

UC San Diego

Spring 2021 - UC San Diego Health Journal of Nursing: The Unique Power of Nursing

Title

Evidence Based Practice Institute: The Power of Professional Development

Permalink

<https://escholarship.org/uc/item/3d7577mj>

Journal

UC San Diego Health Journal of Nursing, 14(1)

Author

Davidson, Judy E, DNP, RN, MCCM, FAAN

Publication Date

2021-04-01

Peer reviewed

the Geriatric Emergency Nursing Education course offered by the Emergency Nurses Association.

Throughout the development of the program, Tom has presented on the GENIE initiative at many gatherings of geriatric and emergency healthcare professionals. In February of 2019, he was invited to join the American Geriatrics Society as a faculty member and now does training on geriatric screening for that organization across the country.

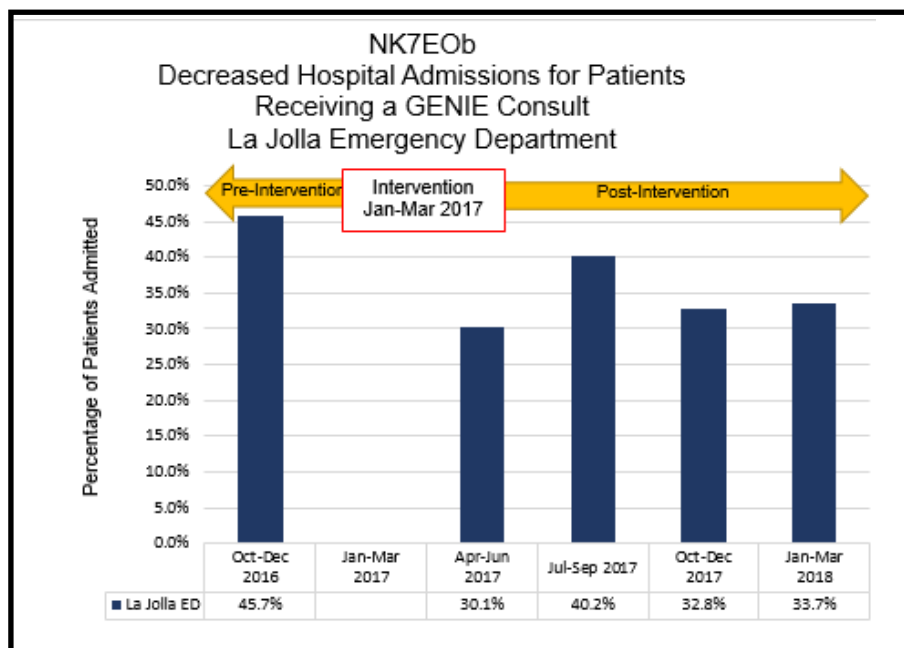
In addition to designing the assessment workflow, Tom was involved in the design of the Senior Emergency Care Unit, dedicated space within the ED that is customized for seniors and their caregivers. This 16-bed unit is designed with carefully calibrated lighting and improved acoustics, safety and comfort to address the common complications seniors face.

As a result of this specialized care, the UCSDH ED received a Level 1 Gold accreditation in May 2018, the highest and most comprehensive level given to a geriatric emergency department by the American College of Emergency Physicians. It was the first emergency department west of the Mississippi to receive this level of accreditation as part of an effort to improve the quality and standards of emergency care provided to the nation's elderly patients.

PARTICIPANTS

Name	Discipline	Title	Department
Tom Crisman	Nursing	Clinical Nurse	Emergency Department
Eddie Castillo	Public Health	Analyst	Emergency Medicine
Ted Chan	Medicine	Physician	Emergency Medicine
Jim Killeen	Medicine	Physician	Emergency Medicine
Alyson Kreshak	Medicine	Physician	Emergency Medicine
Beverly Kress	Nursing	Director, Emergency & Psychiatric Services	Nursing Administration
Kellie Meade	Nursing	Assistant Nurse Manager (ANII)	Emergency Department
Samantha Meyerhoff	Nursing	Clinical Nurse Manager	Emergency Department
Robert Powell	Information Technology	Analyst	Information Technology
Vaishal Tolia	Medicine	Physician	Emergency Medicine
Gary Vilke	Medicine	Physician	Emergency Medicine

OUTCOME



Evidence Based Practice Institute: The Power of Professional Development

By: Judy E. Davidson DNP RN MCCM FAAN

OUR BEGINNINGS

The Consortium for Nursing Excellence, San Diego in March 2006. Unified by a shared vision to improve healthcare, this group of clinicians, educators and academicians serve together to improve evidence-based practice throughout San Diego. The partnership represents a novel approach to pool creative, intellectual, and capital resources to strengthen healthcare practices. Faculty are provided (in-kind) from five healthcare organizations and three schools of nursing to minimize the cost to participants. Best practices and resources are shared between normally competing agencies to speed the rate of dissemination. To this end, all of the materials used to teach EBP can be found on the EDR hub under the professional development tab. <https://pulse.ucsd.edu/departments/EDR/Development/Pages/Evidence-based-Practice-Institute.aspx>

OUR MAIN INITIATIVE

Now renamed The San Diego Consortium for Excellence in Nursing and Allied Health, the main initiative of our group is to provide the Evidence-Based Practice Institute (EBPI). The EBPI uses an innovative mentorship model to empower clinicians to participate in advancing practice through evidence-based practice (EBP) change. Mentor and fellow dyads attend EBPI over 9 months to implement a change project in their practice environment. One project example involved using end-tidal CO2 monitoring during resuscitation which resulted in improved survival. {Insert Ryan's head shot and paragraph in a text box} In another example, gum chewing was implemented preoperatively to speed return of bowel function post-operatively. The end result of gum chewing was earlier discharge.

The EBPI curriculum is designed using participant-centered, practice-based learning approaches to knowledge transfer. Six workshops culminate in a graduation and conference where participants present their work to an audience of their peers. A faculty liaison is appointed from each participating institution to provide guidance with the project development, execution, evaluation and dissemination of the results as well as to facilitate workshops. Though largely attended by nurses, participants have also included respiratory therapists and dietitians.



Judy E. Davidson DNP RN MCCM FAAN serves as a nurse scientist for the Division of Nursing and a research scientist for the Department of Psychiatry School of Medicine, UC San Diego. In this role, she supports nurses and others with project development, presentation and publication skills. Her own research centers around research wellness and clinician suicide.

8A's Evidence-Based Practice Model

Advancing and Adopting

- Disseminate project and results*
- Consider adopting new practice beyond the initial population
 - Present and publish results internally and externally

Analyzing

- Evaluate project outcomes*
- Compare results pre- and post-change to the evidence
 - Explore unintended consequences, lessons learned

Applying

- Outline the practice to be changed*
- Define desired outcomes
 - Consider costs, resources, risks, benefits, population perspective, ethical oversight of the project
 - Develop implementation plan
 - Create tools for data collection

Implement change in practice

- Collect baseline data
- Communicate plan
- Implement plan
- Collect post data

Appraising

Evaluate the evidence quality
Are the results:

- Reliable and valid?
- Applicable to the population?
- Consistent or conflicting?

Is there enough evidence to change practice?

The Catalyst

What problem, issue or concern prompted this project?

Assessing

Describe the problem

- How do others perceive the issue?
- Who may help solve the problem?
- Are there regulatory requirements?
- What are the national and local standards?
- Does baseline data exist?

Asking

Develop a focused question

- **P** = Population
- **I** = Intervention / Interest Area
- **C** = Comparison Intervention
- **O** = Outcome
- **(T)** = Time (optional)

In P, does I or C effect O (over/within T)?

Acquiring

Search the evidence using PICO(T)

Consult a librarian

- **Create** a search strategy using keywords and MeSH terms
- **Search** CINAHL, Pubmed, Google scholar
- **Create** alerts to continually receive new citations
- **Sort** results by level of evidence
- **Create** search flow diagram

Revised 2018 version of Evidence-Based Practice Institute Model ©2007 Caroline E. Brown and Laurie Ecoff

OUR MODEL

My predecessor Caroline Brown EdD worked with Laurie Ecoff PhD from Sharp Memorial to create the model used by the consortium to teach EBP change.¹ It was derived from Hawyard's² evidence-based information cycle and Rosswurm and Larrabee's EBP model for change.³ In 2018, I worked with Laurie Ecoff to update the model which was recently published in Applied Nursing Research in a special issue devoted to increasing research capacity in Magnet-designated organizations.⁴ This model is now used throughout the county.

