Innovative Evidence Based Practice Education:

Battling Dr. Google and Nurse Jackie

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Disclosure Statement

Learning Objectives

* The learner will be able to explain how education on evidence-based practice skills can enhance the implementation of evidence-based practice.

* The learner will be able to describe required elements of an evidence-based practice educational program.

* The learner will be able to construct an effective evidence-based practice program.

Evidence Based Practice?
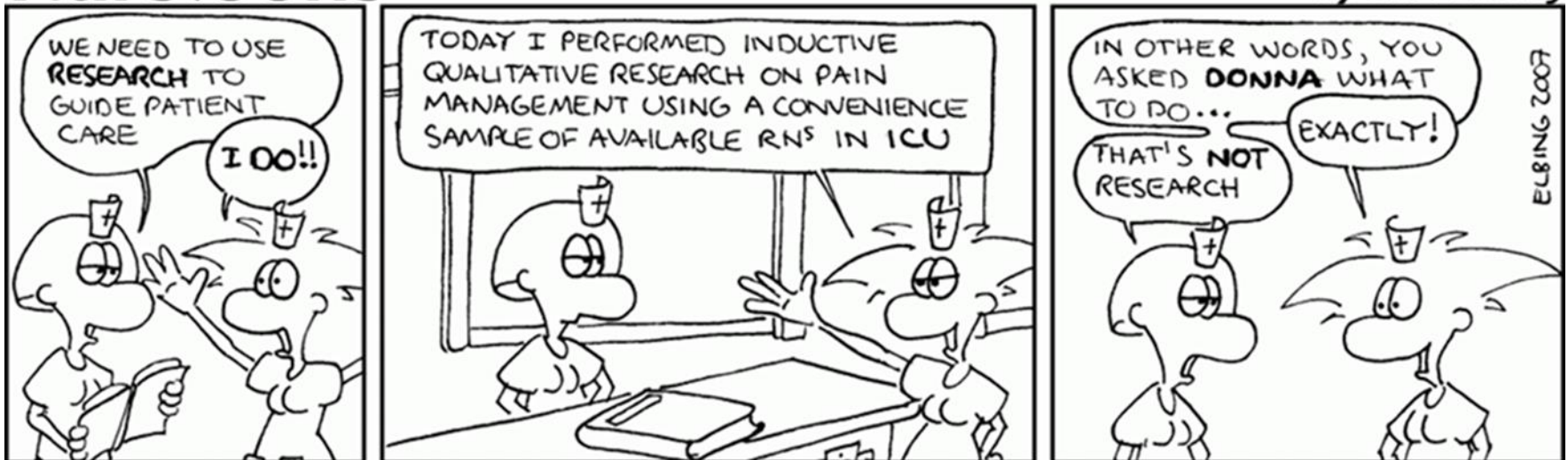
Background

* In Canada, Registered Nurses (RNs) and Licensed Practical Nurses (LPNs) are required to engage in evidence-based practice (EBP) as an entry to practice competency[1,2]

* Studies show nurses generally have a positive attitude toward evidence-based practice[3]

* However, there is poor uptake in the application of this process[3]

Evidence on Evidence

* Majority of nurses are familiar with EBP and EBP processes[3,4]

* Primary sources of practice information:

    * Nursing colleagues and peers[4,5]

    * Personal experience[3]

* Nursing research journals and databases rarely used[3,4,5]

Putting Evidence Into Action
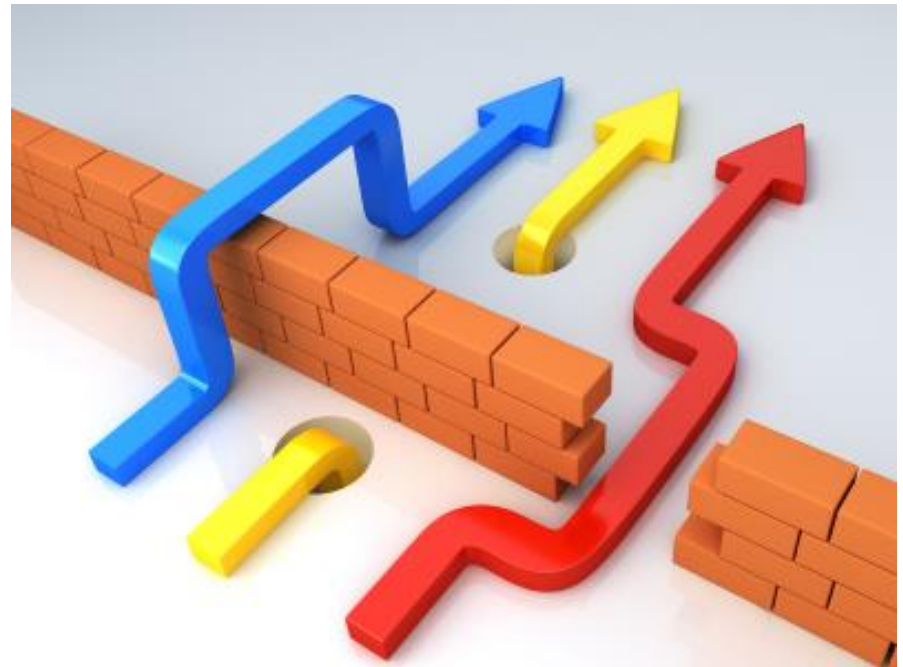

* This evidence clearly outlines a 'gap' between the expectation and implementation of EBP

