



# EBP Module 1 Course Guide

## 1.3 Intro to course

**Johns Hopkins Nursing Evidence-Based Practice**

This course includes the following modules:

1. What is EBP?
2. Practice Problem, Question, and Project Planning
3. Appraising Evidence
4. Summarizing the Evidence
5. Translation



---

---

---

---

---

---

---

---

## 1.4 Module info

**What is EBP?**



Sound: This module includes audio. You may choose to turn off or on audio by adjusting the  button at the bottom left of the navigation bar.  
Module Length: Approximately 30 minutes to complete.

---

---

---

---

---

---

---

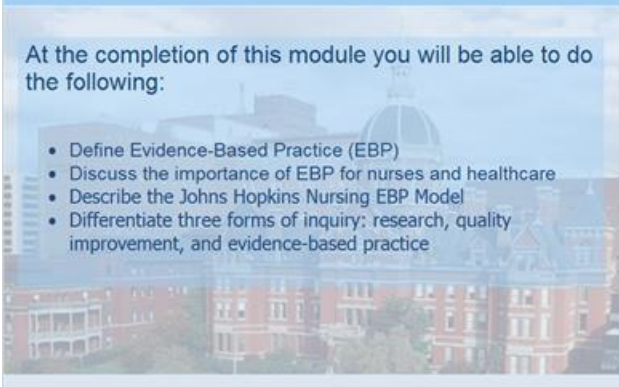
---

## 1.5 Intro to module

**What is EBP?**

At the completion of this module you will be able to do the following:

- Define Evidence-Based Practice (EBP)
- Discuss the importance of EBP for nurses and healthcare
- Describe the Johns Hopkins Nursing EBP Model
- Differentiate three forms of inquiry: research, quality improvement, and evidence-based practice



---

---

---

---

---

---

---

---

## 1.6 What is EBP

**What is Evidence Based Practice?**



Back Next

---

---

---

---

---

---

---

---

## 2. Video and quiz Scene

### 2.1 Video clip

Once EBP is integrated into the fabric of your hospital, you can expect that evidence will have a positive impact on both patient and outcomes. Maria Cvach, an assistant director of nursing at The Johns Hopkins Hospital, chair of the Evidence-based Practice Steering Committee,



as well as the Nursing Standards of Care Committee for the hospital, shares her experience with EBP. Her 31 years of nursing experience lends itself to her propensity for integrating evidence into practice.

---

---

---

---

---

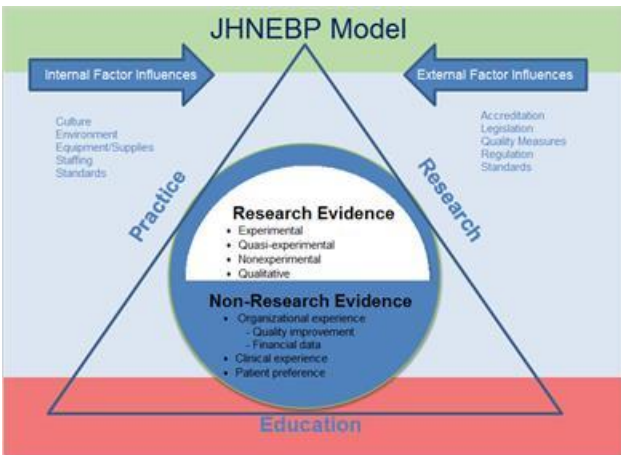
---

---

---

## 3. EBP Process

### 3.1 EBP Model



---

---

---

---

---

---

---

---

### 3.2 EBP Model



---

---

---

---

---

---

---

---

### 3.3 Tenets of EBP

EBP was first developed for use in practice of medicine, and has been called EBM, EBP, EBHC, EBN.

**Tenets: Underlying EBP**

1. Nursing is a science and a profession.
2. Nursing practice should be based on the best available evidence.
3. A hierarchy of evidence exists.
4. Research findings should be translated to practice.
5. Nursing values efficiency and effectiveness.

It has gained the attention of all health care disciplines and over time, nurses and other allied health professionals began to be involved and brought with them a wider range of practice questions. Subsequently, it is generally referred to as evidence-based practice.

---

---

---

---

---

---

---

---

### 3.4 Core Nursing Competency

**EBP as a "Core" Competency for all Nursing Levels**

Roll over each apple core to see how EBP fosters the following:

- Inquiry
- Ongoing Learning

Roll over each apple core to see how EBP promotes the following:

- Professionalism
- Critical thinking
- Autonomy
- Nursing Retention
- Nursing satisfaction

ANA and professional specialty nursing organizations define our scope of practice and set standards for our performance. The ANA standards of Professional Performance hold nurses to integrating evidence and research findings into their practice through their policies, procedures, and protocols.

---

---

---

---

---

---

---

---

### 3.5 Importance for Healthcare

**Impact of EBP Process on Healthcare Quality**

The diagram illustrates the impact of the EBP process on healthcare quality. It features a gold seal labeled 'Quality' on the left, a green box labeled 'SAFETY' in the center, and a blue tag labeled '\$' on the right. Arrows point from 'Quality' to 'SAFETY' and from 'SAFETY' to '\$', indicating that the EBP process improves quality and safety, which in turn leads to cost management.

The EBP process has been shown to improve healthcare quality, effectiveness, safety, and cost by incorporating quality research and best practices into patient care. The use of EBP within an organization is recognized as a hallmark of excellence by credentialing and certifying organizations such as The Joint Commission and the Magnet Recognition Program.

---

---

---

---

---

---

---

---

### 3.6 EBP Process

What Does the EBP Process Look Like?

