



Showcase for Hopkins Inquiry and Nursing Excellence

# SHINE

Conference **2023**

## Three Forms of Inquiry

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JOHNS HOPKINS  
NURSING

# Nursing Strategic Initiatives and Goals and JHM Strategic Priorities

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[Nursing Strategic Initiatives and Goals](#)



[John Hopkins Medicine Strategic Plan Innovation 2023](#)

# Objectives

- Describe the core components of EBP, QI and research
- Explain the similarities and differences among the 3 forms of inquiry and when to use them
- Identify the correct type of inquiry for given project examples

# The Three Forms of Inquiry

# What are the three forms of nursing inquiry?



# The Three Forms of Nursing Inquiry

## *Definitions*

- Evidence-Based Practice (EBP) is a problem-solving approach to clinical decision-making within a healthcare organization. EBP integrates the best available scientific evidence with the best available experiential (patient and practitioner) evidence.
- Quality Improvement (QI) is a process to improve healthcare services, systems, and processes at the local level (i.e. unit, department, organization) with the intent to improve outcomes.
- Research is a systematic investigation (quantitative, qualitative, or mixed-methods) designed to develop, uncover, create, or contribute to new knowledge that can be generalized for broader application.

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# The Three Forms of Nursing Inquiry

## *Definitions*



**Evidence-Based Practice:** What does the evidence tell us?



**Quality Improvement:** We know what works, now let's make it work for us



**Research:** There is not enough evidence for us, so let's try something new and see if it works

# The Three Forms of Nursing Inquiry

*Definitions*

Evidence-Based Practice: KNOW



Quality Improvement: NOW



Research: NEW



# The Three Forms of Nursing Inquiry

## *Definitions*

### EBP

Synthesis of literature to generate best-evidence recommendations, translation to the practice setting

