



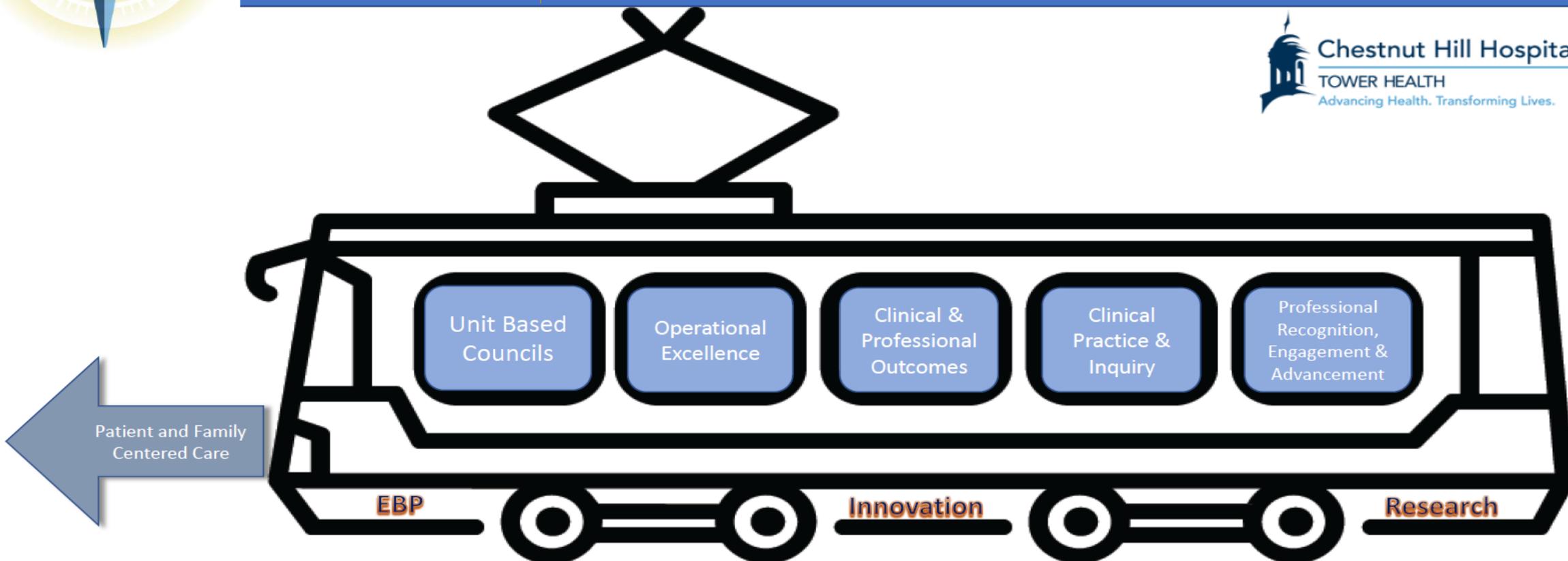
Increasing Evidence-Based Practice Capacity

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Chestnut Hill Shared Governance

Interprofessional Leadership & Nursing Executive Council



Relationship Based Care

Swanson's Caring Theory

North Star Compass

Barriers

- Buy in/workplace resistance
- Lack of knowledge
 - of research process, critique research, awareness of research
- Mentors
- Lack of time to implement ideas
- Organizational culture
- “The way we always did it”
- Lack of support of practice change
- Feeling a lack of authority to change practice
- Lack of access to research
- Lack of awareness of educational tools

(Black, et. al., 2015; Carter, et al., 2018; Cronin, et al, 2019; Melnyk, 2012)

Facilitators

- Education
- Mentors at bedside
- Research training programs
- Organizational support
- APNs
- Research nurses
- Educators
- Research internship/fellowship
- Designated nurse researchers
- Academic relationships
- Research interest groups
- Point-of-care research training
- Mentoring
- Funding
- Journal clubs
- Collaboration with other hospitals, educators, etc. Regional/system-wide symposium
- Provide infrastructure to support EBP
- Clinical Nurse Scientists
- NRP
- Magnet Recognition Program[®]

(Black, et. al., 2015; Carter, et al., 2018; Cronin, et al, 2019; Melnyk, 2012)

