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Employing Strategies to Increase EBP Competency in Frontline Nurses while Aligning Nursing Skills with Current Evidence: A Quality Improvement Project

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Introduction

- ❖ Clinical nurses are required to demonstrate expertise for diverse patient conditions
- ❖ Clinical nurses must balance efforts to improve both staff satisfaction and clinical outcomes through implementation of evidence-based practice (EBP) (O'Shea & Fischer-Carlidge, 2020)
- ❖ Nurse leaders must implement and measure effectiveness of strategies to maintain clinical competence for themselves and their peers
- ❖ Nurse leaders empower clinical nurses to ensure the highest quality of evidence-based care is delivered (Mthivane & Habedi, 2018)
- ❖ Clinical outcomes include the earliest patient touch points of care delivery both reliably and consistently

Purpose

- ❖ The purpose of the project was to engage direct care nurses as skills "champions" to improve clinical skills of nurses working in a resource pool

Background & Significance

- ❖ Nurse leaders combat challenges of ensuring skills competencies among clinical nurses are based on the latest evidence (Nilsen et al., 2017)
- ❖ Nurse leaders have a direct impact on tying research findings to nurse clinical skills for improved clinical outcomes and job satisfaction
- ❖ Developing nurses' translational research skillset for use at the point of care delivery remains imperative to the delivery of evidence-based care in highly reliable ways
- ❖ Over time, clinical nurses may lose skills in confidence and in EBP (Klaic, McDermott, & Haines, 2019)

Research Question

- ❖ Does empowering clinical nurses to "champion" and lead a skills competency event impact staff satisfaction and effective use of skills to their practice?

Methods

Procedure:

- ❖ Clinical nurses were empowered to "champion" and lead a skills competency event
- ❖ The skills event encompassed nine skills with 11 direct care nurse leads over a three-day period
- ❖ Clinical nurse leads were chosen based upon clinical experience, career ladder advancement, leadership potential, and career mapping

Methods

Procedure cont.

- ❖ Nurses selected skills validation for the competency event based on a needs assessment using high risk and low frequency rationales
- ❖ Clinical nurse leads were mentored through validating their assigned clinical skill being taught according to best known practices
- ❖ One on one meetings were held with the nursing professional development specialist leader and clinical nurse lead to design each skills competency checkoff utilizing peer reviewed literature using the online institutional library resources, organizational policy and procedure, and organizational data trends
- ❖ Objective and subjective data were collected by the nursing professional development specialist immediately following the direct care nurses' skills checkoff to measure staff perception and compliance in the skills event
- ❖ Additional data were obtained during leadership rounding by the nursing professional development specialist for two weeks following the skills event

Results

- ❖ Sample size included 41 clinical nurses working in the critical care areas

Results

- ❖ Nurses rated the check off as "excellent" (79 %; n = 31); "extremely organized" (66.67%; n = 26); and answered "yes" to "appealed to my learning style" (100.0%; n = 39)
- ❖ All clinical nurses answered "yes" to "skills being applicable and effective for use in their practice" (100.0 %; n = 39)
- ❖ Further debriefing with nurse leads for the skills revealed themes of nurses feeling "empowered", "bold", and "confident" to share evidenced-based practice with others

Conclusion

- ❖ Nurse leaders are charged with a role to inspire clinical nurses to seize evidence-based practice as imperative to lifelong learning for professional practice
- ❖ Finding a strategy to teach evidence-based practice skills, develop relationships, and improve care delivery may accelerate skill and leadership development

(Macyk, 2017)

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