Growing EBP Champions through a RN to BS Program
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Background: EBP skills are fundamental to professional advancement for Registered Nurses. Our new online RN to BS program begins with an EBP course including an assessment using the ACE-ERI. The course builds student competency and confidence preparing them for follow-up EBP projects throughout the program. Students use an electronic portfolio to compile their developing body of knowledge. The project sequence is implemented in the student’s workplace and culminates in leading coworkers on the EBP journey.

Level of Educational Program: Undergraduate

Targeted Learning Outcomes:
1. Formulate practice focused clinical questions.
2. Critically appraise the evidence for each question.
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:
First semester: Each student develops a PICO format clinical question from their workplace and searches for a systematic review, clinical guidelines, and current research on the topic. They appraise the research and create an evidence based practice improvement proposal including an abstract, paper, and poster. The poster is presented at an interprofessional conference and evaluated by attendees. Students begin a professional e-portfolio that expands throughout the RN BS program and sets the stage for graduate study.

Second semester: Students are mentored by EBP champions and begin to function as advocates in their workplaces. They expand the scope of their questions and examine multidimensional evidence through an online journal club and interprofessional grand rounds.

Third semester: Students explore their question from a global perspective and apply international evidence to improve transitions across settings of care.

Fourth semester: Students begin serving as EBP role models for the incoming class while implementing practice improvement projects with co-workers.

Evaluation of Approach:
Post-assessment using ACE-ERI is pending. Student feedback is positive, and success was noted in peer reviewed professional presentations. Clinical partners recognized student EBP skills as motivating for staff.

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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.