Choosing the Right Path Among EBP, QI or Research: Which One Is Right for You?

Sharon M. Karp, PhD, APRN, CPNP-PC; Amie Koch, DNP, FNP-C, RN, ACHPN; Chris Calamano, PhD, PPCPNP-BC, and Monica R. Ordway, PhD, APRN, PPCPNP-BC

Disclosures

None to Report

The presenters would like to thank Dr. Abby Parish (Vanderbilt University School of Nursing) for her contributions to content for this presentation.

Learning Objectives

• Distinguish between evidence-based practice (EBP), quality improvement (QI) and research.
• Apply knowledge of EBP, QI and research to be able to differentiate between the practices.
• Discuss the roles of the DNP- and PhD-prepared NP and opportunities for collaboration.

Evidence-Based Practice (EBP)

• A practice that involves making clinical decisions on the best available evidence, with an emphasis on evidence from disciplined research.

Research

• Systematic inquiry that uses orderly, disciplined methods to answer questions or solve problems
Quality Improvement

• Systematic efforts to improve practices and processes within a specific organization or patient group


Research, QI, & EBP: Data

http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementTestingChanges.aspx

Data: Aims or Purpose

Research
• Ask a question without a known answer
• Gather data about a small group of people to try to make generalizations about a larger group of people

Quality Improvement
• Gather data to determine whether we make a difference for the people receiving care at a particular practice site

Evidence Based Practice
• Application of data gathered via multiple sources (e.g. research, QI, clinical experience & assessment)

Data: Methodology Differs

Research
1. Identify
2. Identify
3. Describe
4. Conduct
5. Describe
6. Study
7. Delay
8. Publication

Quality Improvement
Model for improvement
What are we trying to improve?
How will we know that a change is an improvement?
What change can we make that will result in improvement?

Act
Plan
Study
Do

Data: Implications

Research
• Conclusions/generalizations that are applicable to people who weren’t in the study
• Comparison of before/after measures
• “Lessons learned” about this site with these patients
• Affect future projects at this site
• Can take multiple PDSA cycles

Continuum of Research, QI, EBP, and patient care

Adolescent transitions of care

Descriptive study: What factors are associated with patient satisfaction with transitions of care from practice to adult specialty care

Evidence Based Project: A randomized trial that evaluated use of a case manager to improve the transition of adolescent patients from pediatric to adult urology

Direct Patient Care: The transition of an adolescent patient from pediatric to adult urology
The purpose of the IRB:
- IRB consists of at least five members of varying backgrounds.
- IRB members should have the professional experience to provide appropriate scientific and ethical review.
- IRB must have at least one scientist member and at least one member whose primary concerns are nonscientific (typically a community member).

Determine if Your Project is EBP, QI or Research:
Need to ask:
- Will the activities of this project occur within standard of care or practice?
- Is there risk?
- Is this project primarily intended to generate generalizable knowledge?
- Does this project involve vulnerable populations?
- Does this project require informed consent?

Non-Research (Quality improvement/ Program Eval and EBP):
- Questions you might want to ask yourself if you are thinking about quality improvement projects and if it will possibly qualify as Non-Research:
  1. Is the goal of the program evaluation to test a hypothesis or answer a research question? If no, the activity is probably not research.
  2. Will the activity benefit people or communities or entities other than those from whom the data are collected? If no, the activity is probably not research.
  3. Is the activity part of a research project? If yes, the activity is probably research.
  4. The intent is only to provide information for and about the setting in which the projects is being conducted? If yes, the activity is probably not research.
  5. Is the activity being evaluated as part of the standard operating procedures of the setting? If yes, the activity is probably not research.
Case Studies: Research, QI or EBP?

1. The APN practicing in a pediatric oncology unit enrolls a 9 yr old newly diagnosed with ALL in a clinical trial that is testing the effectiveness of a new chemotherapy regimen.

2. A mother asks the CPNP at her daughter’s gastroenterology visit about a new treatment they saw on TV for Crohn’s Disease. The APN conducts a literature review, discusses with the team, and set up an appointment with the parent and patient discuss how the new treatment could be integrated into the patient’s plan of care.

3. The APN in a behavioral health clinic reviews clinical guidelines for adolescent suicide screening practices and finds practice to be inconsistent. She conducts a literature review to select an evidence-based, standardized screening tool. Then she holds an in-service with her colleagues to educate them about implementing the screening tool. After 4 weeks, she conducts an audit to determine how often the new screening tool is being used.

---

PhD and DNP Prepared PNPs: Collaborating to Advance Research

• PhD’s focus on a career devoted to intellectual inquiry and conducting original research studies

• DNP’s concentrate on developing practice expertise and implementing evidence-based practice innovations at the macro or microsystems level

• DNP- and PhD-prepared nurses can use their individual skills to support and advance each other’s work

• Doctoral-prepared PNP’s must serve as stewards of the profession with a responsibility to develop and disseminate scholarship.

• Collaboration can facilitate translation of implementation science, which seeks to identify barriers to effective evidence translation and examines the causal relationships of the interventions and the outcomes

---

Presenting your work

“Make substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND

• Drafting the work or revising it critically for important intellectual content; AND

• Final approval of the version to be published; AND

• Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.”

---

Reporting of QI projects—the SQUIRE Guidelines

• Provide a framework for reporting new knowledge about how to improve healthcare

• Intended for reports that describe system level work to improve the quality, safety, and value of healthcare, and used methods to establish that observed outcomes were due to the intervention(s)

• May be adapted for reporting a range of approaches for improving healthcare

• Authors should consider every SQUIRE item, but it may be inappropriate to include everyone in a particular manuscript.

• The Explanation and Elaboration document provides specific examples of well-written SQUIRE items with an explanation.

• Please cite SQUIRE when it is used to write a manuscript.

---

Thank you

• sharon.karp@vanderbilt.edu

• Amie.Koch@duke.edu

• @FnpAmie

• christina.calamaro@choa.org

• @cjc46

• monica.ordway@yale.edu

• @MonicaOrdway