EBP Organizational Culture

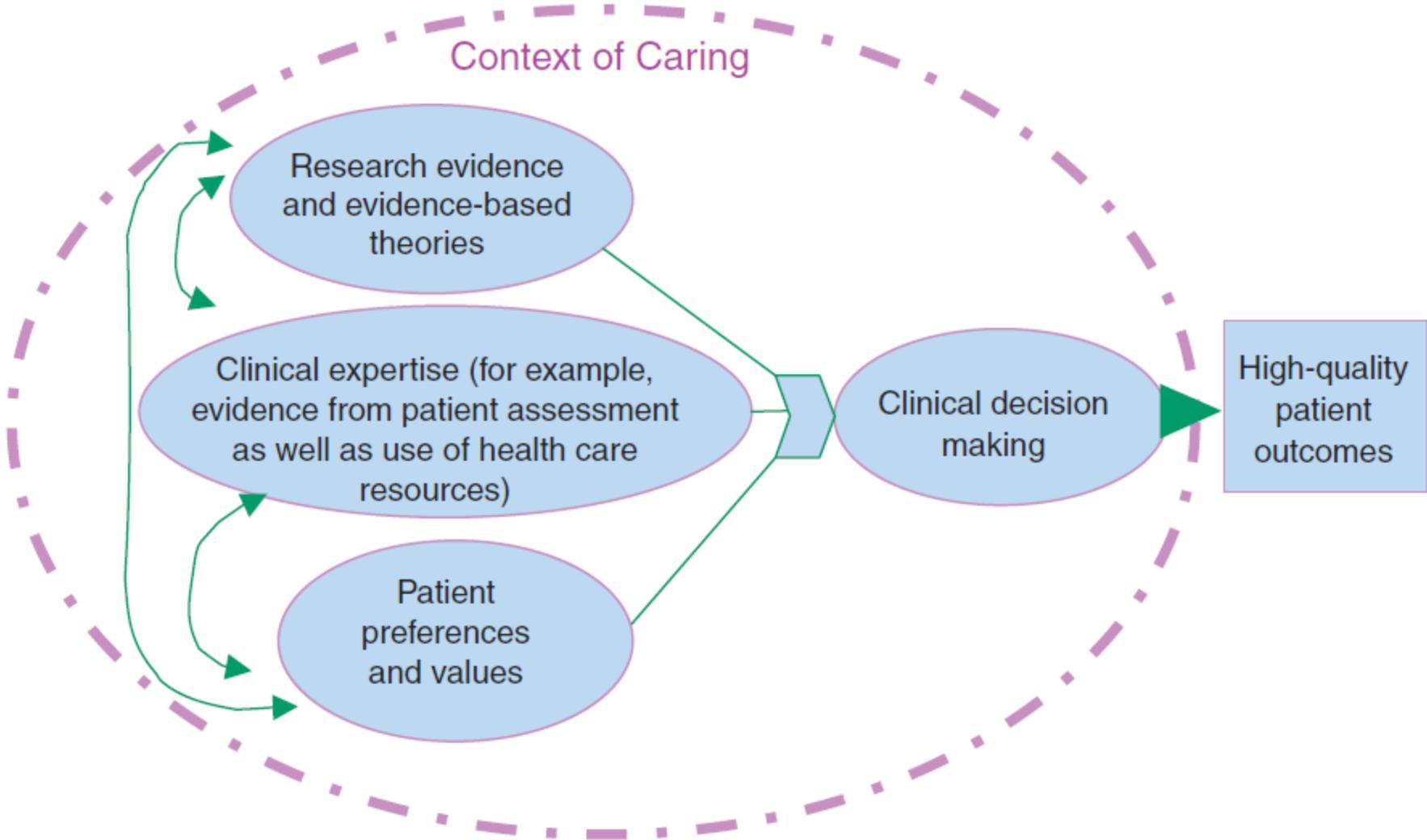


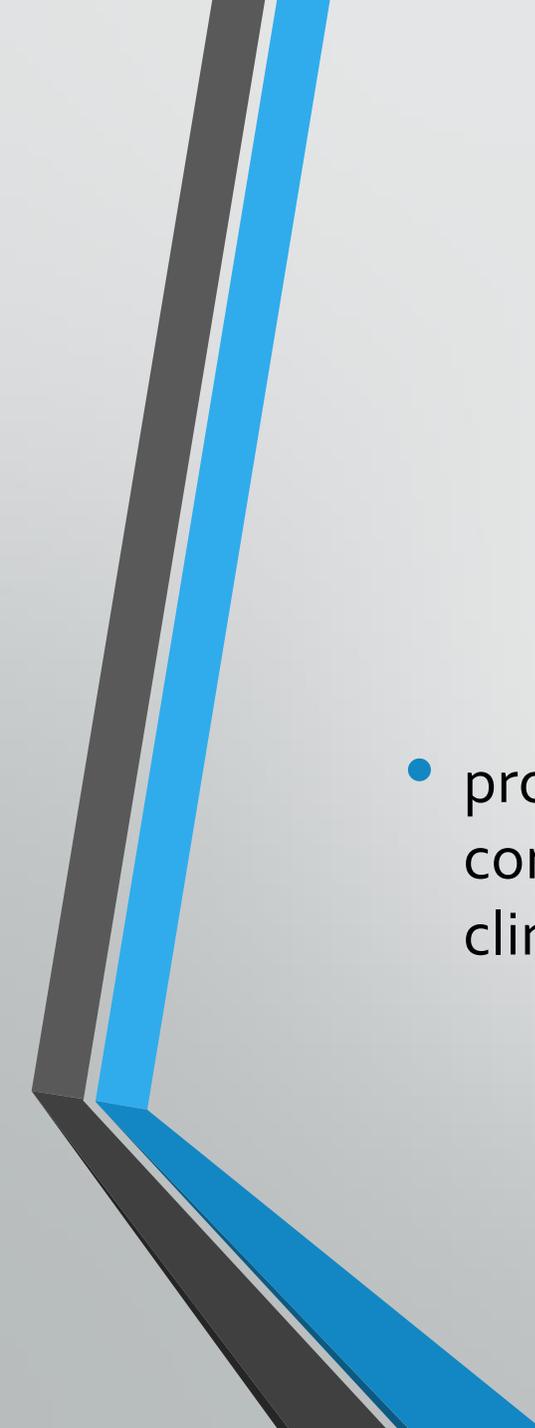
Figure 1. The EBP Paradigm: the merging of science and art. EBP within a context of caring and an EBP culture results in the highest quality of health care and patient outcomes. © Melnyk and Fineout-Overholt, 2003.

Benefits of EBP

- Improve patient safety
- Improve clinical outcomes
- Reduce healthcare costs
- Decrease variation in patient outcomes
- Substantial changes to participants' critical thinking and awareness of the interrelatedness of research and practice (Black, et al., 2015)
- For nurse residents, promotes teamwork and autonomous decision-making skills, professional development, assists in transition to practice (Cochran, 2017)
