Evidence based practice (EBP) is the standard we use to make clinical decisions within nursing practice. One of the nursing skills which students are taught in nursing school is the initiation of intravenous therapy (IV). Student’s look forward to learning this skill and their nursing instructors are entrusted with the responsibility of teaching them using best available EBP. The purpose of this project is to develop more effective teaching strategies for the delivery of content on peripheral IV therapy, using best evidence, to increase student satisfaction and success in knowledge and demonstrating safe practice. This multi-faceted project utilizes the nursing process as an organizing framework to enhance the IV therapy content within an Advanced Skills Hybrid course taught in an Associate Degree Nursing program.

The Advanced Skills course is a one credit hybrid course required in the third semester of the Associate Degree Nursing Program. The online portion of the hybrid course consists of adobe presenter lectures, reading, and videos offered via Blackboard, the college’s course management system, and a self-learning skills lab component. The curriculum was written prior to the 2011 Infusion Nursing Standards of Practice and does not include the latest recommendations in IV therapy. In order to facilitate increased accessibility for learning outside of the classroom, a PowerPoint lecture was recorded using Camtasia for both IV insertion and IV push administration using the most current evidence from the literature for best practice. The use of Camtasia technology allows faculty to record any presentation on a computer screen, such as a PowerPoint, along with an auditory narration. Once the screen cast is recorded, a video is produced which is closed captioned. The video can then be viewed online, on an iPod, or any mobile device including a smartphone. The videos are able to be watched any time by the learners and as many times as they would like, giving the adult learner the responsibility for their own learning. In addition to provide accurate closed captioning, and to address the course needs based on the assessment, two skills videos were also created to be used in the course: IV initiation and IV push medication administration. The videos, developed using evidence based practice, allow the viewer to visually watch a demonstration while reading the captions.

Formal analysis has not taken place, but preliminary faculty feedback has been positive. Analysis will include examination of student retention, student test results, and success rates on skill validations to determine whether the project met the intended goals. Student and faculty satisfaction will also need to be assessed through course evaluations. The project included the following recommendations for course faculty in order to further heighten awareness of strategies for effective education and use of evidence based practice: improve student learning by including higher level learning activities, strengthen the QSEN competencies of safety and informatics by addressing advancing levels of the skills, knowledge and attitudes for these competencies and lastly to disseminate EBP in IV therapy throughout the college.