The JHNEBP process occurs in three phases, known as the PET process. It is centered on identifying an answerable question, searching and appraising the evidence, and translating evidence into practice.

[Back](#) [Next](#)

---

---

---

---

---

---

---

---

### 4.1 Difference between Research and QI

Sometimes the most daunting part of EBP is understanding what sets it apart from other forms of inquiry. Be especially careful with the terms EBP and research; they are not synonymous.

EBP encompasses research and much more. The next few slides will serve to clarify any confusion you might have among the intent, purpose, and goals of EBP, Research, Quality Improvement (QI).

---

---

---

---

---

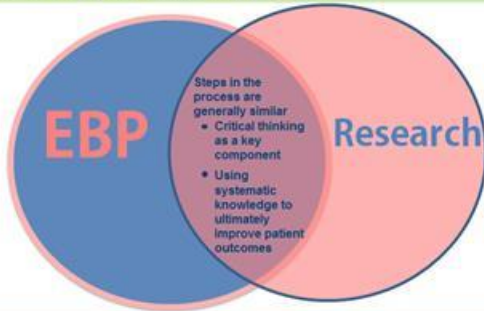
---

---

---

## 4.2 similarities Research EBP

Research and EBP do share common characteristics. Some are cited below. However, evidence in EBP constitutes the use of research findings along with non-research findings and other sources of credible information.



Some of this credible information can include QI, operational or evaluative consensus of experts, or affirmed clinical experience. All of these other forms of evidence are used in addition to research findings to facilitate decision making or problem solving.

---

---

---

---

---

---

---

---

## 4.3 NonResearch

EBP uses the best available research and non-research evidence to inform decision making. It is critical to clinical decision making, and it is equally important when making management and education practice decisions. EBP creates and fosters a culture of critical thinking and ongoing learning. Below are a few examples of non-research evidence.

### Examples of non-research evidence:

- The preferences of patients, for example, patient satisfaction scores, patient comments or focus groups
- Clinician expertise - specialized knowledge and skills that clinicians gain by working consistently with specific patient populations.

---

---

---

---

---

---

---

---



#### 4.4 Research programs

Research 



Click on the images to view examples of NINR (National Institute for Nursing Research) research programs that have impacted healthcare

Research is a systematic investigation designed to generate or contribute to new knowledge that can be generalized for broader application. It is often undertaken when no evidence is found during the EBP project.

[Back](#) [Next](#)

---

---

---

---

---

---

---

---

---

---

#### 4.5 Research and QI

We have looked at EBP and research, but what about Quality Improvement (QI)? QI is a non-research source of evidence for EBP.



**Research**  
...a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge."

**Quality Improvement (QI)**  
A process by which individuals work together to improve systems and processes with the intention to improve outcomes

While research level evidence is the strongest type of evidence, and most desirable, when making practice decisions, nursing research related to a specific practice question may be limited or non-existent. This is where QI data comes in.

---

---

---

---

---

---

---

---

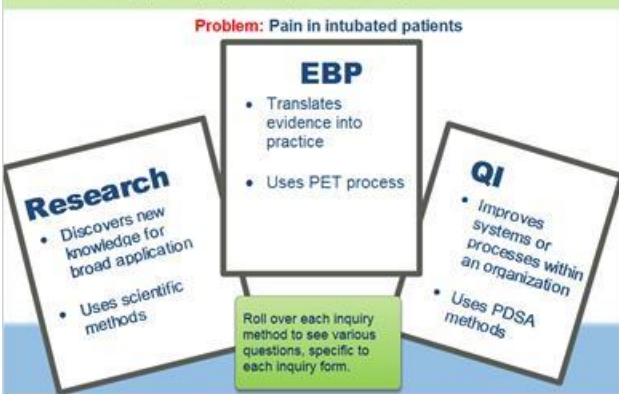
---

---



#### 4.6 R, QI, EBP

QI produces evidence specific to a unit or organization and improves systems or processes within a unit or organization. To demonstrate the differences among research, EBP, and QI, let's see how each type of inquiry would approach the same problem.



---

---

---

---

---

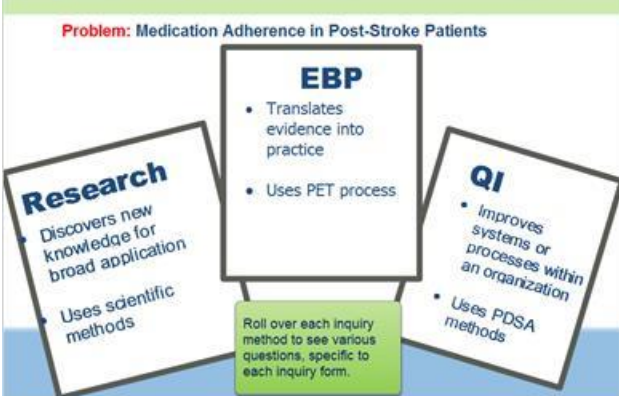
---

---

---

#### 4.7 R, QI, EBP 2

Let's try another practice problem to help you gain a better understanding of the varying focus depending on the inquiry method.



---

---

---

---

---

---

---

---

## 4.9 Importance for Healthcare

In conclusion, it is important for nurses to be able to differentiate among these three forms of inquiry. This will position nurses to appropriately use EBP to positively influence care based on the best evidence.



---

---

---

---

---

---

---

---

## 4.10 conclusion to module

**What is EBP?**

You have completed this module. You should now be able to do the following:

- Define Evidence-Based Practice (EBP)
- Discuss the importance of EBP for nurses and healthcare
- Describe the Johns Hopkins Nursing EBP Model
- Differentiate three forms of inquiry: research, quality improvement, and evidence-based practice

---

---

---

---

---

---

---

---