Using Evidence to Develop Evidence-Based Practice and Research Education
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**Problem:** Many nurses completed their education prior to learning the EBP process; additionally, there is evidence that nurses lack skills to effectively review research studies (Pravikoff, Tanner, & Pierce, 2005). Will educational offerings increase staff nurse participation in research and evidence-based practice projects?

**Evidence:** Our organization participated in the “Measuring Evidence-Based Practice Readiness” multi-site trial, with Dr. Kathleen Stevens, Primary Investigator. Based on responses of 219 (42.1%) nurses, the following knowledge deficits were identified: performance on the EBP knowledge test was 47.52% (SD 15.14). Confidence to effectively perform skills needed for EBP was 2.93 (SD 1.17), on a 6-point scale.

**Strategy:** Design an educational approach to address the specific areas of concern identified in the study (lack of ability to critically appraise original research and/or systematic reviews, to search for primary research, and to determine the strength of evidence).

**Practice Change:** An introduction to EBP was initiated by a Research Symposium featuring Dr. Ellen Fineout-Overholt. Step into the Evidence, a workshop that emphasizes critiques, search strategies, writing PICO questions, was offered several times. Additional sessions featured meta-analysis and differentiation of QI, EBP and research. The Summer Research Institute (24 CEUs) provides in-depth overview of the research process. Research study critiques in journal clubs are facilitated by the research consultant. Posters of the ACE Star Model are posted on clinical units.

**Evaluation:** To date, staff nurses have completed four research studies/EBP projects and there are several more projects in process. Evaluations of the EBP offerings indicate increased confidence in writing PICO questions, critique and search abilities.

**Results:** Enhancing a culture of inquiry and research is an ongoing process. Recommendations: A supportive administration, an outstanding library, a dynamic Research Council, and the Professional Nurse Contribution Ladder (PNCL), which includes a research requirement, are essential to the education process.

**Lessons Learned:** Offerings that have been jointly sponsored by STTI and local universities have been particularly well attended.

**References:**


Titler, M., Kleiber, C., Steelman, V., Rakel, B., Budreau, G., Everett, L., Buckwalter, K.,