

# Webcast Series: Fostering Nursing EBP in Clinical and Academic Settings

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Evidence-Driven Nursing Education



Identify the context of webcast development



Provide brief overview of webcast content and learning methods

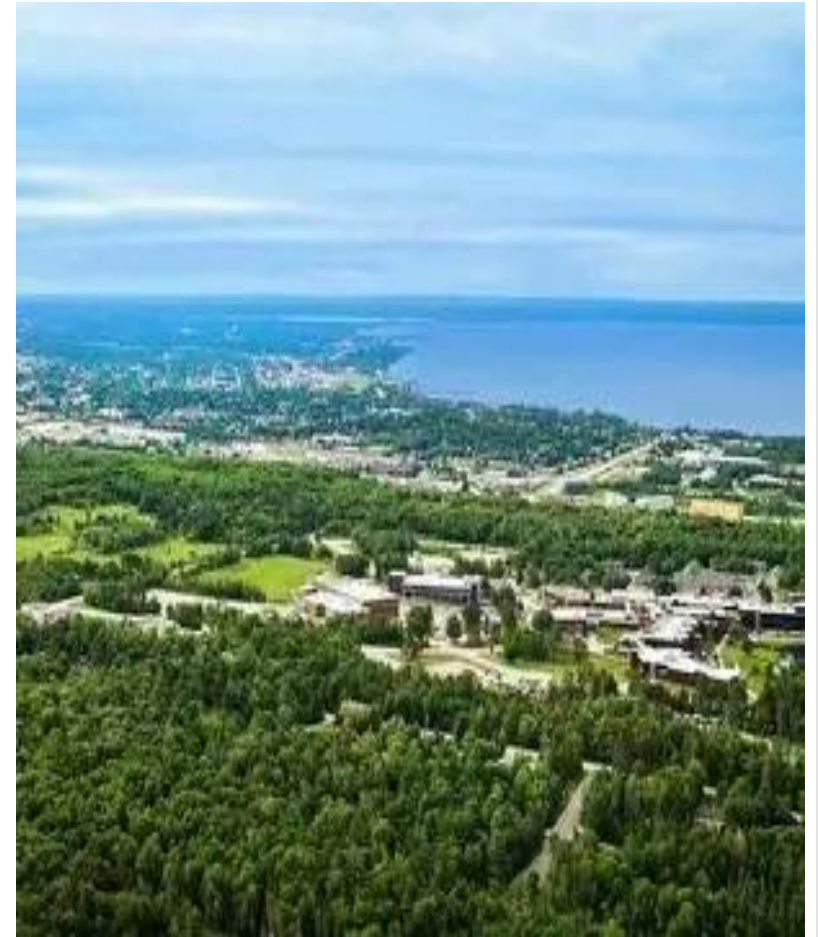


Identify how webcasts are or could be used

## Overview of presentation

# Nipissing University School of Nursing

- Mission of NU SON ... is committed to innovation, leadership and excellence in teaching and learning **through evidence informed nursing education, research, and practice.** Guided by imaginative faculty and innovative programming, our graduates learn to practice relationally and are dedicated to advancing
- Distance and Traditional Face to Face BScN programs
- BPSO Academic since 2019
- Beautiful city of North Bay-gateway to the north





Based on Giddens (2021) Concepts for Nursing Practice



“Evidence” is a concept threaded throughout the curriculum and is the focus of NURS 3116 Qualitative Health Research and NURS 3117 Quantitative Health Research

# NU SON BScN Curriculum

This series of webcasts provides participants with a resource for developing foundational knowledge and skills for fostering evidence-based nursing practice in both the academic and clinical contexts.

Developed as part of a sabbatical

## Purpose of Webcasts

## Target Audience

- Academic Nurse Educators
- Clinical Nursing Instructors
- Nursing Simulationists
- Nurse Preceptors
- Nurses wishing to increase their knowledge of EBP

# Evidence about EBP nursing curriculum



Not much in literature relating to EBP curriculum in academic context



Most research relates to graduate nurses in clinical setting



European Guidelines for EBP Curriculum 2018-for teaching and learning in European context- 17 curriculum recommendations

# Guidelines European Nursing EBP

- Guidelines – European Nursing EBP
- Makes 17 Recommendations
- Provides set of competencies and learning outcomes



## Learning Methods

**Learning Methodology:** Within in each module, a variety of learning methods are used to address the diversity of learner styles and preferences.

Examples include, lecture, discussions, self reflection activities, and opportunity for a hands- on development and presentation of a teaching and evaluation plan by each registrant.

## Webcast content

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Webcast 1: **EBP Basics**

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Webcast 2: **Supporting Application of  
EBP**

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Webcast 3: **Developing a Teaching and  
Evaluation Plan for EBP Integration**

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Webcast 4: **EBP Resources**



RECALL DEFINITIONS OF EBP



UNDERSTAND THE IMPORTANCE OF SUPPORTING A CULTURE OF INQUIRY



IDENTIFY STEPS OF EBP



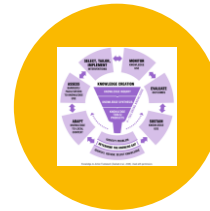
DISCUSS THE NEED FOR EBP IN NURSING CLINICAL PRACTICE AND ACADEMIA



IDENTIFY NURSING EBP COMPETENCIES



DISCUSS TEACHING STRATEGIES FOR CREATING A CULTURE THAT SUPPORTS INQUIRY



IDENTIFY FRAMEWORKS FOR IMPLEMENTING EBP

**Webcast 1:**  
**EBP Basics**  
Learning Objectives :  
Learners will be able to



Become familiar with guidelines for implementing a curriculum that supports EBP



Identify a variety and learning and evaluation strategies to facilitate uptake of EBP in academic and clinical settings

## Webcast 2 Supporting Application of EBP

Learning  
Objectives:  
Learners will  
be able to:



Organize your syllabus




Develop a teaching and evaluation plan that integrates EBP into either an academic theory course/class or a clinical course/ practicum.



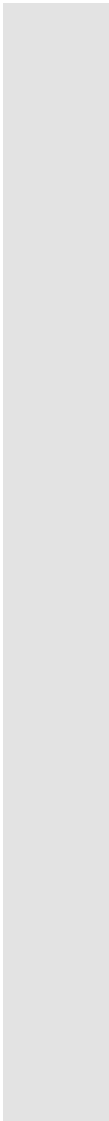
Review your plan with your assigned mentor/faculty..

## Webcast 3: Developing a Teaching and Evaluation Plan for EBP Integration

Learning  
Objectives:  
Learners will be  
able to:



Webcast 4:  
Resources  
Learner Objectives:  
Learners will be able  
to:



Identify relevant  
resources for  
teaching,  
evaluating and  
applying EBP



This resource has been shared with our BPSO committee, program manager, and faculty via presentations.



It can be introduced as a resource for new faculty, instructors, simulationists, preceptors and clinical educators as part of their orientation.



Links to the webcasts will also be on our Nipissing University Nursing Education Research Unit website as well as via faculty research profile on the NUSON web site.



In the future these webcasts could be adapted to include a formal certificate via continuing education.



Curriculum BPSO committees to review European EBP guidelines, competencies

# Next steps/ implications

The background features a repeating pattern of question marks inside speech bubbles of various colors (red, yellow, purple, grey) on a dark teal background. A light blue vertical bar is on the left, and a light grey vertical bar is on the right.

Questions/Discussion  
Thank you for the  
opportunity to share this  
information.