role in evidence-based change at the systems level. Partner with practice for an undergraduate honors research program to impact nursing education and quality improvement for patients.

### Content Outline:

- I. Introduction.
- II. Describe undergraduate honors program and process of partnering with practice.
- III. Present research on Perioperative Hypothermia to demonstrate process of undergraduate honors research.
- IV. Present implications for the study site and subsequent practice changes.
- V. Present how this impacts students' EBP knowledge, skills, and values.
- VI. Present guidelines to facilitate successful projects and positive outcomes for students and practice partners.

## VII. Questions

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**Professional Experience:** Ms. Dupnick is a senior-level student in the baccalaureate nursing (BSN) program at Indiana University School of Nursing. Her honors research is focused on perioperative hypothermia and her mentor is Dr. Amy H. Wonder.

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**Professional Experience:** Dr. Amy H. Wonder completed her doctorate in 2011 from Indiana University. She is currently an Assistant Professor at Indiana University School of Nursing. She also serves as a research consultant for evidence-based practice, quality improvement, and the associated educational needs of direct-care nurses and clinical leaders. Her research and scholarship, which is primarily focused on instrument development and rigorous evaluation of EBP knowledge across levels of education in academe and practice, is growing in use nationally and internationally. Additionally, she conducts and mentors research based on observed opportunities for improvements in academe and practice. Dr.

Wonder has expertise in curriculum and course design, as well as active learning and other innovative teaching strategies that simultaneously enhance nursing education and impact nursing practice.

**Author Summary:** Dr. Amy Hagedorn Wonder is an Assistant Professor at Indiana University School of Nursing, teaching undergraduate and graduate nursing courses. Her teaching connects academe and practice to facilitate the knowledge and skills needed to enact and lead EBP in practice. Dr. Wonder's scholarship is focused on instrument development and rigorous evaluation of EBP knowledge across levels of education in academe and practice.