Adoption of EBP at the Unit Level

The Role of EBP Champions

Janet Parkosewich, RN, DNSc, CCRN, FAHA
Nurse Researcher
Objectives

- Describe the EBP Champion model created to:
  - Engage staff nurses at the local level
  - Advance adoption of evidence into nursing practice
- Define responsibilities of EBP Champions
- Discuss infrastructure necessary to support EBP Champions
Background
How often was information needed?

- 28% Often
- 33% Weekly
- 27% Occasionally
- 12% Seldom

Sources of information

- 67% used peers rather than journal or text
- Seldom used journals, research, or libraries
- 58% never used research reports
- 82% never used hospital library

<table>
<thead>
<tr>
<th></th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of value for research in practice</td>
</tr>
<tr>
<td>2</td>
<td>Lack of understanding of electronic databases</td>
</tr>
<tr>
<td>3</td>
<td>Difficulty accessing research materials</td>
</tr>
<tr>
<td>4</td>
<td>Lack of computer skills</td>
</tr>
<tr>
<td>5</td>
<td>Difficulty understanding research articles</td>
</tr>
<tr>
<td>6</td>
<td>Lack of computer access</td>
</tr>
<tr>
<td>7</td>
<td>Lack of library access</td>
</tr>
<tr>
<td>8</td>
<td>Lack of search skills</td>
</tr>
<tr>
<td>9</td>
<td>Lack of knowledge about research</td>
</tr>
<tr>
<td>10</td>
<td>Lacks skill to critiques/synthesize literature</td>
</tr>
</tbody>
</table>

## Organizational EBP Barriers
*(other than time)*

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Other competing higher priority goals</td>
</tr>
<tr>
<td>2</td>
<td>Difficulty recruiting and retaining nurses</td>
</tr>
<tr>
<td>3</td>
<td>Lack of budget for acquisition of resources</td>
</tr>
<tr>
<td>4</td>
<td>Lack of budget for training resources</td>
</tr>
<tr>
<td>5</td>
<td>Perception that nurses are not interested or prepared</td>
</tr>
<tr>
<td>6</td>
<td>Perception that EBP or research not achievable in real world</td>
</tr>
</tbody>
</table>

Nursing Research Committee

- Established to create & maintain the nursing research infrastructure for:
  - RN employees – focus on direct care RNs
  - Faculty/students (affiliated & non-affiliated SON)
- Promote evidence-based practice (EBP)
- Committed to the protection of human subjects involved in research
- Membership: 11 advanced practice RNs
  - 7 staff nurses
  - 2 medical librarians
Nursing Research Sub-Committees

- Scientific Review
- Education
- Nursing Research Committee Website
- 4 Iowa EBP Teams
- Evidence-based Champion
<table>
<thead>
<tr>
<th>Model</th>
<th>Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa Model of EBP to Promote Quality Care</td>
<td>10</td>
</tr>
<tr>
<td>Stetler’s Model</td>
<td>6</td>
</tr>
<tr>
<td>Rosswurm &amp; Larrabee’s Model</td>
<td>6</td>
</tr>
<tr>
<td>John’s Hopkins Nursing Model</td>
<td>3</td>
</tr>
<tr>
<td>ACE Star Model of Knowledge Transformation</td>
<td>5</td>
</tr>
</tbody>
</table>

EBP Models

- Conceptualize approaches to the translation of evidence into practice
- Facilitate development of good EBP questions from clinical ideas or problems
- Provide a prescribed systematic approach to implementation of practice change
- Incorporate timely evaluation and requires dissemination of results
- Maximize use of resources and time

Iowa Model of EBP to Promote Quality Care

**STEP 1**
RN submits question to NRC & assigned to work w/ team of experts

**STEP 2**
Question into PICO format

**STEP 3**
Is question a priority for YNHH?

**STEP 4**
Form a team

**STEP 5**
Gather literature

**STEP 6**
Critique & synthesize literature

**STEP 7**
Sufficient evidence to change practice

**STEP 8**
Change Practice

**STEP 9**
Monitor Outcomes

**STEP 10**
Disseminate Results

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Marita Titler, PhD, RN
University of Michigan
What are YNHH Staff Nurses’ Beliefs About and Use of EBP?
**Evidence-Based Practice**

The Iowa Model of Evidence-Based Practice to Promote Quality Care, developed by Marita Titler, RN, PhD, has been adopted by the Division of Nursing to guide clinical decision-making and evidence-based practice implementation.