OUR RESEARCH

We have conducted several research projects over the years⁵⁻¹⁰ to demonstrate that this institute for education delivered in this manner improves:

- Team cohesiveness
- Job satisfaction
- Engagement in EBP activities
- Skills in conducting change projects
- Engagement in scholarly activities such as presentation and publication
- Attitudes regarding EBP

OUR CONVERSION FROM LOOSE-ENDS TO NON-PROFIT

We started in 2006 as a loosely knit group interested in improving practice and evolved over time to convert into a Non-Profit service to the community. Currently I am the President and CEO. My role as President, includes overseeing curriculum development, providing instruction as faculty, and participating as a faculty liaison troubleshooting obstacles that our participants might have along the way. Our founder Laurie Ecoff PhD RN is the Chairman of the Board. Each of the faculty from participating organizations has a role on the board and/or with instruction. Our own librarian Korey Brunetti MLIS is the program librarian. We are very grateful for Margarita Baggett MS RN CCO's firm and lasting support for the program. UCSDH pays education hours for participants to attend workshops and project time is negotiated with the unit manager. UCSDH was one of the founding organizations sending dyads each year since 2006. Program applications are usually due in January, for a start date in March. Mentors receive specialized training in February. This year, due to the pandemic, the program will start a month later.

DISSEMINATION GRANTS/EXEMPLARS

In 2019 I developed a program for redistributing funds back to the community through a system of dissemination grants. The goal of the grant program is to incentivize participants in carrying on the hard, yet important work of disseminating their project outcomes following graduation. The awardees inspire new cohorts with descriptions of their successful project outcomes. Award-winners are selected by a group of non-biased faculty to receive a monetary award. Please see Lilian Canamo RN's short video regarding her successful project dissemination and excellent EBPI project. <https://youtu.be/-K4wBptQrtg>

Lilian's project through EBPI is a fine example of how the program supports nurses to be empowered to change practice. Lilian began as a fellow. Her project centered around implementing a screening process for opioid withdrawal using a new assessment tool. She was able to demonstrate that the assessment changed the treatment plan for patients who screen positive, preventing them from having to go through the suffering of withdrawal and agitation that can lead to violence. Her project started in one department. However, to include the assessment into the electronic health record the project needed to be adopted not only house-wide, but also at UC Irvine. Lilian Canamo changed practice at both organizations systemwide. She presented the project locally, nationally, and also published an article about the process. Now she fields queries from other organizations about how to replicate the project elsewhere. Think about

how heady that must be to look at the assessment prompts in the computer, and know that you made that change, and how far that change spread. The next year, she became a mentor in the program. One of her fellows Marcon Nicdao RN is updating guidelines to standardize pin site care. The work of updating a guideline is quite intense, and usually performed by educators or clinical nurse specialists. It involves evaluating all of the available literature, performing a community survey to see how others in the community handle this clinical care, and working through both nursing and medical committees to obtain approval for the change. Participants also monitor the impact of the change. Through EBPI several clinical nurses at UCSDH have learned this complex skill of applying evidence into practice to make changes that affect nursing and patient care throughout the organization. Stephanie Chmielewski RN far surpassed updating a guideline and instead developed one where none existed before to provide standardized care of spinal cord injury patients. Stephanie has the honor of knowing that every nurse who cares for a spinal cord injury patient into the future will benefit from the organized manner in which she collated the evidence to provide the best of care. EBPI prepares nurses to practice with autonomy at the top of their scope, implementing change that stems from observations made at the front line of care.



Stephanie Chmielewski, BSN, RN, PCCN, HNB-BC

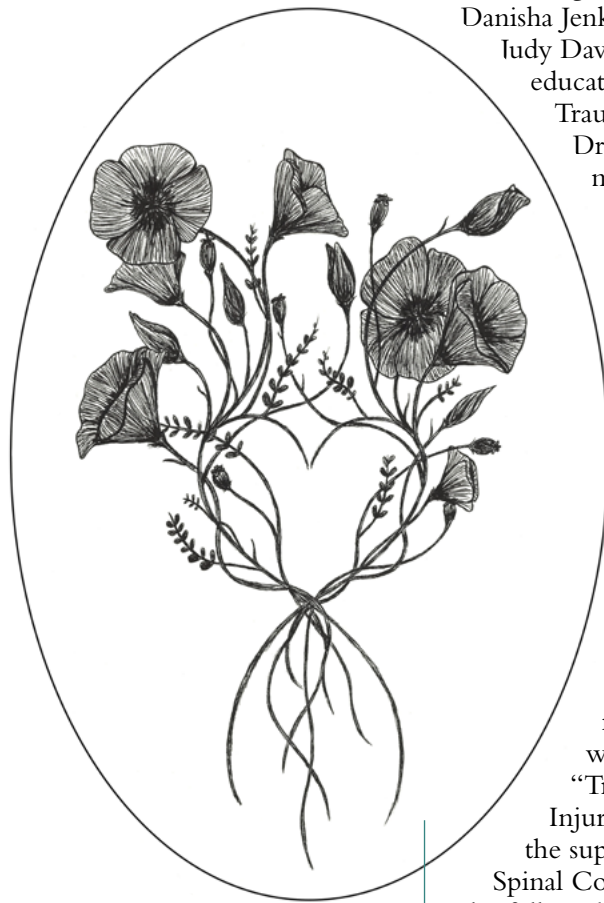
has been working as a Registered Nurse on the Trauma Progressive Care Unit at Hillcrest Medical Center since 2014. Before working at UC San Diego Health, she worked as a Registered Nurse at the Cleveland Clinic in Cleveland, Ohio. She earned her Bachelor of Science in Nursing degree from Xavier University in Cincinnati, Ohio. Stephanie's team voted her as "Nurse of the Quarter" in 2016 and 2020. She was recognized as the 2020 UC San Diego Health "Clinical Nurse of the Year," and she also received the Exemplary Professional Practice award. Stephanie is a dual graduate degree student at Xavier University

pursuing her Master of Science in Nursing and Master of Science in Criminal Justice. She enjoys the San Diego sunshine and spending quality time with her family, friends, and dog Leela. Stephanie is passionate about traveling and has visited six continents. She rescheduled her 2020 expedition to Antarctica due to the COVID-19 pandemic. Stephanie is looking forward to exploring again when the world has healed.

"I participated in the 12th Annual Evidence-Based Practice Institute (EBPI) as a fellow, and it was a meaningful professional and personal growth experience. I intended to create evidence-based guidelines for spinal cord injury patients and received so much more in return. I was given the opportunity to learn from the best San Diego nursing educators, professors, and representatives from local hospitals and universities. The structure of EBPI was intended to keep both fellows and mentors engaged, accountable, and motivated to make changes. Even when I had a scheduled vacation in June 2019, I did not allow being in Saint Petersburg, Russia, or the costly internet charges keep me from missing the fourth session!

Over the course of nine months, there were periods of stress, feeling overwhelmed, and questioning the process as a whole. My project was a serious undertaking. UC San Diego Health did not have standardized protocols for spinal cord injury (SCI) care in the Medical Center Policies, Nursing Clinical Practice Guidelines, or Trauma Handbook utilized by prescribing providers. Providers

Artwork used with permission by Carrie Hudson



ordered SCI care inconsistently, and therefore nurses provided inconsistent care. The SCI population is vulnerable, and vigilant nursing care is needed to prevent inpatient setting complications.

I conducted an extensive literature search and received additional librarian support, and I felt quite defeated in the process. The articles were dated, and new information was not readily available. Working through what seemed setback after setback, my resilience and desire to improve SCI care surpassed each hurdle I encountered. I partnered with my Trauma Nurse Practitioner colleague, Sara Couch, and we strategized a timeline for education, guideline creation, and system-wide dissemination. With the encouragement and assistance of my SCI stakeholders, including, but not limited to, my mentor, Trisha Weers, nurse manager at project inception, Danisha Jenkins, nurse scientist Dr. Judy Davidson, surgical nurse educator, Jen Garner, and Trauma Surgical Director, Dr. Todd Costantini, we made a positive impact for SCI patients today and for years to come.

