Through a Different Lens: Integrating EBP into Specialty Nursing Practice
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Background: Faculty is obliged to guide undergraduate students in understanding their role in transforming clinical practice, ensuring safe quality care using best evidence. Students need to pose important clinical questions about the “what and why” of their practice. The first phase of the project reengineered a traditional nursing research course, and provided a foundation of workable EBP skills. The second phase describes the progression of EBP strategies into specialty practice areas of an accelerated combined BSN-MSN program.

Level of Educational Program: Undergraduate

Targeted Learning Outcomes:

1. Formulate specialty focused clinical questions.

2. Critically appraise the best evidence for each specialty

3. Integrate the steps of the EBP process in planning, implementing, and evaluating outcomes of care.

4. Collaborate in the collection, documentation, and dissemination of evidence

Teaching Learning Activities:
In the first semester, the students select a CMS “never event”. In the Research and EBP course, the students develop a clinical question, conduct a literature review, appraise the literature and present a summary of the evidence. In the second semester, activities are tailored to each specialty. In the medical-surgical course, students expand upon their question as it applies to their clinical placement. In maternal-newborn nursing, students apply best practices for simulated multicultural patients, using evidence-based case studies. In Pediatrics, students explore the same CMS never event, tailor their clinical question and select interventions based on the developmental level of the child and family. In Population Health, students adapt their PICO question to community based populations. In the final semester, during a clinical immersion experience, students and preceptors work together develop and implement EBP projects.
Evaluation of Approach:
Student feedback is positive, and success was noted in peer reviewed professional presentations. Clinical partners recognized student EBP skills as motivating for staff. Success is evidenced by 100% NCLEX pass rate, and large percentage of students proceeding to graduate study.

Bibliography:


Pravikoff, D.S., Tanner, A.B., & Pierce, S.T (2005). Readiness of US nurses for evidence-based practice: Many don't understand or value research and have had little or no training to help them find evidence on which to base their practice. American Journal of Nursing,105(9), 40-51.