Evidence-based practice (EBP) is a new paradigm in health care that recently has emerged in the international healthcare literature. Originally referred to as evidence-based medicine (Rutledge & Grant, 2002), EBP easily applies to nursing and other healthcare professions because it incorporates the application of best evidence by clinical experts who value the individuality of the patient and family. EBP is “a total process beginning with knowing what clinical questions to ask, how to find the best practice, and how to critically appraise the evidence for validity and applicability to the particular care situation. The best evidence then must be applied by a clinician with expertise in considering the patient’s unique values and needs. The final aspect of the process is evaluation of the effectiveness of care and the continual improvement of the process” (DePalma, 2000, p. 115).

Ideal implementation of the EBP process requires the collaboration of nurses from clinical practice, education, and research. Advanced practice nurses (APNs) are master’s-prepared nurses who are crucial to the EBP process because of their clinical expertise, knowledge of systems within the clinical setting, and ability to facilitate interdisciplinary clinical improvement projects. APNs can foster the EBP process because of their role within healthcare settings and offer a unique perspective of care ranging from the individual patient and family level to the broader population level. Researchers offer expertise about methods for fully capturing the nature and quality of the evidence on a clinical topic. Educators teaching graduate students are aware of the capabilities of APNs related to synthesis work and also understand the expertise of researchers. The vision of the triad model was that members of a triad would work together in mutual respect toward completion of a literature synthesis.