

# 46<sup>TH</sup> GLOBAL NURSING & HEALTHCARE

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### **Nursing, respiratory care, and social work undergraduate students' practice, attitudes, and knowledge/skills with evidence-based practice**

Nursing, Respiratory, and Social Work programs are complementary to each other in the pursuit of health and wellness promotion. However, the evidence-based practice (EBP) paradigm is not fully actualized within these disciplines. Therefore, EBP must be integrated into clinical education, and the evidence translated into a viable practice to ensure quality, cost-effective care, and improved outcomes. The EBP process is a clinical decision-making approach to care that is fundamental to the provision of quality healthcare. There is a lack of research on the interdisciplinary approach to teaching EBP in the academic setting to prepare the next generation of providers. This research study will help others improve and transform curricula design. Programs are required by their accreditation bodies to ensure students learn and apply EBP competencies. The impetus for EBP comes from payer and healthcare facility pressures for cost containment, greater availability of information, and greater consumer savvy about treatment and care options. When evidence is used to define best practices rather than to support existing practices, patient care keeps pace with the latest technological advances and takes advantage of new knowledge developments. Each discipline must produce students to keep pace with these advances and developments. The purpose of this mixed methods study was to identify students' engagement with and implementation of EBP competencies. The study served to find patterns of adoption and implementation of EBP throughout the learning process. This presentation will highlight how students can best be supported during their academics to ensure they are ready with the necessary skills and competencies. The results of this study will be shared so participants will be informed about implementing EBP competencies in nursing, respiratory care, and social work programs. It will inform faculty to respond to areas where students require further support and development of EBP competencies.

### **Biography**

Kathleen M Williamson, Chair of the Wilson School of Nursing, provides oversight and leadership to direct, promote and facilitate a culture that promotes student and faculty engagement and encourages collaborations with other health professionals breaking down educational silos. She continues to promote the integration of technology and evidence-based practice (EBP) with healthcare professionals and educators through community partnerships, workshops, and educational coursework. She continues to present her research through scholarly activities, continues to set high standards of teaching excellence, and is committed to fostering collaboration in advancing education. She is enthusiastic, creative, energetic, and passionate about teaching and researching topics such as technology in nursing education and the integration of EBP in academic and clinical settings. She continues to work with a variety of healthcare disciplines in integrating the best evidence in order to influence health policy, patient outcomes and disseminating evidence to advance the practice across all healthcare settings.

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