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Promotion of Evidence-Based Practice Skill and Attitude Among Advanced Nurses

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Spring 2020



Abstract

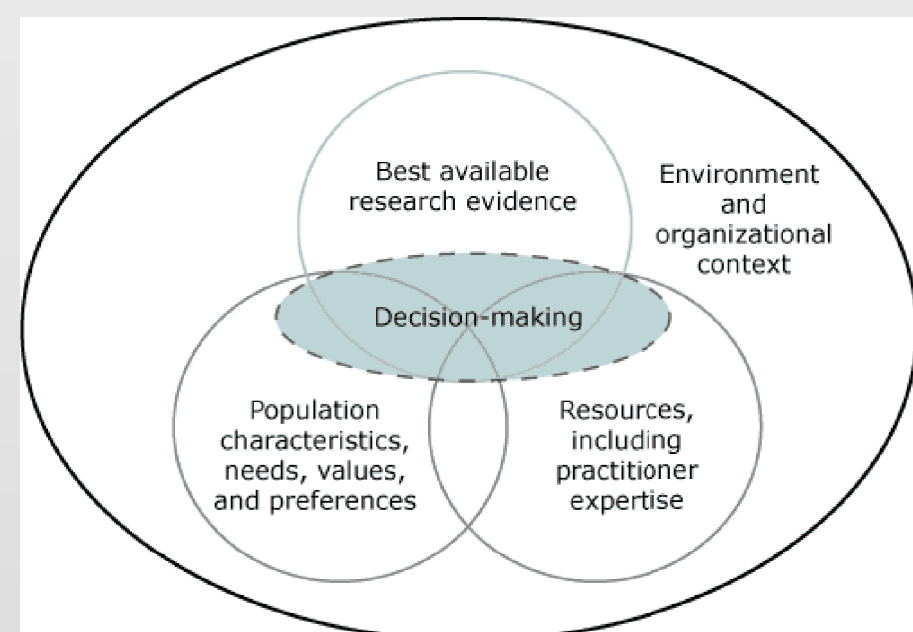
In response to the call by both the Institute of Medicine and Centers for Medicare and Medicaid Services for increased evidence-based practice (EBP) competence and activity by nurses, healthcare institutions worldwide face the challenge of including quality educative content for effective EBP training (Llasus et al., 2014). The purpose of this evidence-based improvement project is to investigate and address current levels of EBP skill and attitude among nursing professional development specialists in a Magnet hospital and provide data for continued improvement of EBP promotion initiatives for nurses. Conclusions synthesized from a review of literature highlight common barriers and facilitators to EBP implementation among nursing professionals and point to the importance of continued efforts to provide EBP instruction to nurses at all levels, emphasizing a need for institutional support and development of advanced nurses as EBP champions.

Keywords: Evidence-based practice, EBP, EBP knowledge, EBP attitudes, EBP instruction

Background

EBP

Defined: Combined use of research evidence, clinical expertise and patient preferences and values to decide on and deliver best practices of care (Melnik & Fineout-Overholt, 2014).



(Satterfield et al., 2009)

