Integrating Evidence Based Practice into Undergraduate Nursing Students Simulation Scenarios
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Background:
The role of evidence-based practice (EBP) in the profession of nursing has been a part of each student’s professional development and skill acquisition. Concepts are taught in undergraduate nursing programs; however, the ability to integrate these concepts when they begin practicing can become problematic. Present healthcare delivery systems expect nurses to be able to critique empirical evidence, discriminate between conflicting information, and apply evidence-based changes to improve patient outcomes. The concept of integrating EBP into patient care should be a fundamental process; however, new graduates lack understanding of the application process when synthesizing information for best practice outcomes.

Purpose:
The purpose of this learning strategy was to enhance undergraduate nursing students’ ability to translate knowledge from the empirical literature to support EBP nursing interventions. Practicing the translation of synthesizing EBP and best outcomes enhances students understanding that empirical evidence supports their nursing interventions.

Materials:
Senior nursing students were required to find a scholarly nursing article related to the simulation scenario. This article was to provide empirical evidence supporting nursing interventions and best patient outcomes. Students presented their findings to the class prior to the simulation.

Methods:
Discussion and focused learner outcomes were utilized to integrate the students’ understanding of the EBP found in the article. Thus, allowing them to incorporate EBP as they participated in the simulation.

Results:
Presenting EBP information and applying it to simulation scenarios yielded improved understanding of why nurses implement specific practices for best patient outcomes. By discussing the articles prior to the simulation, students were better able to connect the empirical literature to best practices.

Conclusions:
Students were able to apply the EBP interventions during simulation, which enhanced their understanding about the need to support nursing interventions with empirical evidence.