



# Adoption of EBP at the Unit Level

## The Role of EBP Champions

*New Knowledge Innovation Improvements*

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



# Objectives

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- **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**

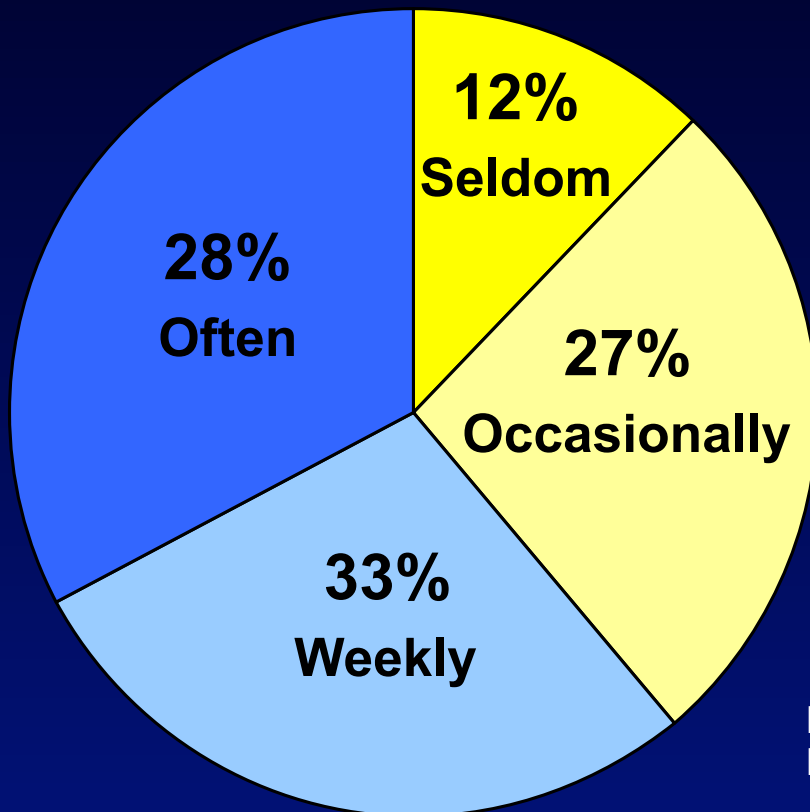
# Background



# Nurses Readiness for EBP

(N=760 US Nurses)

## How often was information needed?



## 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

Pravikoff, D. S., et al. (2005). Readiness of US Nurses for EBP. *AJN*, 105, 40-51.

# Nurses' EBP Barriers (other than time)

- 1 Lack of value for research in practice
- 2 Lack of understanding of electronic databases
- 3 Difficulty accessing research materials
- 4 Lack of computer skills
- 5 Difficulty understanding research articles
- 6 Lack of computer access
- 7 Lack of library access
- 8 Lack of search skills
- 9 Lack of knowledge about research
- 10 Lacks skill to critiques/synthesize literature

# Organizational EBP Barriers (other than time)

- 1 Other competing higher priority goals
- 2 Difficulty recruiting and retaining nurses
- 3 Lack of budget for acquisition of resources
- 4 Lack of budget for training resources
- 5 Perception that nurses are not interested or prepared
- 6 Perception that EBP or research not achievable in real world

# Nursing Research Committee

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- **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

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- *Scientific Review*
- *Education*
- *Nursing Research Committee Website*
- *4 Iowa EBP Teams*
- *Evidence-based Champion*



# 1st Goal

## EBP Models

Model	Stages
Iowa Model of EBP to Promote Quality Care	10
Stetler's Model	6
Rosswurm & Larrabee's Model	6
John's Hopkins Nursing Model	3
ACE Star Model of Knowledge Transformation	5

Gawlinski, A. & Rutledge, D. (2008). Selecting a Model for EBP Changes. *AACN Advanced Critical Care*, 19, 291-300.

