Detective Case Report: New Nurses Uncover Evidence That Changes Practice

Ellen Vuong, BSN, RN; Patricia Kelly, DNP, RN, CNS, AGN-BC, AOCN®; Annette Cox, MSN, RN, SCRN
June Marshall, DNP, RN, NEA-BC; Cathy Nakashima, MLS, MBA

Problem
Nursing students are taught to seek evidence in clinical practice; however, new graduates often lose this focus and show a decline in organizational engagement in their first year of nursing practice.

Background
An inter-professional team (educators, nurse scientist, nurse translationist, medical librarian) reviewed the literature and developed a detective-themed evidence-based practice (EBP) program for new graduates in a nurse residency program.

Purpose
To promote EBP among new nurse graduates and encourage professional growth through the development and presentation of an EBP project.

Methods
- Nineteen nurse residents were divided into 6 teams by services lines. Teams reviewed unit/hospital data, queried staff about rituals, created EBP questions, reviewed literature, and implemented an EBP project.
- Curriculum included 7 detective-themed classes e.g. Cracking the Case: Examining the Truth about EBP, The Detective’s Handbook: Using the Iowa Model, & The Hot Pursuit: Project Implementation.
- Each team was assigned a mentor from the inter-professional team.
- A modified EBP Capability Beliefs Survey* (given at 18 weeks post-course) and an EBP Course Survey (given at 6 months post-course) were used to assess residents’ confidence and ability to use EBP in practice.

Results

Figure 1.
Comparison of selected questions & responses from the EBP Capability Beliefs Survey (18 weeks), and the EBP Course Survey (6 months)

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this project, I feel comfortable in using the tools provided to implement nursing evidence into my practice.</td>
<td>3.38</td>
<td>9.24</td>
<td>9.48</td>
<td>3.38</td>
</tr>
<tr>
<td>As a result of this project, I feel comfortable in working collaboratively to a team to explore evidence-based content for nursing practice.</td>
<td>3.38</td>
<td>9.48</td>
<td>9.38</td>
<td>3.38</td>
</tr>
<tr>
<td>I feel comfortable in developing a basic EBP question.</td>
<td>3.38</td>
<td>9.48</td>
<td>9.38</td>
<td>3.38</td>
</tr>
</tbody>
</table>

Figure 2.
Selected questions from the EBP Course Survey (6 months)

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of the various EBP project, I feel comfortable raising a practice question on my unit.</td>
<td>2.68</td>
<td>9.55</td>
<td>9.15</td>
<td>2.68</td>
</tr>
<tr>
<td>As a result of this project, I feel comfortable interacting with nursing leadership, e.g. my nurse manager, director, chief nursing officer about EBP projects.</td>
<td>2.68</td>
<td>9.55</td>
<td>9.15</td>
<td>2.68</td>
</tr>
<tr>
<td>As a result of this project, I feel comfortable in developing a professional presentation (poster or paper) to present EBP findings.</td>
<td>2.68</td>
<td>9.55</td>
<td>9.15</td>
<td>2.68</td>
</tr>
</tbody>
</table>

Nurse Residents: Anecdotal Responses

- “Helped us become aware of problems and how evidence supports new interventions.”
- “Helped us learn what our resources are at this hospital.”
- “It is a good way for me to have insight into how I can one day present a professional poster.”
- “Prompted teamwork between residents, got to know each other better (more peer support).”
- “Reminds us what our ultimate goals should be – to always keep current on the literature and ask questions.”
- “I would eventually like to do an EBP project for NCAP and the TCU fellow program as well.”

Outcomes
- All teams completed their projects & shared outcomes with podium/poster presentations for managers/directors, and chief nursing officer.
- Slight decrease over time with EBP comfort levels with team interactions and using EBP tools.
- Post-program surveys indicate that residents are comfortable with developing EBP questions and using EBP resources.

Lessons Learned
- Allow sufficient time for residents to work on projects.
- Having residents work in project teams is an effective way to teach & model team-building.
- Leadership and unit staff support are essential for project implementation.
- Reinforcement needed to sustain EBP confidence.

Summary
Incorporating a hands-on EBP nurse residency program is an innovative way to instill EBP into clinical practice.

Acknowledgements
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