


Portland VA Medical Center




Paying it Forward as an EBP Mentor

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What is EBP?

Best practice integrates clinical expertise with the best available evidence...




...incorporating patient values/ preferences and healthcare resources

Why do we need EBP?



"What's the use you learning to do right, when it's troublesome to do right and ain't no trouble to do wrong, and the wages is just the same?"

Mark Twain - Adventures of Huckleberry Finn, 1884




Our challenge

- The Research-Practice Gap: 8 → 30 years
- A need to accelerate implementation of evidence-based interventions into nursing practice

(Hutchinson & Johnston 2006)



IOM Report The Future of Nursing



Four Key Messages:

- Nurses should practice to the full extent of their education and training
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other health care professionals, in redesigning health care in the U.S.
- Effective workforce planning and policy making require better data collection and an improved infrastructure.

(IOM, 2010); <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

IOM Report - The Future of Nursing

Eight Recommendations:


1. Remove scope-of-practice barriers
2. Expand opportunities for nurses to lead and diffuse collaborative improvement efforts
3. Implement nurse residency programs
4. Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020
5. Double the number of nurses with a doctorate by 2020
6. Ensure that nurses engage in lifelong learning
7. Prepare and enable nurses to lead change to advance health
8. Build an infrastructure for the collection and analysis of interprofessional health care workforce data

What can we do to increase our use of EBP?



Nurse Champions in EBP...

- Disseminate information about clinical practice guidelines
 - Use formal or informal education
 - Act as a resource to support and mentor nurses
- Are persuasive practice leaders
 - Collaborate with various disciplines
 - Work at all levels within the organization
- Adapt interventional strategies to fit the organizational context



(Ploeg et al. 2010)

The Value of Nursing Mentorship

- Provides support for staff
- Improves Recruitment & Retention
- Improves Satisfaction




(Block et al. 2005)

What is a mentor?

Trusted counselor or guide
www.merriam-webster.com

Mentor (men'tur, -tôr')

- In Greek mythology, friend of Odysseus and tutor of his son Telemachus
- In the *Odyssey*, Athena assumes Mentor's form to give advice to Telemachus
 - Patience, courage, modesty and simplicity
- A faithful and wise adviser



<http://www.infoplease.com/ce6/ent/A0832722.html>


- Provides career guidance
- Role models professionalism
- Fosters self-confidence
- Instills values
- Politically savvy
- Respected for knowledge/practice



Mentor	Preceptor	Teacher
•Ongoing	•Time-limited	•Time-limited
•Goals for both personal and professional growth •Primary purpose is the facilitation of learning	•Specific goal to train new staff •Targets for achievement identified at onset of relationship	•Topic-specific

Roles of a Nursing Mentor


- Teacher
- Sponsor
- Advisor
- Agent
- Role Model
- Coach
- Confidante



(Tobin 2004)


Different types of Mentorships

- Formal vs. Informal
 - Does mentor pick mentee or vice versa?
 - A mentorship agreement?
 - Goals, meeting schedule, plan for feedback
 - Magnet/Beacon Recognition
- Hierarchical vs. Peer-to-Peer vs. Group



Reverse Mentoring

- Reverses the responsibility for mentoring
- Senior executive learns from the line employee
 - Eg. Using social media to connect with customers
- Gives junior employees a window into the higher levels of the organization
 - Potentially accelerated career track, networking relationships




(Meister & Willyerd, 2010)

Mentor-Mentee Compatibility

- Select the right partner
 - Personality
 - Mutual trust and respect
 - Area of expertise
 - Availability
- Establish parameters of relationship
 - Goals: career mentoring vs. EBP mentoring




What do EBP mentors need to know? What do they do?

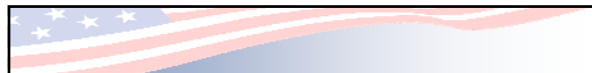


EBP Mentors


1. Assess the state of readiness of an organization to sustain an EBP culture
2. Stimulate, facilitate, and educate nursing staff toward a culture of EBP including barriers to best practice
3. Role model EBP




(Melnyk & Fineout-Overholt 2002)



4. Work with staff to generate internal evidence to guide best practice through outcomes management and facilitate staff involvement in research to generate external evidence
5. Use evidence to foster best practice
6. Collaborate with interdisciplinary professionals to advance and sustain EBP



(Melnyk & Fineout-Overholt 2002)



Factors Influencing Implementation of EBP

Leader


- Role modeling
- Support
- Feedback
- Accessible
- Visible
- Encouraging
- Communicates well
- Drive Enthusiasm
- Knowledgeable
- Credibility
- Interest
- Engagement

Organization

- Allocates resources
- Education
- Human/material support
- Time to read reports & conduct research
- Conferences
- Library

