



Transitioning Into Interprofessional Evidence-Based Practitioners

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CHAPTER TOPICS

- What is a critical appraisal?
- Screening for relevancy
- Appraising the evidence
- Synthesizing results into practice recommendations
- Mentor challenges
- Mentor techniques and supports

PERFORMANCE OBJECTIVES

By the end of the chapter, the mentors and team members will be able to do the following:

1. Screen studies to fit with the PICO question using the title and an abstract review.
2. Appraise a research study determining the level and quality of the evidence, documenting the appraisal results.
3. Synthesize the evidence and make recommendation for changing practice.
4. Identify and manage team issues and mentor challenges.

When the interprofessional team has collected potentially relevant studies from multiple disciplines through searching the literature (Chapter 8), the next part of the interprofessional evidence-based practice (EBP) process is to differentiate useful studies from studies that are not helpful in answering the PICO question. The results from the grounded theory study on mentoring (Chapter 3) indicate that clinicians new to interprofessional EBP start to feel

they are evidence-based practitioners as they engage in the intense learning associated with appraising and synthesizing evidence. The purpose of this chapter is to assist the interprofessional team in learning how to select, appraise, and synthesize the literature.

In the Iowa model (Titler et al., 2001), appraisal of evidence is a significant step in determining if there is sufficient evidence to move forward to pilot a practice