

## **How students apply the QSEN competency of Evidence-Based Practice when using the Care Map**

Students in this course are introduced to the concept of Evidence-Based Practice (EBP) during the in-class care mapping group activity and during the discussion phase that follows the group activity. It is important to incorporate the QSEN website and navigate the students to the QSEN competencies such as Evidence-Based Practice. More specifically, students are instructed to answer the following questions when completing the interventions section of the care map:

- a) Why is this intervention appropriate for this patient?
- b) From what source did you obtain this information?
- c) What qualifications are needed to carry out this intervention and why?

After the allotted time given to students to complete the group work, the students uploaded their assignments. During the discussion phase, the instructor guided students on how to cluster and analyze data to come up with priority nursing diagnos(es) and short and long term outcomes. In addition, the instructor discusses each of the interventions focusing on the three pivotal questions that define Evidence-Based Practice:

- a) Why is this intervention appropriate for this patient?
  - a. Instructor emphasizes that intervention should take into account the patient preference and values.
- b) From what source did you obtain of this information?
  - a. Instructor emphasizes that intervention should be based on evidence and identifies examples of EBP sources such as the QSEN website as well as their reading material and its relationship to QSEN.
- c) What qualifications are needed to carry out this intervention and why?
  - a. Instructor emphasizes the role of clinical expertise as an important component of EBP.
  - b. Instructor could emphasize how roles in health care could differ based on licensure, years of clinical experience, training, educational preparation and/or certification.
  - c. Instructor defines and clarifies dependent, independent and inter-dependent roles of the RN.

By having students view the QSEN website, it would prepare the students to discuss the Knowledge, Skills, and Attitudes as it relates to best practice in nursing care. The other reading material students were responsible for also identified QSEN competencies such as Evidence-Based Practice, Quality Improvement, Patient-Centered Care, Safety, Collaboration and Teamwork, and Informatics. The instructor uses the evaluation form to assess students' ability to apply the concept of EBP in developing an individualized care map.