(Melnyk & Fineout-Overholt, & Mays, 2008)

### Staff’s EBP Beliefs

(Melnyk & Fineout-Overholt, & Mays, 2008)

<table>
<thead>
<tr>
<th>3 of 16 Items (N=288)</th>
<th>Agree and Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that EBP results in the best care of patients</td>
<td>87%</td>
</tr>
<tr>
<td>I am clear about the steps of EBP</td>
<td>58%</td>
</tr>
<tr>
<td>I am sure that evidence-based guidelines can improve clinical care</td>
<td>90%</td>
</tr>
</tbody>
</table>

## Staff’s EBP Beliefs by CN Level

Score 16 to 80  
Higher Values = Stronger Belief

<table>
<thead>
<tr>
<th>RCAP Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN</td>
<td>73</td>
<td>57.6</td>
<td>6.3</td>
</tr>
<tr>
<td>CN II</td>
<td>131</td>
<td>56.1</td>
<td>6.7</td>
</tr>
<tr>
<td>CN III</td>
<td>55</td>
<td>57.0</td>
<td>7.7</td>
</tr>
<tr>
<td>CN IV</td>
<td>14</td>
<td>57.6</td>
<td>5.8</td>
</tr>
</tbody>
</table>

F=0.607; df=4; p=0.658

<table>
<thead>
<tr>
<th>In last 8 weeks…</th>
<th>0</th>
<th>1-3</th>
<th>&gt;4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used EBP guideline or systematic review to change practice</td>
<td>61%</td>
<td>32%</td>
<td>7%</td>
</tr>
<tr>
<td>Shared evidence from a study with patient/family</td>
<td>44%</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>Critically appraised evidence from a research study</td>
<td>41%</td>
<td>38%</td>
<td>21%</td>
</tr>
<tr>
<td>Shared an EBP guideline with a colleague</td>
<td>40%</td>
<td>45%</td>
<td>15%</td>
</tr>
<tr>
<td>Informally discussed evidence from a research study with a colleague</td>
<td>28%</td>
<td>46%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Evidence-Based Practice

The Iowa Model of Evidence-Based Practice to Promote Quality Care, developed by Marita Titler, RN, PhD, has been adopted by the Division of Nursing to guide clinical decision-making and evidence-based practice implementation.

Score 0 to 72
Higher Values = Strong Use

<table>
<thead>
<tr>
<th>RCAP Level</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>CN</td>
<td>73</td>
<td>10.9</td>
<td>9.7</td>
</tr>
<tr>
<td>CN II</td>
<td>131</td>
<td>12.5</td>
<td>11.6</td>
</tr>
<tr>
<td>CN III</td>
<td>55</td>
<td>15.8</td>
<td>15.5</td>
</tr>
<tr>
<td>CN IV</td>
<td>14</td>
<td>21.0</td>
<td>14.2</td>
</tr>
</tbody>
</table>

F=5.529; df=4; p=0.000

EBP Champion Responsibilities

- Attend EBP Classes
Iowa Model of EBP to Promote Quality Care

Marita Titler, PhD, RN
University of Michigan

STEP 1
RN submits question to NRC & assigned to work w/ team of experts

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Sufficient evidence to change practice?

STEP 8
Change Practice

STEP 9
Monitor Outcomes

STEP 10
Disseminate Results
Responsibilities (Cont’d)

• Attend EBP Classes

The Nursing Research Committee presents... 

