

Detective Case Report: New Nurses Uncover Evidence That Changes Practice



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Problem

Nursing students are taught to seek evidence in clinical practice; however, new graduates often lose this focus and show a decline in organizational engagement in their first year of nursing practice.

Background

An inter-professional team (educators, nurse scientist, nurse translationist, medical librarian) reviewed the literature and developed a detective-themed evidence-based practice (EBP) program for new graduates in a nurse residency program.

Purpose

To promote EBP among new nurse graduates and encourage professional growth through the development and presentation of an EBP project.

Methods

- Nineteen nurse residents were divided into 6 teams by services lines. Teams reviewed unit/hospital data, queried staff about rituals, created EBP questions, reviewed literature, and implemented an EBP project.
- Curriculum included 7 detective-themed classes e.g. Cracking the Case: Exposing the Truth about EBP, The Detective's Handbook: Using the Iowa Model, & In Hot Pursuit: Project Implementation.
- Each team was assigned a mentor from the inter-professional team.
- A modified EBP Capability Beliefs Survey* (given at 18 weeks post-course) and an EBP Course Survey (given at 6 months post-course) were used to assess residents' confidence and ability to use EBP in practice.

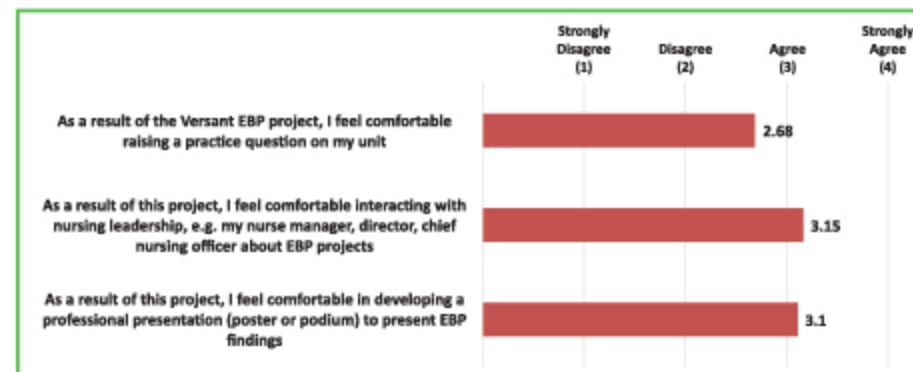
* From: Wallin, L. Bostrom, A. & Gustavsson, J. (2012). Capability beliefs regarding evidence-based practice are associated with application of EBP and research use: Validation of a new measure. *Worldviews on Evidence-Based Nursing*, 9(3), 139-148. Survey adapted and used with permission

Results

Figure 1. Comparison of selected questions & responses from the EBP Capability Beliefs Survey (18 weeks), and the EBP Course Survey (6 months)



Figure 2. Selected questions from the EBP Course Survey (6 months)



Nurse Residents: Anecdotal Responses

- "Helped us become aware of problems and how evidence supports new interventions."
- "Helped us learn what our resources are at this hospital."
- "It is a good way for me to have insight as to how I can one day present a professional poster."
- "Prompted teamwork between residents, got to know each other better (more peer support)."
- "Reminds us what our ultimate goals should be -to always keep current on the literature and ask questions."
- "I would eventually like to do an EBP project for NCAP and the TCU fellow program as well."

Outcomes

- All teams completed their projects & shared outcomes with podium/poster presentations for managers/directors, and chief nursing officer.
- Slight decrease over time with EBP comfort levels with team interactions and using EBP tools.
- Post-program surveys indicate that residents are comfortable with developing EBP questions and using EBP resources.



Lessons Learned

- Allow sufficient time for residents to work on projects.
- Having residents work in project teams is an effective way to teach & model team-building.
- Leadership and unit staff support are essential for project implementation.
- Reinforcement needed to sustain EBP confidence.

Summary

Incorporating a hands-on EBP nurse residency program is an innovative way to instill EBP into clinical practice.

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