Barriers to Evidence

* **Common barriers noted in the literature:**
  * **Lack of Awareness**
  * **Lack of Confidence**
  * **Lack of Agency**

* **Overcoming the barriers**
  * **Exposure to EBP education**
  * **Clinical appropriateness**
  * **Know your audience**

LPN Survey, n = 735

* Surveyed Alberta LPNs using Source of Knowledge in Daily Practice survey (Estabrooks et al , 2005)

Top 5 sources of Knowledge in daily practice (LPNs/RNs) (11 measured in total)				
Item	LPN Mean	Rank	RN Mean	Rank
Individual clients	4.2	1	4.18	1
Personal Experience	4.0	2	4.18	2
Nursing school	4.0	3	3.77	4
In-services	4.0	4		3
Policy and Procedures	4.0	5	3.62	8

Innovative Education

* Interdisciplinary
* Relational and interactive
* Alberta Geography:
  * 661,848 km^2 (255,500 sq mi)
* Work place factors
* Established professional development format
* Clinically focused

Evidence Based Practice Webinars

Objectives:

* Increase skills and confidence in using evidence in nursing practice
* Focus on clinical versus academic application of Evidence Based Practice (EBP) skills
* Develop skills to access and evaluate relevant evidence to enhance nursing practice

* **Information Literacy: Make Your Nursing Practice Better and Easier**
* **The Map to Evidence: How to Access and Evaluate Evidence Effectively and Efficiently**
* **Asking and Answering Clinical Questions: PICO That!**
* **EBP Webinars**

Webinar Evaluation

* Pre and Post self-assessments awareness, confidence, and agency for EBP

* Analysis: Paired t-tests

* Quality Improvement evaluation questionnaire

Results Webinar 1, n=21 Information Literacy

Demographics	
Age	mean = 39 years
Years of Professional practice	mean = 9 years
Employed	71.8%
Showed positive increase in every factor (awareness, confidence and agency) Significant differences noted in manuscript table	
Evaluation	% Very good and excellent
Quality of information	81%
Relevance to your work	80.9%
Overall Satisfaction	81%
Difficulty rating	Introductory = 52.4%, Intermediate = 47.6%

Results Webinar 2, n=32
Map to Evidence

Demographics	
Age	mean = 44
Years of Professional practice	mean =10
Employed	72.5%
Showed positive increase in every factor (awareness, confidence and agency). Significant differences noted in manuscript table	
Evaluation	% Very good and excellent
Quality of information	68.7%
Relevance to your work	59.4%
Overall Satisfaction	40.6%
Difficulty rating	Introductory = 25.0%, Intermediate = 64.6 Advanced = 9.4

Results Webinar 3, n=16
PICO That!

Demographics	
Age	mean = 48
Years of Professional practice	mean =12
Employed	68.8
Showed positive increase in every factor (awareness, confidence and agency) Significant differences noted in manuscript table	
Evaluation	% Very good and excellent
Quality of information	75%
Relevance to your work	62.6%
Overall Satisfaction	62.6%
Difficulty rating	Introductory = 25.0%, Intermediate = 56.3% Advanced = 18.8%

Discussion

* Strengths
  * Accessibility
  * Impact
  * Inclusive
* Weaknesses
  * Schedule
  * Response to pre and post tests
  * Interaction

References

1. Canadian Council for Practical Nurse Regulators. (2013). Entry-to-practice competencies for licensed practical nurses. Retrieved from www.ccpnr.ca

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3. Yoder, L., Kirkley, D., McFall, D., Kirksey, K., StalBaum, A., & Sellers, D. (2014). Staff nurses use of research to facilitate evidence-based practice. *American Journal of Nursing, 114(9)*, 26-37.

4. Thiel, L., & Ghosh, Y. (2008). Determining registered nurses' readiness for evidence-based practice. *Worldviews on Evidence-Based Nursing, 5(4)*, 182-192.

5. O'leary, F. D., & Mhaolrunaigh, S.N. (2011). Information seeking behavior of nurses: Where is information sought and what processes are followed? *Journal of Advanced Nursing, 68(2)*, 379-390. doi: 10.1111/j.1365-2648.2011.05750.x