### QI

Continuous improvement on identified metrics

### Research

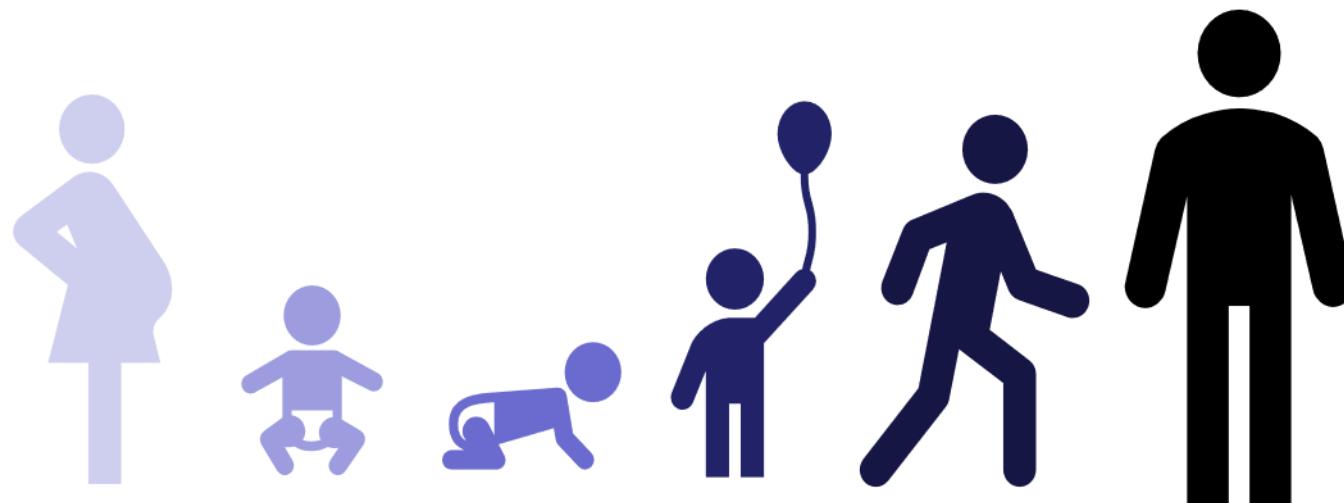
New knowledge

# Evidence-Based Practice

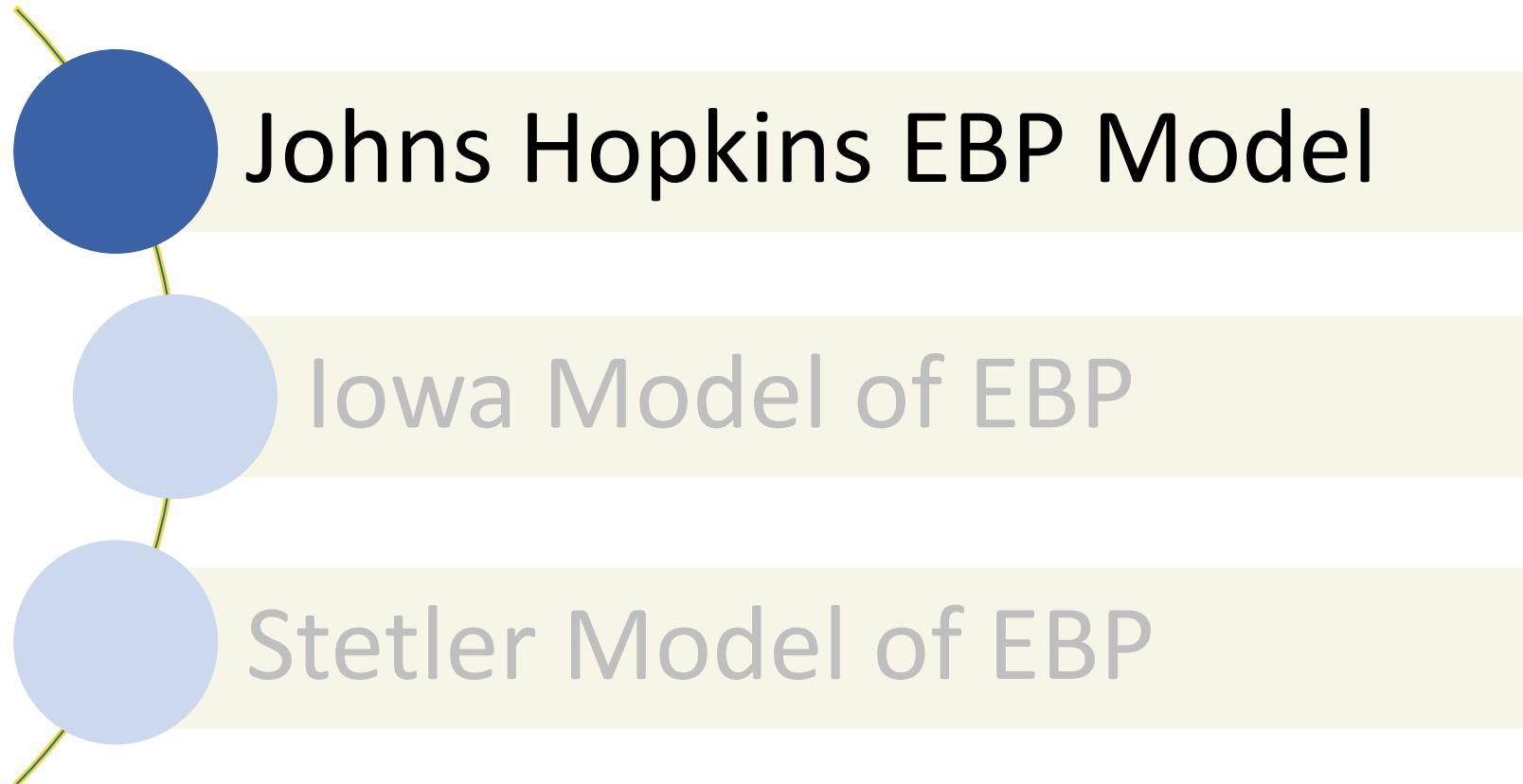
Gathering what we KNOW

# Why do we need EBP?

It takes 15-17 years to implement best evidence  
into daily clinical care (Balas, 2000; Khan, 2021)