# EBP Models

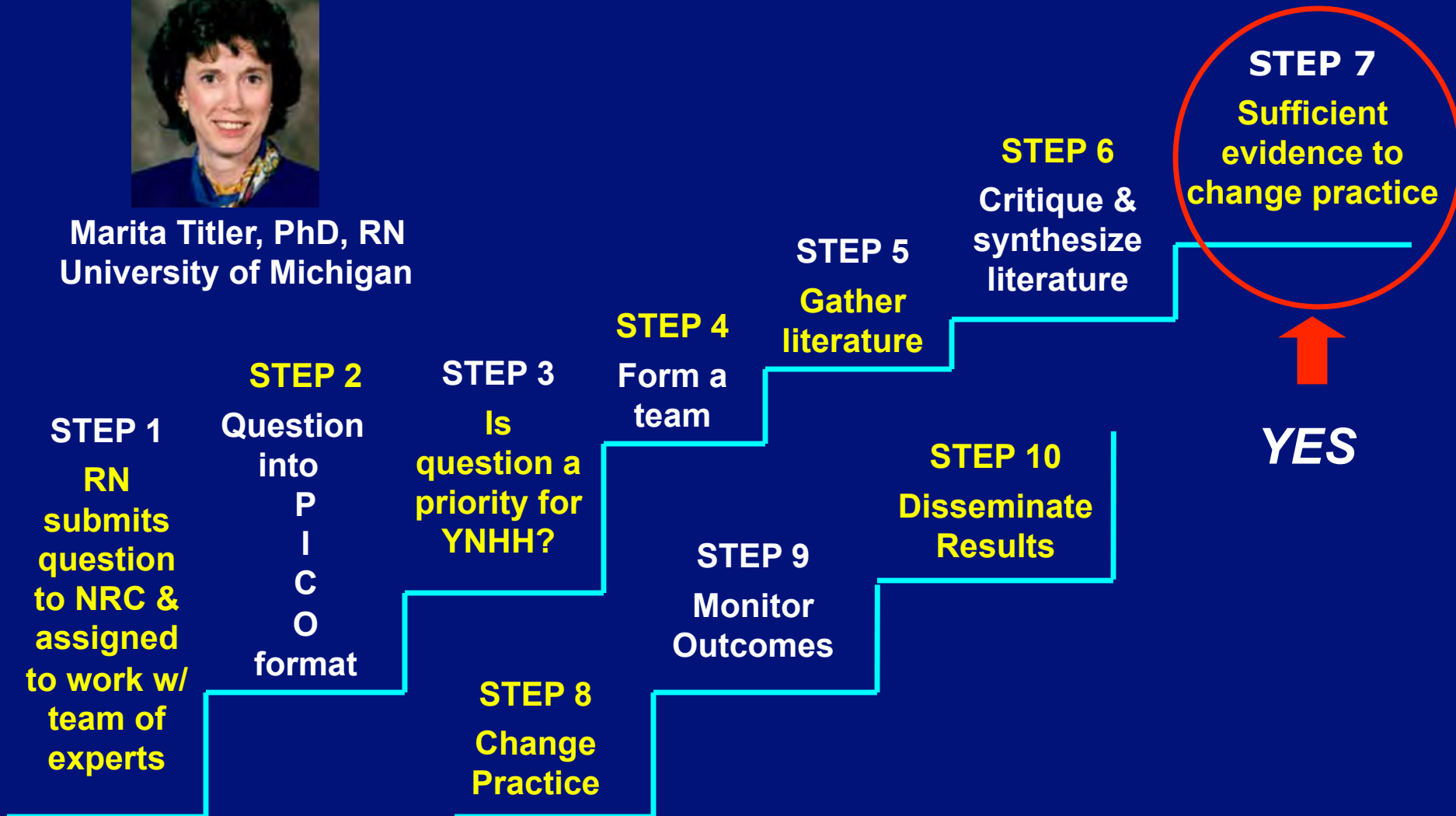
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- **Conceptualize approaches to the translation of evidence into practice**
- **Facilitate development of good EBP questions from clinical ideas or problems**
- **Provide a prescribed systematic approach to implementation of practice change**
- **Incorporate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

