

Empowering junior nurses to use data to improve practice

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INTRODUCTION

Integration of research into evidence-based care is essential in improving quality and safety in healthcare, and in advancing the nursing profession. Despite this, nurses can find the translation of research into practice challenging and therefore do not fully utilise research findings in their practice. Although research methods training has been introduced into some pre-registration curricula junior nurses still report they find research difficult to understand and does not have any relevance to their day-to-day work [1,2].

To overcome some of these barriers we introduced structured training in ‘*using data to improve practice*’ onto a development programme for Band 5 nurses at St George’s Hospital.

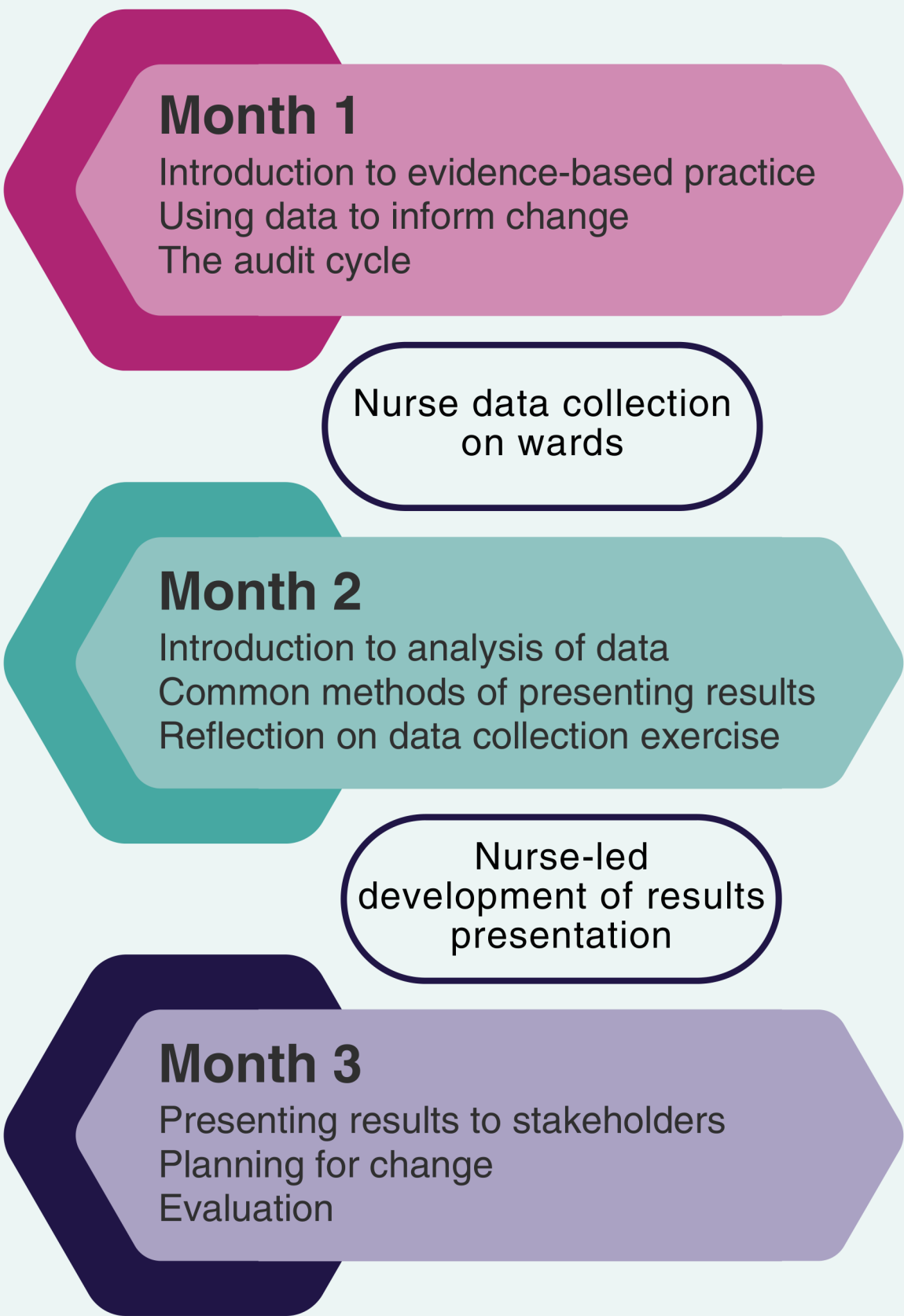


Figure 1: session outlines

STRUCTURE

Teaching and feedback sessions lasting 1hr were added to an existing development programme taking place over 3-months. Content included: an introduction to evidence-based practice, use of data to evaluate practice, and the audit cycle (figure 1).

As part of the teaching nurses carried out an audit of oxygen prescribing. Data from the audit was used to ‘bring to life’ the data collection, analysis and dissemination. Through facilitated discussion recommendations to change practice were made.

3 nurses from the cohort presented the results to ward managers, pharmacy and senior nurse leaders. A poster of the audit was submitted to a Trust-wide education event.

METHOD

A before and after knowledge and understanding survey was undertaken using a 4-point Likert scale covering:

- Understanding of the audit process
- Knowledge of undertaking audit
- Confidence in completing an audit

An evaluation of the content delivered also took place.

