From Cell Phones to Salsa: Innovative Methods to Teach EBP
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**Problem:** Students and clinical staff are taught research and evidence-based practice (EBP) strategies in a classroom setting, however, they often fail to integrate it into ‘real world’ practice. To move beyond the theoretical to concrete implementation, new educational tactics are needed.

**Evidence:** It takes years to implement evidence into clinical practice. Additionally, nurses report being overwhelmed with the amount of literature presented and the ability to critique it. While there are multiple frameworks to implement EBP, there still remains a gap between evidence and practice (Melnkyk & Finout-Overhol, 2010; Newhouse & White, 2011). Innovative EBP teaching methods are needed to bridge this gap.

**Strategy:** The curriculum of a research and EBP course in an undergraduate baccalaureate nursing program was revised to include technology and object lessons. Some of the methods are summarized below. Each class started with ‘research in the news’. Students critiqued the latest evidence and ‘voted’ by cell phone if the evidence was strong enough to implement. The PICOT question was taught by making salsa (P = Peppers, I = Lime, C = Cilantro, O = Onion, T = Tomato). Students used large posters in class to depict a study design that would support an EBP project. Statistics were taught using candy. The class conducted t-tests and Chi-Square using Plain, Peanut and different colored candies.

**Practice Change:** As a result of the ‘real world’ approach, students were able to provide a rapid ‘on the spot’ review and critique the strength of evidence.

**Evaluation:** Students were able to see a direct connection between the evidence and their clinical practice.

**Results:** The students in the course responded positively to the activities in the course. After a few weeks, they began to bring their own ‘research in the news’ from their clinical experiences.

**Recommendations:** Every opportunity to discuss evidence based practice and research must have a direct clinical approach.

**Lessons Learned:** Collaboration with clinical settings is essential to meaningful EBP strategies.

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Bibliography: