Shift to evidence-based practice

You've chosen one of the most important careers in the world. Let us be a part of your journey. Our Quick-E! Pro series tackles the toughest topics in nursing and provides you with the crucial information you need to succeed in your profession.

Quick-E! Pro Evidence-Based Practice: A Guide for Nurses is designed to help nurses better understand what evidence-based practice is and how to insert it into every shift. This one-of-a-kind resource includes checklists, tools, and exercises to help you handle the transition from a task-oriented profession to one that focuses on outcomes.

Whether you're an experienced nurse or a new graduate, Quick-E! Pro Evidence-Based Practice will give you what you need to develop critical thinking skills, improve your clinical judgment, and provide the best patient care possible.

To learn about the continuing education credits that are available for this product, visit www.hcmarketplace.com.

Other Quick-E! resources include:
- Quick-E! Pro Time Management
- Quick-E! Pro Scripting
- Quick-E! Pocket Guide: Medication Management
- Quick-E! Pocket Guide: Geriatrics
- Quick-E! Pocket Guide: Peds
- Quick-E! Pocket Guide: Med-Surg
- Quick-E! Pocket Guide: Critical Care
- Quick-E! Pocket Guide: ER
- Quick-E! Pocket Guide: Spanish Guide
- Quick-E! Pocket Guide: Assessment
- Quick-E! Pocket Guide: OB
- Quick-E! Pocket Guide: IV
- Quick-E! Pocket Guide: Dysrhythmia
- Quick-E! Pocket Guide: Charting
Evidence-Based Practice
A Guide for Nurses

Joan Monchak Lorenz, MSN, RN, PMHCNS-BC
Suzanne C. Beyea, RN, PhD, FAAN
Mary Jo Slattery, RN, MS
# Contents

## About the Authors

## Introduction

## Chapter 1: What Is Evidence-Based Practice?

- The Way We Have Always Done It
- Getting Started
- Relationship of Nursing Excellence to EBP

## Chapter 2: Creating a Culture of Evidence-Based Practice

- Getting the Resources You Need
- Incorporate EBP Concepts into Nursing Practice Committees
- Starting Journal Clubs
- Start an EBP Council (or Committee)
- Seek Out Mentors

## Chapter 3: Choosing a Model and Identifying a Question

- Models of Evidence-Based Nursing Practice
- Identifying a Project
- Focus Your General Question
Chapter 4: Gathering and Evaluating Evidence ................................. 29

Finding Evidence......................................................................................... 29
Critiquing the Literature ......................................................................... 31
Evaluating Web Sites ................................................................................ 33
Tool for Evaluating Web Sites ................................................................. 35
Assessing the Strength of the Evidence .................................................. 36
Putting Research into Action ................................................................. 38

Chapter 5: Independent Searches .......................................................... 41

National Library of Medicine ................................................................ 42
Cochrane Library ..................................................................................... 42
National Guideline Clearinghouse ......................................................... 44
Joanna Briggs Institute ............................................................................ 44
Netting the Evidence .............................................................................. 45
Task Force on Community Preventive Services ................................... 45
U.S. Preventive Services Task Force ....................................................... 46
Veterans Evidence-Based Research Dissemination Implementation Center ........... 46
Centre for Evidence-Based Medicine University Health Network .......... 46
Centre for Health Evidence ................................................................... 47
Other Web Resources ............................................................................ 47

Chapter 6: Sharing the Results ................................................................. 49

Ways to Publicize EBP Projects .............................................................. 49
Publish an EBP Newsletter ................................................................. 50
Spread the Word Outside Your Facility ............................................. 51
Appendix A: Guidelines for Journal Clubs .............................................. 53

Learning How to Critique the Nursing Literature ..................................... 54
Guidelines for the Critique of Nursing Research Articles ........................... 55

Appendix B: Process for Evaluating Internet Sources ............................... 57

Appendix C: Basic Research Designs ....................................................... 59

References .................................................................................................. 63

Continuing Education Instructional Guide ............................................... 69
Joan Monchak Lorenz, MSN, RN, PMHCNS-BC

Joan Monchak Lorenz, MSN, RN, PMHCNS-BC, has a varied and well-rounded nursing career in clinical work, consultation and counseling, teaching, and research. She is a clinical nurse educator in the nursing education department at Bay Pines (FL) VA Healthcare System. In this capacity, she works on hospitalwide educational initiatives, provides unit-based programming, and consults with nursing staff on their professional growth. She supports evidence-based practice through her work on the Standards of Care Committee, as past chair of the Evidence-Based Practice Committee, and as past Coordinator of Evidence-Based Practice at Bay Pines.

