Diffusion: Academia & Practice Collaborate to Increase Nurses' EBP Knowledge  
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**PROBLEM:** Bedside nursing practice historically has been behind with evidence-based practice (EBP) initiatives. There is a significant gap between discoveries of theory to institution into practice (Institute of Medicine, 2001). The intent of this collaborative endeavor was to increase knowledge of EBP practices for bedside nurses and to decrease knowledge creep, in order to improve EBP initiatives for this hospital entity.

**EVIDENCE:** Texas Woman’s University (TWU) College of Nursing’s doctoral Graduate Assistance in Areas of National Need (GAANN) fellows and Texas Health Resources Presbyterian Hospital- Denton (THDN) partnered to facilitate bedside nurses’ understanding of what evidence based practice (EBP) means and the implications for their clinical practice.

**STRATEGY:** This project focused on teaching bedside nurses the meaning of EBP, various methods for locating EBP articles on-line, and locating best practice guidelines, The GAANN fellows, utilizing Malcolm Knowles' Adult Education Theory, presented a role play EBP scenario in combination with interactive 10 minute teaching sessions. Limiting the audience to 1-4 nurses per session maximized the opportunity for hands-on practice.

**PRACTICE CHANGE:** Mentoring relationships were formed between fellows and bedside nurses bridging the academia and practice gap. Bedside nurses demonstrated understanding of EBP and the implications for their clinical practice.

**EVALUATION:** Nurses were able to return demonstrate online searches for quality articles from various sources, which empowered them to become active participants in implementation of EBP.

**RESULTS:** These nurses expressed gratitude for the personalized attention and the ability to look up articles with direct professional relevance.

**RECOMMENDATIONS:** Team up with universities to help provide mutual learning experience for practice nurses. Utilize collaborative partnership offering graduate students opportunities to share knowledge, so that current practice needs are being met.

**LESSONS LEARNED:** Small group and individual teaching sessions with GAANN fellows create a more open climate of mutual trust and respect. Short 10-15 sessions allowed nurses to return quickly to their bedside duties. Plan ahead to avoid unproductive time between teaching sessions. Provide printed copies of objectives and shortcut hints for access to databases for nurses.

**Bibliography:**  