# Iowa Model of EBP to Promote Quality Care

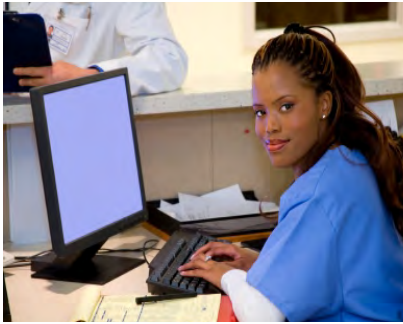


Marita Titler, PhD, RN  
University of Michigan



# What are YNHH Staff Nurses' Beliefs About and Use of EBP?

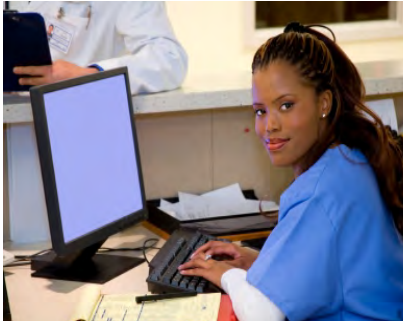




# Staff's EBP Beliefs

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

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



# Staff's EBP Beliefs by CN Level

Score 16 to 80  
Higher Values = Stronger Belief

		Beliefs Scale	
RCAP Level	N	Mean	SD
CN	73	57.6	6.3
CN II	131	56.1	6.7
CN III	55	57.0	7.7
CN IV	14	57.6	5.8

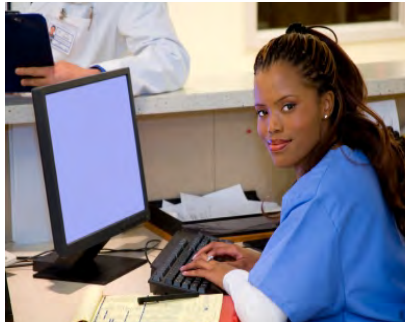
$F=0.607$ ;  $df=4$ ;  $p=0.658$

Lynch, S. (2012). Dissertation



# Staff's EBP Use (5 of 18 items)

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



# Staff's EBP Use by CN Level

Score 0 to 72  
Higher Values = Stronger Use

		Implementation Scale	
RCAP Level	N	Mean	SD
CN	73	10.9	9.7
CN II	131	12.5	11.6
CN III	55	15.8	15.5
CN IV	14	21.0	14.2


**F=5.529; df=4; p=0.000**



# EBP Champion Responsibilities

- Attend EBP Classes

**Setting the Stage for Evidence-Based Practice**



<i>New Knowledge</i>	<i>Innovation</i>	<i>Improvements</i>
<p><b>Learn how to:</b></p> <p><i>Use the IDWA Model of EBP</i></p>  <p><i>Translate a patient problem into a clinical question</i></p> <p><i>Conduct electronic literature searches</i></p>	<p><b>Dates</b></p> <p>February 18</p> <p>February 20</p> <p>March 4</p> <p>March 4</p>	<p><b>Times</b></p> <p>7AM - 10:30AM</p> <p>12PM - 3:30PM</p> <p>7AM - 10:30AM</p> <p>12PM - 3:30PM</p>

**Place: Saint Raphael Campus  
Room PVT 611**

*Open to both SRC and YSC nurses*

Seating is limited to 12 RNs – Please register using Employee Self Service: Look for “2013 EBP Classes”  
Questions? Contact Cindy Beutiste, RN, PhD, CNRN at [cindy.beutiste@ynnh.org](mailto:cindy.beutiste@ynnh.org) or 688-3352

