

Professional Role Progression: Moving Beyond Novice

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Components included in this module

1. Introduction to Evidence-Based Practice
2. Professional Development

Introduction to Evidence-Based Practice (EBP)

Objectives

- Define EBP in nursing practice (vs. nursing research)
- Describe the steps of evidence-based practice
- Identify and use sources for finding evidence
- Identify barriers to evidence-based practice and strategies to address each barrier
- Describe strategies for implementing evidence-based practice changes
- Identify steps for evaluating an evidence-based change in practice
- Use research findings and other forms of evidence to improve the quality of care

Pre-test

1. Identify the four components of EBP
2. Define PICOT
3. Identify the levels of evidence
4. List three ways to incorporate EBP into your practice

Nursing and EBP

EBP is defined as

The conscientious, explicit, and judicious use of theory-derived, research-based information in making decisions about care delivery to individuals or groups of patients and in consideration of individual needs and preferences.

(Ingersoll, 2000)

EBP vs research

Research

- Generates new knowledge

EBP

- Used to make decisions concerning patient care based on the best current evidence

Evidence-based practice components

- Evidence from research, evidence-based theories, opinion leaders, expert panels
- Evidence from assessing patient history, physical exam and available healthcare resources
- Clinical expertise
- Information about patient preferences/values

Nursing and EBP

- To be competent, a nurse must have the ability to provide care based on evidence
- Nurses must emphasize the use of theory-derived research-based information
- Nurses use critical thinking skills to review and assess the evidence
- Nurses use clinical decision-making skills and expertise to apply the evidence to patient care practices

Criteria to consider when selecting an evidence-based topic

- Priority for the organization/department
- High clinical benefit/impact
 - Important to patient outcomes
 - High volume
 - High cost
 - High risk
- High fiscal benefit/impact
- Staff interest/expertise/commitment
- Applicability
- Multidisciplinary potential

Evidence-based practice process

- Formulate question
- Systematic search
- Appraisal research
- Integration
- Implementation
- Evaluate

Formulate the question-PICOT

Population or patient condition of interest

Intervention of interest

Comparison of interest

Outcome of interest

Time (not always included)

Reviewing the literature

Systematic search--things to consider

- Where do gaps exist?
- Conflicts in the research?
- Do we need to extend existing knowledge?
- Are there different populations?
- Is there a new aspect?
- Does the research still need further validation?

Best sources for literature search

- CINAHL
- MEDLINE
- PubMed
- Joanna Briggs Institute EBP
- Cochrane Collaboration Library
- Google Scholar

Appraisal: assess strength of evidence

Level:

1. Meta-analysis or systematic review of randomized controlled trials (RCTs) and experimental studies
2. RCTS or experimental studies
3. Quasi-experimental studies
4. Non-experimental studies
5. Case reports, program evaluation, qualitative research
6. Opinion of respected authorities

Appraisal: assess strength of evidence

Quality

- Extent to which a study's design, implementation, and analysis minimizes bias

Quantity

- Number of studies that have evaluated the research question, including sample size across studies

Consistency

- Degree to which studies have similar and different designs yet the same research question and similar findings

Decision point: is the research base sufficient for practice?

- Strength of evidence
- Consistency of findings
- Feasibility for practice
- Risk-benefit ratio
- Validate current practice
- Minor practice changes
- Major practice changes

Implementation of EBP

Two implementation models

Stetler

Focuses on how individuals can adopt research findings into patient care

IOWA

A systematic method to help organizations change practice

Implementation of EBP

- Procedures
- Policies
- Practice protocols
- Standards
- Practice guidelines
- Critical pathways

Barriers to EBP in practice

Individual

- Lack of time
- Difficulty accessing the literature
- Resistance to change
- Lack of resources
- Lack of knowledge

Organizational

- Resistance to change
- Lack of resources
- Lack of facilitators

Implementation of evidence-based practice changes

Strategies for success

- Education
- Participative change
- Include resisters early on
- Recruit those who value EBP
- Use EBP to meet accreditation standards
- Change champions

Successful change champions

- Expert clinicians
- Informal leaders
- Positive working relationship
- Committed to providing quality care

Where does EBP fit into your governance?

