

---

## Section 4 Evidence Component

### The EBP Process

---

#### Overview

The EBP process is introduced in this module.

#### Objectives

- Describe the steps in the EBP process.
- Identify existing EBP process models.

#### Key Points

- The EBP process is a multi-step methodology used to identify best available evidence and translate that evidence into interventions or evidence-based practices.
- Using this process to drive a practice change or conduct a project requires a team – you cannot do this alone.
- The number of steps varies depending on the model; however, the basic process is similar across models (see the *Comparison of EBP Process Steps* handout).
- Each step in the EBP process involves a specific skillset and knowledge base. Rigor is required throughout the process to ensure that practice decisions are systematic, appropriate and unbiased.
- There are several EBP process models available. These models are useful for guiding practice change initiatives or EBP projects. No matter which EBP process model the team uses, it is helpful to have a guide for planning and completing the work. Members of the ONS EBP Work Group developed the EBP Roadmaps as a guide for EBP process work.
- When conducting an EBP project, it is important to document the entire process for transparency and replicability. We recommend documenting project work using the ONS EBP Roadmap Worksheets 1 and 2.
- The EBP process steps of asking, acquiring, and appraising evidence supports the “best available evidence” component in our integration model.



#### Suggested Activities

##### Practice Application Exercise

Illustrate the steps of the EBP process through the use of a practice scenario. Select an example of a practice change in your organization (or a publication) that illustrates the EBP process. Guide the group through the EBP process using the following facilitation questions:

1. What is current practice?
2. What was the practice issue or question?
3. What evidence was used to inform the question? How was the evidence found?
4. How was the evidence appraised and synthesized?
5. Did the evidence support a practice change?
6. If so, what was the process for changing practice?
7. How was the practice change evaluated?

##### 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?

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

##### Handouts

1. Roadmap Worksheets: [Part 1](#) and [Part 2](#)
2. [Comparison of EBP Process Steps](#)

**Suggested Time** 30 minutes