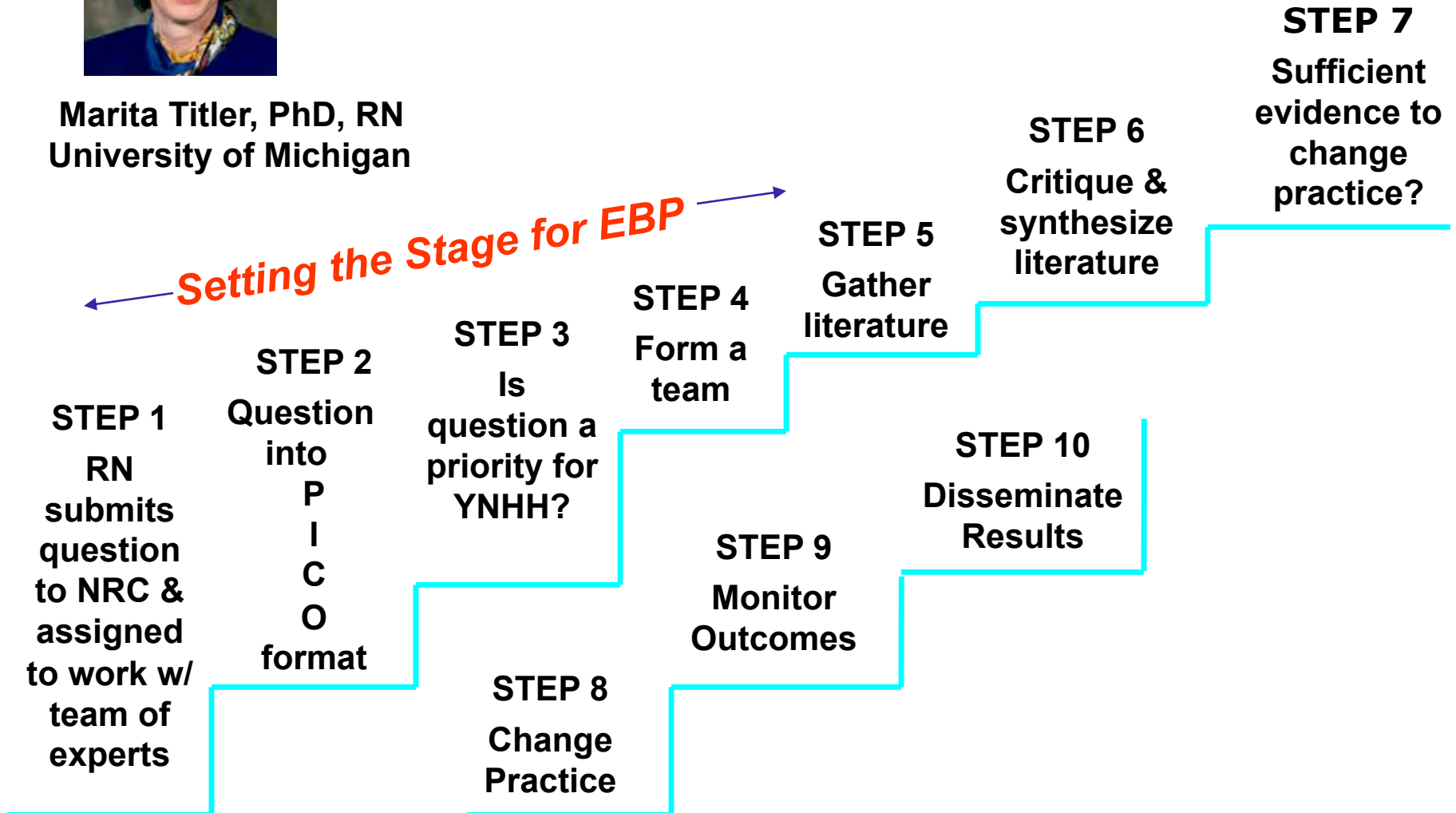
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Marita Titler, PhD, RN  
University of Michigan

