TEACHING EVIDENCE-BASED PRACTICE IN AN ASSOCIATE DEGREE NURSING PROGRAM

Nurse educators are challenged to include content related to standards of nursing, including:

- Quality Care: The nurse systematically evaluates the quality and effectiveness of nursing practice.
- Research: The nurse uses research findings in practice.

At Westmoreland County Community College, the content related to research and evidence-based practice is integrated into a third semester course entitled, "Role of the Associate Degree Nurse." Learning this content is facilitated by using a variety of teaching strategies: lecture, article search and critique, and group presentations. These strategies apply recommendations made by the National Council of State Board of Nursing (NCSBN) and the National League of Nursing to involve students as active participants, combine online strategies with traditional strategies, provide feedback, and integrate evidence-based practice into curriculum.

Lecture

The lecture presents information about the beginning nurses' roles in evidence-based practice; the definition of evidence-based practice and how it is transferred into practice; the differences between quantitative and qualitative studies; how to search quality resources such as Medline or the Cumulative Index to Nursing and Cumulative Index to Nursing and Allied Health Literature (CINAHL); and how to read and critique evidence-based practice articles. The students are given the remaining class time to search for an online article.

Article Search and Critique

Application of the evidence cannot proceed without finding and analyzing the evidence.

Students are instructed to choose a quality online resource and a topic of interest to them. For example, the topic may relate to their current specialty rotation—i.e., critical care, mental health, obstetrics, pediatrics, or advanced medical/surgical nursing. A rubric for writing the critique is posted online. Students are encouraged to submit a draft of the critique online before submission for grading. This gives faculty the opportunity to approve the topic and correct missing or unclear content. Students bring their articles to class before online submission for the final grade.

Group Presentation

Students divide into groups in class according to their article topics. Often, several students choose the same article; however, a variety of topics and specialties is always represented. A handout describing the four components of an evidence-based practice question is distributed—PICO—**P**atient population of interest (setting, age, gender, ethnicity, diagnosis), **I**ntervention of interest (exposures, treatments, perception, diagnosis, test, prognosis), **C**omparison of interest (placebo, another treatment, or usual care), and **O**utcome of interest (risk of disease, accuracy of diagnosis, adverse outcomes.)

Students are asked to write a PICO question related to the article and determine if the article presented evidence related to therapy, etiology, prevention, diagnosis, or diagnostic test. They write in their groups, then write the PICO question on the board, and present how it could be applied to practice. Teacher and students discuss the relevance of the evidence and how to transfer it into practice, including the socio-cultural and political milieu.

Conclusion

These teaching strategies provide faculty with a practical means of providing instruction and incorporating the components of evidence-based practice at a level appropriate to the associate degree student. We find they help improve patient care and enhance students' abilities to think critically in the clinical setting.

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Jerry Sue Thornton, President, Cuyahoga Community College (OH)

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Deanna R. Robinson, Professor, Mathematics, and Faculty Organization President, San Jacinto College North (TX)

Suanne D. Roueche, Editor, NISOD Publications, and Senior Lecturer, Department of Educational Administration, The University of Texas at Austin (Moderator)

Middle College and Early Colleges: Does Your Community Need One?
Cecilia Cunningham, Director, Middle College National Consortium (NY)

Leicha Shaver, Principal, Middle College High School, El Centro College (TX)

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Suzanne Nicholson, Middle College High School Counselor, El Centro College (TX)

Fundamentals of Good Assessment: Student Learning and Outcomes
Cathrael Kazin, Director of Strategic Relations, Higher Education Division, Educational Testing Service (ETS) (NJ)

Afternoon Preconference Seminars ♦ Sunday, May 25 ♦ 1:00-3:00 p.m.

Growing Your Own: How to Develop a World-Class Leadership Development Institute
Walter G. Bumphus, A.M. Aikin Regents Chair in Junior and Community College Education Leadership, The University of Texas at Austin

Angel Royal, Director, Special Program and Initiatives, Best Associates (TX)

Richard Rhodes, President, El Paso Community College (TX)

Donald Cameron, President, Guilford Technical Community College (NC)

Phillip W. Neal, Doctoral Student, Community College Leadership Program, The University of Texas at Austin

Dual Enrollment Academy Programs
Nicolas Gonzalez, Director of High School Programs and Services, South Texas College

Lupe Chavez, Coordinator for Dual Enrollment Academies, South Texas College

Shirley A. Reed, President, South Texas College

Factors Affecting Student Performance—and How to Influence Them
Jim Hammons, Professor, Higher Education, The University of Arkansas

Achieving the Dream: Lessons Learned in Fostering Institutional Transformation and Implementing Interventions
Byron McClenney, Director, Achieving the Dream, Community College Leadership Program; and Senior Lecturer, Department of Educational Administration, The University of Texas at Austin

Margaretta Mathis, Associate Director, Achieving the Dream, Community College Leadership Program; and Senior Lecturer, Department of Educational Administration, The University of Texas at Austin

Innovative Workforce Education Responses to Community Needs
Steve Kinslow, President, Austin Community College (TX)

Mike Midgley, Vice President, Workforce Education and Business Development, Austin Community College (TX)

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