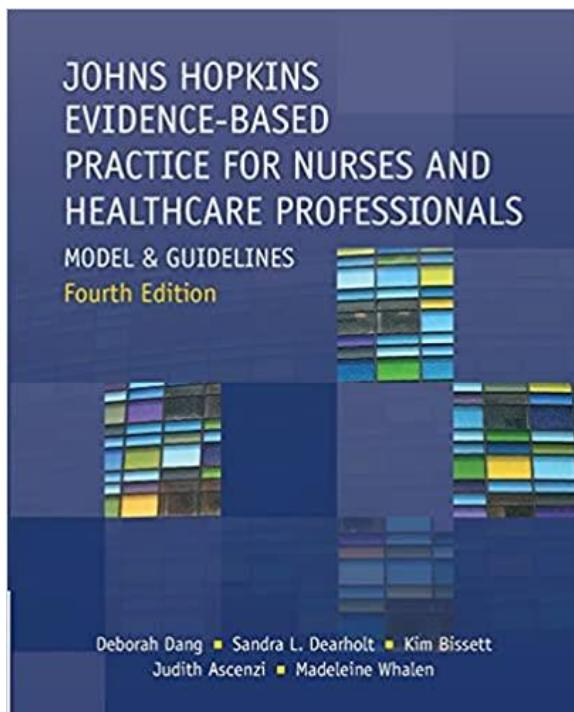
# Core Concepts: EBP Models



# Evidence-Based Practice

## Models and Tools

### Johns Hopkins Evidence-Based Practice for Nurses and Healthcare Professionals: Model and Guidelines

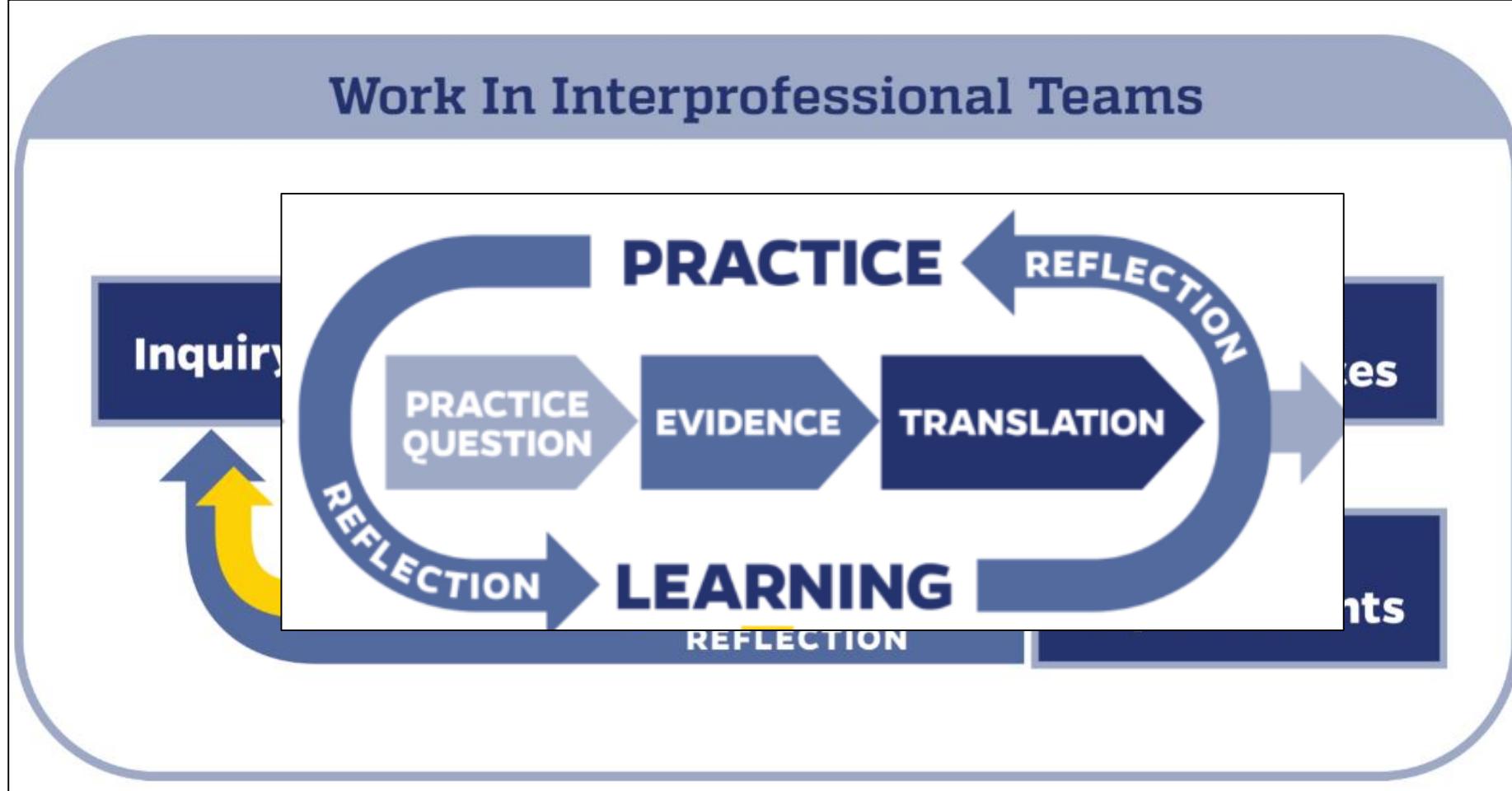


Appendix D Evidence Level and Quality Guide		Johns Hopkins Nursing Evidence-Based Practice	
Evidence Levels		Quality Ratings	
<b>Qualitative Studies</b>		<b>A High quality:</b> Consistent, generalizable results; sufficient sample size for the study design; adequate control; definitive conclusions; consistent recommendations based on comprehensive literature review that includes thorough reference to scientific evidence.	
<b>B Good quality:</b> Reasonably consistent results; sufficient sample size for the study design; some control, fairly definitive conclusions; reasonably consistent recommendations based on fairly comprehensive literature review that includes reference to scientific evidence.		<b>C Moderate quality:</b> Some evidence; may include non-peer-reviewed sources or evidence from animal studies; may include evidence from multiple studies that are not well integrated; may include evidence from studies that are inconclusive or have conflicting findings.	
<b>D Low quality:</b> Inconclusive or conflicting findings; poor control; no definitive conclusions; inconsistent recommendations.		<b>E Evidence-based practice guidelines:</b> Systematically developed recommendations from nationally recognized experts based on research evidence or expert consensus panel.	
<b>F Non-research Evidence Appraisal</b>		<b>G Clinical Practice Guidelines LEVEL IV</b> Systematically developed recommendations from nationally recognized experts based on research evidence or expert consensus panel.	
<b>H Consensus or Position Statements LEVEL V</b> Systematically developed recommendations, based on research and nationally recognized expert opinion, that guide members of a professional organization in decision-making for an issue of concern.		<b>I Findings That Help Answer the EBP Question</b>	
<b>J Appendix E Research Evidence Appraisal Tool</b>		<b>K Complete the corresponding quality rating section.</b>	
<b>Evidence level and quality rating:</b> <input type="text"/> Article title: <input type="text"/> Number: <input type="text"/> Author(s): <input type="text"/> Publication date: <input type="text"/> Journal: <input type="text"/> Setting: <input type="text"/> Sample (composition and size):  Does this evidence address my EBP question? <input type="checkbox"/> Yes <input type="checkbox"/> No- Do not proceed with appraisal of this evidence		<b>Quality Ratings</b> <b>Qualitative Studies</b> <b>A High quality:</b> Consistent, generalizable results; sufficient sample size for the study design; adequate control; definitive conclusions; consistent recommendations based on comprehensive literature review that includes thorough reference to scientific evidence. <b>B Good quality:</b> Reasonably consistent results; sufficient sample size for the study design; some control, fairly definitive conclusions; reasonably consistent recommendations based on fairly comprehensive literature review that includes reference to scientific evidence. <b>C Moderate quality:</b> Some evidence; may include non-peer-reviewed sources or evidence from animal studies; may include evidence from multiple studies that are not well integrated; may include evidence from studies that are inconclusive or have conflicting findings. <b>D Low quality:</b> Inconclusive or conflicting findings; poor control; no definitive conclusions; inconsistent recommendations.  <b>E Evidence-based practice guidelines:</b> Systematically developed recommendations from nationally recognized experts based on research evidence or expert consensus panel. <b>F Non-research Evidence Appraisal</b> <b>G Clinical Practice Guidelines LEVEL IV</b> Systematically developed recommendations from nationally recognized experts based on research evidence or expert consensus panel. <b>H Consensus or Position Statements LEVEL V</b> Systematically developed recommendations, based on research and nationally recognized expert opinion, that guide members of a professional organization in decision-making for an issue of concern. <b>I Findings That Help Answer the EBP Question</b>  <b>J Appendix E Research Evidence Appraisal Tool</b> <b>K Complete the corresponding quality rating section.</b>	

# Johns Hopkins EBP Model

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# The Johns Hopkins EBP Model

Practice  
Question

- Step 1: Recruit interprofessional team
- Step 2: Determine responsibility for project leadership
- Step 3: Schedule team meetings
- Step 4 Clarify and describe the problem
- Step 5: Develop and refine the EBP question
- Step 6: Determine the need for an EBP project
- Step 7: Identify stakeholders

Evidence

- Step 8: Conduct internal and external search for evidence
- Step 9: Appraise the level and quality of each piece of evidence
- Step 10: Summarize the individual evidence
- Step 11: Synthesize findings
- Step 12: Develop best-evidence recommendations

Translation

- Step 13: Identify practice setting-specific recommendations
- Step 14: Create action plan
- Step 15: Secure support and resources to implement action plan
- Step 16: Implement action plan
- Step 17: If change is implemented, evaluate the outcomes to determine if improvements have been made
- Step 18: Report results to stakeholders
- Step 19: Identify next steps
- Step 20: Disseminate findings

# Johns Hopkins EBP Model

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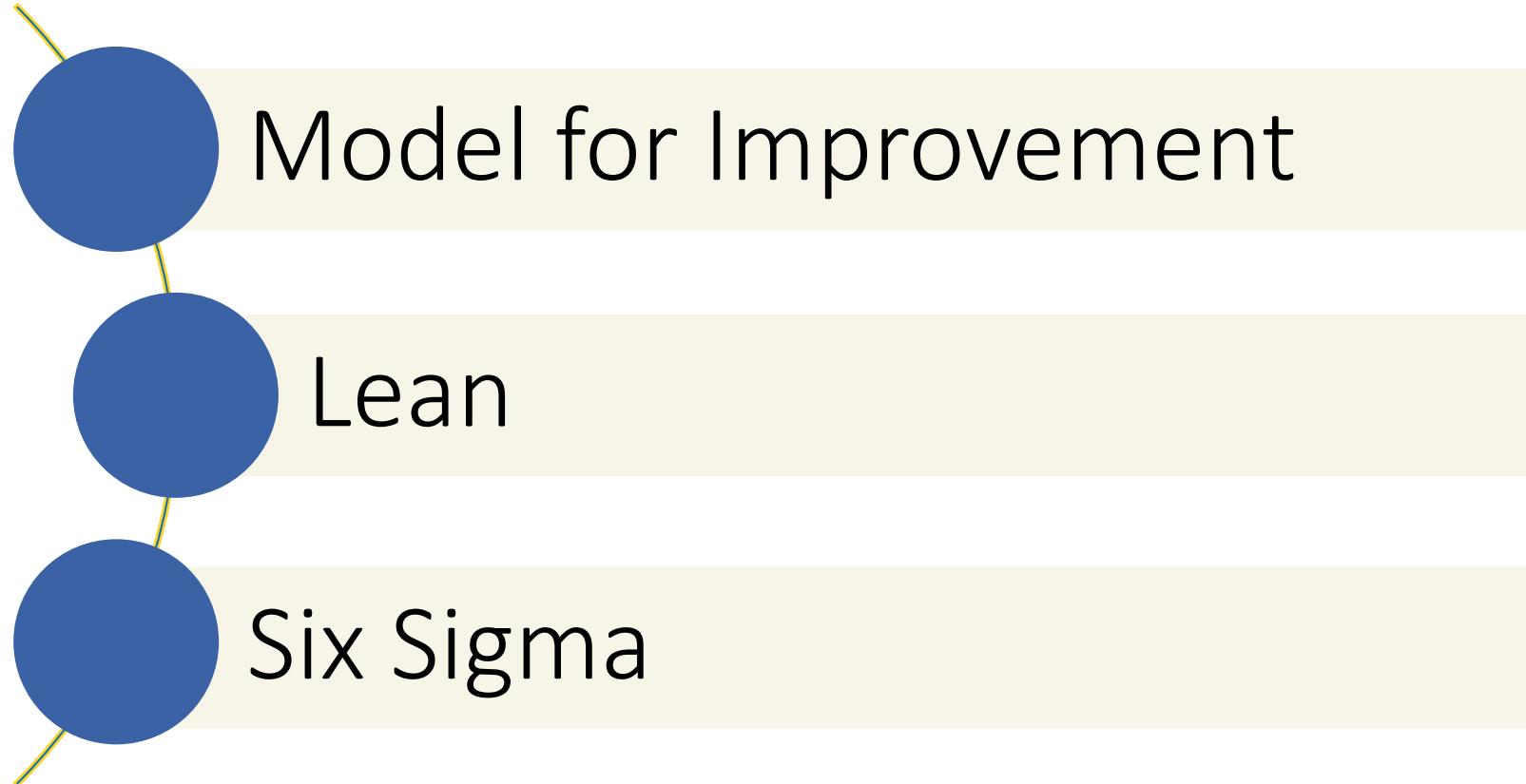
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- Appendix **A** PET Process Guide
- Appendix **B** Question Development Tool
- Appendix **C** Stakeholder Analysis and Communication Tool
- Appendix **D** Hierarchy of Evidence Guide
- Appendix **E** Research Evidence Appraisal Tool
- Appendix **F** Non-research Evidence Appraisal Tool
- Appendix **G** Individual Evidence Summary Tool
- Appendix **H** Synthesis and Recommendations Tool
- Appendix **I** Translation and Action Planning Tool
- Appendix **J** Publication Guide

# Quality Improvement

Applying best practices NOW

# Quality Improvement - Models



# Lean

No Waste



- Bharsakade et al. (2021)

# Six Sigma

No *ERRORS*

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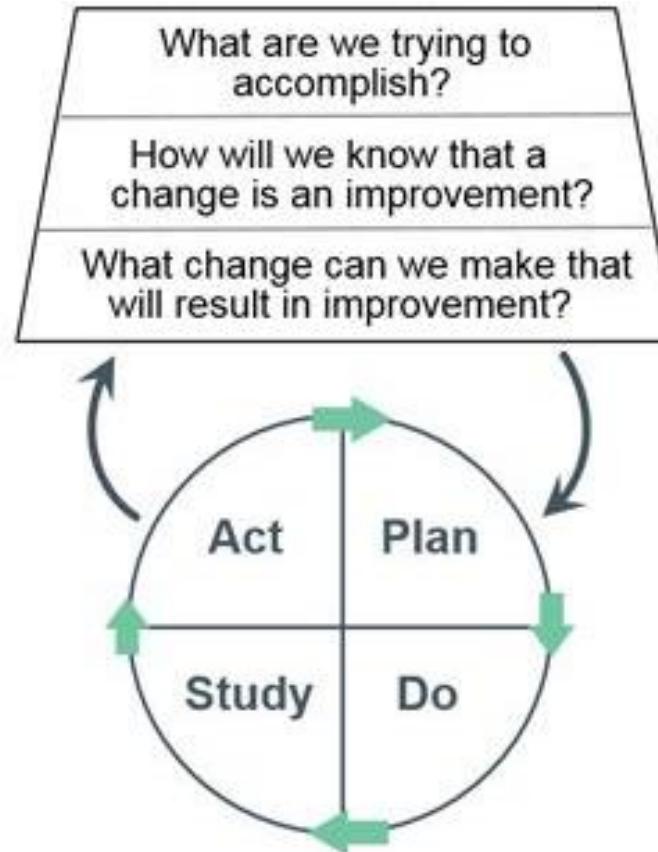
# Lean Six Sigma

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# Model for Improvement



- Langley et al. (2009)

