Improvement of EBP Resources Utilization among BSN Students
M. Danet Lapiz-Bluhm, PhD, RN
UT Health Science Center San Antonio
Christine Gaspard, Katherine Prentice, Angela Myatt

Problem: Translation of research evidence to practice is estimated to be 17 years (Institute of Medicine, 2010). This may partly due to the lack of expertise among healthcare professionals to access evidence-based practice (EBP) resources.

Evidence: EBP is the integration of the best research evidence with clinical expertise and the patient’s unique characteristics (Sackett et. al., 1996). The estimated 17-year bench-to-clinic translation time lag (IOM, 2010) is unacceptable, but may in part be due to the lack of knowledge of EBP resources. There is a need for this education.

Strategy: Nursing students are potential EBP champions and translators. This project aimed to increase the utilization of EBP resources among junior BSN students enrolled in a nursing research course (NURS 3402). With the collaboration of SON faculty and librarians, a cohort of NURS 3402 students (n=125) in Spring 2011 semester received an intensive orientation on the use of library resources and EBP databases for their EBP project paper and poster presentation.

Practice Change: Improvement of EBP resource utilization and satisfaction was measured through surveys before (pre-test), at mid-point and following (post-test) the course.

Evaluation: The students identified lack of knowledge of how to access EBP resources only at pre-test. The students’ satisfaction with their use of EBP resources was highest at post-test along with the perception of the usefulness of the EBP databases. There was a significant increase in the utilization of EBP resources at midpoint and post-test.

Results: The interventions improved the BSN students’ EBP resources utilization and appreciation of usefulness of EBP databases.

Recommendations: Because of the shown improvement, the interventions will be continued in the SON. Adaptation in the Schools of Medicine and Health Professions is recommended.

Lessons Learned: Provision of a solid foundation on access and use of EBP resources is necessary for EBP utilization and translation. Interprofessional collaborative initiatives can facilitate this process. Outcomes must be measured to provide evidence for success of initiative and intervention.
Bibliography: