The Effect of Distance Mentoring on the Implementation of Evidence Based-Practice
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Problem:
Evidence-Based Practice (EBP) is a joint decision-making process involving the nurse, patient, and significant others based on patient’s expectations and preferences, clinical expertise, and best available evidence (STT, 2008). EBP infrastructures and resources vary across institutions.

Evidence:
Limited information exists on the impact of an intensive distance mentoring program for direct care nurses provided with protected time to accomplish an EBP activity. The distance mentoring involved 10 Medical Centers. What is the effect of the distance mentored EBP Scholars Program on participants’ self-reported Knowledge, Skills, and Attitude (KSA) for evidence-based practice?

Strategy:
The delivery format included Live Meetings, discussion boards, and face-to-face sessions. Scholars completed the 24 item Evidence-Based Practice Questionnaire (EBPQ) (Upton & Upton, 2006) at baseline, six months, and one year.

Practice Change:
Blood pressure control improved with motivation interviewing leading to policy discussion.

Evaluation:
A repeated measures design measured knowledge, skills, and attitudes. Internal consistency for the entire EBPQ scale is 0.87. Construct validity was established by comparing scores with a measure of awareness for clinical effectiveness initiative, r=0.3-0.4, p<0.001. Inclusion criteria: full-time employment, direct patient care, and completion of a BSN program or a nursing research course. Descriptive statistics were calculated.

Results:
Nine EBP scholars began the program, one withdrew for health reasons, and one for personal reasons. Twelve of the 14 skills subscales improved from baseline to one year, with a 22% increase in the overall EBPQ score. Distance learning is a viable delivery format for EBP. Baseline responses indicated that participants already have knowledge and good attitudes toward EBP; therefore, this somewhat moderate increase is not surprising.

Recommendations:
An early discussion with nursing leaders involves guaranteed protected time for the nurses participating in the EBP Program. Site visits are an important part of the process for Scholars lacking a mentor teaching in the EBP program.
Lessons Learned:
An engaged mentor is a paramount resource for nurses to be successful in informing and implementing EBP.

Bibliography: