



Western Norway
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Evidence Based Practice learning in a Norwegian Bachelor Nursing Programmer

Implementation of an experiential hands on component

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Background

Nursing, like all health care professionals acts, must be evidence based in order to inform and provide high quality effective ethical patient care.

ICN. Closing the gap: From Evidence to Action. Geneva: International Council of Nurses; 2012.
Available from: <https://www.nursingworld.org/~4aff6a/globalassets/practiceandpolicy/innovation--evidence/ind-kit-2012-for-nnas.pdf>.



Aims

- › Give students the **skills needed to communicate around knowledge needs** in their clinical daily work
- › Help nursing students **develop the knowledge and skills needed to identify issues in nursing practice that should be informed by best evidence.**
- › Give them the ability to **implement in-depth literature searches** for the best evidence available, to address their knowledge needs and inform their practice,
- › Determine whether the evidence is appropriate and **discuss whether it can be adapted and applied to the practice setting.**



Preparations

- › Theoretical classroom lectures are given by an English native speaking lecturer, about the theoretical aspects of EBP.
- › The librarians give lectures in systematic searching of multiple data bases for best evidence



Setting and participants

- › 175 students take part in this course.
- › 24 study groups
- › 12 clinical wards give **two** clinically derived questions each
- › 3 teachers are facilitating the students



The «experiential hands on component»

- › Each group of students have a **mandatory visit to the ward to discuss, explore and delineate the question that they are given with the clinical nurses.**
- › The clinically derived questions are initially very broad.
- › Mandatory meetings with the teacher



Afterwork

- › Students develop focused researchable questions from the identified issues by using the PIO, PO, PS or PICOT model.
- › Find mesh terms and do searches in databases that can derive evidence to the specific research question they were given.
- › The small groups work together to search for and critically appraise the evidence
- › **Return to the clinical wards to present the results** of their work.





Results

“We found the process and theme very interesting and educating”.

“This project has been very informative. We have gained a good insight into how we can achieve evidence-based information as nurses”.

“Teacher’s role was crucial in advocating the course in the hospital and in gathering clinically derived questions. We were also obliged to come with the students at the meetings with the wards, when discussing what was actually the clinically issue”.



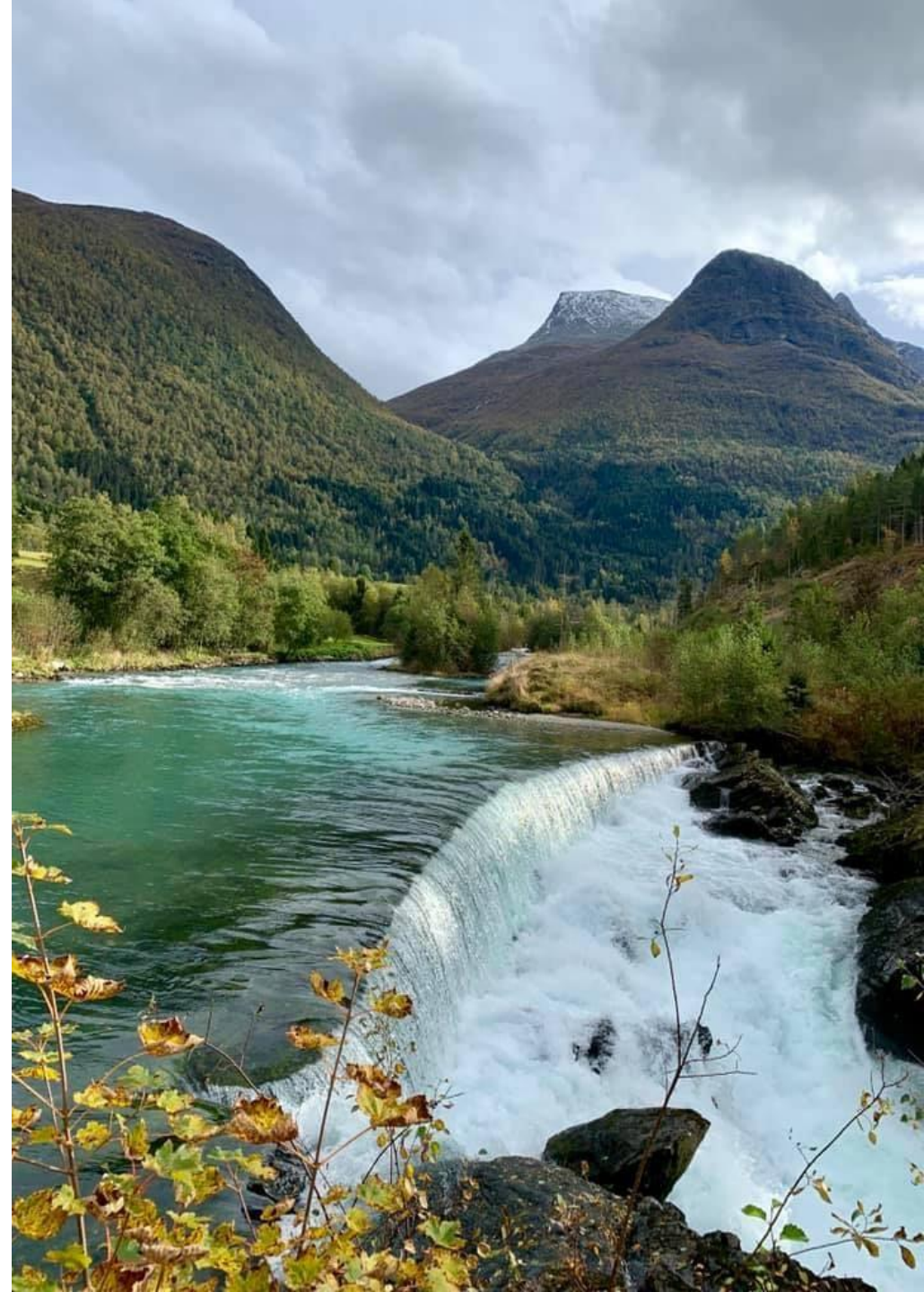
Results

- › A secondary outcome of the course was that **the skilled nurses from the wards also learned EBP!**



Limits

- › Students subjectivity, personal attitudes, knowledge and motivations to EBP
- › The content of the EBP course at the classroom level
- › Different teachers with different skills regarding EBP
- › Different wards with different approaches to the students requests
- › Time available



Bottomline

Implementation of an experiential hands on component in EBN learning;

- › helped our students to **communicate around knowledge needs** in their clinical daily work
- › gave a good **insight into how nurses can achieve the knowledge and skills needed to identify issues** in nursing practice that needs to be informed by best evidence.
- › made the students aware of that **results should be interpreted with caution** together with the patients and nurses experiences.

Thank you for your attention!

