

Undergraduate Nursing Student Practice Outcomes through Evidence-based Practice Projects

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Introduction

This research project consisted of two years of involvement with senior and junior undergraduate students in one community agency. The students obtained evidence on topics of importance to agency staff, led New Knowledge Discussion Groups, and collaborated with staff in getting practice guidelines incorporated into patient care. Evaluations of student learning and staff engagement were completed and are continuing.

Purpose

Currently, getting evidence based research into health care practice is difficult. Through this project, students assisted agency staff to find evidence based research.

Community Agency

Community Health Partnership

Non-profit, contracted Medicare/Medicaid care management organization integrating health and long term support services.

Believes in:

Empowerment of people to live independently in their communities.

Continually seeking improvement to serve others and the community.

Development of partnerships to improve quality of health care within the communities.



IRB Approval Obtained
Funding provided by Community Health Partnership

First Year

- ♦ New Knowledge Discussion Groups (journal club discussions related to an identified agency concern)
- ♦ Student Post-Survey
- ♦ Obtaining Research Articles for Agency Staff

Second Year

- ♦ Staff Evaluations
- ♦ Student Pre and Post- Survey
- ♦ Consultation Use Recorded
- ♦ Research Projects
 - ♦ Making a Difference Pilot Study
 - ♦ Chronic Obstructive Pulmonary Disease Project

Participants

3 Senior, 4 Junior Nursing Students
2 Junior Non-Nursing Students, 3 Other
Nurse Practitioners, Registered Nurses, Pharmacists, Physicians, etc. 50 requests, 36 evaluation surveys given



Findings

Student Evaluation

Student Pre and Post Surveys (n=8)

Level of Satisfaction: 4.38/5 (high degree of satisfaction)

Degree of Being Mentored: 4.38/5 (high degree of being mentored)

Knowledge of EBP: pre 3.25/5 post 3.75/5

Confidence in Finding Evidence: pre 3.69/5 post 4.13/5

Comments: “Learned a lot about the research process.” “Felt mentored.” “Enjoyed leadership role.” “Too many projects happening at once.”

Staff Evaluation

Staff Post Evaluation Surveys Returned (n=13)

Satisfaction: 4.6/5 (high degree of satisfaction)

Learning: 4.4/5 (high degree of learning)

Outcomes: 4.6/5 (high degree of outcomes)

Conclusions

Students learn and staff report satisfaction with the process. Team leadership by students improves “feeling mentored” in student evaluation scores. More extensive evaluation of staff learning and degree of application is needed.

Future Plans

- ♦ Continue pre and post evaluation of students
- ♦ Continue student team leadership
- ♦ Incorporate standardized tools in evaluation of students and staff
- ♦ Assign each student only one to two projects a semester
- ♦ Determine a structure for compiling research process information

