Evidence-based practice (EBP) is an integral part of many Nurse Residency programs. Although EBP is a competency of baccalaureate nursing education, Nurse Residents exhibit varying levels of knowledge and skill related to EBP practice. The purpose of this presentation is to describe the methods used for successful integration of EBP projects in a Nurse Residency program.

Methods

- Expectations are discussed with Nurse Residents and commitment is made as a condition of employment.
- Time is allotted at set intervals to introduce the EBP project requirements. Topics include:
  1. Understanding levels of evidence.
  2. Developing a statement of inquiry or research question.
  3. Interpreting findings.
  4. Presenting results.

Nurse Residents present their findings in a formal presentation to peers and nurse leaders. In addition, several groups have presented at regional and national nursing conferences.

Discussion

- Initially, the EBP discussions focused on the knowledge and skill of conducting literature searches and the evaluation of the best evidence.
- Recently, the focus has shifted to understanding the differences between literary reviews, meta-analyses, systematic reviews, integrated reviews, and meta-syntheses.
- Emphasis is placed on the conclusions derived from the evidence and in making recommendations that may benefit nursing care in the organization.

Conclusions

Sustaining success across five years and 10 Nurse Resident cohorts is attributed to:

- Shared expectations and values of the leadership team.
- Involvement of Nurse Educators, Advanced Practice Nurses, and Nurse Managers in the early phases of topic identification.
- Selection of EBP projects that are aligned with nurse sensitive indicators and organizational goals.

References