- Advances scholarly work
- Help meet Magnet[®] requirements in economical way (Cronin, et. al., 2019)

Resources

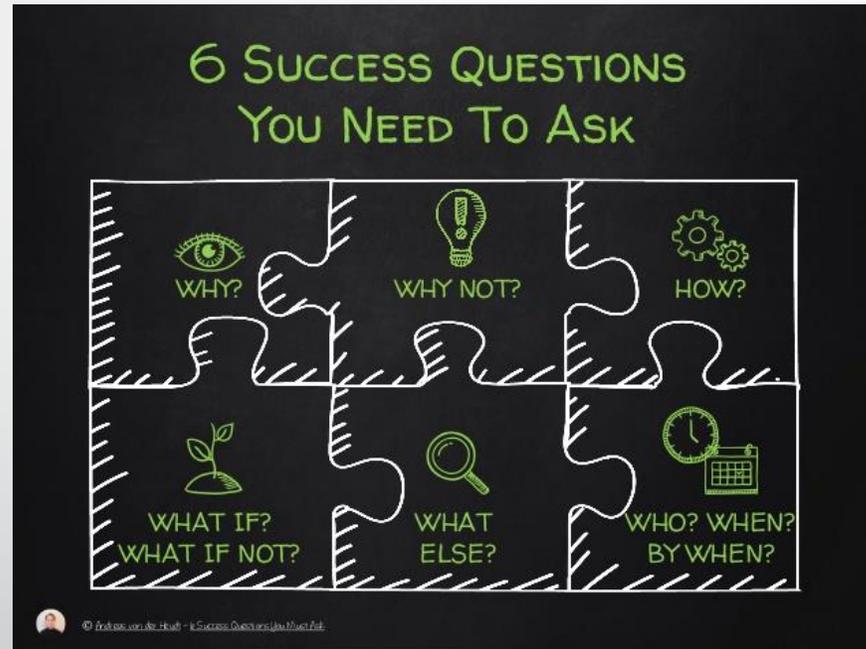
- Ohio State University - Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare
- Johns Hopkins - Center for Evidence-Based Practice
- University of Iowa -
- Health System EBP Internship
- EBP project in Nurse Residency
- EBP projects part of the nurse ladder program
- EBP Council/Board



Evidence-Based Practice

- problem-solving approach to clinical care that incorporates the conscientious use of current best practice from well-designed studies, a clinician's expertise, and patient values and preferences

