Impact of Community- and Hospital-Based Nurses' Beliefs Regarding Evidence-Based Practice on Mentoring Student Nurses

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Reader in Complex Older Persons Care
Learner objectives

The learner will be able to:

- discuss the support required by nurses when mentoring student nurses across community- and hospital-based settings
- discuss the different strategies applied by community- and hospital-based nurses when mentoring students to implement evidence-based practice
- discuss training models for qualified nurses to mentor/support student nurses in clinical placements, with an emphasis on implementation of evidence-based practice

I have no conflict of interests to disclose.
Evidence-based practice

- EBP promotes clinical judgements that are based on the best available evidence, with less emphasis on authoritative opinions and traditions
  - (Sackett et al. 2011; Melynk & Fineout-Overholt 2011)

- The integration of best available evidence is associated with improved patient outcomes, reduced treatment costs and need for clinical interventions
  - (Melnyk et al. 2012; Levin et al. 2011)
Evidence-based practice

- Traditionally nurses do not fully engage in implementing evidence-based practice
  - (Parahoo 2000; Retsas 2000; Veeramah 2004)

- Professional regulatory bodies of nursing expect their nurses to practice in line with the best available evidence
  - (NMC – UK 2015; Australian NMC 2013; ICN 2012)

- Student nurses in the UK and Slovenia perceived a lack of involvement in EBP and research by clinical nurses
  - (Brooke et al. 2015)
Mentorship in the UK

- Student nurses are supported by nurse mentors in clinical settings

- NMC guidelines on mentorship include the:
  - acquisition of skills to search, find and review research to change or support their practice, and enable student nurses to understand and implement evidence-based care across both community and hospital settings
Evidence-based practice

A contemporary literature review of EBP beliefs, knowledge and skills of nurses working in acute and community settings, found:

- Traditional barriers of a lack of time, knowledge, and skills,
- However nurses’ held more positive beliefs towards EBP, but this was not associated with an increase in their intentions to implement EBP
  - (Mallion and Brooke 2016).
Aim

- To explore the impact of community- and hospital-based nurse mentors’ beliefs of evidence-based practice

- To explore how this influences their strategies to support student nurses to understand and implement evidence-based practice
Design

- An explorative qualitative interpretative phenomenological design
  - Researchers healthcare professionals
  - (Heidegger 1962)

- Focus groups
  - Small groups of focused discussions
  - Staff influence and are influenced by each other as they would in the clinical environment

- Nurse mentors
  - Qualified nurses
  - Accredited mentor course
  - Completed an annual update
Settings

- **Acute Hospital NHS Foundation Trust**
  - 3,600 staff (WTE)
  - 813 inpatient beds (627 acute)
  - Serving a population of 500,000
  - Middle of England

- **Community NHS Foundation Trust**
  - 5,000 staff
  - 11 community hospitals (224 rehab beds)
  - Serving a population of 1.4 million
  - South of England
Participants

- Acute Hospital NHS Foundation Trust
  - 4 focus groups in 2016
  - 28 acute hospital-based nurses

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<th>Focus Group</th>
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<td>Stroke Unit</td>
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<td>Cardiac Unit</td>
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### Participants

- **Community NHS Foundation Trust**
  - 7 focus groups in 2015
  - 33 community-based nurse mentors

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Themes

Themes from both community- and hospital-based nurse mentors included:

- Our practice is evidence-based
  - Community-based nurses cited local and national guidelines to justify their practice, while hospital-based nurses were adamant their practice was evidence-based, but they just didn’t use that language.

- Time as a barrier to mentor student nurses
  - Time was reported as a limitation by all nurses, with the exception of community-based district nurses who used the time spent traveling between patients homes to support students.
A unique theme to community-based nurses was the importance of:

- Being current as a nurse practitioner, a mentor and a role model.
  - Life long learning
  - Not complacent
  - Demonstrate their knowledge and boast their morale
  - Demonstrate acute skills in community settings

- Community-based nurses discussed the importance of inspiring student nurses to become actively involved in developing their own practice, and this required mentors to be current.
Themes...

- A unique theme to hospital-based nurses was:
  - Evidence-based practice is essential for harm-free care.
  
  - Hospital-based nurses discussed the importance of understanding harm and the implementation of evidence-based practice was assurance that they were doing their patients no harm.
  
  - Nurses discussed the need to understand when harm occurred and how to learn from these incidences to enable them to change their practice when necessary.
Discussion

- Our practice is evidence based
  - Importance to use the same language/terminology

- Time
  - A barrier to implement evidence-based practice

- Hospital nurses: Harm free care
  - Evidence-based practice to supports harm free care

- Community nurses: Need to remain current
  - Role model for students to inspire and empower them
Conclusion

- An understanding of the issues across community- and hospital-based settings

- The importance of tailored mentorship programmes for community- and hospital-based nurses

- The importance of mentorship programmes which will aid the continued development of nurses’ evidence-based practice and techniques to enable them to implement practical examples when mentoring student nurses.
Thank you

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