Lorenz is the founder and president of Clearly Stated, writing and editing health-related material for healthcare professionals and the general public. Her nursing publications include numerous continuing education activities; workshops on a variety of contemporary nursing issues, most recently ones on promoting civility in the workplace; and handbooks on topics such as assessment of the older adult and working with individuals with difficult behaviors.

Lorenz is a graduate of The Johns Hopkins School of Nursing and the Yale University School of Nursing. She is certified as an editor/writer and as an educator by the American Medical Writers Association. She is board-certified by the American Nurses Credentialing Center in psychiatric mental health nursing – adult.
About the Authors

Suzanne C. Beyea, RN, PhD, FAAN

Suzanne C. Beyea, RN, PhD, FAAN, is the director of nursing research at the Dartmouth-Hitchcock Medical Center (DHMC) in Lebanon, NH. Her responsibilities include supporting evidence-based practice, developing the clinical nursing research program for the medical center, and supporting nurses’ efforts to use or conduct research. Her activities include providing consultation, education, technical support, and advice related to research, evidence-based practice, and the evaluation of nursing practices and clinical processes. She also serves as the ANCC Magnet Recognition Program® coordinator.

Beyea’s nursing publications include journal articles, contributions to textbooks, and monthly columns on research topics and patient safety issues for the AORN Journal. She also has numerous publications related to the care of the medical-surgical patient, structured vocabulary, geriatric issues, and patient safety. In addition, she has extensive experience presenting educational sessions related to research, evidence-based practice, best practice, clinical competence, clinical pathways, care of the elderly client, quality improvement and outcomes management, using the clinical value compass to achieve best practices, legal aspects of documentation, and human patient simulation. Currently, she is the primary investigator for an HRSA-funded project called “Nurse Residency Program for Competency Development.” She is actively involved in numerous local, regional, and national nursing organizations.

Mary Jo Slattery, RN, MS

Mary Jo Slattery, RN, MS, is the nursing research coordinator at DHMC. She collaborates with the director of nursing research, Suzanne C. Beyea, in the Office of Professional Nursing to support and facilitate research and evidence-based practice efforts in nursing. Her activities include consulting for and
assisting with groups and individuals on such topics as online searching, project planning, instrument development, obtaining Institutional Review Board (IRB) approval, data collection, data analysis, and report writing. She manages the departmental review for nursing research studies prior to submission to the IRB, coordinates the use of statistical analysis software, and conducts analysis on selected projects.

Slattery has more than 15 years of experience working with staff nurses in the acute care setting in conducting and using research and, most recently, in evidence-based practice. She is also involved in several professional nursing projects in the institution. She was coprincipal investigator on a DHMC Quality Research Grant–funded project “Evaluation of the Effectiveness of a Targeted Ergonomic Program to Prevent Back and Other Musculoskeletal Injuries in Nursing Personnel.” Currently, she is the NDNQI site coordinator and the data manager and analyst on the HRSA-funded project “Nurse Residency Program for Competency Development.”
Nurses often say they don’t have time in the day to add more tasks to their already overburdened responsibilities. But incorporating evidence-based practice (EBP) is time well spent, both for nurses’ workload efficiency and for the overall care of their patients. As a profession, we must make time for EBP to improve the quality of our care delivery and fulfill our potential as professionals. This book is for nurses who want to understand EBP and grasp the core principles so they can ensure their practice is evidence-based.

You will discover tips and strategies to help you realize better patient outcomes while increasing your knowledge and professional development.

We’ll take a closer look at:

- Understanding EBP
- Finding sources of evidence
- Critiquing articles to determine validity for your use
- Forming journal clubs and networking with your peers

Let’s get started by looking at what EBP really means.
Learning Objectives

After reading this chapter, the learner will be able to:

- Explain evidence-based practice
- Describe how evidence-based practice contributes to improved patient outcomes

The Way We Have Always Done It

Evidence-based practice (EBP) helps nurses provide high-quality patient care based on research and knowledge rather than on traditions, myths, hunches, advice of colleagues, or outdated textbooks. EBP changes the familiar saying “this is the way we have always done it” to “show me the evidence.”

