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## Section 1 Evidence-Based Practice Overview

### Defining EBP for Nursing

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#### Overview

For this module, the concept of evidence-based practice is defined and the components within the EBP paradigm are explored.

#### Objectives

- Define evidence-based practice.

#### Key Points

- The definition that ONS supports and uses for this curriculum is: *Evidence based practice is the integration of best available evidence, clinical expertise, and patient preferences at the point of practice.*
- Evidence based practice is ultimately about our nursing practice. A practice grounded in EBP encompasses how we go about caring for our patients; where the integration of evidence, clinical expertise, and patient preferences at the point of care is the valued mindset.
- Evidence-based practice is influenced by the organizational context in which this practice occurs. Because all organizations differ in culture, infrastructure, and resources, evidence-based interventions and approaches may vary across organizations.

#### Suggested Activities

##### ONS EBP Video Exercise

After viewing video 1, discuss the following questions:

1. What does this definition of EBP – integration of best available evidence, clinical expertise, and patient preference mean to me?
2. How is my practice an evidence-based practice?
3. What are the contextual factors in my care area that influence evidence-based practice?

After viewing video 3, discuss the following questions:

1. How do these scenarios illustrate evidence-based practice?
2. Are these scenarios reflective of my practice?

Evidence-Based Practice



#### Practice Application Exercise

Have participants reflect on a recently encountered practice situation and discuss the following questions

1. What role did each of the components of EBP (evidence, clinical expertise and patient preferences) play in the clinical situation?
2. What evidence is available to support nursing practice? What do you do if you don't know the evidence?
3. What were the patient's preferences? How did you (or others) engage the patient in order to understand his/her preferences?
4. How does clinical expertise impact the integration of evidence with patient preferences?
5. What contextual factors (unit and organizational level) influenced EBP in this situation?
6. What weight was given to each component?
7. What was the clinical decision? What would you do differently?

#### Personal Commitment to EBP Exercise

1. Ask the participants to share some of the important take-home points that they have learned in this lesson.
2. How will you use what you learned today in your practice?
3. Have the participants write down their vision for EBP and personal goals for achieving their vision.

**Materials** are available through the provided hyperlink:

ONS EBP Video 1 [Committing to Our Vision of Evidence-Based Practice](#)

ONS EBP Video 3 [Committing to Our Vision of Evidence-Based Practice Through Integrating Patient Preferences](#)

Handouts [EBP Components Defined](#)

**Other Resources** Computer with ability to show video – requires access to ONS Internet website.

**Suggested Time** 60 minutes