Culture

- Valuing research
- Incorporating RU in performance appraisal
- Positive milieu
- Innovative commitment



(Sandstrom et al. 2011)



Leadership Activities that Influence Research use by Clinical Nurses:

1. Administrative support
 - Incl role-modeling behaviors, encouragement & allocation of resources
2. Policy revisions
 - Incl incorporation of research into strategic plans
3. Monitoring Quality Indicators
 - Incl use of a QI system



(Gifford et al., 2007)



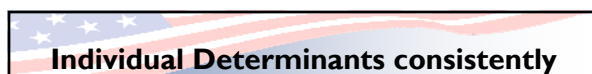
Nursing Interventions for RU

- Education
- Opinion leaders
- Multidisciplinary teamwork

Other ideas?



(Thompson et al. 2007)



Individual Determinants consistently associated with Nursing RU

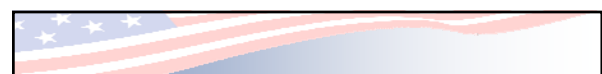
Nurse's attitude towards research

“Some” positive association...


- Attending conferences/inservices
- Having a graduate degree
- Leadership/advanced practice role
- Clinical specialty (vs. general practice)
- Job satisfaction
- Critical thinking skills



(Squires et al. 2011)

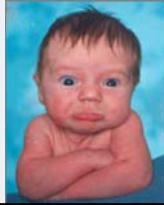


- Individuals beliefs about the value of EBP and his or her ability to implement it are strongly related to the extent to which they deliver evidence-based care (Melnyk et al. 2010)
- Educational strategies and EBP mentors can strengthen beliefs about and implementation of EBP (Dearholt et al. 2008)



Items not associated with RU

- Completion of research classes
- Experience
- Age



(Squires et al. 2011)

Mentor Skill Set

- Generate practice questions based on current clinical problems
- Multiple strategies for education
- Get to know the mentee – how they learn, background
- Be patient and non-threatening
- Build rapport so mentee is comfortable asking questions, offering suggestions, and discussing thoughts with mentor



Fostering Critical Thinking

- Assist with organization/prioritization
- Provide reflection regarding aspects of a clinical situation
- Focus on concrete critical thinking development questions/discussion
- Clearly define expectations
- Make a plan for the learning process



Reflection/Evaluation

- Considering my mentee:
 - How is the relationship going?
 - Challenges/Successes
- What is working?
- What could be better?
- What else could I try?
- What affect this experience has had on my life and practice

(Zachary, 2000)



Staff Nurse Skills Required for Successful Integration of EBP into Practice

- Identify and develop a searchable EBP question
- Perform a comprehensive and efficient evidence search
 - Hands on computer training
- Critique, analyze, and synthesize evidence
- Facilitate change
- Evaluate outcomes

(Dearholt et al., 2008)



Organizational skills


- How to run an effective EBP meeting
- Creating a supportive EBP environment

(Dearholt et al., 2008)



New RN Grads


- EBP education within school of nursing
- Maybe even some experience with QI and EBP identification and implementation
- Need practical application of classroom learning
- Demonstrate improved patient care



What do Mentees find most helpful?

- Support of mentors throughout EBP process
- Group-facilitated approach to critiquing and rating articles


(Dearholt et al., 2008)



Benefits of EBP Mentoring

MENTOR	MENTEE	ORGANIZATION
<ul style="list-style-type: none"> • Intrinsic benefits of teaching • Development of: <ul style="list-style-type: none"> • Professional colleagues • Self-Awareness • Interpersonal relationships • Professional development • Improved job performance through exposure to new ideas • Stimulation to question practice • Improved political skills • Organizational recognition/reward 	<ul style="list-style-type: none"> • Insight into unit/organizational culture, unwritten rules, and politics • One-on-one nurturing • Professional and career development • Increased network contacts • One-on-one communication without fear of repercussions • Increased self-confidence • Development of problem-solving skills • More promotions, higher salaries • More satisfied with job & career 	<ul style="list-style-type: none"> • Staff retention: saves money and staff resources • Improve patient outcomes • Build a larger pool of EBP experts

(Funderburk 2008; Allen 2004; Nickle 2007)



Even MORE Rewards for the Mentee!!

- Renewed sense of professionalism
- Pride in accomplishment
 - Change in practice; now evidence-based
 - Improved patient outcomes
- Able to help other nurses with EBP projects





Creating a Vision for the Future...

- Incorporate EBP at all levels
 - Strategic Plan
 - Department and Committee Goals
 - Facility mission and vision
 - Job descriptions /competencies/performance appraisals
- A Culture of Clinical Inquiry
 - Measurement of outcomes
- Expert Patient Care



You've had the power all along...



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