

# The Five Steps of Evidence-Based Practice

Evidence-based practice is a process of making clinical decisions using the best external evidence and your own clinical expertise combined with patient values and expectations. It consists of five crucial [MHA FPX 5028 Assessment 3 Best Practices Report](#) steps.

This guide includes a tutorial about EBP, a Reference Shelf of supporting eBooks and a Toolkit of online sources of evidence.

## Meeting with Patients

The first component of the evidence-based practice process involves meeting with patients and discussing their medical history. This allows nurse leaders to gain a better understanding of the patient's current health status and to uncover any treatment options that might be available to them.

Participants in the study described the increasing number of critically-minded patients who are relying on research and information themselves rather than accepting 'blanket' (HV05) or 'one size fits all' (PN02) health advice. Many of these patients have access to the Internet and are [MHA FPX 5028 Assessment 4 Water Quality Improvement](#) in assessing the information that they receive.

It's important to clearly communicate with these patients about the role of research and evidence-based practice. It's also helpful to clarify their overall goals for care, such as spending time with family or returning home from hospital. This can help to avoid misunderstandings that may occur when nurses communicate prognoses or other aspects of their condition with patients.

## Examining Peer-Reviewed Medical Journals

When nurses want to evaluate a particular medical journal article, they have to be sure that the research meets certain criteria. They must determine whether the research is reliable and valid, whether it addresses a relevant question and how important its results are to practice. They must also make sure that the paper adds to existing knowledge about their patient's condition.

The process of examining peer-reviewed medical journals to find the best information dates back centuries. The concept was first described by Syrian physician Ishaq bin Ali al-Rahwi in a book on [NHS FPX 4000 Assignment 1 Applying Ethical Principles](#) ethics for physicians that he wrote in 854-931 CE.

Florence Nightingale, the legendary founder of modern nursing, was a strong advocate of evidence-based practice in her work, which included keeping careful records of hospital statistics that led to such lifesaving discoveries as linking dirty rooms and inadequate ventilation with patients' poor health. Nurse leaders today use a variety of tools to search for the most current research and combine it with their clinical experience.

## Developing a Treatment Plan

Practitioners must consider a client's unique needs and values while considering the internal and external scientific evidence. This process includes ongoing treatment monitoring and a willingness on the part of practitioners to alter a clinical practice based on new information or a client's reaction to a particular treatment.

When creating a treatment plan, nurses should prioritize the client's strengths, goals and values in addition to reviewing relevant medical research and standard psychological practices. It's important to remember that just because a treatment method has worked in [NHS FPX 4000 Assignment 3 Analyzing a Current Health Care Problem](#) trial doesn't mean it will work in the same way for every client or in your specific clinic setting.

When communicating with clients about evidence-based practice, it's important to use clear and simple language so that they can understand the research and its relevance to their particular situation. This helps to create a partnership between the client and the clinician and ensures that they're both invested in the process.

## Evaluate Outcomes

When you have a good idea of what to measure in an outcome evaluation, then it's time to put that plan into action. In contrast to the process evaluations of Step 7, outcome evaluations seek to determine whether program participants achieve the outcomes you identified as important in Step 2. This is done by comparing outcomes of a group of program participants with those of a control group, or by measuring outcomes over time.

It is important to evaluate the reliability of the measures you'll use to assess outcome changes. The most basic level of validity is concurrent validity, whereby different tests generate the same results in the same circumstances. For example, two weighing machines that both produce the same weight for the same person on the same afternoon are a good measure of the same [NHS FPX 4000 Assessment 2 Applying Research Skills](#).

It's also important to communicate with participants about the purpose and intent of the evaluation. If they understand why it is being conducted and how they will benefit from the findings, then they are more likely to participate.