

The Information Behind Care: Partnering in an Evidence-Based Nursing Practice Program

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Evidence-based practice "requires an emphasis on systematic observation and experience and a reliance on the research literature to substantiate nursing decisions" (Kessenich 1997).

Introduction

The information explosion has made it difficult for health care workers, researchers, educators, and policy makers to process all the available literature relevant to them on a daily basis. Evidence-based clinical resources make searching for medical information much easier and faster than years ago.



Objective

This poster describes a librarian's experience collaborating with hospital nurse leaders in evidence-based nursing practice workshops.

As part of a nursing leadership program, an evidence-based nursing practice workshop was developed by hospital and academic nurse leaders in an academic medical center. A liaison librarian was invited to participate. Clinical scenarios pertaining to nursing interventions were discussed, the librarian's literature search reviewed, and the curriculum organized.

EBP Clinical Scenarios:

Holly - Can you do a lit search on (shampoo hair OR wash hair) AND (postoperative OR Surgery) AND Infection? When neuro conducted the search, they think it was too narrow- we can expand it to all patients to see what we get. The question is: How soon after craniotomy surgery can patients shampoo their hair?

Hi Holly- Could you run a literature search for the relationship between nosocomial infection and artificial nails? That is the EBP topic for April.

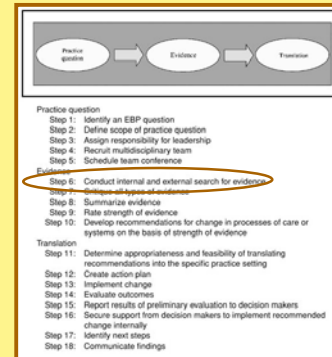
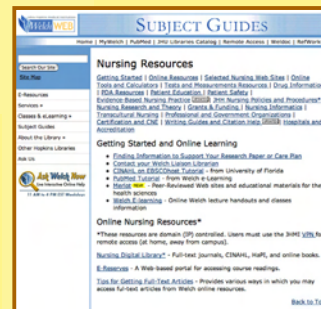
Hi Holly- Can you do an evidence search for the following EBP project? For patients have a post operative flap procedure, what are the best interventions to prevent flap failure (tissue perfusion)?

Brief Description

Information literacy was a key component of these workshops to develop the search skills of the students and was introduced subsequent to the "PICO" lecture. Knowing the clinical scenarios ahead of time helped in preparing for the searching session; however sometimes there was little "evidence" to answer complex, patient-specific questions. The librarian assisted with group case study discussions and helped to translate them into search strategies. Locating the evidence consisted of hand's-on searching of PubMed and CINAHL, but was not limited to calling local and national experts and organizations.

Once the information need for a practice problem is identified (PICO) and converted into an answerable question, the search for evidence begins and includes the following steps:

1. Select searchable keywords, synonyms, and related terms from the answerable question.
2. Identify the best sources to find pre-processed information and choosing appropriate search tools.



Guidelines for implementation of evidence-based practice model.
From: Newhouse: J Nurs Adm, Volume 35(1).January 2005.35-40

3. Develop search strategies and performing the search using controlled vocabularies, limits, and Boolean operators.
4. Locate full-text articles or other evidence-based resources.
4. Critique resources for accuracy, authority, affiliation, and relevance.

Conclusions

Workshop evaluations concluded that the participants were satisfied with the format and content. Many were unfamiliar with the many information resources and "information overload" became a barrier. Having the librarian there to troubleshoot and filter the search process was useful. Collaboration with hospital and academic nursing leaders enhanced the librarian-patron relationship and contributed to a richer learning environment.

Workshop Feedback:

From The Second Annual Oncology Nursing Research Symposium (March 16, 2005)

Have searched databases hundred times - this talk will improve my searching ability. Learned a lot and enjoyed the interaction with computer and speaker. Expanded knowledge base for reviewing literature.

From Nurse Clinician II Neuro Academy Day II: Evidenced Based Practice: Making It Happen (May 20, 2005)

Which information from today's presentations will be the most helpful to you?

- Thinking of ways to improve practice using the critical thinking process PICO as outlined today.
- How to find data or important information from the website, and also how to access research.
- Tips on research: project search time (though frustrating some time).

From CCU Evidence Based Practice Workshop (July 7, 2005)

Holly- thank you for your wonderful presentation- much appreciated. I always learn so much from you. Could you duplicate your search for cultural competence so we can review the literature evidence that we were missing?

References

Kessenich, C. R., Guyatt, G. H., & DiCenso, A. (1997). Teaching nursing students evidence-based nursing. *Nurse Educ.*, 22, 25-29.

Willis, H.A. (In Press) "Finding the Evidence". In Newhouse, R., Dearholt, S., Poe, S., Pugh, L., and White, K. (Eds.) *The Johns Hopkins Nursing Evidence-based Practice Model* Blackwell Publishing.