

Implementation & Evaluation of an Evidence-Based Practice Assignment as a Senior Capstone Project for BSN Students

Sally Doshier EdD, RN, CNE

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NORTHERN ARIZONA
UNIVERSITY
Consortium of Professional Schools

School of Nursing

Implementation of EBP into the BSN Curriculum

1. Develop a plan to integrate Evidence Based Practice (EBP) skills across baccalaureate nursing (BSN) courses
2. Revise traditional undergraduate research course to one with focus on EBP
3. Capstone project in final semester is summative assessment of student mastery of EBP implementation into practice

Aim of the Project

Develop,
implement, and
evaluate an EBP
project as a
senior capstone
experience for
BSN students



Capstone Assignment

- The purpose of this project is for the student to examine current evidence (research, evidence summaries, and/or clinical practice guidelines) in relation to the development or review of a particular policy or procedure in the clinical agency.



Capstone Assignment

- Meet with clinical coordinator or director & request the assignment of a policy or procedure that needs to be reviewed, or is under development.
- Search/collect relevant recent research articles, summaries, and/or clinical practice guidelines.



Capstone Assignment

- Review research articles, summaries, and/or clinical practice guidelines in relation to the current policy/procedure.
- Prepare a summary report, with references & recommendations: submit to clinical coordinator/ unit manager



Examples

- Using new guidelines from Centers for Disease Control (CDC-USA), revised hospital policy on nasopharyngeal specimen collection for viral testing
- Reviewing guidelines from CDC-USA and Infusion Nurses, recommended changes in hospital policy on securing devices for central lines
- A group collaborated to review and recommend revisions to several care procedures for ventilator patients to prevent ventilator acquired pneumonia

Examples

- Review of recent studies and practice guidelines from Infusion Nurses Society regarding use of central lines for blood specimen collection
- A review of current research and ACOG guidelines to compare pre-op site preparation for C-sections vs. abdominal hysterectomy and post-op infection outcomes
- Review current hospital policy on blood glucose monitoring: finger-stick vs. venous specimens

Student Feedback

- Excited to apply learning in “real world” context
- Felt as if she was “finally contributing”
- Was able to demonstrate that the “BSN is worth something”
- Liked that she was “able to locate so much relevant evidence & put it to use”



Hospital/Agency Feedback

- "I appreciated the help"
- "Student involvement is a good step to transition them into the workplace"
- Students "were able to role model and assist staff nurses" with integration of EBP into policy review
- More likely to accept BSN students for preceptorship if this project is continued



What now?

- Continue to utilize EBP Capstone project
- Review staged implementation of EBP across a revised, up-dated BSN curriculum
- Collaborate with partner health care agencies to expand student involvement in EBP implementation projects



Next steps

- Implement across Masters curricula for Nurse Practitioners, Nurse Educators, Public Health
- Revise MS project guidelines to incorporate EBP
- Investigate inter-disciplinary integration across graduate programs in Health Sciences



Conclusions

- Based on feedback from students and hospital managers: this assignment is useful, relevant, and effective application of EBP
- Continued implementation will provide synthesis opportunity for students
- Continued implementation will contribute to further expansion of EBP into nursing practice
- Project success can be applied to revision of graduate projects to integrate EBP at advanced level

Thank you

