Creating a Poster: Innovative Strategy to Teach Evidence-Based Practice
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Introduction
Nurses focused on patient care may initiate new practices based on resourcefulness, a journal article read, participation in professional organizations or to meet patient or staff needs. The author recruited frontline nurses who reported improvements in practice and the work environment. Using familiar concepts and the excitement of creating a poster, the author taught evidence-based practice (EBP) implementation principles.

Objectives
1. Describe a strategy to engage nurses’ curiosity and understanding of an evidence-based practice implementation model.
2. Identify commonly known processes that can be effectively translated and applied to EBP implementation.

Assess Need for Change
The American Nurses Association Standard of Professional Performance 7. Quality of Practice states “The registered nurse systematically enhances quality and effectiveness of nursing practice.” Traditionally this process occurs in response to immediate patient need or through formal quality improvement projects. Direct care nurses declined to participate in the EBP Council, and were reluctant to search for current research to assist with changing practices. Changing the nursing culture to use evidence-based practice requires new learning, coaching and mentored experiences.

Link Problem and Interventions
The organization’s EBP Council adopted the Rosswurm and Larrabee model of EBP implementation. Nurses have experience with the nursing process and basic familiarity with FOCUS Plan-Do-Check-Act quality improvement model (PDCA).

Synthesize Best Evidence
Professional nursing practice requires nurses be actively engaged in patient care and work environment decisions. Using EBP to assess and make improvements increases success. The Rosswurm and Larrabee model for implementing EBP provides a systematic process for the change to EBP. Nurses have a wealth of knowledge which can be transferred and used in making changes. Coaching and mentoring are two strategies to facilitate skill development and influence attitudes. Experiential learning strategies build on nurses’ strengths and promote engagement and ownership.

Implement and Evaluate Changes in Practice
By engaging nurses in creating a poster on changes they had implemented in their practice, they were able to critically evaluate outcomes, and identify potential impact of using science in addition to their intuition. Using the EBP implementation steps to create an abstract and poster presentation reinforced the nurse’s innovation and participation in nursing practice improvements, highlighted the importance and role of literature review and focused attention on measurable outcomes.

Nine of nine nurses wrote an abstract and created a professional poster resulting in enhanced understanding of EBP. Comments from some of the nurses are below:

- This is so exciting! My annual performance goal was to grow professionally. Creating and presenting a professional poster and learning about EBP helped me meet my goal.
- We just took actions that made sense. Now I can see how the literature review fits and might have helped had we done it sooner.
- We didn’t think about how to measure outcomes - in fact the environment and team feels better so we were surprised to see the data shows the opposite!

Integrate and Maintain Changes in Practice
- Showcase posters on units to reinforce professional EBP practice and stimulate interest
- Provide coaching from idea to implementation
- Educate on measurement strategies to improve goal setting, monitoring and evaluation of professional nursing practice.

Design Practice Change
Nurses were selected based on their energy and excitement with current projects. These nurses were coached in the creation of an abstract and poster presentation. The poster presentation plied interest and provided a format for teaching structure and process for EBP implementation. Creating a table of familiar processes aligned with EBP implementation steps fostered transfer of knowledge. Coaching and mentoring were provided to individuals and teams to complete the project. When nurses identified their lack of experience and skills with completing a literature review, the author did an initial search and provided literature for their review.

References