Integration of the EBP Competencies Exemplar: The Interdisciplinary Policy and Procedure Committee Experience

Cheryl Boyd PhD, RNC-BE, NE-BC
Director of Professional Development
Nationwide Children’s Hospital

Lynn Gallagher-Ford PhD, RN, NE-BC
Center for Transdisciplinary Evidence-based Practice
The Ohio State University
Because we’ve always done it that way!
Assess where your organization is at!

Tools are available:

Organizational Culture and Readiness for System-wide Integration of Evidence-based Practice Survey (Fineout-Overholt & Melnyk, 2006)

Evidence-Based Practice Changes Survey (VanPatter-Gale, 2009)

Organizational Readiness to Change Assessment instrument (ORCA) (Helfrich, C., 2009)
Opportunities to Integrate EBP Competencies

Policy and Procedure Committees

• Transdisciplinary Opportunity
• Approached by a EBP champion to integrate EBP competencies across the organization’s transdisciplinary P&P committee
• Meeting to discuss strategy
• Survey of P&P committee members to self rate on EBP competencies
• Survey run for 2 weeks
• Survey extended for 2 weeks
• Results analyzed
• Results presented
• Plan for education (based on results/competency deficits)
• Education Sessions started December 2013
### Self reported ratings on EBP competencies: Survey results

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<th>EBP Competency</th>
<th>Individual Mean Score</th>
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<th>Mean Difference Individual vs Team</th>
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Survey results

• Most competencies 22/24 were rated between 2 (needs improvement) and 3 (competent).

• Individual competencies were rated higher than the team competencies for 21/24 items except (these were =):
  – #20; Mentors others in evidence-based decision making and the EBP process.
  – #23; Disseminates best practices supported by evidence to improve quality of care and patient outcomes
  – #24; Communicates best evidence to individuals, groups, colleagues, and policy-makers.

• Highest Scores were: #1@ 3.77, #2@ 3.08

• Lowest scores were: #3@2.38, #20@2.23
Recommendations: Education

- Strategies;
  - Adult Learning Principles
  - Generational Approaches
  - Multi-modal Strategies

- Tailored Content;
  - Where does EBP Fit?
  - PICOT Questions
  - “So What “ Outcomes
  - Critical Appraisal of Evidence
  - Mentoring others in EBP
  - Managing Change Effectively
Objectives

• Define clinical inquiry
• Describe the competencies that support clinical inquiry
• Identify key outcomes of clinical inquiry in an EBP culture
• Describe PICOT questions in the context of clinical inquiry
• Identify the components of a PICOT question
• Formulate clinical questions using PICOT format
Clinical Inquiry Description

• The ongoing **process** of questioning and evaluating practice, providing informed practice, and innovating through research and experiential learning (AACNa, 2003).

• Clinical inquiry is when the **clinician** identifies a question that must be answered to increase professional understanding of a patient care issue.
PICOT QUESTIONS

Step 1
• Teach
  – Provide content via lecture and discussion approach
  – Lead mentors provide content
• Imbed
  – Activities with each content area
PICOT Format

- **Population of interest**
- **Intervention or issue of interest**
- **Comparison intervention or group**
- **Outcome (matches the population)**
- **Time frame**

(Melnyk & Fineout-Overholt, 2011)
MOST IMPORTANT THING

PICOT question is a search technique. PICOT takes you to the literature. The literature provides the evidence that will drive the practice change (project).

PICOT question is **not** your EBP project!
In hospitalized adults, how does a nurse intervention protocol compared to physician ordered catheter removal affect catheter associated urinary tract infection rates during hospitalization?
Types of PICOT questions

• Intervention Question/Therapy Question
• Meaning Question
• Prognosis Question
• Diagnosis Question
• Etiology Question
Asking the Right Question

Do you need to know what is the best approach to this situation?

INTERVENTION / THERAPY QUESTIONS

- About what clinicians do
- Important to determine what is the best intervention to achieve the outcomes(s)
- Worth the efforts and costs of using

(Melnyk & Fineout-Overholt, 2011)
In African-American female adolescents with hepatitis B (P), how does acetaminophen (I) compared to ibuprofen (C) affect liver function (O)?

In children with spastic cerebral palsy (P), what is the effect of splinting and casting (I) compared to constraint-induced therapy (C) on two-handed skill development (O)?
PICOT Pearls of Wisdom

• PICOT question *drives your search*.
• PICOT question is *NOT* your PROJECT!
• Use terms that will be in the literature (no “local” terms).
• Do not use a *direction* (*improve, decrease*) in PICOT questions.
• Population and outcome must match – the outcome must address the population.
• **Teach**
  – Provide content via lecture and discussion approach
  – Lead mentors provide content

• **Imbed**
  **Write PICOT Questions**
  **Post PICOT Questions**
  **Critique PICOT Questions**
  **Refine PICOT Questions**
PICOT PRACTICE...planned
Teach & Imbed:
PICOT: Mentored help at the table
Always have a PLAN B!

We ran out of time!

• Lots of great questions!
• New members joined the committee

Strategy;

• Flexibility
Work to do between EBP education sessions

Committee Members:

• Identify an area of Inquiry related to P&P Committee work
• Work on PICOT Question
• Contact P&P Chair if you need a current policy question to work on
• Email P&P Chair or EBP Mentor for assistance
Work to do between EBP education sessions

EBP Mentor

• Provide consultation as requested
• Prepare content and gather resources for next session: Refining PICOT Questions
Work to do between EBP education sessions

Committee Chair;

• Check in with the committee members q2 weeks via email
• Critique PICOT questions as requested
• Engage EBP Mentor as needed
• Gather feedback from Committee Members re; additional support needed
Tailored EBP Education Session: Refining PICOT Questions

PICOT: Peer Feedback & Mentor Feedback
Creating a classroom to stay connected in between sessions

EVIDENCE-BASED PRACTICE: Making it a Reality in your Organization

A transformational journey to improve healthcare quality and patient outcomes

March 03-07, 2014

Welcome to the EBIP Immersion! All workshop content is hosted on this website. The content has been organized by each day of the workshop. At the end of each session, the lecture slides will be made available on this site for you to download. Please refresh the page after each session to see the new resources. Also, at the end of each day a zipped folder will be available for you to download that has all the presentation handouts for that day.

Additionally, journal articles & resources are included below and are linked through the OSU Library. You will need to use your OSU ID and password to login and access an article.

***Finally, it is required that you share with us your feedback regarding the presentations offered by taking the CE evaluation survey. The survey link is available to you for each day below. In order to receive your certificate for continuing education contact hours, please submit your evaluation at the end of each day.

- Continuing Education Disclosure Statement
- Discussion Forum
- EBP Discussions
Searching and Critical Appraisal

NCH Librarian support
Navigating a path together

• The steps of EBP; gaps identified
• Ongoing discussion about unique path for integrating EBP skills into the P&P process
• Learning from our “AHA moments”
  – Each policy may have MANY PICOT questions to be answered). Example; Enemas

  • Safest/best solution?
  • Safest/best temperature?
  • Safest/best insertion depth?
  • Safest/best timeframe?
Next steps

• Complete the active learning EBP education series
• Conduct post-intervention survey of P&P committee members on EBP competencies
• Analyze results
• Compare pre/post intervention findings
• Disseminate findings...See you next year!
CTEP is your partner in achieving and sustaining improved healthcare quality and patient outcomes.

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