Teaching EBP through a Senior Project and Its Impact on Outcomes
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**Problem:** EBP is the process by which nurses make clinical decisions using the best available research evidence, their clinical expertise, and patient preferences in the context of available resources (Di Censo et al 1998).

**Evidence:** Senior baccalaureate nursing students have the opportunity to collaborate with nursing administrators in local health care organizations to examine EBP and to offer recommendations toward improvement for those seeking Magnet recognition renewing Magnet status.

**Strategy:** Faculty in senior courses meet with nurse administrators to explain the EBP project and the collaborative option for eliciting problems that need evidence gathered. Problems are identified. Faculty guide the students in determining ways to gather evidence. Students actively participate by searching, analyzing and documenting the best evidence on the problem. EBP projects have focused on safe patient handling, rapid response teams, and documentation.

**Practice Change:** Hospitals participating in the projects, have developed or improved their policies and procedures, formed unit or departmental research teams, altered staffing patterns or hiring practices, and many are seeking Magnet status. Results: These projects have given our school of nursing a unique and powerful relationship between practice and education.

**Evaluation:** In addition to faculty evaluation of the projects against outlined criteria, the outcomes of our baccalaureate program are compared to the final reports generated from the EBP projects by an outside nursing reviewer from practice or education.

**Results:** This project has been highly successful. The projects are presented to nursing administrators and staff in the selected hospitals each semester. There is a noticeable euphoria about quality care through EBP among nursing administrators and staff.

**Recommendations:** Each semester we both benefit so we plan to continue these projects.

**Lessons Learned:** We have learned how education and practice can both benefit from collaboration.

**Bibliography**


Oncology Nursing Society: Evidence-Based Practice Resource Area-
http://onsopcontent.ons.org/toolkits/evidence/Topic/use.shtml