

UF UNIVERSITY of FLORIDA
College of Nursing



Infusing Innovation and Application into an Evidence-Based Practice Course at a Top 10 Public University

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UF UNIVERSITY of FLORIDA
College of Nursing

University of Florida
No. 5 public university in the U.S.!



UF College of Nursing
No. 1 school of nursing in Florida!

Leading with an **innovative and competency-based curriculum:**
CLIC (Care, Lead, and Inspire Curriculum)

NUR3168: Lead and Inspire II: Research and Evidence-Based Nursing Practice
2 credits

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COLLEGE OF NURSING CORE VALUES

Balance	Caring	Courage
Diversity	Curiosity	Engagement
Excellence	Innovation	Learning
Service	Integration	Respect

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METHODS

Instrumentation

- Final Course Evaluation (GatorEvals)– Likert scale (1-5) to evaluate course effectiveness, instructor effectiveness, perception of learning [voluntary participation]
- Mid-semester Course Survey– Open- and close-ended questions to assess student needs, barriers and motivators to learning [required participation]

Evaluation Time Periods

- Baseline: Fall 2019
- Active: [Spring 20](#), [Fall 20](#), [Spring 21](#)
- Follow-up: Fall 21 (*in progress*)

Sample

- Traditional BSN Students and Accelerated BSN Students
- Gainesville and Jacksonville, FL campuses

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INDIVIDUAL EVALUATION QUESTION SCORES

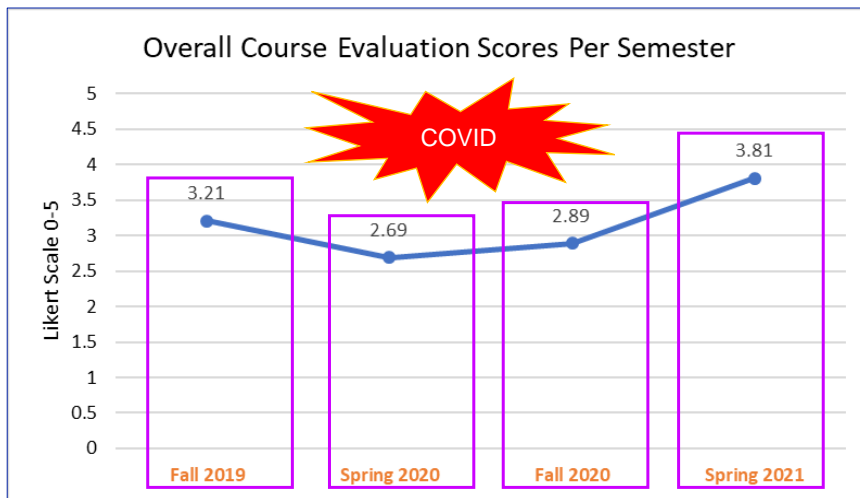
Question	Fall 2019*	Spring 2020	Fall 2020	Spring 2021
Course content was relevant & useful	2.66	2.69	2.67	3.60
The course fostered regular interaction between student and instructor	2.98	2.94	3.09	4.06
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically	2.60	2.71	2.63	3.84
Overall, this course was a valuable educational experience	2.36	2.44	2.50	3.75

*Baseline semester

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Overall Course Evaluation Scores Per Semester



Class Delivery Faculty Mix

- In-Person 2 Researchers 1 Researcher-Clinician
- In-person >>> Online 2 Researchers
- Online 2 Researchers 1 Researcher-Clinician
- Hybrid 2 Researchers 1 Clinician

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MOST HELPFUL LEARNING STRATEGIES

Guest speakers (bedside nurses)

"I enjoyed having the guest speakers in the class talk about their experiences in clinical settings and how they applied evidence based practices. Without hearing their stories, it is hard to imagine ourselves being able to take on projects like these in practice"

Videos

"I appreciate the videos and clips that are shown within the class. Seeing real life experiences helps me to grasp some of the relevant issues, and keeps me engaged throughout the course."

PPT Learning Bursts

"I do enjoy the learning bursts/videos because they help to cement the information that is in the textbook."

Passion of the Instructors

Dr. Booker is a great teacher and gives helpful advice on anything nursing or research related!

Dr. Catarelli is very passionate as she teaches and encourages us to engage.

Dr. Duckworth's enthusiasm towards and experience with research makes her lectures incredibly engaging and inspiring. I hadn't given much thought to research. However, because of this class, I have come up with a few topics that I would like to personally conduct research on.

LIMITATIONS

- While over 400 students have taken this course, GatorEval response rates ranged from 26-63%
- Lack access to raw data, unable to do statistical testing or show standard deviations
- Data for Fall 2020 also include online instruction metrics, which may have contributed to higher or lower overall scores for each section
- Teaching teams changed each semester, unable to compare instructor effectiveness over time
- Don't show instructor effectiveness scores here

STRENGTHS

- Added clinical-track instructors who are actively practicing in spring 2021 and fall 2021
- Shifted the focus to EBP application while highlighting the role of EBP by the bedside nurse



OUR SUCCESS: CONTINUOUS QUALITY IMPROVEMENT



Research-Practice
faculty mix



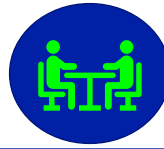
Engagement with
research



Student feedback



Literature for best
practices in pedagogy
and assignments

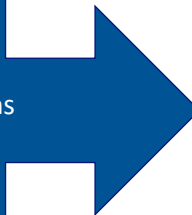


Consultation with
Dr. Ellen Fineout-
Overholt

COURSE ASSIGNMENTS

Baseline Example Assignments

- Exams
- Quizzes
- Annotated Bibliography
- Discussion Boards
- Weekly Portfolio Reflections
- Final Project



Refined Example Assignments

- Practice Questions
- Annotated Bibliography
- EBP Worksheet
- EBP Clinical Observation Guide
- Online simulation
- Virtual Forum Report
- Final Project (UF Health Nursing Research and Innovation conference)

CLINICALLY-ALIGNED ASSIGNMENTS

NUR3168: Lead and Inspire 2: Research and Evidence-based Nursing Practice EBP WORKSHEET

Instructions: Each week, complete the corresponding step as a group. Submit this worksheet with your group EBP Post presentation.