# Model for Improvement

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## PHASE 1



Set aims



Establish Measures

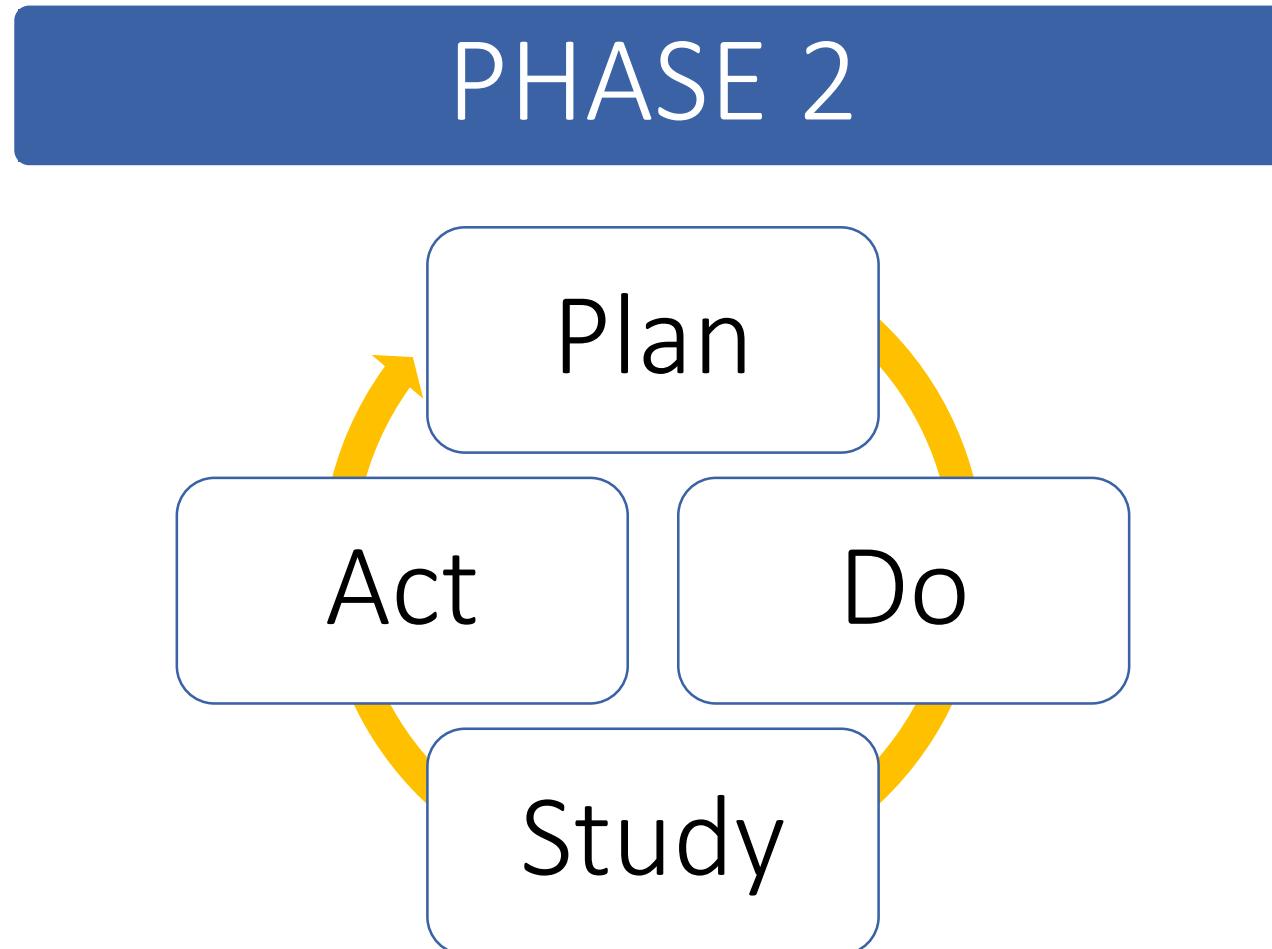


Select an intervention

# Model for Improvement

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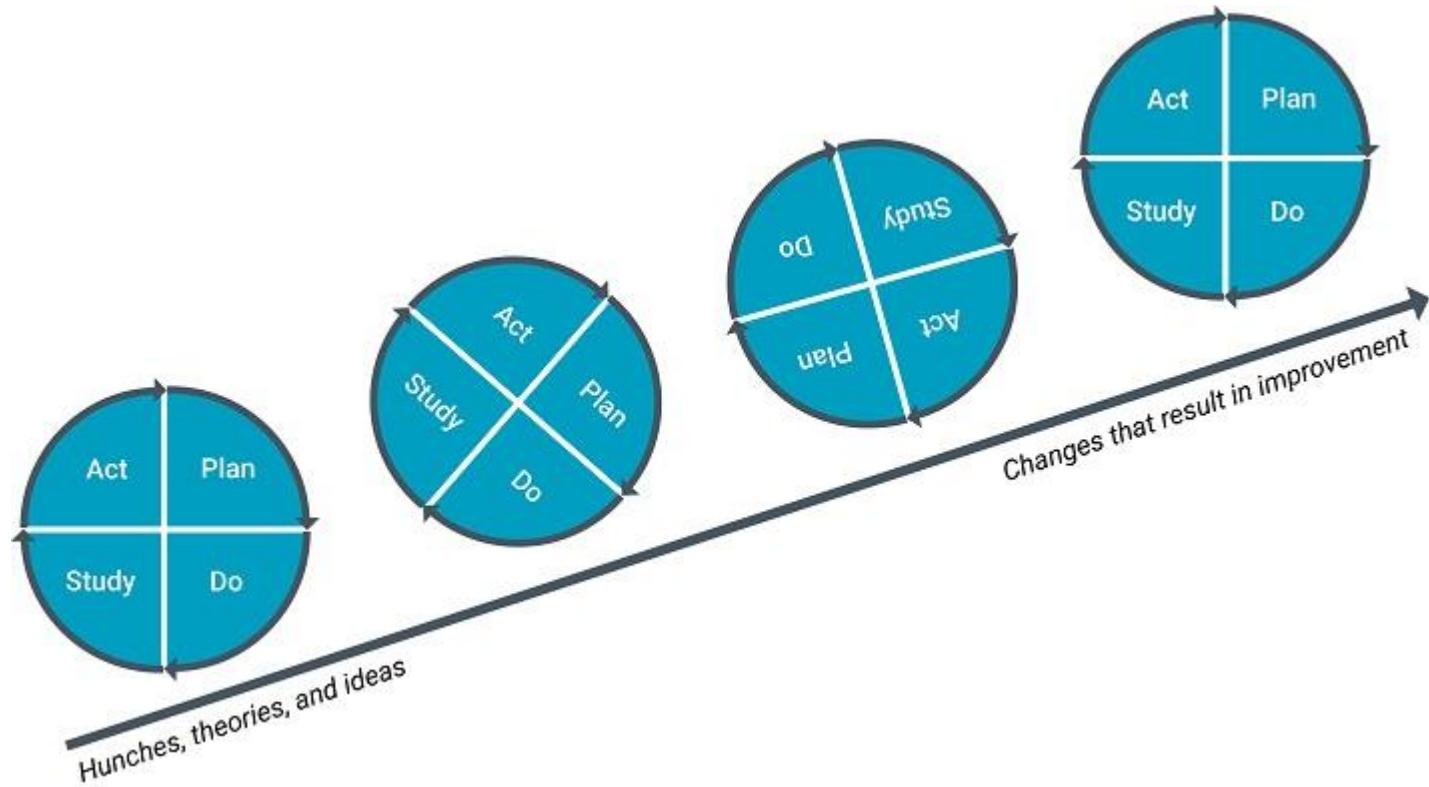