# Iowa Model of EBP to Promote Quality Care



# Responsibilities (Cont' d)

- Attend EBP Classes



*The Nursing Research Committee presents. . . .*

## **Nursing Research & Evidence-based Practice: Beyond the Basics**

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*Program content includes:*

<ul style="list-style-type: none"><li>• Review Iowa Model advanced steps</li><li>• Writing a project proposal</li><li>• Critiquing/synthesizing the literature</li><li>• Statistics 101</li></ul>	<ul style="list-style-type: none"><li>• <b>QI vs. Research - Human Subjects Protection</b></li><li>• <b>Disseminating Results – writing abstracts and creating poster presentations</b></li></ul>
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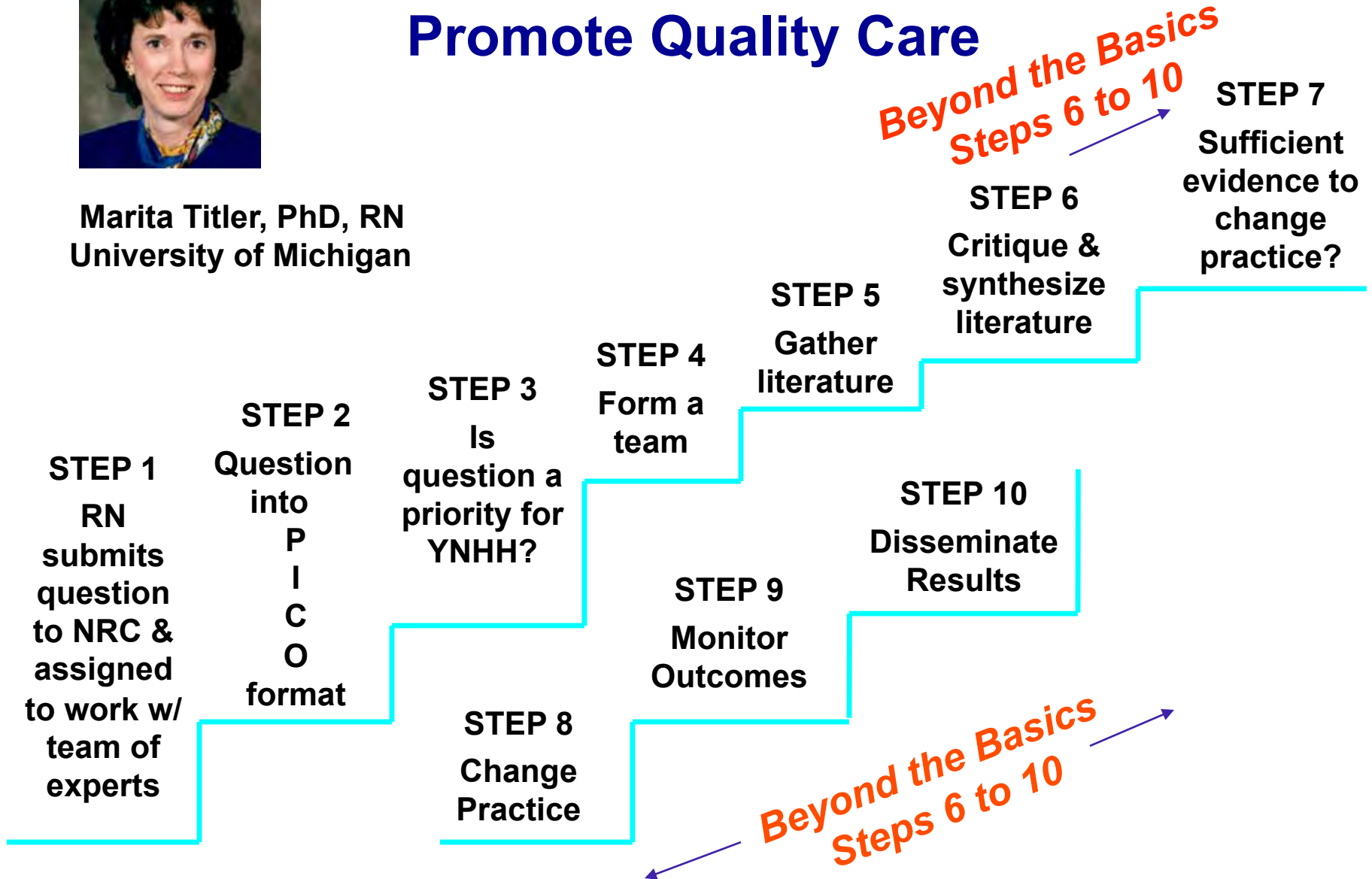
*Target Audience*

*Research Committee Members, Research Mentors, SLEs, Education Specialists, SNC Members, Cluster co-chairs, CNSs, APRNs, CN III & IVs*



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University of Michigan

# Iowa Model of EBP to Promote Quality Care



# **Responsibilities (Cont' d)**

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- **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

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- **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



# First Project - EBP FAQ

## *How is every day nursing practice based on evidence*

- Practice Manual - contains evidence-based policies / procedures

**ACTION: Access the CPM from a Clinical Workstation**

- 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



# First Project - EBP FAQ

**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

## Evidence-based Practice Champions present Who's Who in Nursing

**Marita Titler**  
PhD, RN, FAAN



Professor & Associate Dean of Clinical Scholarship & Practice Development, Rhettaugh G. Dumas Endowed Chair University Of Michigan SON

