Spiral of Evidence Based Practice (EBP) Scholarship Through the OHSU School of Nursing RNBS Curriculum
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Background
To explore how evidence is spiraled through the RNBS curriculum to meet OCNE Competency #10: A competent nurse uses the best available evidence (OCNE, 2016).

Study Purpose
Answer the question: Are RNBS assignments and learning activities spiraled to facilitate student’s ability to recognize and apply diverse forms of evidence to support present and future nursing practice?

Method
Realist Synthesis proposes evidence is context specific and a contextual understanding creates knowledge that is applicable and easily taken up in practice (Anderson & Pearson, 2017; Brookfield, 1993; Anderson & Pearson, 2017; Greenhalgh & Pawson et. al. 2014). We engaged in a review of course assignments and learning activities to document how students were asked to use evidence to support their work (Leeman & Sandelowski, 2012).

Borrowing from a realist synthesis framework, we used the following to guide our process: What works from whom, in what circumstances and why?

Reference

Findings
1. Themes related to course specific spiraling of the scholarship of evidence include the following:
   • Person and family behind the patient (NRS427).
   • Community, family and person behind the patient (NRS410 A&B, 411,426A).
   • Institution, systems, community (NRS412A&B, 424I, 425I).

2. How specific course assignments facilitate student learning to understand and apply evidence:

Conclusion
1. Realist Synthesis recognizes the diversity of evidence for practice application.
2. RNBS Course assignments and activities follow a realist synthesis framework for student learning about and application of evidence for practice.