# Model for Improvement

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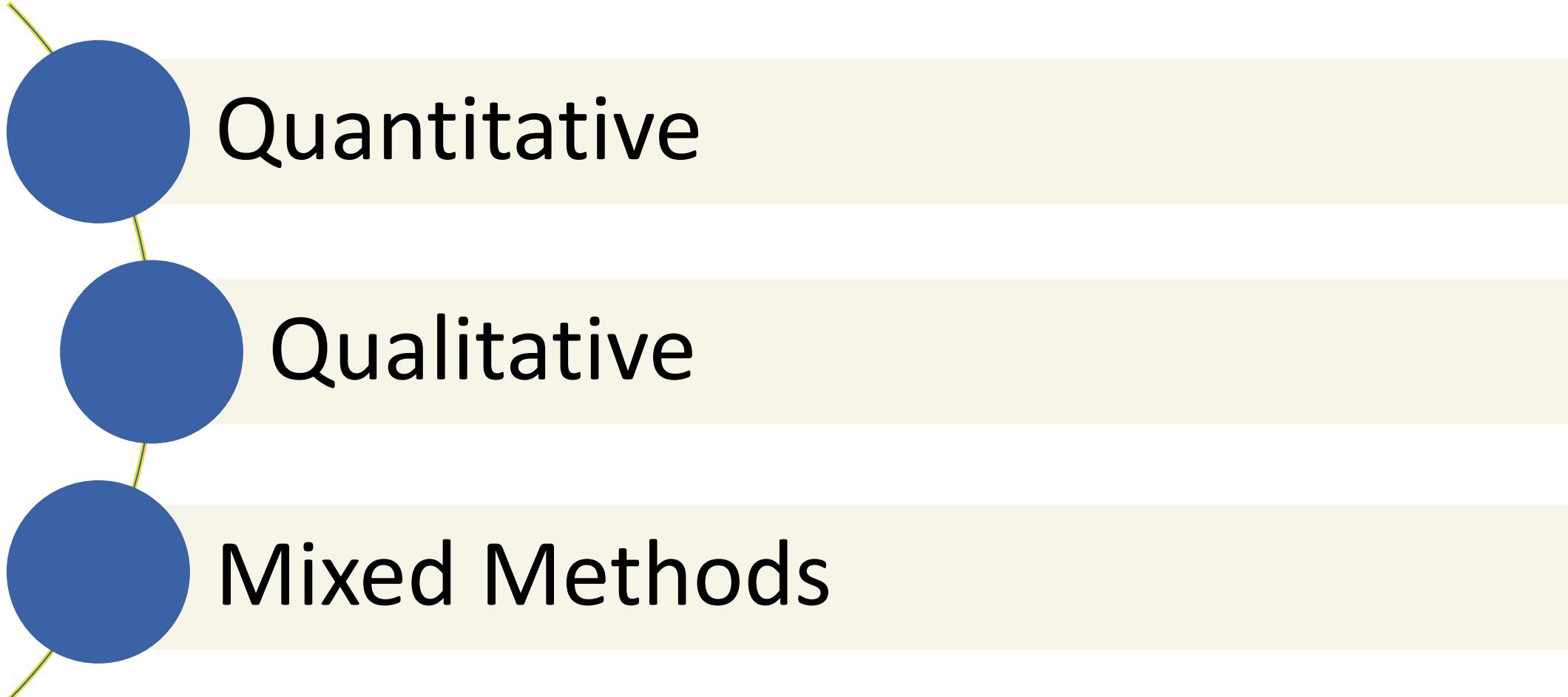
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## PDSA cycle and repeat



# Research

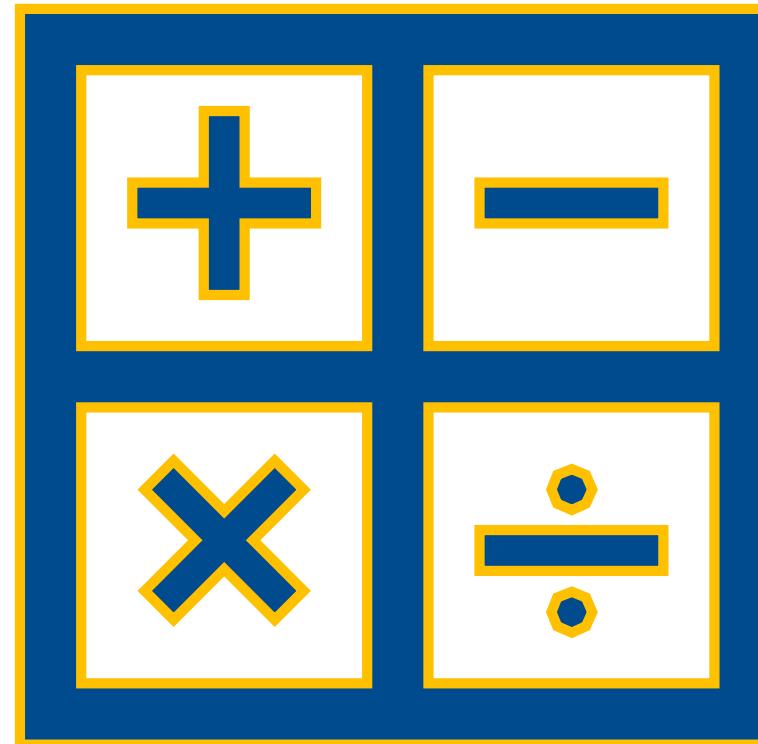
Generating something NEW



# Quantitative Research

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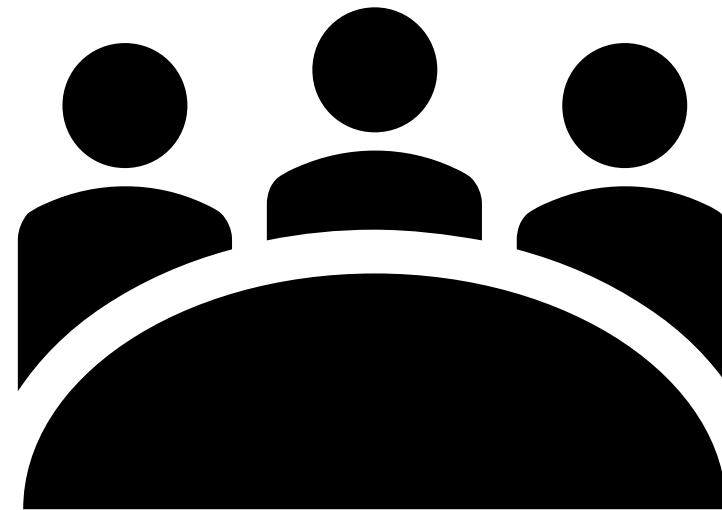
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# Qualitative Research