Through EBPI, I was provided the tools to make change possible and sustainable. It is important to note that making change is difficult, and resistance is part of the process. With the collaboration of my "SCI Team" and many interdisciplinary team members hospital-wide, we created the "Trauma Spinal Cord Injury Guidelines" and the supportive "Trauma Spinal Cord Injury Tip Sheet."

The full guideline highlights the best care of each body system and vital collaborators essential to best

outcomes. Both documents are available on Pulse and serve to improve the care of SCI patients system-wide. I want to highlight that SCI care is highly individualized, focused on a systems approach, and interdisciplinary team collaboration is essential.

The whole EBPI process guided my path to clinical advancement as a Clinical Nurse III. I presented as a podium presenter at UC San Diego Health's 13th Annual Nursing Inquiry and Innovations Conference in July 2020 and as a poster presenter at the American Academy of Physical Medicine and Rehabilitation (AAPMR) Annual Assembly in November 2020 with Dr. Joel Castellanos. I was excited to be awarded the Dean Barb Taylor Spirit of Inquiry and Dissemination Grant from the Consortium for Excellence in Nursing in November 2020. I am also on the journey to publication.



exposure to other local nurses pursuing their own projects helped to make me feel supported by a cohort that was experiencing the same challenges I was facing. I encourage all nurses interested in developing their own research and leadership skills by attacking a process problem to attend EBPI!"

-Ryan Johnson, MSN RN CEN

Through my SCI project and various hospital-wide initiatives, I was awarded the 2020 Overall Clinical Nurse of the Year for UC San Diego Health. EBPI was a vital experience that I am most grateful for. I encourage novice and experienced nurses and interdisciplinary team members to participate in the enriching experience and create positive changes!"

For more information about EBPI contact jdavidson@health.ucsd.edu

REFERENCES:

1. Brown CE, Ecoff L. A systematic approach to the inclusion of evidence in healthcare design. *Herd*. 2011;4(2):7-16.
2. Hayward R. Evidence-based information cycle. 2012; <http://www.cche.net/info.asp>. Accessed 10/27, 2017.
3. Rosswurm MA, Larrabee JH. A model for change to evidenceDbased practice. *Image: The Journal of Nursing Scholarship*. 1999;31(4):317-322.
4. Ecoff L, Stichler JF, Davidson JE. Design, implementation and evaluation of a regional evidence-based practice institute. *Applied Nursing Research: ANR*. 2020;151300.
5. Kim SC, Stichler JF, Ecoff L, Gallo AM, Davidson JE. Six-Month Follow-up of a Regional Evidence-based Practice Fellowship Program. *J Nurs Adm*. 2017;47(4):238-243.
6. Kim SC, Ecoff L, Brown CE, Gallo AM, Stichler JF, Davidson JE. Benefits of a regional evidenceDbased practice fellowship program: A test of the ARCC model. *Worldviews on EvidenceDBased Nursing*. 2017;14(2):90-98.
7. Kim SC, Stichler JF, Ecoff L, Brown CE, Gallo AM, Davidson JE. Predictors of EvidenceDBased Practice Implementation, Job Satisfaction, and Group Cohesion Among Regional Fellowship Program Participants. *Worldviews on EvidenceDBased Nursing*. 2016;13(5):340-348.
8. Kim SC, Brown CE, Ecoff L, et al. Regional evidence-based practice fellowship program: impact on evidence-based practice implementation and barriers. *Clinical Nursing Research*. 2013;22(1):51-69.
9. Brown CE, Ecoff L, Kim SC, et al. Multi-institutional study of barriers to research utilisation and evidence-based practice among hospital nurses. *J Clin Nurs*. 2010;19(13-14):1944-1951.
10. Brown CE, Wickline MA, Ecoff L, et al. Nursing practice, knowledge, attitudes and perceived barriers to evidence-based practice at an academic medical center. *J Adv Nurs*. 2009;65(2):371-381.