Inculcating Evidence-Based Practice

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Search and Appraisal of Evidence

• CINAHL, Cochrane Library, and Internet search using the terms: evidence based practice, nursing leadership, inculcating, & enculturating. 24 Articles were reviewed using the Johns Hopkins evidence scale.

• Based on the literature reviewed, and the quality of the studies, there is strong evidence that nursing education will increase direct staff participation in using research.

Background

• Evidence-Based Practice (EBP) is the current, best method for direct care staff to use translating research into practice (Correa-de-Araujo, 2016; Hain & Kear, 2015; Ingham-Broomfield, 2015; Melnyk & Fineout-Overholt, 2015; Schuette, 2015).

• There have been multiple studies into the barriers staff face using EBP.

• Barriers include time, resources, leadership buy in, skills with data base searches, and motivation.

• This project is about using research to develop an action plan to overcome the barriers of ‘lack of knowledge about the process’ and ‘lack of support implementing practice change’.

• Both these barriers are rooted in the current nursing administration demographic.

• Nurses whose academic degree was prior to EBP being required in the core nursing curriculum, are more likely to be in administrative positions now or senior nurses in direct care positions. These nurses help shape the next (two) generations of nurses through example and leadership.

• The premise for the project was, if the senior nurses in a facility do not use or encourage EBP, then the newer nurses who had the courses will not use it.

• There is also a paradox for the newer graduates having these advanced skills using research while their unit level preceptors, who have advanced clinical skills, may not.

PICOT: Will an educational initiative to develop and increase direct-care nurses’ knowledge and attitudes about evidence-based practice (EBP) result in increased participation in EBP activities?

The project is being developed by two DNP graduates, one of the Nurse Managers, the EBP Chair, & Co-Chair at the facility.

Questionnaire Responses (N=60)

Recommendations

• A gap analysis was developed using a Survey Monkey® questionnaire to assess staff needs, barriers to EBP, & baseline data at the facility level.

• 60 surveys were returned out of 150 direct care staff nurses (partial results above).

• Tutorials were adapted to address the staff needs for mentors, a clear process, and to clarify management’s position on EBP.

• Staffing patterns will be adjusted to facilitate direct care staff attending conferences and participating in the EBP Committee.

• Professional conference attendance will be monitored for a predicted increase in staff participation.

• The questionnaire will be repeated annually to refocus and assess any new areas of need in the gap analysis.

• The ongoing results will be shared with all clinical staff.

Significance

• Inculcating EBP at the facility level will bring research-based nursing care to all the patients served by the system.

• The project and process will facilitate all staff developing EBP skills regardless of their academic background.

• General staff can then bring research-based care to all their direct patient interactions.

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Nurse Manager Role

• Role model with certifications & degree advancement.

• Support with academic projects; helping find applicable projects for staff to develop.

• Staffing & encouraging professional conferences.

• Staffing for any EBP meetings/admin time of project development.

• Facilitating documentation for reimbursement.

• Supporting/facilitating traveling Training in Place activities.

• Encourage EBP initiatives as part of staff annual evaluations.

• Using EBP to enhance or improve best practices.
Primary References


Hain, D.J., Kear, T.M. (2015). Using evidence-based practice to move beyond doing things the way we have always done them. Nephrology Nursing Journal 42(1), p.11-21


Schuette, S. 2015. Implementing evidence-based practice throughout a large hospital system. In MOTIONmag.org