

Teaching EBP Principles Through Senior Nursing Student Projects

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Problem

As a private college of health sciences transitioned from a Diploma program to BSN and RN to BSN programs, the development of objectives for practice improvement became of greater need.

Strategy

Students work with an RN preceptor to design a practice improvement project.

The utilization of multiple health care sites brings about a broad range of options for improvement studies and procedural evaluations.

Course (Practice) Changes

College and facility contracts were expanded. Departments in regional medical and rehabilitation centers, hemodialysis centers, orthopedic specialties, home health agencies, heart institute specialties, and surgical hospital specialties are utilized.

Students present their findings at the facility and in the classroom. Student presentation content includes:

- identified problem/question
- literature searches, consultation with experts, customer preference
- approach/methods
- aggregated data
- analyzing of evidence
- impact on patient care and nursing practice
- recommendations made for practice changes
- bibliography/references

Evaluation

Outcome measures dependant upon projects, some examples:

- culture of safety satisfaction survey
- peripherally administered dopamine in critical care and acute care
- organizational utilization of rapid response team and codes called
- sedation administration (conscious sedation vs. deep sedation) in an ED
- evidence for the use of coude~ catheters in males 50 years and older
- development of hospital acquired pneumonia in a neurosciences unit
- nurse overtime and work days missed
- temporal artery thermometer correlations with other methods of thermometry

Results

Students experience:

1. application of PICCO
2. self direction, group work, and problem solving
3. unit and/or department practice changes based on project findings
4. undergraduate poster board presentations developed, though not a requirement of the course.

Lessons learned

1. students working in collaboration with RN preceptors are successful in contributing to professional practice changes
2. strengthening relationships between the college and health care facilities