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Enticing student's engagement

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A nursing student's level of engagement is extremely important. Their engagement efforts impact their current and future learning, interactions, and ultimately, ongoing retention within the nursing profession. The level of engagement with the nursing role and responsibilities will contribute toward the patient's quality of healing. Interventions toward wellness, provided with engagement, create nurturing and supportive caring. Student education must facilitate engagement by being relevant and evidence-based. The current concept of student engagement is outlined in the following sections: engagement definitions, nursing student engagement, classroom engagement, and clinical engagement. Engagement is not a new teaching strategy, however, it has recently become extremely popular and effective as traditional lectured education is becoming replaced by more active and participatory teaching and learning methods.

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An accepted role of the Johns Hopkins Hospital, Department of Nursing Standards of Care (SOC) Committee is to be champions of Evidence-based Practice (EBP) in their respective departments. These members are expected to facilitate EBP projects and mentor others in leading projects to completion. While there is considerable belief in EBP among the members, there is also a wide variation in skill and ability. Most members described themselves as novices in the EBP process. As a result, many EBP projects were attempted without proper direction or measurable outcomes. Even fewer translated the results of their EBP projects into practice changes or improvements. This project involved using a bundled set of multidimensional interventions over a 1 year period to improved EBP competency among the Nursing SOC Committee. The specific aims of this study were to establish a baseline competency level for nursing SOC representatives using a tool developed from the Johns Hopkins Nursing Evidence-based Practice Model (JHNEBP); provide multi-dimensional educational interventions to boost EBP competency; and reassess competency levels. It was expected that educational interventions would increase competence levels of nursing SOC members thereby empowering them to lead or mentor EBP projects from beginning to end. The primary outcome variable was change in Nursing SOC Committee competency from pre-assessment to post-intervention as evidenced by an increase in fully translated and published EBP projects. Secondary outcome variables included improved participant competency scores post intervention. This project will describe the process steps, bundled set of interventions and participant report of improvement in EBP competency.