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Alyce A. Schultz

Unique Partnership and Collaborative Arrangements

Evidence Equals Excellence: The Application of an Evidence-Based Practice Model in an Academic Medical Center **1**

Karen Balakas, Patricia Potter, Elizabeth Pratt, Gail Rea, and Jennifer Williams

An evidence-based practice (EBP) program that is designed to develop mentors in both clinical and academic settings has the potential for transforming a health care organization. This article describes an innovative program, Evidence Equals Excellence, which consists of two components: a clinical practice component for health care clinicians and an academic program for baccalaureate and graduate nursing students. The development of EBP mentors creates a core group of clinicians who can assist fellow staff members apply evidence at the bedside. An academic program prepares new graduates to partner easily with clinical mentors to support and initiate successful practice changes.

A Collaborative Approach to Building the Capacity for Research and Evidence-Based Practice in Community Hospitals **11**

Barbara B. Brewer, Melanie A. Brewer, and Alyce A. Schultz

The use of best evidence to support nursing practice and the generation of new knowledge to use in practice are hallmarks of excellence. Nurses at the bedside, however, often lack the resources and knowledge necessary to change the traditional nursing culture to one in which the use of evidence is incorporated into daily care. This article describes the experience in two hospitals using a program designed to give nurses the skills needed to engage in evidence-based care.

Development of an Evidence-Based Practice and Research Collaborative Among Urban Hospitals **27**

Susan Mace Weeks, June Marshall, and Paulette Burns

This article describes the development of an evidence-based practice and research collaborative among urban hospitals. The collaborative began as a mechanism to support the incorporation of evidence-based practice and research in the acute care practice setting. This article discusses the

development of the collaborative, as well as the challenges, success, and future goals from both the academic and practice perspectives.

Renewing the Spirit of Nursing: Embracing Evidence-Based Practice in a Rural State

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Ann E. Sossong, Sue Cullen, Paula Theriault, Alanna Stetson, Barbara Higgins, Sarina Roche, Sue Ellis-Hermansen, and Dorrin Patillo

A group of nursing leaders from several organizations in the central and northern regions of the state established the Maine Nursing Practice Consortium (MNPC). The MNPC has created educational opportunities through workshops that assist nurses with the development and implementation of evidence-based practice (EBP) in rural Maine. Through collaboration and consultation with EBP leaders, members have ignited a spirit of inquiry and gained the support of nurses from varied backgrounds to engage actively in EBP initiatives. This article briefly summarizes the process of establishing these collaborative partnerships, describes some of the outcomes from the workshops, and describes the organizational and individual commitment that was essential to the work.

Implementing a Health System–Wide Evidence-Based Practice Educational Program to Reach Nurses with Various Levels of Experience and Educational Preparation

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Teri Britt Pipe, Jane A. Timm, Marcelline R. Harris, Doreen K. Frusti, Sharon Tucker, Jaqueline M. Attlesey-Pries, Katherine Brady-Schluttner, Julie Neumann, J. Wayne Street, Diane Twedell, Marianne Olson, Gina Long, and Cindy Scherb

This article describes a system-wide evidence-based practice (EBP) educational initiative implemented with a geographically, educationally, and clinically diverse group of nurses with the intent of increasing their EBP skill set and efficacy as local change agents and leaders. The overall scope of the larger National Quality Forum Scholar Program is described, and then the focus is narrowed to describe the EBP components of the initiative with case examples and lessons learned.

Evidence-Based Practice at the Point-of-Care

Promotion of Safe Outcomes: Incorporating Evidence into Policies and Procedures

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Lisa English Long, Karen Burkett, and Susan McGee

This article describes the process of incorporating evidence into policies and procedures, resulting in the establishment of evidence as a basis for

safe practice. The process described includes use of the Rosswurm and Larrabee model for change to evidence-based practice. The model guided the work of evidence-based practice mentors in developing a template, system, and educational plan for dissemination of evidence-based policies and procedures into patient care.