Benefits of EBP

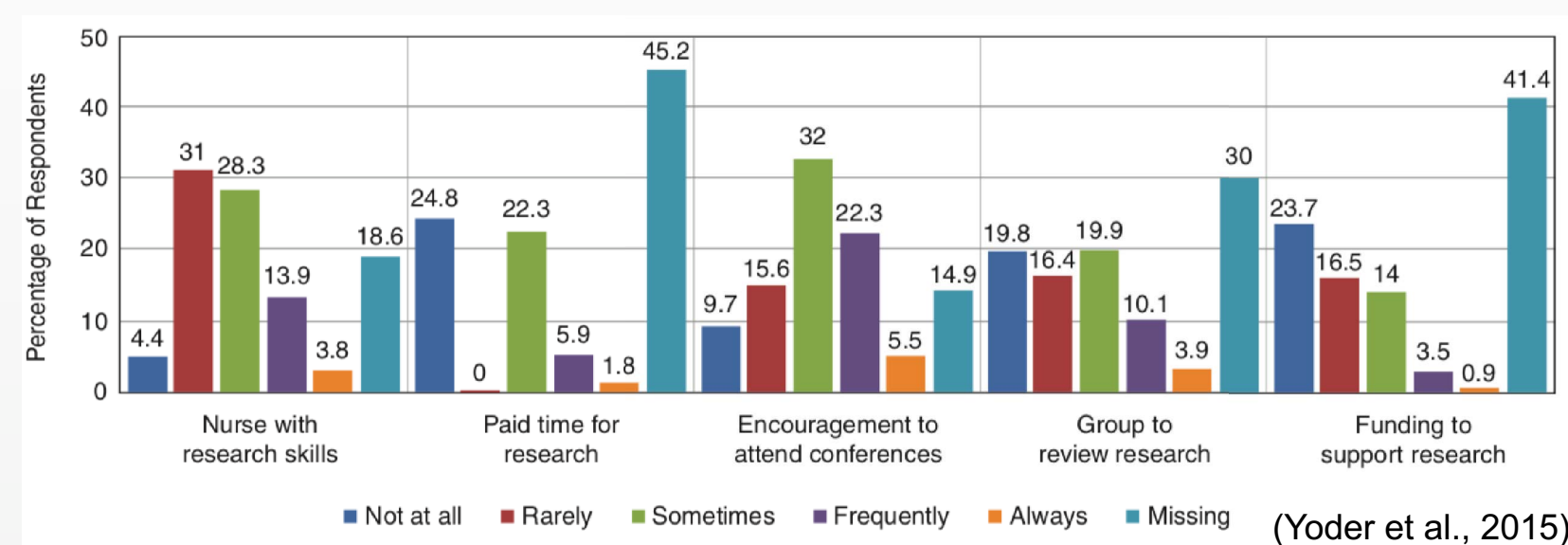
- Highest quality of care and best patient outcomes
- Promotes lower costs of health care treatments
- Higher job satisfaction among nurses

Institute of Medicine recommends (IOM, 2009)

- Nurses should become competent in EBP as well as leadership, health policy, systems improvement, and research.
- By 2020, 90 percent of clinical decisions will be based in evidence.

Review of Literature

- Many health care institutions examine nursing trends in knowledge, skill, and attitude related to EBP activity. Attitudes are greatly affected by perceived institutional support for EBP implementation. Below, Yoder et al. (2014) illustrates nurse responses regarding presence of organizational factors in the workplace.



- Lack of time, heavy workloads, lack of authority to change practice, and limited knowledge on EBP processes are the most identified barriers for EBP activity (Duffy et al., 2016; van der Goot et al., 2018; Yoder et al., 2014).
- Multiple investigators have found significant increases in skill after EBP training implementations (Black et al., 2015; Christenbery et al., 2016; Ramos-Morcillo et al., 2015; van der Goot et al., 2018)
- It has been suggested that advanced nurses can act as EBP champions to provide mentorship for less experienced nurse clinicians, thereby supplying institutional support and emphasis for EBP activity (Spiva et al., 2017; Yoder et al., 2015).

