

# Empowering Nurses to Use Nursing Research to Support Evidence-based Practice

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# Background

- The majority of registered nurses practicing today initially graduated from associate degree nursing (ADN) programs (NLN, 2013).
- Many associate degree nurses are furthering their education in baccalaureate degree completion programs (RN to BSN programs) (AACN, 2013).
- These programs attempt to fill gaps in content between associate degree and baccalaureate degree education (AACN, 2015).
- Typically ADN programs do not include a great deal of information about nursing research and how to use it to support evidence-based practice (EBP) (AACN, 2015).
- Mandate for EBP impacts nursing education (IOM, 2010).
- Accordingly, RN to BSN curricula usually require a nursing research course.

# Barriers to Evidence-based Practice

- Lack of value of using research in practice (Solomons & Spross, 2011).
- Lack of understanding of electronic databases (Solomons & Spross, 2011).
- Statistical analysis not understandable ( Brown, Wickline, Ecoff, & Glaser, 2008).
- Research reports hard to read and understand (Brown, et al., 2008).
- Not able to evaluate quality of research (Brown, et al., 2008).
- Difficulty synthesizing evidence (Brown, et al., 2008).
- Support for implementing changes in patient care (Brown, et al., 2008).

# Purpose

- The purpose of this study was to discover nurses' attitudes toward using nursing research to support evidence-based practice after completing an EBP project assignment in a nursing research course included in the RN-BSN program curriculum.

# Methods

- Evidence-based Practice Project: This project is designed to improve the learner's knowledge, skill and attitude about the process of research and the development of evidence-based practice.

Objectives:

1. Learners will be able to understand and apply research findings from nursing and other disciplines in their clinical practice.
2. Learners will be able to develop an EBP question, search for and critically appraise evidence from the research literature, and make recommendations for practice based on the evidence.

# EBP Project Learning Activities

Project activities broken down into several assignments designed to build upon each other.

## 1. Develop a PICO question:

- PICO Worksheet and Search Strategy form
- Peer review and discussion
- Faculty feedback

# PICO Question

- Develop a question related to clinical practice over which the nurse has control
- Focus the question using the PICO format: Population, Intervention, Comparison, Outcome
- Peer Review for clarity, format, relevance to nursing practice, and usefulness to peer's own nursing practice
- Faculty feedback for clarity, format, relevance to nursing practice

# Examples – PICO Questions Researched

- In acute stroke patients does receiving very early mobilization as compared to delayed mobilization improve stroke outcomes?
- **Will the use of antimicrobial body washcloths compared to the use of standard washcloths lower the incidence of hospital-acquired infections (HAI)?**
- For patients treated in the emergency department, does hourly rounding as compared to no hourly rounding increase patient satisfaction?
- **Will patients whose pain is managed with a combination of pharmacological and non-pharmacological interventions report greater pain management satisfaction compared to patients whose pain is managed with PRN opioids alone?**



# EBP Project (cont.)

## 2. Literature search related to PICO question

- Annotated Bibliography
- Faculty feedback

Scaffolding assignment – research article critique

## 3. Nursing Theory Application Discussion

## 4. Research Concept paper

## 5. Present evidence and recommendations for EBP to peers and faculty

## 6. Reflection paper

# Research Article Critique – Scaffolding Assignment

- Purpose: To familiarize the student with a format for evaluating nursing research reports
- Preselected article
- Form with questions about key elements for research report evaluation
- Faculty feedback prior to due date for Annotated Bibliography

# Literature Search

- At least six research reports from peer-reviewed, scholarly journals published within the last 5 – 7 years
- Four additional high quality informational articles from peer-reviewed, scholarly journals published within the last 5- 7 years
- Annotated bibliography – evaluate, summarize, organize, and synthesize

# Annotated Bibliography

- Purpose: To facilitate evaluation and synthesis of research report evidence.
- Evaluate six research reports based on type of design, sampling method, sample size, statistical significance of results, limitations of the study.
- Summarize common themes found in the research and describe relationship to each other and to the PICO question.
- Four other high quality articles – summarize relationship of information in each article to PICO question.

# Nursing Theory Application

- Purpose: To demonstrate how nursing theory provides structure to EBP
- Peer to peer discussion
  - Describe basic tenets of a nursing theory that pertains to PICO question
  - Provide an overview of the theory's relationship with the research question
  - Explain rationale for choosing the particular theory
  - Respond to peer's theory choice with agreement or disagreement and rationale

# Research Concept Paper

- Review of literature to answer the PICO question
- Impact on nursing practice
- Recommendations for nursing practice and further research




# Evidence-based Practice Presentation

- Purpose: To emphasize the importance of dissemination of research findings
- Present evidence and recommendations for EBP to peers and faculty

# Reflection Paper

- The purpose of this paper is for you to reflect on how this course has impacted your perceptions toward nursing research and using it to support your evidence-based nursing practice.





# Results:

## Reflection Paper Themes (n = 152)

- **INCREASED CONFIDENCE IN ABILITY TO CRITICALLY EXAMINE RESEARCH REPORTS**
- **ABILITY TO RELATE THE EVIDENCE FOUND TO OWN PRACTICE**
- **ABILITY TO BRING FORWARD SUGGESTIONS FOR ONGOING PRACTICE IMPROVEMENT SUPPORTED BY STRONG EVIDENCE**
- **INCREASED UNDERSTANDING OF THE RELATIONSHIP OF EVIDENCE TO NURSING PRACTICE POLICIES AND PROCEDURES**

# Reflection Paper Excerpts

- *"Research and evidence-based practice define our scope of practice and help us as nurses provide the safest and best care possible to our patients."*
- ***"Becoming comfortable with research allows me to feel confident that I am bringing the newest, most significant evidence for best practice to my unit and hospital."***
- *"I will keep educating myself on current research so that I can keep up with the changes in health care."*
- ***"I have become better at critically examining research for use in evidence-based practice."***

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