EBP is not research; it is the *application* of research to practice. Nursing research adds to the body of nursing knowledge and generates new information. EBP applies that information to your clinical practice.

Quick Highlight: EBP is the application of research to practice.
Pravikoff, Tanner, & Pierce (2005) report that most nurses provide care in accordance with what they learned in nursing school and rarely use journal articles, research reports, and hospital libraries for reference. That finding, combined with the fact that the average nurse is more than 40 years of age, means many nurses may be providing patient care based on knowledge learned years ago. Practice based on such knowledge does not translate into quality patient care or positive health outcomes. EBP provides a critical strategy to ensure that care is up to date and that it reflects the latest research evidence.

**Quick Highlight:** EBP is “the conscientious, explicit, and judicious use of the current best evidence in making decisions about the care of individual patients” (Sackett 1998).

The goals of EBP are to:

- Deliver effective nursing care based on the best research and evidence
- Resolve clinical care problems in the clinical setting
- Achieve excellence in care delivery, even exceeding quality assurance standards
- Introduce innovation

*(Grinspun, Virani, & Bajnok 2001/2002)*

**Quick Highlight:** Why is EBP important to nursing practice? It:

- Produces better patient outcomes
- Keeps practice current and relevant
- Ensures practice is based on latest research
Nurses use EBP to make their practice more effective. For example, an EBP project reported by Madsen et al. (2005) was undertaken to ascertain the benefits of listening to the bowel sounds of patients who have undergone elective abdominal surgery in determining gastrointestinal (GI) motility. The authors reviewed the literature, conducted an assessment of current practice using the EBP process, and developed and evaluated a new practice guideline for assessing GI functioning after surgery. Through their step-by-step use of the EBP process, they determined that the return of flatus and first postoperative bowel movement were more helpful than listening for bowel sounds in assessing the return of GI motility after abdominal surgery. This evidence-based project resulted in saving nursing time with no negative patient outcomes.

Quick Highlight: Blood warmers? Show me the evidence of need!

Nurses can use EBP to make their practice more cost-effective. In an unpublished EBP project at Bay Pines (FL) VA Healthcare System, nurses made a request to the Standards of Care Committee to ask whether blood warmers were needed for each nursing unit that routinely provided blood transfusions to veterans. A group of nurses undertook an EBP project, and after conducting a search of the literature, they recommended the facility follow the guidelines of the ECRI Institute, which states that blood warmers are only needed:

- For massive transfusions (50% of body blood volume)
- When therapy calls for 25% of body blood volume, but the potential exists that more units may be required or that these units may be administered rapidly
- When transfusing blood to patients with cold agglutinins

(ECRI Institute 2009)
The recommendation was made that blood warmers were not needed on all nursing units that regularly gave blood to veterans. They were only needed in the areas that met the ECRI criteria. This EBP project resulted in cost saving for the facility.

Nurses also use EBP to make their practice safer for patients, such as in the example featured on the Web site of the University of Texas Health Science Center at San Antonio’s Academic Center for Evidence-Based Practice describing how nurses evaluated the effectiveness of employing two nursing strategies to reduce patient falls and increase patient satisfaction. The nurses’ findings indicated that following the implementation of a response to call bell policy and a protocol requiring that the change-of-shift nursing handoff report be given at the patient’s bedside, there was a significant decrease in patient falls as well as increased patient satisfaction in the area of promptness of response to call bells and pain control.

The nurses concluded that important patient safety, comfort, and satisfaction outcomes can be improved through the use of innovative evidence-based nursing strategies. These strategies were cost-neutral and had a significant effect on the healthcare experience of hospitalized patients. This EBP project resulted in a safer, more pleasant environment for patients.

Quick Highlight: EBP? What’s in it for me? It:
- Closes the research-practice gap
- Keeps us current with latest research
- Prevents us from using outdated information
Getting Started

Nurses and other clinicians strive to provide the best care possible, and in today’s healthcare environment, evidence-based care is essential. Simply put, using EBP makes sense.

