

■ Article

The Experience of Implementing Evidence-Based Practice Change: A Qualitative Analysis

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The Oncology Nursing Society (ONS) and ONS Foundation worked together to develop the Institute for Evidence-Based Practice Change (IEBPC) program to facilitate the implementation of evidence-based practice (EBP) change in nursing. This analysis describes the experience of 19 teams of nurses from various healthcare settings who participated in the IEBPC program. Qualitative analysis of verbatim narratives of activities and observations during the process of implementing an EBP project was used to identify key themes in the experience. EBP implementation enabled participants to learn about their own practice and to experience empowerment through the evidence, and it ignited the spirit of inquiry, team work, and multidisciplinary collaboration. Experiences and lessons learned from nurses implementing EBP can be useful to others in planning EBP implementation.

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Evidence-based practice (EBP) is regarded by professionals as the basis for nursing practice (Jutel, 2008; Newhouse, Dearholt, Poe, Pugh, & White, 2007). However, gaps and delays in translating evidence into clinical practice are well recognized (Dudley-Brown, 2012; White, 2012), and understanding that those gaps are more about factors that influence the process of EBP implementation than about individual skills for evidence appraisal is important (Fineout-Overholt, Melnyk, & Schultz, 2005; Gale & Schaffer, 2009). Development of effective strategies to implement evidence in nursing practice is a dedicated area of exploration (Doorenbos et al., 2008). A need exists to describe and understand the experience of implementing EBP in nursing and to determine more effective facilitation strategies (Friedman et al., 2009).

The Institute for Evidence-Based Practice Change (IEBPC) was developed by the Oncology Nursing Society (ONS) and ONS Foundation to facilitate implementation of EBP in nursing. Teams of nurses were educated in EBP implementation and, as part of program activities and evaluation, IEBPC participants recorded reflective narratives of their experiences. The purpose of this article is to describe the experience of implementing an EBP change through analysis of verbatim narratives. Learning from the experience of others can help other nurses implement EBP.

Methods

The sample consisted of verbatim reflection log entries from 19 teams who participated in the IEBPC in 2009 and 2010. The IEBPC program included a 2.5-day conference involving lectures and group work that provided content for the EBP process, literature searching, and development of an implementation plan, project management, and outcomes measurement. Participant teams consisted of a champion (an advanced practice nurse to lead and advocate for the project), a sponsor (an individual with administrative authority), and a target (staff nurse whose practice was the target of change). Breakout sessions were used to

- How will you use what you have learned to continue to improve and move things forward (if relevant)?
- What have you and your project team learned this month?
- What major actions in your project did your team take this month?
- What responses did you see to these actions?
- As you reflect upon this past month, what things strike you, surprised you, frustrated you, or delighted you?

FIGURE 1. Questions for Reflection