

Sigma Theta Tau International's 29th International Nursing Research Congress

Scholarly Project Dissemination to Enhance Evidence-Based Practice Attitudes for Future Advanced Practice Nurses

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The International Council of Nursing recognizes the impact of nursing EBP contributions to global healthcare (Wilson, et al., 2016), yet barriers and challenges to adopt the EBP mindset and apply in practice continue to exist for the nursing discipline worldwide (Melynk, Fineout-Overholt, Gallagher-Ford, & Kaplan, 2013). Benefits of EBP and resultant improved health outcomes has been noted but many practice and academic institutions continue to struggle with development of a culture of EBP and a culture of inquiry. The lack of EBP continues to produce fragmented care, contribute to healthcare cost and poor healthcare outcomes (Melynk, 2014).

This symposium session will focus on one graduate nursing program's quest to transform their scholarly project dissemination process to enhance and impact the graduate student experience relative to EBP attitudes and EBP project dissemination. The adoption of electronic poster presentations with peer and faculty review provided an avenue for program learning outcome evaluation in addition to professional presentation netiquette. Poster presentation provides an environment of engagement and discussion with peers that is not always conducive through a podium presentation (Ecoff & Stichler, 2015).

The use of peer review for scholarly project dissemination provides a culture of inquiry and enables peers to constructively evaluate presented EBP projects/research. Melynk (2014) acknowledges the importance of academic institutions to build a culture of EBP and inquiry into their curriculums. Adopting a poster presentation dissemination format for EBP projects and integrating peer review with specific rubrics for evaluation into the process not only enhanced the dissemination experience, but provided student empowerment and a method of professional accountability to speak to their project on an EBP level (Spiva, Jarrell, & Baio, 2014).

A poster dissemination rubric was approved and utilized by peers and faculty for each student poster. The detailed rubric evaluates program learning outcomes, which include specific EBP competencies, in addition to best practices for poster development. The enhancement of the dissemination process in addition to the integration of peer review has provided a more robust project dissemination and creates an opportunity for graduate students to discuss current and future nursing implications of their project relative to EBP. The adoption of such evaluation practices has created an impetus for student interest in EBP in addition to enhanced knowledge, skills and attitudes toward EBP and improved health outcomes (Crabtree, Brenna, Davis, & Coyle, 2016).

Title:

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Symposium

Keywords:

EBP dissemination, Peer review of EBP and Program learning outcomes

References:

Crabtree, E., Brennan, E., Davis, A., & Coyle, A. (2016). Improving patient care through nursing engagement in evidence-based practice. *Worldviews on Evidence Based Nursing*, 13(2), 172-175.

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Spiva, L. A., Jarrell, N., & Baio, P. (2014). The power of nursing peer review. *The Journal of Nursing Administration*, 44(11), 586-590.

Wilson, L., Acharya, R., Karki, S., Budhwani, H., Shrestha, P., Chalise, P...& Gautam, K. (2016). Evidence-based practice models to maximize nursing’s contributions to global health. *Asian Journal Nursing Education and Research*, 6(1), 41-47. Doi: 10.5958/2349-2996.2016.00009.4

Abstract Summary:

This presentation will discuss the value in utilizing innovative electronic poster presentations for scholarly project dissemination. The addition of peer and faculty review with a detailed rubric aligned with program learning outcomes provides an avenue for EBP application and evaluation.

Content Outline:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	TEACHING/LEARNING METHOD
The learner will discuss innovative and creative platforms to evaluate EBP attitudes through scholarly project dissemination.	Events that elicited a poster presentation platform.	5 minutes	Discussion
			Lecture
			PowerPoint
	Creation of an electronic poster do’s and don’ts.		
The learner will evaluate a specific electronic poster presentation rubric.	Application of detailed rubric aligned with	5 minutes	Discussion

	program learning outcomes.		PowerPoint
			Apply an actual poster presentation rubric.
The learner will discuss best practices for peer review and future implications toward EBP.	Best practices for peer review via electronic poster presentations.	10 minutes	Discussion
			Pair and share
	Use of peer review for future applications and evaluation of EBP.		

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Professional Experience: 1989- present, Registered Nurse 2005-present, Nurse Educator. Serves as associate dean for graduate and RN-to-BSN programs. Provides curriculum and evaluation oversight for both programs. 2007-present, member of the International Nursing Association for Clinical Learning and Simulation (INACSL). Currently serves on the research committee and is the INACSL webinar planning committee chair and nurse planner for webinars. Multiple international, national and state presentations on simulation. Several teaching awards.

Author Summary: Dr. Breymier is the associate dean and an assistant professor at the Indiana University East school of nursing and health sciences. She currently serves as the INACSL webinar committee chair and nurse planner for webinars in addition to serving on the INACSL research committee. Dr. Breymier has presented internationally, nationally, and at the local level regarding nursing education and innovations in nursing education for the past 13 years.