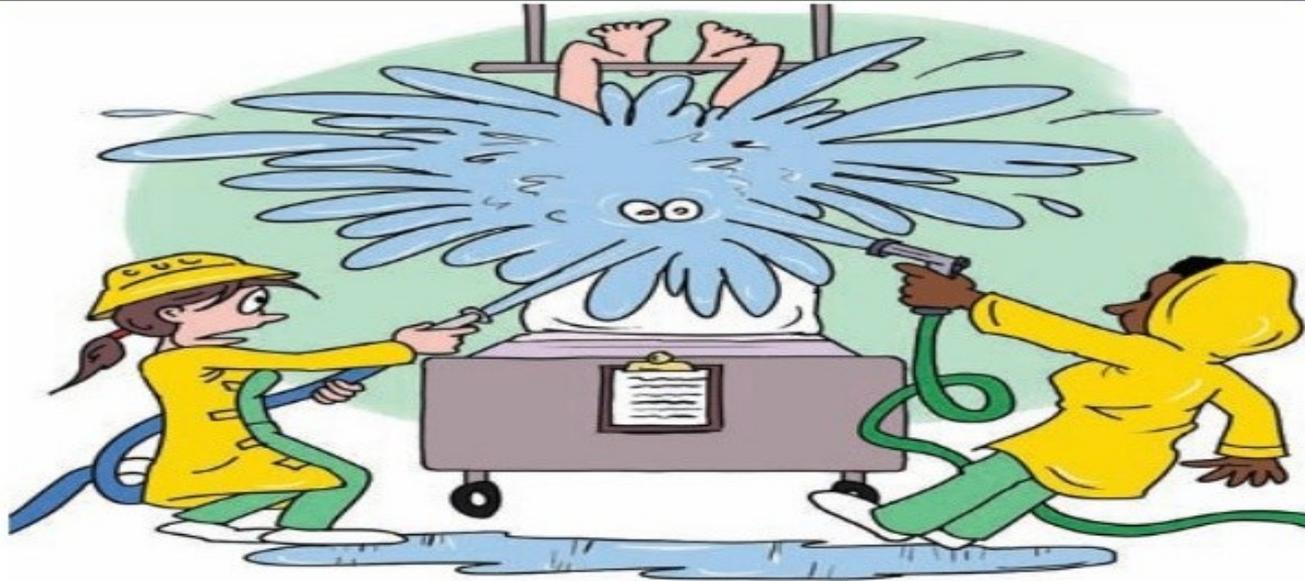# Evidence-Based Practice

Objectives

- Identify a clinical problem.

- Explain the development of an answerable question (PICOT).

- Discuss the findings from a literature search which identified evidence to answer the question.

"ARE YOU SURE NEW BATH TECHNIQUE WAS ON THE EVIDENCED BASED PRACTICE LIST?"

Directions: Cost, safety. Quality, and accessibility of health care.
: Look ahead to establish priorities & define the future of the nursing profession.

Evidence Based Practice (EBP)

○ Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality and Safety Education for Nurses (QSEN) Institute (qsen.org)

Best Research Evidence

EBP

Clinical Expertise

Patient Values

Goal: Obtain the best information.
: Integrate it into day-day nursing practice.

Old Way or EBP Way ?

We've always done it !

- Removing urinary catheters only upon a physician order.
- Not performing delirium screening on patients in the ICU.

Evidence-Based practice

- Removal of catheters according to a nurse-driven protocols is more efficient & may prevent UTI.
- This failure cost $4-16 billion annually, because delirium affects up to 80% of ICU patients

Outdated Practices in Nursing- B. Melnyk

Steps of EBP

❖ Ask a clinical question.

❖ Collect the most relevant and best evidence.

❖ Critically appraise the evidence you gather.

❖ Integrate all evidence with one's clinical expertise and client preferences and values in making a practice decision or change.

❖ Evaluate the practice decision or change.

Two types of questions

- Background:
  - Broad, basic-knowledge question
  - "What is the best method to prevent pressure ulcers?"
- Foreground:

  Specific question, provides evidence for clinical decision making (PICO)

  "In hospitalized adults (P), how does hourly rounding (I) compared with no rounding (C) affect fall rates (O)?

  Stillwell, et al. (2010)

Developing a clinical question!

- PICOT-acronym for elements of the clinical question:
- P—patient population
- I—Intervention of interest
- C—Comparison intervention (not required)
- O—Outcome
- T—Time involved (not required)

Templates and Definitions for PICOT Questions

Question type	Definition	Template
Intervention or therapy	To determine which treatment leads to the best outcome	In _____ (P), how does _____ (I) compared with _____ (C) affect _____ (O) within _____ (T)?
Etiology	To determine the greatest risk factors or causes of a condition	Are _____ (P) who have _____ (I), compared with those without _____ (C), at ____ risk for _____ (O) over _____ (T)?
Diagnosis or diagnostic test	To determine which test is more accurate and precise in diagnosing a condition	In _____ (P), are/is _____ (I) compared with _____ (C) more accurate in diagnosing _____ (O)?
Prognosis or prediction	To determine the clinical course over time and likely complications of a condition	In _____ (P), how does _____ (I) compared with _____ (C), influence _____ (O) over _____ (T)?
Meaning	To understand the meaning of an experience for a particular individual, group, or community	How do _____ (P) with _____ (I) perceive _____ (O) during _____ (T)?

Wolters Kluwer
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OvidSP

How to Search for Evidence to Answer the Clinical Question

1. Identify the type of PICOT question.

2. Determine the level of evidence that best answers the question.

3. Select relevant databases to search (such as the CDSR, DARE, PubMed, CINAHL).

4. Use keywords from your PICOT question to search the databases.

5. Streamline your search with the following strategies:

- Use database controlled vocabulary

  (such as "MeSH terms").

- Combine searches by using the Boolean connector "AND."

- Limit the final search by selecting defining parameters

  (such as "humans" or "English").

  Stillwell, et al. (2010)

Classroom activity —Using evidence in practice

- Develop a PICO question.
- Access resources to evaluate most recent evidence available.
- Determine level of evidence available.
- Use evidence to formulate a response.
- Translate to everyday language

  - Adapted from Guimond, M., qsen.org

Classroom Activity

○ Students will form groups (depends on the total # of students)

○ Case study will be assigned per group and will appoint a group leader to facilitate the activity & responsible for the final submission to LMS (drop box).

○ Find 3 resources that address your PICOT question. How much evidence is available to answer your question?

○ A grading rubric for the group. Individual effort for the activity is required.

○ For reference use the APA format.

○ Example: Thomas, G. (2014). Patient safety and culture of safety: Foundation of excellent health care. Retrieved from https://www. Center for transforminghealthcare.org/assets/4/g/ patient safety-storyboard.

○ Submit to LMS Drop box- PICOT. Deadline is on Feb.17 at 5:00PM