Mentoring as a Strategy for Enhancing of EBP in Clinical Practice

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INTRODUCTION
- Evidence-based practice (EBP) in healthcare is known as the high standard for patient care. EBP combines scientific knowledge, clinical expertise and patient choice (Mariano, 2009). EBP has been embraced by the nursing profession over the decades as a means of optimizing patient care (Ploeg, et. al., 2010; IOM, 2011; IOM, 2016).
- With the increase emphasis on the use of EBP, faculty and clinicians are investigating the use of multifaceted means of enhancing the use of EBP in the clinical areas of nursing care delivery (Brooke & Mallion, 2016); Abdullah, et. al., (2016); Mariano, et. al., (2009)

BACKGROUND
- The call to evidence-based practice (EBP) is evolving. Nurses from varying practices, specialties and levels of research experiences, have the opportunity to reflect on advances in leading best practices.
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- Mentoring may increase EBP uptake; however, there is limited understanding of the role of whether mentoring could be used as a tool for enhancing nursing attitudes and acceptance of EBP in clinical practice.

OBJECTIVES
The purpose of this review is to examine the scientific literature reporting the effectiveness of mentoring as an effective tool for enhancing nursing attitudes and acceptance of evidence based practice in nursing clinical practice.

LITERATURE REVIEW
- Evidence-based practice is a learned set of skills that encompass knowledge of information retrieval and what research evidence is generalizable, as well as clinical experience that leads to clinically relevant questions (Oh, et. al., 2015).
- The main reason for these changes is to enable nurses and other healthcare personnel provide care patient care that is safe and of highest standards (Granger, et. al., 2012).
- Literature have identified Evidence Based Practice (EBP) as an effective way for nurses to improve patient safety and outcomes, EBP has evolved as a model for delivering the best possible patient care by integrating research, clinical experience, and patient choice (Marianno, et. al., 2009).
- Global professional nursing bodies have professional regulatory policies in nursing. And expect nurses to practice in line with the best available evidence (Brooke, & Mallion, 2016).

METHODS
- An in depth electronic search in selected databases was conducted.
- The quality of data accessed was evaluated utilizing the PRISMA (Preferred Reporting Items for Systematic review and Meta-Analysis) checklist (PRISMA-P 2015) and the AGREE reporting checklist (AGREE, 2016).
- Findings from the identified research literature were analyzed using qualitative content analysis.

RESULTS
- Studies have reported nurses do not fully desire to engage in implementation of EBP (Abdullah, et. al., 2016); Brooke, & Mallion, (2016); Wallen, et. al., (2010).
- Three broad themes were identified during analysis of the selected literature: personal, institutional/organizational and leadership/administration.
- Subthemes which gave clues to the effectiveness of mentoring in evidence based practice were: administrative support, staff perception, staff motivation and engagement, and availability of adequate training opportunities.

CONCLUSIONS
- Personal perception of evidence based research was identified to affect motivation and engagement.
- Adequate support from organizations administration and training utilizing a mentor was identified to be a positive influence in full adoption and implementation of EBP.

RELEVANCE TO PRACTICE
- Leadership in hospitals and teaching hospitals should consider developing mentoring programs as a culture/tool for engaging in nurses at all levels of career ladder.
- Integration of EBP into a clinical practicum as a strategy to in increasing confidence and skill on EBP and decrease barriers to research utilization in student nurses.
- Credibility should be given to nurses’ participation in EBP experience and opportunity to effect changes increases staff satisfaction and overall patient safety and outcome.

REFERENCES
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