### About Dr. Titler . . .

- Developed the Iowa Model of EBP to Promote Quality Care, which we adopted as our model for EBP
- Has built a highly respected body of work and is an internationally recognized research and EBP expert
- Research interests
  - Implementation and translation science
  - Older adults
  - Evidence based practice
  - Outcomes effectiveness research
- Personal interests
  - Loves visiting with her 3 adorable grandkids
  - Avid reader, mostly fiction
  - Loves to cook (but hates to clean up)

**Dr. Titler is coming to YNHH!!**

March 14<sup>th</sup> - Visiting Professor Rounds on select units

March 15<sup>th</sup> - Keynote Address for the Nursing Research Program

### Select Recent Publications

- Titler, M. G., et al. (2011). Factors associated with falls during hospitalization in older adults populations. *Research & Theory for Nursing Practice*, 25(2), 127-48.
- Titler, M. G. (2011). Nursing science and evidence based practice. *Western Journal of Nursing Research*, 33(3), 291-5.
- Shever L. L., Titler, M. G., et al. (2011). Fall prevention practices in adult medical-surgical nursing units described by nurse managers. *Western Journal of Nursing Research*, 33(3), 385-97.
- Cullen, L. Titler, M. G., & Rempel, G. (2011). An advanced educational program promoting evidence-based practice. *Western Journal of Nursing Research*, 33(3), 345-64.
- Titler, M. G., et al. (2009). Translating research into practice interventions improves management of acute pain in older hip fracture patients. *Health Services Research*, 44(1), 264-87.
- Titler, M. G., et al. (2007). Translating research into practice. *American Journal of Nursing*, 107(6 Suppl), 26-33.
- Titler, M. G. (2001). The Iowa model of evidence-based practice to promote quality care. *Critical Care Clinics of North America*, 13, 497-509.

Must Read  
Attached Here

Titler, M. G. (2001). The Iowa model of evidence-based practice to promote quality care. *Critical Care Clinics of North America*, 13, 497-509.

# Participate in Annual Nursing Research Program

## 5th Annual Nursing Research Program

Sponsored by YNHHS Nursing Research and EBP Committees



### Keynote Address

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

### *Building a Culture of Clinical Inquiry in Academic and Community Hospitals*



### 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 YHHHS 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 Credential-  
ing Center's Commission on Accreditation

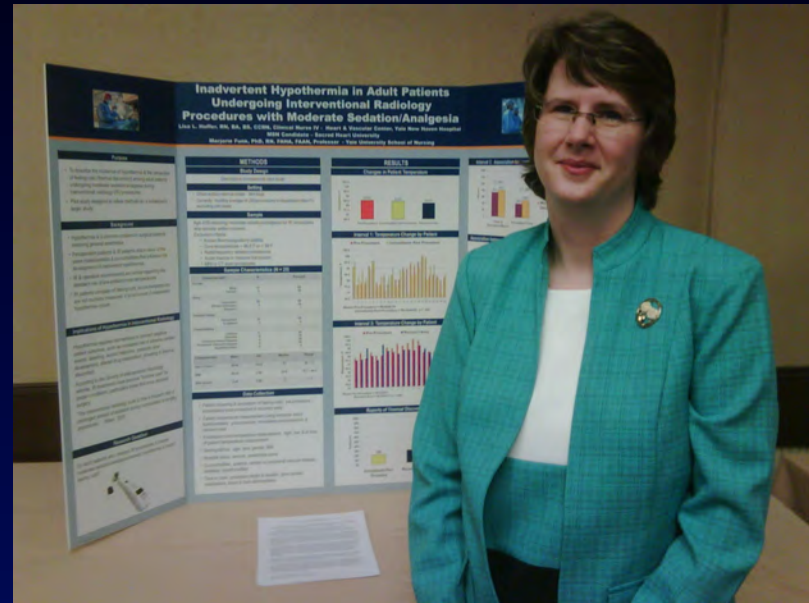


# Visiting Professor Rounds





# Host Poster Sessions



# Support Systems for EBP

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## APRN

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

# Support Systems for EBP

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## 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