Nursing Research & Evidence-based Practice: Beyond the Basics

Program content includes:

- Review Iowa Model advanced steps
- Writing a project proposal
- Critiquing/synthesizing the literature
- Statistics 101
- QI vs. Research - Human Subjects Protection
- Disseminating Results – writing abstracts and creating poster presentations

Target Audience

Research Committee Members, Research Mentors, SLEs, Education Specialists, SNC Members, Cluster co-chairs, CNSs, APRNs, CN III & IVs
Iowa Model of EBP to Promote Quality Care

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STEP 10
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Beyond the Basics
Steps 6 to 10
Responsibilities (Cont’d)

- Attend 10 of 12 monthly EBP Champions meetings (request time for meetings)
- Maintain current list of unit staff – document interactions
- Participate in 2 to 3 Nursing Research Committee activities year
- Establish mode for communicating unit-based EBP activities (staff meetings, emails, bulletin boards)
- Maintain ongoing communication with manager about EBP activities
Role of EBP Champion

• Facilitate peers’ exposure to current valid evidence
• Enhance peers’ knowledge of the work of nationally known nursing leaders in EBP and research
• Use innovative approaches to engage peers and facilitate the use of best evidence into practice
Examples of Innovations
How is every day nursing practice based on evidence

- Practice Manual - contains evidence-based policies / procedures
- Following National Patient Safety Goals
- Being certified in a nursing practice specialty
- Practicing in a clinical area with disease-specific certification
- Attending educational programs – updates on latest evidence in nursing practice
- Using assessment tools that are evidence-based

ACTION: Access the CPM from a Clinical Workstation
What resources are available to help me integrate evidence into my practice? (people and technology)

- *People* - clinical experts mentors - integration of evidence into practice (unit-based champions, CNSs, educators)

**ACTION:** Introduce CN to unit-based resource nurses and other consultants

What is the process that I can use to make an evidence-based practice change?

How has staff nurse involvement made a positive impact on patient outcomes?
Who’s Who In Nursing

Showcase scholarly work of research/EBP leaders via posters that provide overview of their work and publications.
Participate in Annual Nursing Research Program

5th Annual Nursing Research Program
Sponsored by YNHHS Nursing Research and EBP Committees

Building a Culture of Clinical Inquiry in Academic and Community Hospitals

Keynote Address
Anna Gawinski, RN, DNSc, CS, ACNP, CCHN, FAAN
Director, Research and Evidence-Based Practice
Adjunct Professor, Ronald Reagan UCLA Medical Center and UCLA School of Nursing

Featured Research Methods Presentation
Cheryl Tatano Beck, DNSc, CNM, FAAN
Board of Trustees Distinguished Professor, PhD Program Coordinator
University of Connecticut School of Nursing

Program of Research Presentation
Margaret Grey, DrPH, RN, FAAN
Dean and Annie Goodrich Professor
Yale School of Nursing

Oral and poster presentations to be given by nurses from all YNHHS hospitals

March 28, 2013 • 7:30 AM - 4:30 PM
Harkness Auditorium

Pre-register:
YNHHS Employee Self-serve
For more info call:
203.688.1041 Janet Parkosewich, RN, DNSc

Contact hours will be offered
Greenwich Hospital is an approved provider of continuing nursing education by the Connecticut Nurses’ Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation

Yale New Haven Health
Visiting Professor Rounds
Host Poster Sessions
Support Systems for EBP

APRN

- Aligns program with Nursing Strategic Business Plan
- Coordinates EBP Champion Program
- Garners administrative support for project work
- Keeps projects visible at Cabinet and service-line levels
Support Systems for EBP

Manager

- Endorse volunteer to serve as unit EBP champion
- Facilitate EBP Champion’s attendance to Setting the Stage for EBP class
- Facilitate attendance at meetings
- Require periodic updates by Champions