Methodology

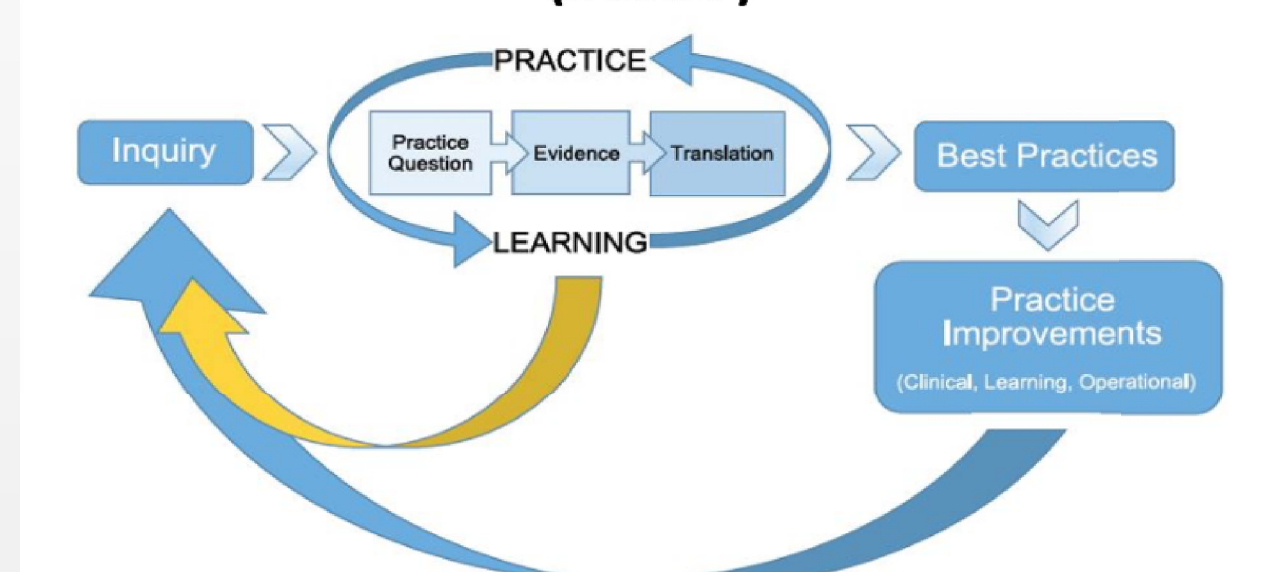
Research Question: Among nursing professional development specialists (NPDs) at a Magnet hospital, does a face-to-face interactive educational intervention improve EBP attitude and skill?

Hypothesis: Attitude and skill related to EBP will increase as a result of the educational intervention

Survey: Evidence-Based Practice Attitude and Utilization Survey (EBASE) - The instrument demonstrates good internal consistency, content validity, and acceptable test-retest reliability (Leach & Gillham, 2008)

Model Framework:

Johns Hopkins Nursing Evidence-Based Practice Model (JHNEBP)



