EBP²: The Evidence on Educating for Evidence-Based Practice
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Background:
It is widely known that evidence based practice is the key to delivering the high quality care and ensuring the best outcomes. Despite this, EBP is not always the norm. This is also true in the academic setting. Essential III of The AACN Baccalaureate Essentials (2008) addresses scholarship for evidence-based practice; however, integrating EBP throughout an undergraduate curriculum poses many challenges.

Level of Educational Program: Undergraduate Accelerated BSN Program

Targeted Learning Outcomes:
• Integrate the steps of the EBP process in planning, implementing, and evaluating outcomes of care.
• Collaborate in the collection, documentation, and dissemination of evidence

Teaching-Learning Activities:
Over the past three years we reengineered evidence based practice education in our accelerated BSN program, using the AACN Baccalaureate Essentials as our roadmap. The first phase of the project reengineered a traditional nursing research course, and provided a foundation of workable EBP skills. The second phase involved the progression of EBP strategies into specialty practice areas. Included in all phases is the dissemination of student work via presentations at local and national conferences. The final phase of the reengineering involved the measurement of EBP knowledge.

A pre-posttest design was utilized. After obtaining approval from the university IRB, students were pre-tested at the start of the accelerated BSN program and post tested at the end of the first semester, following the students’ first work with EBP. Qualitative data was obtained via surveys at the end of each course in the program. Quantitative data was obtained using the ACE-ERI instrument.

Evaluation of Approach:
Qualitative data from students demonstrated an increase in knowledge of EBP and appreciation for the importance of EBP as a cornerstone of professional nursing practice. This data was consistent with the quantitative data. Future plans are to post test the accelerated students at the completion of the BSN portion of the program, as well as to implement the measurement with the students in the traditional four year undergraduate program.

Bibliography:

