

Supporting Excellence in Long-Term Care with Student EBP Projects

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Teaching/Learning Environment

- Diverse student population
- 5 semester program, first semester clinical experiences in the long-term care setting
- Limited opportunities to see how Evidence-Based Practice is introduced and/or developed in the clinical setting
- The concept of Evidenced-Based Practice generally introduced in a nursing research course and expanded in leadership experiences



Objectives

1. Describe the conceptual underpinnings for the development of an evidence-based practice assignment for beginning nursing students.
2. Identify the components of this higher-level assignment.
3. Discuss the value of the collaborative project for faculty-student learning and practice in the long-term care setting ***AND the benefits for the clinical facility.***



Benner's *Novice to Expert* framework

- **Stage 1: Novice**
 - no experience, rule governed, taught context-free rules
- **Stage 2: Advanced beginner**
 - prior experience in actual situations, have difficulty setting priorities, beginning to look at client-centered care holistically
- **Stage 3: Competent**
 - broader understanding of client-centered care, able to set priorities, may lack speed & flexibility of proficient nurse, needs decision making games and simulations that give practice in planning and coordinating multiple complex situations (p. 27)



IOM *Quality Chasm* series

- Quality and Safety in the Education of Nurses (QSEN) competencies:
 - Patient-centered care
 - Teamwork/Collaboration
 - **Evidenced-based practice**
 - Quality improvement
 - Informatics
 - Safety



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Evidence-Based Practice Assignment

- Group Process
- Assessing the Evidence/Research
- Planning/Compiling the Evidence
- Implementation/Presentation
- Evaluation



Group Process

- Learning Team charter
- Choose a topic to investigate
- Collaborate with your instructor
- Formulate your clinical question

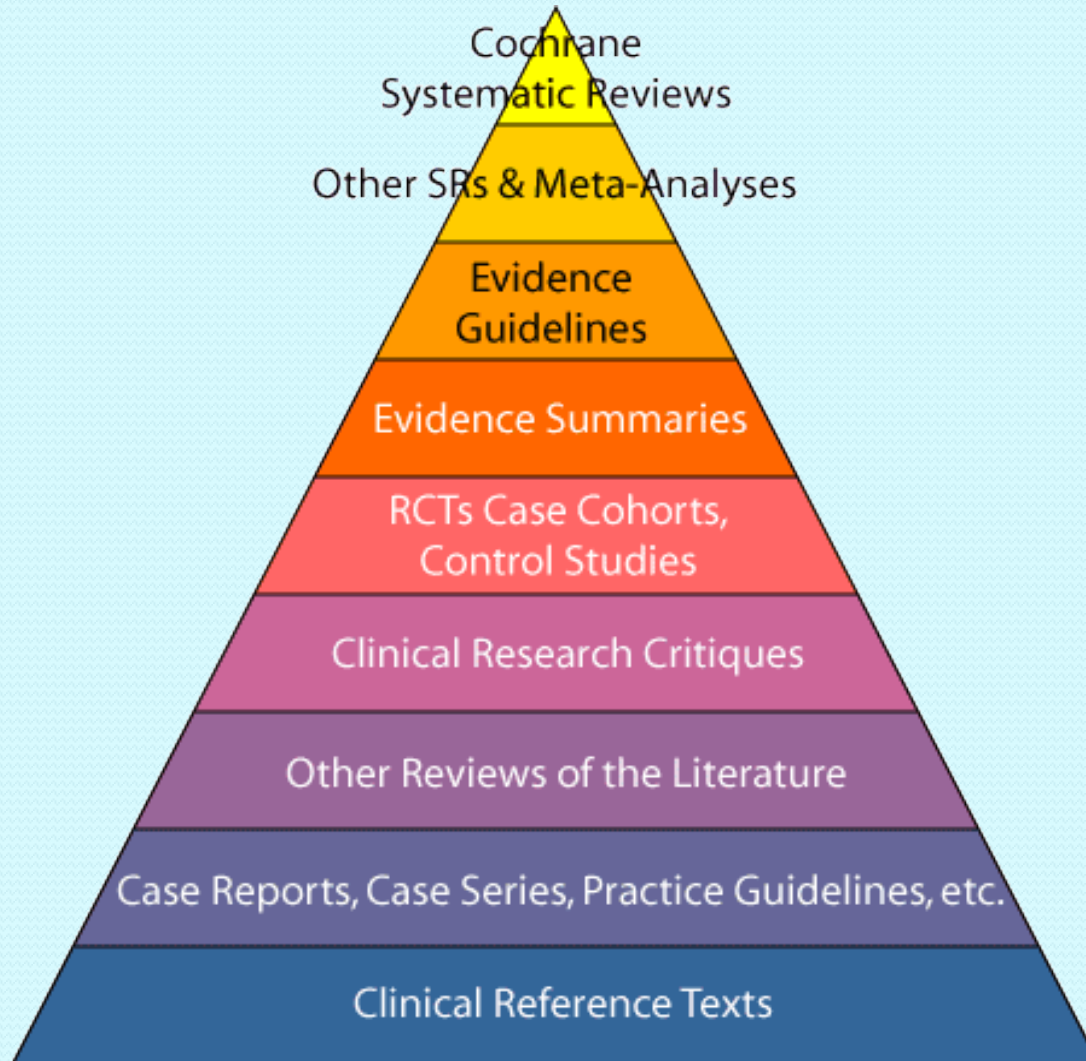


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Assessing the Evidence/Research

- Minimum of four articles that address the clinical question
- Minimum of three of these articles **must be** research articles
- Annotated bibliography for each article
- Use APA style for references





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Planning/Compiling the Evidence

- Identify the importance of the question to client care
- What is known from the literature review?
- Identify best practice information and the rationale for this practice
- Plan for sharing the findings and recommendations (PowerPoint or poster)
- Reference list



Implementation/Presentation

- Communication principles
- Appropriate content
- Visuals
- Keeping audience interest
- How to summarize?
- Handouts?
- Answering questions



Evaluation

- Of the process
- Students learning
- Of the sharing of information
- Of the collaboration with the administration of the long-term care facility



Practice Question #1

- We are taught to give IM injections in the *ventrogluteal* muscle. We observe the nurses giving IM injections mainly in the *gluteus maximus* muscle. What is the science for this? Which is best practice?
- OUTCOME



Practice Question #2

- Why does it take so long to answer call lights?
What do the residents need when they put on their light, the majority of the time?
- OUTCOME



Practice Question #3

- Our residents are showered in a community shower and we notice that when the water flows onto the resident they often urinate and/or defecate. We are concerned that the shower is not adequately cleaned between residents.
- **OUTCOME**



Practice Question #4

- The facility has a policy that a Boost supplement is given to every resident who eats less than 50% for their breakfast and their lunch. Often they only take a swallow or two of the Boost. We notice that the portions they are served for each meal are quite large. Could a practice be changed that would be more beneficial to the resident?

- **OUTCOME**



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Practice Question #5

- We noticed that the indicated times on the Medication Administration Record are in conventional time instead of military time. Is there any rationale for using one style over the other?

- **OUTCOME**



Lessons learned

- Be sure that all clinical faculty understand the principles of Evidence-Based Practice
- Introduce the assignment in the second half of the clinical rotation
- Understand the barriers for effecting change in the long-term care setting



Win-Win

- Student feedback
- Clinical site feedback



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