The Growing a Culture of Clinical Inquiry (GCCI) Project: Evidence-Based Practices in Action
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**Problem:** The Institute of Medicine has set a goal that by 2020, 90% of all healthcare decisions in the United States will be evidenced based (Olsen, et al., 2007), but the majority of nurses are still not consistently implementing evidence-based practice (EBP) in their clinical settings (Pravikoff, et al., 2005). According to the Health Research Institute (2007), in the absence of EBP, patients may fail to receive the highest quality of care, health outcomes may be seriously jeopardized, and healthcare costs continue to soar.

**Evidence:** When nurses possess a spirit of inquiry within a supportive EBP culture, they are encouraged to ask questions about clinical practice in order to achieve effective and cost efficient care. Furthermore, when nurses implement EBP, the highest quality of care is delivered and the best patient, provider, and system outcomes are achieved (Melnyk and Fine-Overholt, 2005).

**Strategy/Practice Change:** Strategies used in the GCCI project include: PowerPoint presentations, EBP unit champions, clinical question (PICO) boxes, Clinical Inquiry Posters, Summaries of Evidence (SOE), Layman’s SOE, Medical Librarian inservices and Journal Clubs.

**Evaluation:** After a 12 month period, 34 PICO questions and 23 questions from the clinical inquiry poster were submitted by staff. In response to these questions, 26 SOEs and 7 layman’s SOE were disseminated for staff review. Lastly, 19 of 36 staff met with the medical librarian.

**Results:** There is a growing database of PICO questions generated by staff, an active and thriving Journal Club, increased staff comfort and competence in asking relevant questions and formulating PICO questions. Journal Club members are more proficient in performing literature searches and critical appraisal techniques.

**Recommendations/Lessons Learned:** The GCCI project uses validated EBP strategies empowering nurses to ask questions about treatments and care decisions, and to acquire and critically appraise the evidence to support or refute traditional practices. Thus, they can learn how to apply evidence for best practice and assess its effectiveness as it applies to their practice.

**Bibliography:**


