

EVIDENCE-BASED PRACTICE
ANNOTATED BIBLIOGRAPHY
OCTOBER 2007 – NEW CITATIONS

Burman, M. E., Hart, A. M., Brown, J., & Sterard, P. (2007). Educational innovations. Use of oral examinations to teach concepts of evidence-based practice to nurse practitioner students. *Journal of nursing education, 46(5), 238-242.*

Evidence-based practice has become part of nurse practitioner education. One innovative approach to teaching and evaluating evidence-based practice is the implementation of oral examinations, in which students orally present their review of a research article. Prior to the examination, students are given a research article to critique and can prepare for the examination using their notes and textbooks. At a scheduled time, they meet with a faculty member to respond to both predetermined and unexpected questions requiring critique of the research and thorough explanation of how it will (or will not) influence their practice. Although this approach may produce anxiety in students, it provides another way to evaluate students' ability to communicate about a complex topic and is an excellent complementary evaluation method to other approaches, such as case studies or written examinations. (Source: PubMed)

Distler, J. W. (2007). Critical thinking and clinical competence: Results of the implementation of student-centered teaching strategies in an advanced practice nurse curriculum. *Nurse education in practice, 7(1), 53-59.*

The nursing profession has advanced dramatically over the past 50 years. People are living longer, technology is advancing at a rapid rate, and patients are presenting more critically ill. The recent move in the US and other countries away from secondary and tertiary care towards primary care will have a dramatic impact on the practice of nursing as the focus of treatment is aimed at prevention and maintenance of health.

Budgetary constraints and a shrinking nursing workforce have added additional strain on the ability of nurses to remain clinically competent in this fast-paced healthcare environment. In addition, the demographics of students have shifted, with more adult and ethnically diverse students entering various nursing programs. These changes have compelled schools of nursing worldwide to revise their approach to student education to keep up with the challenge associated with these influences. Terms such as problem-based learning, critical thinking, evidence-based practice, and student-centered teaching strategies have replaced traditional terminology typically linked with education and practice. However, it appears that not all centers of nursing education have embraced the need to change to new methods of teaching and continue to teach as they were taught. This article will detail the approach used to develop and implement problem-based learning in an advanced practice nurse curriculum in the US. The results and recommendations for implementation are discussed based upon student and nurse educator feedback. (Source: PubMed)

Ireland, M. (2006). Baccalaureate student participation in a faculty research project: A win-win experience. *The Journal of the New York State Nurses' Association*, 37(2), 10-15.

Baccalaureate student involvement in a faculty research project is presented as an opportunity for faculty to integrate teaching, practice, and research, and as a mechanism for students to: a) meet clinical course objectives and b) increase their familiarity with, interest in, and understanding of the role of research in developing a scientific basis for practice. Fifteen senior nursing students functioned as research assistants (RAs) and collected psychological and pulmonary data in the homes of primary caretakers who had a school-aged child with asthma. A description of student preparation for the RA role, their experiences as RAs, and feelings following participation are reported. (Source: PubMed)

Mohide, E. A., & Matthew-Maich, N. (2007). Implementation forum. Engaging nursing preceptor-student dyads in an evidence-based approach to professional practice. *Evidence-based nursing, 10(2)*, 36-40.

This paper describes a pilot project of an educational workshop designed to engage nursing preceptors and their senior undergraduate students in an evidence-based approach to practice. The educational process, content, and teaching-learning strategies are outlined, and the evaluation is discussed. The paper concludes with recommendations for the formal implementation of the workshop as an educational offering. (Source: Publisher)

Morgan, P. D., Fogel, J., Hicks, P., Wright, L., & Tyler, I. (2007). Strategic enhancement of nursing students information literacy skills:

Interdisciplinary perspectives. *The ABNF journal : Official journal of the Association of Black Nursing Faculty in Higher Education, 18(2)*, 40-45.

Nursing students are required to keep abreast of evolving new health care information. It is important for nursing students to develop the skills and knowledge to access nursing and medical databases for their professional growth and development to perform evidence-based practice. A collaborative approach between faculty and librarians is one way to ensure the success of students in acquiring the skills on how to access and use new health care information. The collaborators of this paper discuss strategies of how to conduct database searches for research articles. This paper is written in collaboration with faculty, librarians, and a doctoral student who have experience teaching nursing students at a historically black college and/or university, or at minority serving institutions. (Source: PubMed)

Norton, C. K., Dimon, A., Richards, R. K., Kelly, S., & Frey, I. (2007). The introduction of family presence evidence-based practice into a baccalaureate nursing curriculum. *Critical care nursing quarterly, 30(4)*, 364-371.

The topic of family presence (FP) during cardiopulmonary resuscitation or

invasive procedures has recently received attention and debate among healthcare professionals due to pioneering research in this field. Studies completed have included family perspectives on family presence, patients' feelings on family presence, and healthcare providers' views on family presence. Two key areas found to correlate with family presence acceptance among healthcare providers are education and experience. Senior nursing students in one baccalaureate program were introduced to this topic during a 3-hour class on death and dying. Comparisons between pretest and posttest scores revealed an increase in the acceptance of family presence as a priority in nursing care of the critically ill. (Source: PubMed)

Schmidt, N. A., & Brown, J. M. (2007). Use of the innovation-decision process teaching strategy to promote evidence-based practice. *Journal of professional nursing, 23*(3), 150-156.

The purpose of this article is to describe the innovation-decision process teaching strategy (I-DPTS) based on the model of diffusion of innovations. A goal of baccalaureate nursing education is to develop competencies required for evidence-based practice. Such practice merges clinician expertise, patient preferences, and critical evaluation of the literature to improve patient outcomes and reduce health care costs. Several strategies to promote evidence-based practice have appeared in the literature. However, when they are examined in light of the innovation-decision process, they do not address all the essential steps for adoption to occur. The I-DPTS allows students to achieve competencies necessary to overcome barriers associated with implementing best practices. This strategy was successfully implemented in a senior-level introductory nursing research class. Community representatives identified practice issues that could be addressed by student groups. After conducting a search of the literature, students analyzed the evidence, determined best practice based on the evidence, and developed a policy for implementation in clinical settings. At course

end, representatives were invited to attend oral and poster presentations. Use of the I-DPTS better prepares students to implement best practice as they embark on their professional careers. (Source: PubMed)

Schoenfelder, D. P. (2007). Simply the best: Teaching gerontological nursing students to teach evidence-based practice. Creating tip sheets can help achieve the goal of implementing EBP in clinical facilities. *Journal of gerontological nursing, 33(8)*, 6-11.

This article describes a teaching strategy used in an undergraduate gerontological nursing clinical course to familiarize students with evidence-based practice. Students are required to read and summarize an assigned evidence-based practice guideline published by The University of Iowa Gerontological Nursing Interventions Research Center. They then develop a "tip sheet," based on the assigned guideline, to disseminate to health care staff at their practicum sites, which is either a long-term care facility or a hospital-based skilled nursing facility. Nursing students' reactions to the assignment and nursing staff's responses to the tip sheets are discussed. (Source: PubMed)