

Achieving Evidence-Based Competence in Undergraduate Education
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Problem

Undergraduate nursing curricula have focused on research utilization as a means of integrating research into practice. Few strategies for teaching EBP competencies across the curricula are evident.

Evidence

Early introduction of the ACE STAR model of *Essential Competencies for Evidence-Based Practice in Nursing* (Stevens, 2005) prepared undergraduate students to apply EBP in clinical practice.

Strategy

A new pre-licensure baccalaureate nursing program was developed using evidence based practice as one of the eight program outcomes. Program outcome was leveled to show progress in EBP competencies over four semesters.

Practice Change

Specific assignments were designed for each level to develop essentials competencies for EBP in nursing.

Evaluation

Evidence of meeting leveled competencies was build into progression in the program. Student surveys at program start and end of each successive semester indicate student confidence in EBP practice.

Results

Preliminary results indicate increasing competence and confidence as shown by ability to move from presenting EBP findings to peers and then to health care professionals. Over 25 group projects have been developed and presented by students to peers and health care professionals through poster presentations and staff inservice meetings.

Recommendations

Nursing programs implement a coordinated curricular strategy based on developing essential competencies for evidence-based practice in nursing over the entire nursing program.

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