An Outcome of EBP: Sustained Clinical Decision-Making among Bedside Nurses
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Problem and Evidence
Practicing nurses today are expected to incorporate best evidence in their care. Evidence-based practice (EBP) has become recognized as the gold standard of care, prompting many healthcare organizations to invest resources into the creation of a culture that sustains the use of evidence for direct care decision-making. The National Patient Safety Goals (2009) clearly indicate that evidence-based initiatives are to be put into place to achieve best outcomes for patients. Evidence-based practice change can be seen as temporary, however, unless all clinicians are aware of the process and the purpose of the initiative. For bedside clinicians to engage in EBP, they must have the tools necessary; therefore, teaching EBP has become an imperative for healthcare organizations.

Strategy and Evaluation
Previous research has focused on nurses' knowledge and attitudes regarding EBP and this data has indicated an inability of nurses to incorporate EBP in daily practice. Our institution initiated a program to teach EBP skills to bedside nurses and since it's inception in 2007, 26 nurses have completed the course. Although outcomes of an EBP program are often measured in terms of completed projects, a primary goal of our program was to change the clinical decision-making of the bedside nurse so that EBP was consistently integrated into clinical practice.

Practice Change and Results
We are using qualitative research to learn whether the program has resulted in a sustained change in the use of EBP for clinical decision-making. Interviews will be conducted with program graduates and data will be analyzed using semantic content analysis methodology. This method allows the researcher to code data for meaning as well as to count the frequency of themes by each interview question. Participants will articulate common themes that support the consistent use of EBP in clinical decision-making that ensures best practice.

Recommendations and Lessons Learned
Results of this study may support continued organizational investment in programs that teach EBP skills for practicing bedside nurses.

Bibliography


