

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

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# Learner objectives

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- ▶ 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.
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# Evidence-based practice

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- ▶ 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
  - ▶ (Melnik et al. 2012; Levin et al. 2011)



# Evidence-based practice

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- ▶ 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)
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# Mentorship in the UK

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- ▶ 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

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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).
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# Aim

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- ▶ 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
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# Design

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- ▶ 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

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- ▶ **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
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# Participants

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

Focus Group	No of participants	Total no of participants	Work setting	No of participants
1	5	5	Intensive Care Unit	3
2	7	12	Emergency Department	3
3	7	19	Surgical Unit	6
4	9	28	Respiratory Ward	5
			Orthopaedic Ward	4
			Stroke Unit	3
			Cardiac Unit	4



# Participants

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

Focus Group	No of participants	Total no of participants	Work setting	No of participants
1	3	3	Community Nursing LTC	2
2	4	7	Respiratory Cardiac Rehab	1
3	4	11	Tissue Viability District Nursing	12
4	9	20	In reach to residential care	10
5	4	24	Community Hospital	2
6	2	26	Minor Injuries Units	2
7	7	33	OPD	1



# Themes


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- ▶ 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.
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# Themes...

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- ▶ 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.
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# Themes...

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- ▶ 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
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# Discussion

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- ▶ 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

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- ▶ 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.
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# Thank you

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