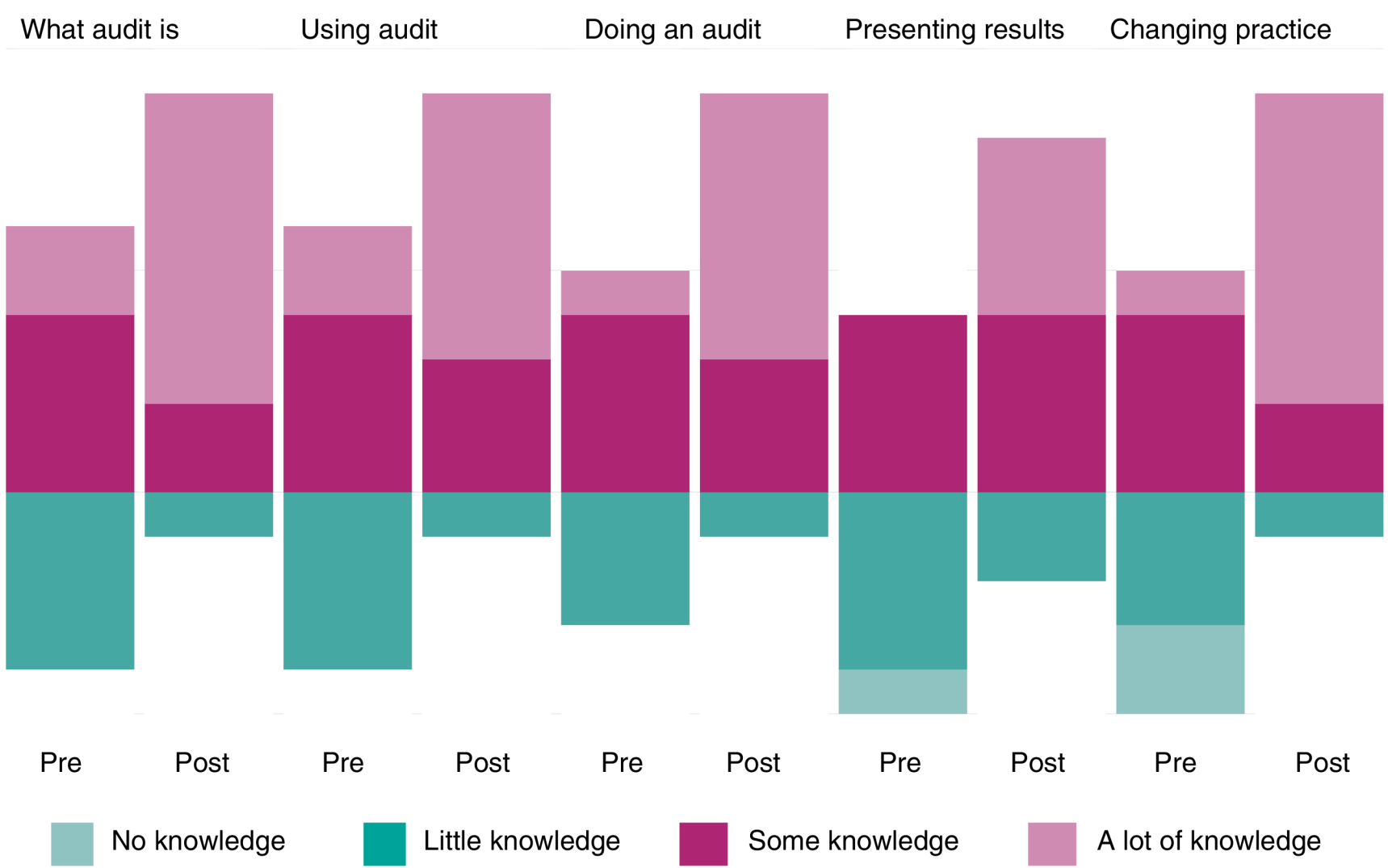
RESULTS

10/13 (76.9%) of attendees completed the evaluation. Mean scores for content were high: overall session (9.6/10), interaction and participation during sessions (9.7/10), teaching materials used (9.5/10).

All nurses indicated their practice in oxygen prescribing had improved as a result in them performing the audit. .

Pre- and post-knowledge rating increased across all domains (figure 2).

Figure 2: Pre and post teaching knowledge ratings



CONCLUSION

These findings show nurses improved understanding and confidence in performing an audit following the learning sessions.

The use of a ‘live’ audit provided data to support practice change.

The teaching will be repeated with other B5 cohorts and therefore further audit cycles will be completed.

KEY MESSAGES

- Including data-use teaching has the potential to increase integration of evidence into practice
- Junior nurses should be encouraged to participate in audit

REFERENCES

1 Hendricks J, Cope V. Research is not a ‘scary’ word: Registered nurses and the barriers to research utilisation. *Nordic Journal of Nursing Research*. 2017;37(1):44-50.

2 Yoder LH, Kirkley D, McFall DC, et al. Staff nurses’ use of research to facilitate evidence-based practice. *Am J Nurs* 2014; 114(9): 26–38.



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