

The Organization for Associate Degree Nursing (OADN) values the role of the nurse educator. Being an effective educator can impact students and their patients for decades. It is for this reason that we promote incorporation of Quality and Safety Education for Nurses (QSEN) into nursing curriculum at all levels. Over the course of several months, the QSEN workgroup will post each of the six pre-licensure competencies. These posts are brief summaries of the competency with some tips for practical application in your role as a nurse educator.

QSEN Competency # 4-Evidence Based Practice (EBP)

Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Nursing students today have a multitude of information readily available, however they often lack the knowledge and skills to effectively interpret that evidence or implement its use in clinical practice. A significant gap between evidence and nursing practice is acknowledged and an emphasis on the need for instruction of nursing students in these skills (Ashktorab, T., Pashaeypoor, S., Rassouli, M., Alavi-Majd, H., 2015) has been identified. This content area addresses the evaluation and use of quality evidence as the basis for clinical practices and quality improvement efforts. It also addresses the attitudes that students must incorporate in to their personal practice such as a value for ethics with regard to research, the need for continuous improvement and lifelong learning, as well as reflective practice to acknowledge one’s own limitations. Recent evidence suggests that a multifaceted approach to teaching EBP may be best practice (Konstantinos, K., Patelarou, A., Laliotis, A., Wan, A., Matalliotakis, M., Tsiou, C., Patelarou, E., 2016). Nurse educators can use the following activities to enhance learning in this competency area.

Classroom/Clinical:

- Submitted by Carroll Community College Westminster, MD. This addresses the evidence-based practice competency with a stepped approach throughout the curriculum.

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Overview of EBP • How to write a PICOT question 	<ul style="list-style-type: none"> • Begin writing PICOT questions on assessment forms in clinical • Quality improvement topic during class that focuses on collecting data 	<ul style="list-style-type: none"> • Continue to write PICOT questions on assessment forms in clinical • Debriefing focusing on evaluation of evidence 	<ul style="list-style-type: none"> • PICOT questions on assessments during clinical • Quality improvement project during practicum experience

- <http://ccn.aacnjournals.org/content/32/3/49.full.pdf+html>

Article-Teaching Strategies to Support Evidence-Based Practice

Charlene A. Winters, PhD, ACNS-BC

Rebecca Echeverri, MN, ACNS-BC

Simulation:

- Amatullah, A.F. (2018, January.) Using inter-professional simulation-based training to improve management of obstetrical emergencies: A systematic review. *Clinical Simulation in Nursing*, 14, 45-53. <https://doi.org/10.1016/j.ecns.2017.10.014>.

Article on using inter-professional simulation-based training to improve management of obstetrical emergencies.

Classroom/Clinical Experience:

- <http://qsen.org/writing-assignment-linking-qsen-competencies-with-a-perioperative-clinical-experience/>

Submitted by Nicole Hall, RN, MSN, MBA, CNE. This is a professional writing assignment including a perioperative clinical experience for first year nursing students. This assignment addresses patient-centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, and informatics. Students are assigned a perioperative patient then follow until the patient is postoperative. Students care for the patient the following day. Following patient care the students write a professional paper according to the instructions. Students are able to “reflect on a surgical experience from the patient’s perspective”.

- <http://qsen.org/qoo-quality-observation-opportunity-safely-floating-a-student-in-clinical/>
Clinical strategy for using EBP through QI projects in clinical.

References

Ashktorab, T., Pashaeypoor, S., Rassouli, M., & Alavi-Majd, H. (2015). Nursing Students’ Competencies in Evidence-Based Practice and Its Related Factors. *Nursing and Midwifery Studies*, 4(4), e23047. <http://doi.org/10.17795/nmsjournal23047>

Konstantinos, K., Patelarou, A., Laliotis, A., Wan, A., Matalliotakis, M., Tsiou, C., Patelarou, E. (2016). Educational strategies for teaching evidenced-based practice to undergraduate health students: systematic review. *Journal of Educational Evaluation for Health Professions*, 13, 34. <https://doi.org/10.3352/jeehp.2016.13.34>