Staff Nurses Creating Safe Passage with Evidence-Based Practice

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Dora Bradley and John F. Dixon

Patient safety is one of the most critical issues for health care today. The escalating need to decrease preventable complications serves as a significant catalyst to identify and use evidence-based practice (EBP) at the bedside. Decreasing preventable complications requires a synergistic relationship between the nurses at the bedside and nursing leadership. This article presents an overview of the concepts and the specific structures and processes used at Baylor Health Care System to increase the use of EBP and improve patient safety.

A Nursing Quality Program Driven by Evidence-Based Practice

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Jacqueline J. Anderson, Marilyn Mokracek, and Cheryl N. Lindy

St. Luke's Episcopal Hospital in Houston established a best-practice council as a strategy to link nursing quality to evidence-based practice. Replacing a system based on reporting quality control and compliance, this Best Practice Council formed interdisciplinary teams, charged them each with a quality issue, and directed them to change practice as needed under the guidance of the St. Luke's Episcopal Hospital Evidence Based Practice Model. This article reviews the activities of the Best Practice Council and the projects of teams assigned to study best practice in (1) preventing bloodstream infection (related to central lines), (2) preventing patient falls, (3) assessing and preventing pressure ulcers, and (4) ensuring good hand-off communication.

Development and Implementation of an Inductive Model for Evidence-Based Practice: A Grassroots Approach for Building Evidence-Based Practice Capacity in Staff Nurses

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Tania D. Strout, Kelly Lancaster, and Alyce A. Schultz

Evidence-based practice (EBP) is an essential component of the development of nursing science and has importance for today's clinical nurses. It benefits patients, organizations, and the nursing discipline, as well as having personal and professional benefits for individual clinicians. As interest in EBP has grown, so has the need for educational programs designed to develop the scholarly skills of the nursing workforce. The Clinical Scholar Model is one grassroots approach to developing a cadre of clinical nurses who have the EBP and research skills necessary in today's demanding health care delivery environments.

Effect of a Preoperative Instructional Digital Video Disc on Patient Knowledge and Preparedness for Engaging in Postoperative Care Activities 103

Joe Ong, Pamela S. Miller, Renee Appleby, Rebecca Allegretto, and Anna Gawlinski

This project determined the effects of developing and implementing a preoperative instructional digital video disc (DVD) on patients' level of knowledge, preparedness, and perceived ability to participate in postoperative care activities. Content areas that were incorporated into the preoperative instructional DVD included: pain management, surgical drainage, vital signs, incentive spirometry, cough and deep breathe, chest physiotherapy, anti-embolism stockings/sequential compression device, ambulation, diet/bowel activity/urine output, and discharge. A system was created to ensure that patients consistently received the preoperative instructional DVD prior to surgery. The instructional media product was found to be effective in increasing pre-operative knowledge and preparedness of patients and their families. Nurses reported higher levels of knowledge and engagement among patients and their families related to postoperative activities.

The Clinical Scholar Model: Evidence-Based Practice at the Bedside 117

Cynthia Honess, Paulette Gallant, and Kathleen Keane

The Clinical Scholar Model serves as an effective framework for investigating and implementing evidence-based practice (EBP) changes by direct care providers. The model guides one in identifying problems and issues, key stakeholders, and the need for practice changes. It provides a framework to critique and synthesize the external and internal evidence. Three EBP projects conducted at a large tertiary care facility in northern New England illustrate the process of using the Clinical Scholar Model.

Using Evidence to Improve Care for the Vulnerable Neonatal Population 131

Cheryl A. Lefaiver, Phyllis Lawlor-Klean, Rosanna Welling, Jean Smith, Laura Waszak, and Wendy Tuzik Micek

The facilitation of evidence-based practice (EBP) in the clinical setting is important to ensure patients receive the best care possible. This article highlights changes in open visitation and feeding readiness practices that occurred in a Magnet-designated facility neonatal ICU. The examples demonstrate ways to bring evidence to the bedside within an environment that supports EBP at all levels of nursing leadership.

From the Bedside to the Boardroom: Resuscitating the Use of Nursing Research 145

Carol Mulvenon and M. Kathleen Brewer

This article describes the process used by a multi-institutional organization to engage nurses in using and conducting nursing research using the Clinical Scholar Model. The challenges faced on the journey to engage nurses in questioning their practice and searching for answers are highlighted. Key resources necessary for a successful outcome are identified.

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