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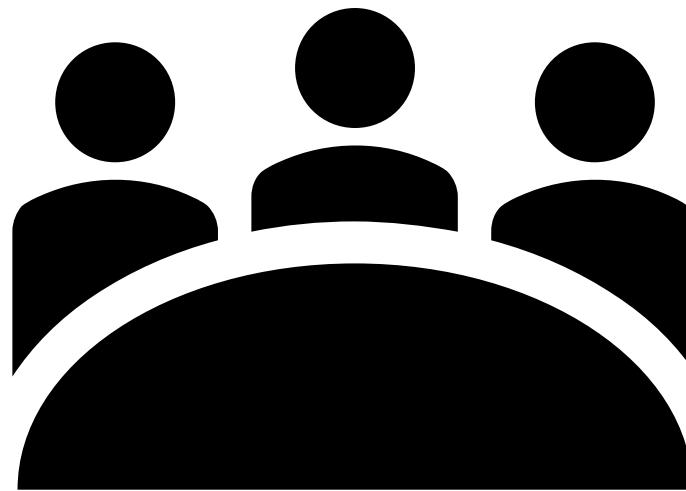
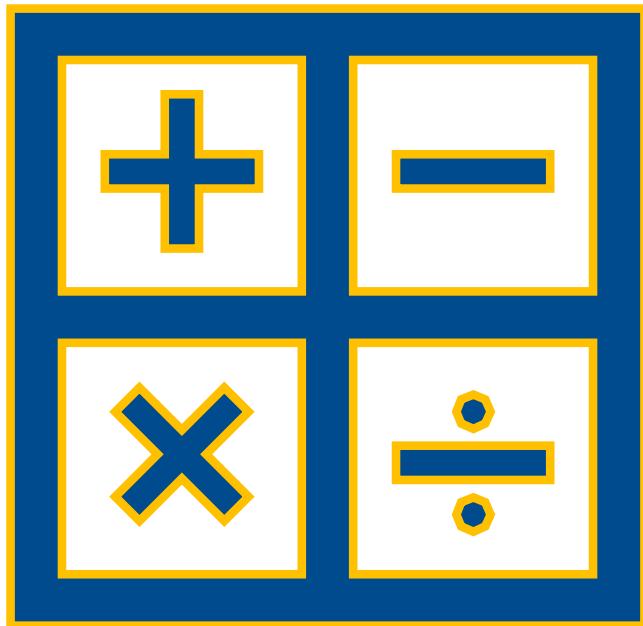
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# Mixed Methods

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# Which Form of Inquiry?

What do we know? What do we do now? Do we create new information?

# The Three Forms of Inquiry

*Summary*

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EBP



Quality  
Improvement

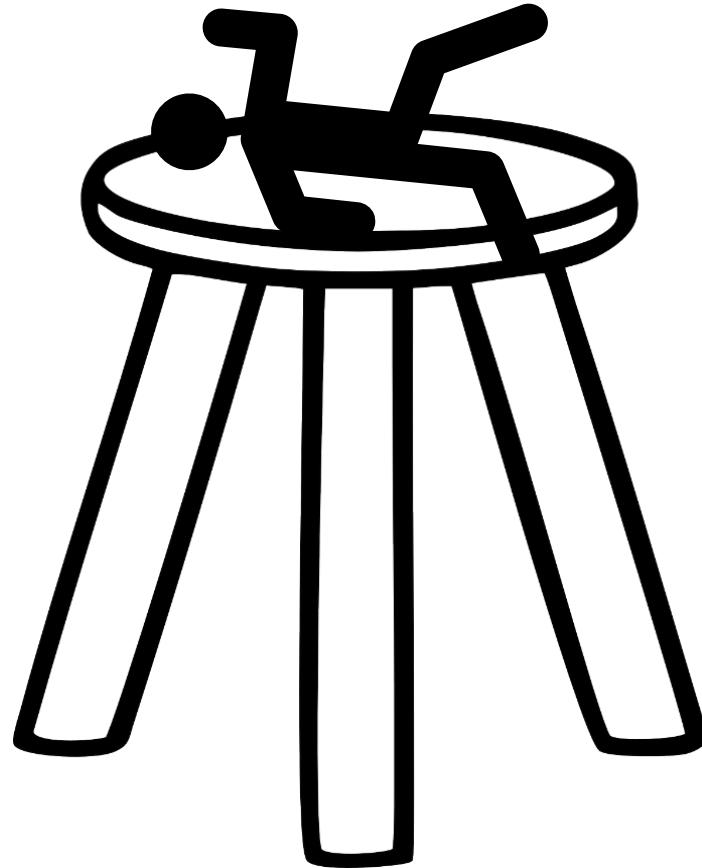
Nursing  
Research

# The Three Forms of Inquiry

*Clinical Example*

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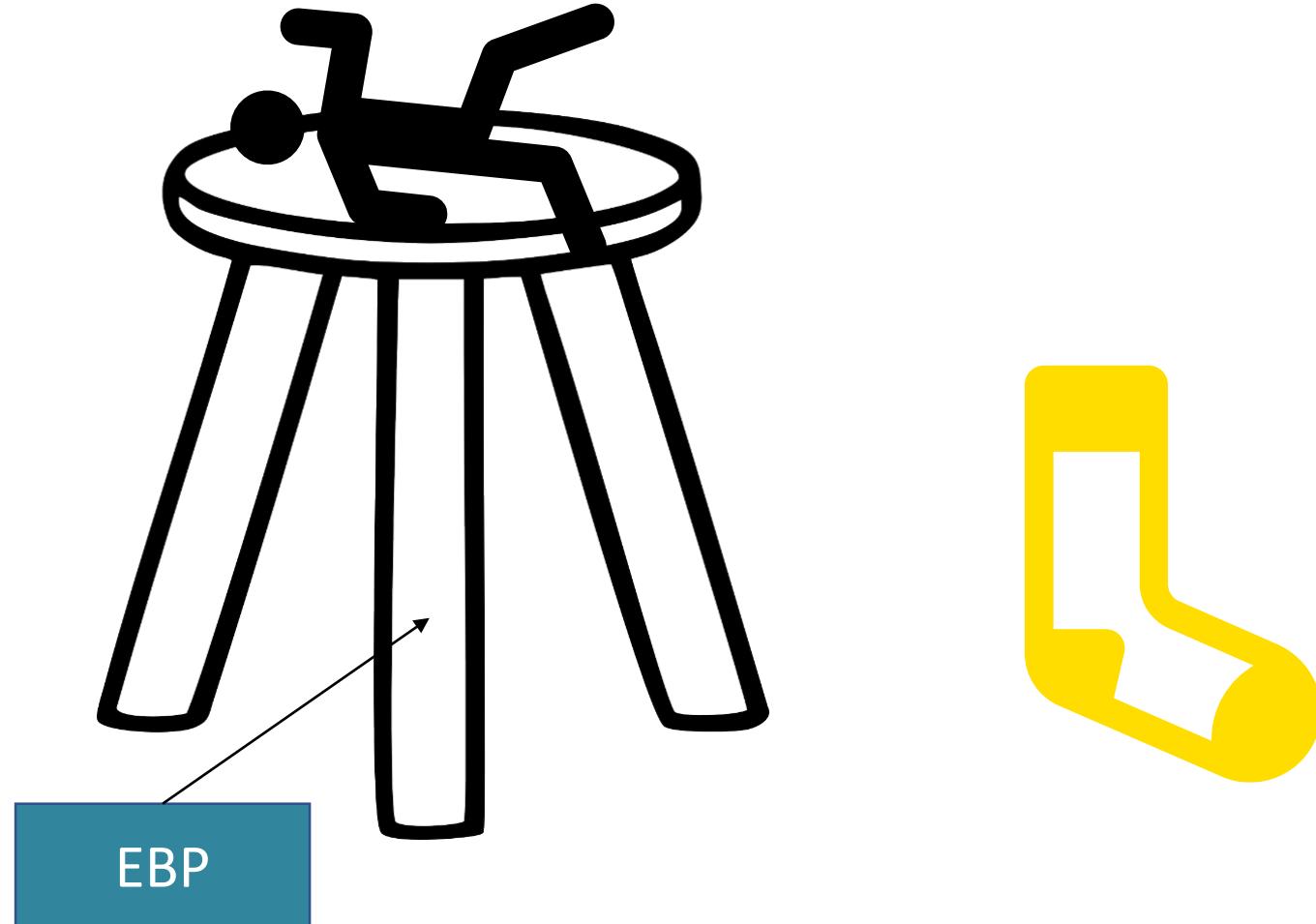