- Quality council
- Practice council
- Staff development
- Advance practice council
- Project teams
- Journal clubs

How nurses advance practice

- Critical reading
- Critical thinking
- Read widely
- Understand scientific principles
- Be an intelligent consumer of knowledge
- Identify clinical issues
- Assist in developing evidence-based interventions

Post-test

1. Identify the four components of EBP
2. Define PICOT
3. Identify the levels of evidence
4. List three ways to incorporate EBP into your practice

EBP pre & post-test answers

1. Refer to slide 9
2. Refer to slide 13
3. Refer to slide 16
4. Refer to slide 22

References

Ingersoll, G.L. (2000). Evidence-based nursing: What it is and what it isn't. *Nursing Outlook*, 48, 151-152.

Professional Development

Objectives

- Assess progress toward becoming a competent professional nurse
- Discuss professional development opportunities within the work setting as well as outside professional organizations and education
- Construct an individual professional career development plan

Pre-test

1. Name two opportunities for professional development for a registered nurse
2. Name two advantages of being a member of your professional nursing specialty organization
3. What are the requirements for becoming a certified nurse?

Becoming a competent professional nurse

- Novice – student nurse, no experience
- Advanced beginner – new graduate, minimal experience
- Competent – 1-2 years of experience
- Proficient – 2-5 years of experience
- Expert – greater than 5 years experience, though not everyone will achieve this level

(Benner, 2001)

Competent professional nurse

The goal of a nurse residency program is to decrease the time required to move from advanced beginner stage to competent stage

- When will you feel “competent”?
- When will your co-workers and leaders think you are “competent”?

Professional development opportunities

What are your plans for the future?

Personal goals?

Professional goals?

- 1 year from now
- 5 years from now
- 10 years from now

Professional development opportunities

- Continuing nursing education (CNE)
- Specialty certification
- Professional organization membership
- Advanced degree
- Career ladder
- Attend conferences
- Present at a conference
- Publish an article

Continuing nursing education (CNE)

- Stay informed of new knowledge in nursing
- Read professional journal articles
- Help maintain your certification
- Advancement on career ladder
- Credit toward your annual performance appraisal

Specialty certification

- Shows excellence and advanced knowledge in your nursing specialty
- Literature suggests certification is related to higher quality care and improved patient safety
- A nursing credential received by passing a test from a certifying organization
- Added letters in signature after RN, such as “RN-BC” or “CCRN”
- May require 1-2 years of experience before allowed to sit for the exam
- Renew certification by earning continuing education credits before certification expires in 3-5 years

(Hansen, 2011)



Professional organization membership

- Local affiliate meetings
- Networking, benchmark with others, task forces
- Information sharing
- Continuing education opportunities
- Reduced conference registration fee
- Journal subscription

(Hansen, 2011)

Advanced nursing degree

- Completion of BSN is highest priority
- MSN – leadership, education, etc.
- MSN – Advanced Practice Nurse
 - Nurse Practitioner
 - Clinical Nurse Specialist
 - Nurse Anesthetist
 - Nurse Midwife
- Doctor of Nursing Practice (DNP) vs. PhD

Career ladder

- Track professional development activities for credit towards advancement in the staff nurse role
- May be an annual bonus vs. an advancement to a higher pay scale
- Requirements for maintaining this level

Conferences

- Attend local, regional, national conferences focused on your areas of interest
- Network with other nurses and experts in the field
- Plan to be a future presenter
 - Submit an abstract
 - Poster or podium presentation

Publish

- Write about a quality or process improvement project
- Consider need for mentor/co-author and editor
- Follow author guidelines for manuscript preparation

Individual professional career development plan

- 5-year plan
- Education plan for advancing degree
 - 1st goal is to complete BSN if not done
 - Tuition reimbursement availability
 - Full-time vs. part-time work / school
- Goals for the future
- Consider practice in another specialty to gain additional experience

Education plan example

Name:

Department:

Current Job Title:

Current Degree:

Degree Seeking:

Goal for Completion Date:

	Fall	Spring	Summer
	Course and Credits	Course and Credits	Course and Credits
Year 1			

	Fall	Spring	Summer
	Course and Credits	Course and Credits	Course and Credits
Year 2			

Post-test

1. Name two opportunities for professional development for a registered nurse
2. Name two advantages of being a member of your professional nursing specialty organization
3. What are the requirements for becoming a certified nurse?

Professional Development pre & post-test answers

1. Refer to slide 35
2. Refer to slide 38
3. Refer to slide 37

References

Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. Upper Saddle River, NJ: Prentice Hall.

Hansen, J. (2011). *Nurse residency program builder: Tools for a successful new graduate program*. Danvers, MA: HCPro.