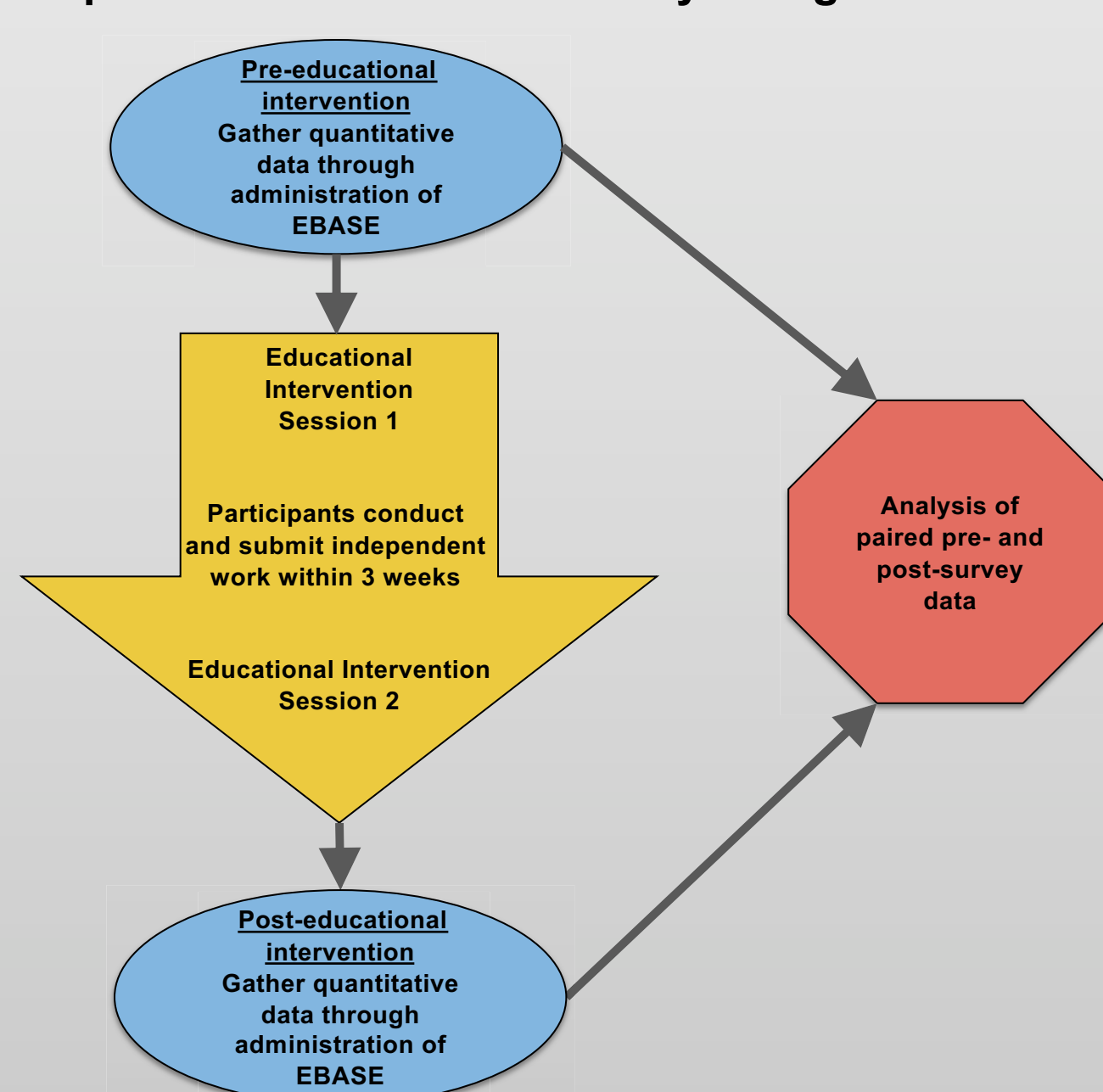
(Dang and Dearholt, 2017)

- Created for nurses, by nurses
- Provides 8 tools for stepwise EBP process
- Addresses both research and non-research evidence

Ethics: IRB permission was attained from FHSU and hospital prior to commencing project activities. Completion of anonymous survey provided implied consent.

Study Design and Educational Intervention

Experimental Pre- Post-Survey Design



The educational session employed a case exemplar format, using the clinical topic of *communication with patients with dementia* on which to carry out the EBP process guided by the principal investigator.

Session 1 activities: Face-to-face PowerPoint format

- Discussion of the definition and need for use of EBP
- Dementia case presentation
- Interactive quiz on research concepts
- PICOT question formulation
- Discussion of internal and external evidence search strategies
- Demonstration of evidence appraisal, critique, and synthesis using the JHNEBP model tools
- 2-3 articles assigned to each participant for independent appraisal, critique, and summarization. Summaries due in 3 weeks via electronic submission.

Session 2 activities: : Face-to-face PowerPoint format 1 month later

- Collaborative discussion of evidence summaries
- Collaborative synthesis of common findings and creation of practice recommendations

Anticipated Findings

Research question findings: NPD participants will show increased attitude and skill measures after a workplace EBP training intervention as compared to before the intervention as seen in multiple similar studies. It is expected that NPDs will exhibit increased interest in EBP with increased understanding and acumen.

Conclusions

Continued EBP training efforts will prepare NPDs at the Magnet institution to serve as champions of EBP activity within their respective specialties. This mentorship presence will provide scaffolding for increased EBP activity and interest at all levels of nursing and reduce barriers to EBP uptake (Brown et al., 2010; Yoder et al., 2015).

Limitations Findings generated at one Magnet hospital will not be generalizable across other institutions, especially non-Magnet locations where explicit EBP activity among nurses is less prominent.

Future projects This project demonstrates a format that can be repeated with a variety of exemplar case topics to attract participants from all specialties. In addition, more robust courses may be developed that divide the EBP steps into a series of classes for deeper instruction and participation.

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