# The Three Forms of Inquiry

*Clinical Example*

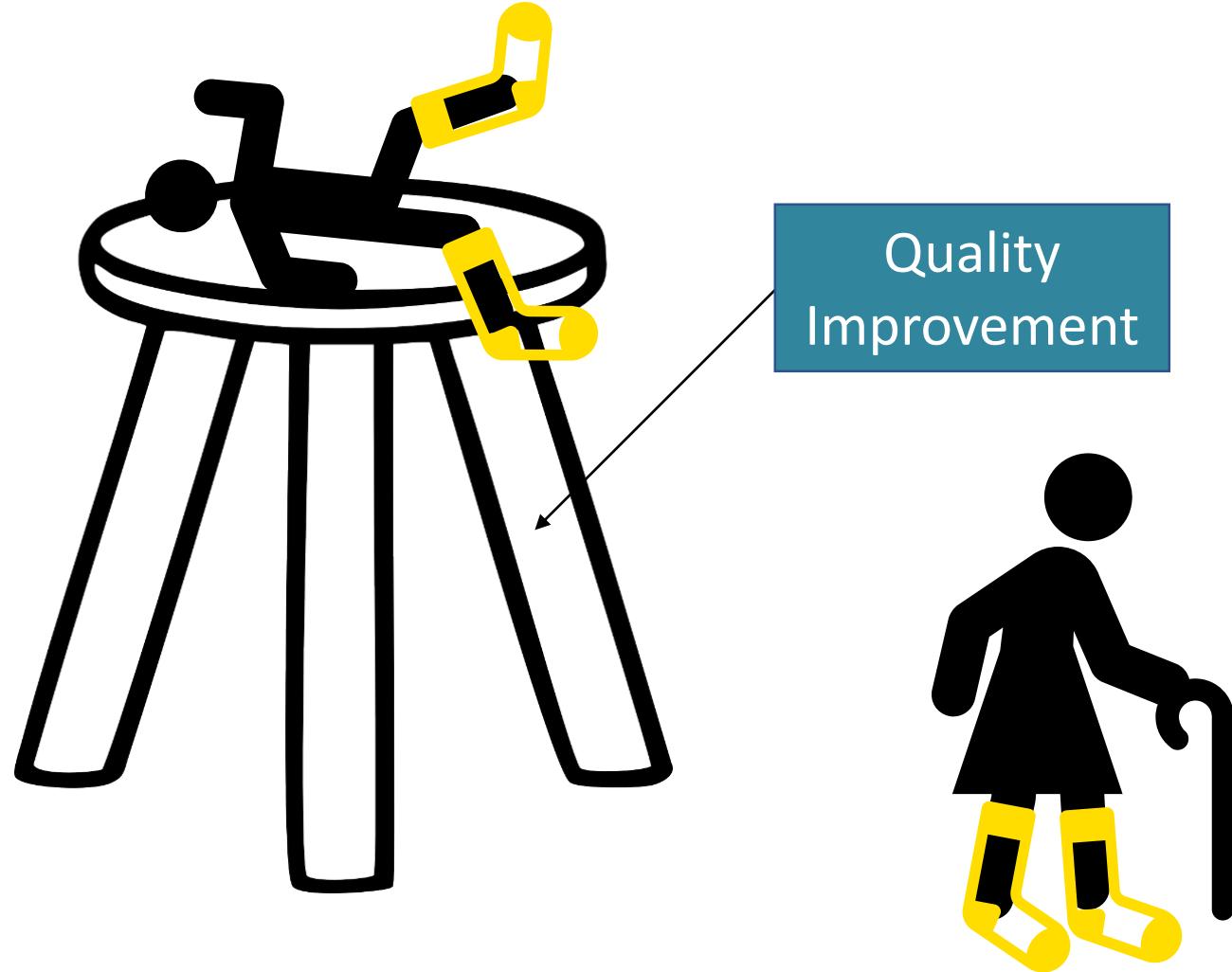
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# The Three Forms of Inquiry

*Clinical Example*



# The 3 Forms of Nursing Inquiry

*Clinical Example*



# Name the type of inquiry!

- Nurse Wes is working to ensure the nurses on the unit are correctly documenting fall screenings. They think it might be a good idea to start sending the nurses a report card each month with their individualized documentation compliance scores. They know it is easy to pull the data from the electronic health record, but they aren't sure if there is any evidence this works to improvement charting. This is an example of...

**EBP**

# Name the type of inquiry!

- Nurse Sam has always been told that ER nurses should not use a patient's central line if it is in place for chemotherapy. They wonder what evidence exists to support this practice. This is an example of....

EBP

# Name the type of inquiry!

- Nurse Kaya is on a work group to increase compliance with the best-practice of skin-to-skin contact for newborn babies and their moms. They have been doing audits and performing staff education to monitor progress. This is an example of...

QI

# Name the type of inquiry!

- Nurse Jessie noticed they have to walk all over the department to gather the necessary supplies to do a dressing change. They want to streamline the process to make it easier and quicker to perform the task. This is an example of...

QI

# Name the type of inquiry!

- Nurse Riley has been taking care of patients with COVID-19 and is curious what the effect of wearing PPE is on nurses' ability to stay hydrated during their shift. COVID-19 is so new there is very little existing information about this problem. This is an example of...

# Research

# Name the type of inquiry!

- Nurse Riley has been taking care of patients with COVID-19 and is curious what the effect of wearing PPE is on nurses' ability to stay hydrated during their shift. COVID-19 is so new there is very little existing information about this problem. This is an example of...

# Research

# Our Resources

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- Live Events
  - [Annual SHINE Conference](#)
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  - [Quarterly Journal Club](#)
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- On-Demand Education
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# Questions?

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