

Using an Evidence Based Practice Assignment
In an Undergraduate Research Course

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The purpose of the assignment was to assist baccalaureate nursing students understand the importance of evidence based practice (EBP) by identifying a clinical nursing problem/question they observed in practice, searching the literature for evidence related to the problem/question, and then creating a poster with another student. Integrating EBP assignments into undergraduate nursing courses involves several strategies/stages, and a shift in traditional methods of presenting content/encouraging students to play active roles in their learning. Therefore, faculty initially discussed this assignment and other EBP assignments with colleagues to be sure it would build on rather than duplicate other/previous EBP assignments. Then, the definition/principles of EBP were discussed and students identified a clinical nursing problem/question they observed in practice and were interested in solving/answering. Students then searched several data bases for evidence related to solving the problem/answering the question, and developed a poster describing the problem/question and the solution/answer. Poster topics included smoking prevention programs, fatigue in cancer patients, management of pediatric pain, the impact of exercise programs on obesity, and the benefits of parental presence during pediatric procedure. Students/faculty were invited to attend a poster session at the end of the semester, evaluate the posters, and become actively involved in dialogue. Posters were also presented at a local medical center, where nurses/other interested health care professionals (HCP) engaged in similar dialogue. Faculty/student comments were positive and the experience deemed worthwhile. It is an innovative, relevant, and successful way to learn about EBP. Students indicated this experience assisted them recognize their obligation as professionals to base practice on evidence, improved their ability and self confidence in designing and completing a collaborative project, and increased their appreciation for/fostered their ability to integrate evidence into practice. Staff nurses/HCP learned the importance of EBP and appreciated the new knowledge gained by viewing the posters.

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