

Evidence-Based Practice: Simple as Apple Pie
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Problem: Educating undergraduate nursing students about evidence based practice concepts and skills is essential if they are to become safe and effective providers, yet few programs have incorporated this content into the curriculum.

Evidence: A review of literature was conducted to find the answer to “What are some strategies for incorporating Evidence Based Practice content into an undergraduate nursing curriculum?”

Strategy: An introduction to the concept of Evidence Based Practice was done in a nursing fundamentals course during the time that urinary catheterization was taught. Evidence Based Practice was introduced by using lecture and a systematic review on the association of infections and length of catheterization time. Students gained a foundation of the concepts through an interactive teaching strategy by using “**apples**” as symbols of systematic reviews, peer reviews, and research studies.

Practice Change: Evidence Based Practice concepts have been integrated into the undergraduate program at a very early level.

Evaluation: Students’ knowledge was measured with a pre and post test.

Results: At pre-test, two classes of undergraduate students in the first clinical semester showed that 60 % of the students were unaware of the concept “evidence based practice.” At post-test, 75% of the students stated that they now understand the concept.

Recommendations: Incorporating current course content tied with interactive activities are an effective means of introducing Evidence Based Practice awareness into an undergraduate curriculum.

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