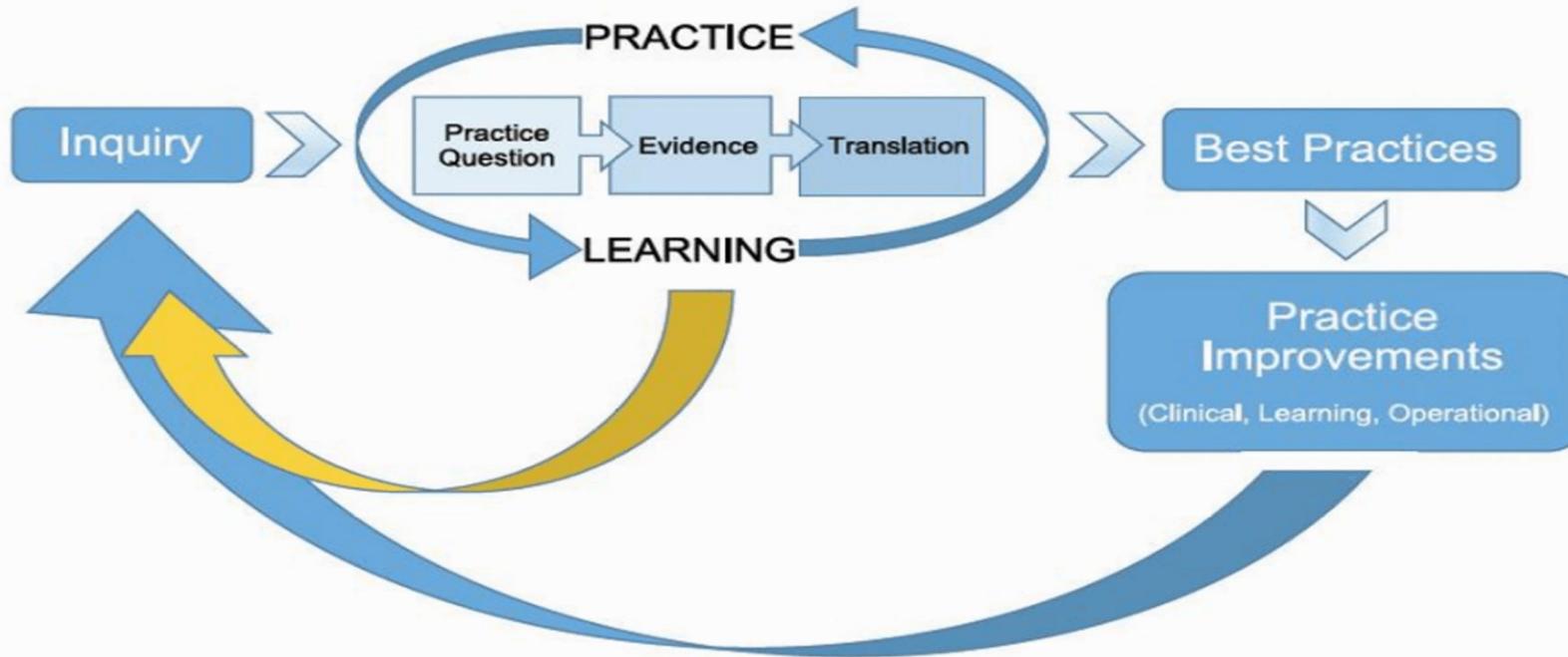
Spark a Spirit of Inquiry



Culture of Inquiry

- Critical to EBP
- An environment characterized by nurses actively
 - reviewing evidence to seek answers to clinical questions that they have identified
 - integrating this evidence into practice when data are sufficient to support practice change or
 - conducting research when existing literature is scant.
- Nurses' questioning of practices is supported, valued, and understood to result in the recognition, implementation, and generation of best practices, thus advancing the nurse work environment, patient care, and patient outcomes

The Johns Hopkins Nursing Evidence-based Practice Model



Questions that Spark a Spirit of Inquiry

- *Who* can I seek out to assist me in enhancing my evidence-based practice (EBP) knowledge and skills and serve as my EBP mentor?
- *Which* of my practices are currently evidence based and which don't have any evidence to support them?
- *When* is the best time to question my current clinical practices and with whom?
- *Where* can I find the best evidence to answer my clinical questions?
- *Why* am I doing what I do with my patients?
- *How* can I become more skilled in EBP and mentor others to implement evidence-based care?

(Melnyk, et al., 2009)

Outcome Measures

- Nurse library use
- Nurse knowledge, attitudes, and practice towards EBP

(Carter, et al., 2018)

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