STEP 0: Inquiry Imagination Curiosity (Writing a Split of Inquiry short article; Ch. 1)

What are your interests? What clinical problem keeps you awake at night? What clinical issues would you like to see changed? (Jot down your answers)

EBP Worksheet (v.3)

STEP 1: Develop/ask a compelling clinical question (Asking the Clinical Question short article; Ch. 2; Appendix A for templates)

A. Identify question components by filling in the box:

P POPULATION	
I INTERVENTION	
C COMPARISON	
O OUTCOME	
T TIME	

B. Write out your full PICOT question: _____

C. Identify the Type of PICOT Question (tick checkbox):

Intervention Prevention Diagnosis Etiology Prognosis/prediction Meaning

CLINICALLY-ALIGNED ASSIGNMENTS cont'd

EBP Clinical Observation Guide (v.3)

NUR3168: Lead and Inspire 2: Research and Evidence-based Nursing Practice EBP Clinical Observation Guide

Instructions: Complete this clinical guide in conjunction with NUR 3219C Adult Acute clinical. The purpose of this assignment is to assist you in understanding, applying, and using research-based best practices in direct clinical practice with patient to help guide good clinical judgment, critical thinking, and clinical expertise. You will need to identify at least 2 different nursing diagnoses specific to your patient for this assignment. Read each section carefully and complete all sections. Please type your responses and delete the examples provided before submitting.

Refer to:

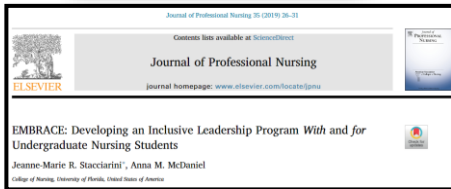
1. Ackley, B. & Ladize, G. (2019). *Nursing diagnosis handbook: An evidence-based guide to planning care* (12th edition). Mosby Elsevier
2. Malley, B. M., & Plesner-Orebeck, E. (2019). *Evidence-based practice in nursing and healthcare: A guide to best practice* (4th edition). Wolters Kluwer

PART A. OUTCOMES AND EVIDENCE BASED PRACTICES IN THE CLINICAL SETTING	
Nursing Diagnosis/Clinical Problem Identified	
What two nursing diagnoses did you observe the nurse address today?	<p>Example: Fluid overload, intake and output were measured for a patient with congestive heart failure on the cardiovascular unit.</p> <p>1. <u>Nursing Diagnosis</u></p> <p>2. _____</p>
Assessment/Process	
The process refers to the systematic approach that the nursing diagnosis was measured or evaluated.	
What was the measurement method or assessment findings used to determine the focus of each nursing diagnosis?	<p>Example: Nurses and ancillary staff measured intake from food trays and from water and other drinks supplied to the patient and measured output from urine, stool, and vomit after each time the patient voided. All intakes and output were measured at the end of each shift to determine if the intake and output measures met the expected relationship.</p> <p>Assessment findings to support each diagnosis</p> <p>1. _____</p> <p>2. _____</p>
Interventions/Interventions	
Structure in the systems or policies (or protocols) put into place and/or the clinical expertise applied to ensure that patients receive quality care to achieve the best outcomes necessary for health, function and recovery.	
What evidence-based interventions did you observe the nurse(s) put into place to address the nursing diagnosis? Did the nurse use a bedside clinical protocol or clinical expertise?	<p>Examples:</p> <ol style="list-style-type: none"> 1. When intake did not reach the expected amount, patients were encouraged to drink liquids if possible or in some cases their IV fluids were increased. 2. If intake was more than the expected amount, IV fluids may have been decreased. 3. If urine output was less than the expected amount, medications, such as Lasix, were given to stimulate diuresis. 4. Intake and output measured if/when. <p>Interventions</p> <p>1. _____</p> <p>2. _____</p>
What evidence suggests or guides the interventions implemented?	<p>Examples:</p> <ul style="list-style-type: none"> • Clinical evidence (MO for the day and last 72 hours, RN/PT or some type of assessment scale (e.g., Clinical Dehydration Scale)) • Clinical evidence (research, on-to-date database, etc.) <p>Supportive Evidence to Guide Intervention</p>

WAYS TO GET INVOLVED IN RESEARCH



- Central 2021-2022 theme: *“Social Justice and Health Equity”*
- Unique research and leadership opportunities
- Students are partnered with a faculty member to conduct a research or community-engagement project
- Must present at a nursing conference



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NEXT STEPS

- Developing a suite of short “learning burst” high-quality videos
- Engaging more guest speakers, including Chief Nursing Officers of practice partners
- Peer review of course
- ***Manuscript preparation!***



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Student Feedback

"The number one thing I would take away is the importance of evidence based practice and how essential it is to the nursing field." **Anonymous Student**



"I learned what EBP is and how it is relevant to nursing. I also got to meet nurses involved with EBP. This allowed me to know who I can reach out to for more assistance in EBP." **Anonymous Student**

ACKNOWLEDGEMENTS

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- Brian Casimano, Instructional Designer
- Ellen Fineout-Overholt, PhD, RN, FNAP, FAAN
- UF Center for Teaching Excellence
- Traditional BSN and Accelerated BSN students

GO GATORS!
Thank you! Questions?

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To use slides, please reference as:

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