

**EBP Flash Cards: A Strategy for Achieving AACN Magnet™ Recognition**  
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**Problem.** As the Magnet accreditation process continues to evolve, there has been increasing attention on nurses' ability to speak to evidence-based practice (EBP). However, there often is difficulty with articulating the relationship between research, EBP, quality assurance (QA) and performance improvement (PI) processes.

**Evidence.** It was found during Magnet preparation rounds at Ocean Medical Center (OMC) that, although nursing staff were aware of nursing research, they could not speak knowledgeably to the evidence that supported their practice.

**Strategy.** Using the ACE Star Knowledge Transformation model as a focal point, Ann May Center nurse researchers worked in conjunction with OMC nurse educators to develop "EBP Flash Cards" for staff use.

**Practice Change.** A template for the flash cards was developed using the headers:

a) *Background*, which described the baseline from quality assurance (QA) data related to a clinical practice; b) *Evidence*, which contained an evidence summary statement about the evidence related to the practice; c) *Action*, which described OMC performance improvement initiatives related to the clinical practice; and *Outcomes*, which described the improved outcomes related to PI initiatives. Nurse educators developed flash cards on such topics as deep vein thrombosis (DVT) prevention, the ventilator-associated pneumonia (VAP) bundle, pressure ulcer prevention, use of beta-blockers in AMI patients, and deliver of antibiotics within one hour of surgical incision. These flash cards were distributed with brief explanations to staff. In addition, posters illustrating the ACE Star Knowledge Transformation model were hung on all nursing units to use as a starting point for staff education.

**Evaluation.** Further Magnet preparation sessions found staff more comfortable with addressing EBP as related to their practice.

**Results.** The EBP posters were used as "talking points" by the staff as they discussed EBP with the Magnet site visitors. During the nursing research meeting, staff was articulate in their description of the relationship between research, EBP, QA and PI, and OMC received Magnet re-certification.

**Recommendations.** EBP Flash Cards assisted nursing staff in describing the different activities in the cycle of Knowledge Transformation. It was further recommended that flash cards be created and distributed whenever new evidence-based policies and procedures were implemented.

### ***Bibliography***

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