

## Making QSEN and EBP Visible in the Classroom: Innovative use of an In-Class Care Mapping Activity

An innovative teaching strategy used in a core foundational nursing course in a large undergraduate program is the use of an In-Class Care Mapping activity that incorporates the QSEN competency of Evidence-Based Practice (EBP). This collaborative care mapping activity aims to assist students to specifically apply the knowledge, skills, and attitudes (KSA) addressing the QSEN competency of EBP using the nursing process as a framework.

To accomplish the above aim, students in this course work in teams to develop an evidence-based patient-centered care map based on a case study. The focus of the case study is based on the week's lecture topic. In the example provided, the case study focuses on safety and fall prevention and the complex care of an older adult patient. Prior to this class meeting, students were told to bring their text books, nursing diagnoses handbooks, laptop computers or mobile electronic devices, and other evidence-based resources. The team membership was pre-determined based on their off-campus/hospital clinical groups.

Each group, which consists of no more than 6 members, chooses a team leader before the start of the activity who is responsible for synthesizing and documenting the group's input into a blank electronic care map form that is accessed online (see sample of form attached). The role of the team leader is rotated among the members of the group every week, giving everyone a chance to experience this role at least once during the semester.

The students are given 20-25 minutes to populate the following sections in the care map: pertinent patient history and physical assessment findings, nursing diagnoses, expected short and long-term outcomes, and nursing interventions; students access their textbooks and other evidence-based resources to populate the blank electronic care map form during the activity. The team leader then uploads the group's completed care map form online and shares it with the course instructor.

Once all the groups have uploaded their electronic care maps, the course instructor then randomly picks from the submitted care maps, opens and shares the document with the rest of the class, and calls on that group to discuss their care map. Using the nursing process as a framework, the instructor uses this active learning strategy to engage and assist students to cluster assessment data, properly formulate nursing diagnoses, develop measurable, realistic and attainable short and long-term outcomes, and identify evidence-based nursing interventions. Simultaneously, the instructor defines and clarifies what is Evidence-Based Practice and demonstrates how to develop an individualized care plan that values the unique needs of an older-adult patient, and take into account the most current research evidence, and the clinician's expertise. The students should also identify the QSEN competency Evidence Based Practice on the QSEN.org website. When viewing the website, students should select which knowledge, skills and attitudes were met when completing their electronic care map.

The outcomes measures (see form attached) used to evaluate the effectiveness of this in-class activity focused on assessing the students' ability to cluster and analyze information to identify priority nursing diagnoses, state appropriate short and long term

outcomes, and identify evidence-based interventions that take into account the unique needs of the older adult patient in the case study.

This collaborative activity has allowed beginning nursing students in the undergraduate program to learn EBP first-hand using an activity that uses the nursing process as a framework, and calls for team work and collaboration. The course instructor(s) also review the students completed work and provide constructive feedback before the next class meeting. Students could use the completed evidence-based care map as a resource to safely care for their patients in their off-campus clinical who have a similar condition or presentation.