



INNOVATION ABSTRACTS

Published by the National Institute for Staff and Organizational Development (NISOD) • College of Education • The University of Texas at Austin

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—Patient population of interest (setting, age, gender, ethnicity, diagnosis), Intervention of interest (exposures, treatments, perception, diagnosis, test, prognosis), Comparison of interest (placebo, another treatment, or usual care), and Outcome 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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General Sessions

Sunday, May 25



Ron Williams
Vice President
The College Board

Monday, May 26



Vincent Tinto
Distinguished University Professor
Syracuse University (NY)
2008 Suanne Davis Roueche
Distinguished Lecturer

Tuesday, May 27



Larry Gatlin
Singer/Songwriter/Actor
2008 Amado M. Peña Journey of Excellence
Award Recipient

Wednesday, May 28



Excellence Awards Celebration
More than 1,300 faculty, staff, and
administrators will be celebrated during this
inspirational close to the conference.

Morning Preconference Seminars • Sunday, May 25 • 9:30-11:30 a.m.



Women Leaders: Reflecting on the Past and Inspiring the Future

Cindy Miles, President, Hialeah Campus, Miami Dade College (FL)
Jerry Sue Thornton, President, Cuyahoga Community College (OH)
Dorothy Duran, Vice President, Academic Affairs, Iowa Western Community College
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)
Howard Finney, Executive Dean, Business/Public Service, El Centro College (TX)
Suzanne Nicholson, Middle College High School Counselor, El Centro College (TX)



Fundamentals of Good Assessment: Student Learning and Outcomes

Cathrae 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)



Enhancing Economic Prosperity and Sustainability via Innovation and Entrepreneurialism

Steven VanAusdler, President, Walla Walla Community College (WA)



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Suanne D. Roueche, Editor

April 25, 2008, Vol. XXX, No. 14

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Innovation Abstracts (ISSN 0199-106X) is published weekly following the fall and spring terms of the academic calendar, except Thanksgiving week, by the National Institute for Staff and Organizational Development (NISOD), Department of Educational Administration, College of Education, 1 University Station, D5600, Austin, Texas 78712-0378, (512) 471-7545, Email: abstracts@nisod.org