

Discuss the role and responsibilities you think nurses with an advanced education should have in ensuring evidence-based practice is provided and quality improvement is sustained. How do you see it happening in your practice?

Evidence-based practice (EBP) within nursing is using theory-derived, research-based information and applying it to the decisions made regarding the delivery of care to individuals while considering their preferences and unique needs (DeNisco & Barker, 2016). It must be used judiciously, explicitly, and conscientiously by nurses at all levels of education (DeNisco & Barker, 2016). One of the major responsibilities a nurse with advanced education has in regards to EBP is to not only to use EBP in that manner, but to also ensure others are understanding the importance of it and why it is used within the nursing practice. Nurses with advanced education have the knowledge and preparation to do so, which should be shared among others. Additionally, others should be guided on how to do this research.

Quality healthcare has three focuses, services or interventions, health outcomes, and being consistent with knowledge or evidence from research (Stevens, 2013). The application of EBP brings this together as nurses recognize the importance of research and implement the changes from it into practice (Stevens, 2013). By doing so, quality improvement is sustained. Many nurses are open to applying new research and EBP to their practice to benefit quality improvement. However, while their attitudes are positive towards it, and they want to gain knowledge within the area of EBP, many barriers exist to doing so and implementing it within their practice (Stevens, 2013). The advanced practice nurse takes on the role and responsibility of helping to overcome these barriers while also providing more knowledge to those nurses about EBP. Advanced practice nurses can also work for more resources and funding to be available in regards to EBP and research. Advanced practice nurses within the education realm also have the responsibility of educating nurses in EBP. Steps have already been taken in working towards more of that within nursing program curriculums such as the initiative of incorporating the Quality and Safety Education in Nursing competencies (Stevens, 2013).

One way I have seen EBP being provided in my current role as a clinical educator is in the nurse residency program. Throughout the year that new nurses who have recently graduated attend nurse residency, they are also tasked with having to do their own EBP project. Advanced practice nurses guide the program and others are also involved as facilitators to help the new nurses through this project. By doing this, the nurses not only learn the value and importance of EBP for quality improvement but also learn more about EBP and how to carry it out, which will be valuable to them throughout their careers.

The organization I work for also has many opportunities for other EBP projects to be carried out. This allows nurses to stay knowledgeable about EBP and also participate in it to sustain quality improvement in various areas. Many of the projects are presented at symposiums and conferences to further involve nursing staff in both the organization and others. Sharing ideas and research in this way helps to further expand upon EBP and sustain the quality improvement that it brings with it.

References

DeNisco, S. & Barker, A. (2016) *Advanced Practice Nursing: Essential knowledge for the profession* (3rd ed.). Burlington, MA: Jones and Bartlett Learning.

Stevens, K.R. (2013). The impact of evidence-based practice in nursing and the next big ideas. *The Online Journal of Issues in Nursing*, 18(2), Manuscript 4. doi: 10.3912/OJIN.Vol18No02Man04