So how do you get started? To fully integrate EBP into your organization and ensure that all nursing practice is based on evidence, you need:

- Administrative support
- Knowledgeable mentors
- Time to complete EBP projects
- Accessible research reports and articles
- Knowledge about the EBP process

Are you ready for the challenge? Although EBP takes commitment and resources, such as time, effort, and dedication, the patient outcomes make it worthwhile. Every patient deserves care that is based on the best current scientific knowledge. Every nurse deserves to work in an environment in which EBP is supported and its results utilized.

Quick Highlight: We ask these questions in EBP:

- What is the clinical practice question?
- What evidence exists that will help answer the question?
- How valid is the evidence?
- How strong is the evidence or results?
- How relevant is it to my practice?
In the past decade, the American Nurses Credentialing Center (ANCC) Magnet Recognition Program® (MRP) has been synonymous with practice environments in which nurses prefer to practice and patients achieve the best outcomes. Evidence exists that hospitals that attract and retain registered nurses demonstrate key characteristics related to their nurse leader, the professional attributes of staff nurses, and their professional practice environment (Scott, Sochalski, & Aiken 1999; McClure & Hinshaw 2002). Additional research supports the benefits of professional practice environments to patients as well as to nursing staff.

The ANCC states that “Evidence-based practice (EBP) is internationally acclaimed as the gold standard for delivering the highest quality care” (2009). It is an essential component of any organization that has achieved MRP status.

You can think about this information when you address the need for EBP support at your facility. EBP’s central importance to nursing excellence and its flagship status at any organization deemed worthy of designation means the need for EBP support moves out of the category of “nice to have” and into the category of “need to have.”
Quick Highlight: The MRP was developed by the ANCC to recognize healthcare organizations that provide nursing excellence. The program also provides a vehicle for disseminating successful nursing practices and strategies.

Recognizing quality patient care, nursing excellence, and innovations in professional nursing practice, the MRP program provides consumers with the ultimate benchmark to measure the quality of care that they can expect to receive. When *U.S. News & World Report* publishes its annual showcase of America's Best Hospitals, designation as an MRP facility contributes to the total score for quality of inpatient care. Of the hospitals listed on the exclusive 2007 Honor Roll rankings, seven of the top 10 were MRP designated hospitals.

MRP designation is based on quality indicators and standards of nursing practice as defined by the American Nurses Association's *Scope and Standards for Nurse Administrators* (2004). The *Scope and Standards for Nurse Administrators* and other foundational documents form the base upon which the MRP environment is built. The designation process includes the appraisal of qualitative factors in nursing, and these factors, referred to as the 14 Forces of Magnetism, were first identified through research conducted in 1983. The 14 Forces were reconfigured under 5 Model Components in 2008, which places a greater focus on measuring outcomes.

The full expression of MRP designation embodies a professional environment guided by a strong visionary nursing leader who advocates and supports development and excellence in nursing practice. As a natural outcome of this, the program elevates the reputation and standards of the nursing profession.
Order your copy today!

Please fill in the title, price, order code and quantity, and add applicable shipping and tax. For price and order code, please visit www.hcmarketplace.com. If you received a special offer or discount source code, please enter it below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Price</th>
<th>Order Code</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your order is fully covered by a 30-day, money-back guarantee.

 узните your special Source Code here:

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>City</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>E-mail Address</td>
</tr>
</tbody>
</table>

BILLING OPTIONS:

- [ ] Bill me
- [ ] Check enclosed (payable to HCPro, Inc.)
- [ ] Bill my facility with PO # ____________

Enter your special Source Code here:

- [ ] VISA
- [ ] MasterCard
- [ ] AmEx
- [ ] Discover

Signature | Account No. | Exp. Date
-----------|------------|-----------

(Required for authorization) (Your credit card bill will reflect a charge from HCPro, Inc.)

Order online at www.hcmarketplace.com

Or if you prefer:

MAIL THE COMPLETED ORDER FORM TO: HCPro, Inc. P.O. Box 1168, Marblehead, MA 01945
CALL OUR CUSTOMER SERVICE DEPARTMENT AT: 800/650-6787
FAX THE COMPLETED ORDER FORM TO: 800/639-8511
E-MAIL: customerservice@hcpro.com

© 2008 HCPro, Inc. HCPro, Inc. is not affiliated in any way with The Joint Commission, which owns the JCAHO and Joint Commission trademarks.

Code: EBKPDF