

**Teaching the RN to BSN Student: Research Consumerism at the Bedside**  
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**Problem:** Nursing educators historically agree that research is best done by nurses prepared at the Master's level and above. The BSN continues to be present at the bedside or in unit management, delivering or closely supervising patient care. The recent emphasis on evidence-based practice in nursing curricula and in practice settings has highlighted a gap in nursing education. Research courses taught at the baccalaureate level are not really preparing nurses to be researchers, nor are they teaching BSNs to be effective research consumers. Students often complete research courses confused and frustrated, not ready to do research and yet not adequately prepared to produce quality patient outcomes based on best evidence.

**Solution:** RN to BSN faculty have re-designed the online research course to prepare graduates to be research consumers, not researchers. Faculty wrote new objectives, assignments and other assessments of learning using a new text and other resources. New objectives were written to meet or exceed the essential competencies for the BSN, (AACN, 1998); to teach evidence-based practice as described by Stevens (2005); and to encourage effective research consumerism (Pravikoff, Tanner & Pierce, 2005). The terminal activity of the course is to write a paper describing (1) a current clinical problem and (2) results of a search for related evidence on which to base appropriate nursing practice.

**Evaluation:** Outcomes of the new course have not yet been examined. Early feedback is positive and faculty will modify the new course based on student evaluations. Faculty will also be asking for feedback from clinical facilities that regularly employ WCU students.

**Early observations:** Early feedback indicates that students like the new course and find it relevant and applicable to clinical settings.

## References

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