









Optimizing Communication Between Professional Nurses & Physicians-in-Training

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harrishealth.org

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Evidence Based Practice



- Delineate the steps used to conduct the evidence-based practice (EBP) project
- Provide an overview of the salient literature regarding facilitators & barriers to effective communication between nurses and physicians-in-training working in an inpatient setting
- Describe how the findings from the EBP project translate into practice



Statement of Disclosure:

The authors did not receive sponsorship or commercial support and have no conflict of interest to disclose - Candelaria Frankoff (Author) Harris Health System

Team Members:

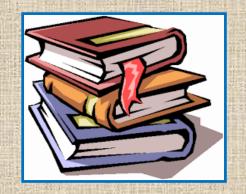
HARRISHEALTH SYSTEM

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Clinical Inquiry

Background/Significance:



Effective communication and collaboration between physicians and nurses is critical

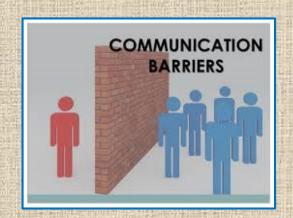
According to the Joint Commission, miscommunication across disciplines is the 2nd highest cause of sentinel events (Ellison, 2015)



Ineffective communication decreases the ability to work collaboratively (Palanisamy, 2015)



- Harris Health System provides training opportunities for medical students, interns, and residents from two local medical schools
- Frequent medical staff rotations can be challenging for nurses and physicians
- Nurses reported difficult and tenuous communication with physicians-in-training





The purpose of the clinical inquiry was to discover ideal methods for addressing the age-old dilemma of sub-optimal communication between the disciplines (nurses and physicians)

Project Objectives:

Explored new ideas for improving interprofessional communication and collaboration



Implemented an EBP project in an effort to foster an environment where high quality, patient-centered and interprofessionally-congruent care is the norm

PICO Question:



Among registered nurses working at the point of

care (P), what factors may enhance (I) or impede

(C) communication aimed at improving

collaboration with medical students and resident

physicians (O)?







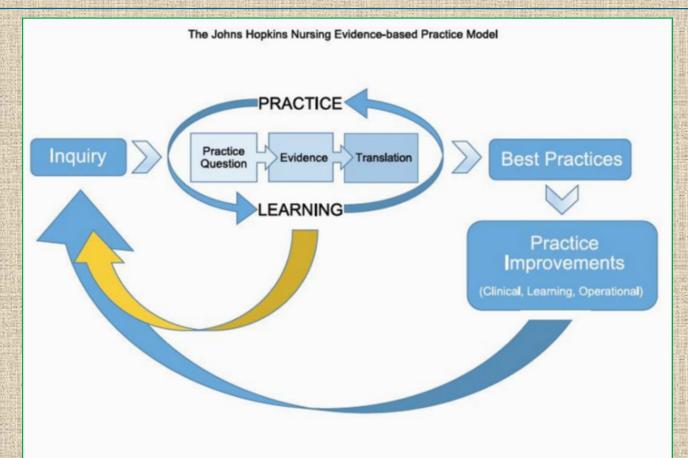






Methodology

EBP Practice Model:



Johns Hopkins Nursing Evidence-Based Practice Model (JHNEBP)

Sources of Evidence:



- Acquisition: Nursing Reference Center Plus, PubMed and CINAHL
- 282 articles (both research and non-research)
- 42 articles met specific inclusion criteria and were reviewed





Johns Hopkins EBP Criteria (both research and non-research forms) were used in order to critically appraise the salient

literature



Evidence: Research



Johns Hopkins
 Evidence-Based
 Practice
 Research
 Appraisal Tool

ARTICLE TITLE:						Number:		
Author(s):						DATE:		
JOURNAL:								
Setting:				S	MPLE (COMPO	OSITION/SIZE)		
□ Experimental	☐ Meta- Analysis	□ Quasi- experimental	□ Non- experime	tive	a- thesis			
Does this stud	ly apply to the	population targete	d by my pract	tice q	uestion?	□Yes	□Ne	
If the a	nswer is No,	STOP here (unle	ess there are	sim	ilar chara	acteristics).		
Strength of St	udy Design							
 Were study Was there a Was there a If there was except for t 	participants an interventio a control grou more than or he intervention	n? ip? ne group, were g	roups equal	•		□Yes □Yes □Yes □Yes □Yes □Yes	□No □No	
Study Results								
Were result Was an interest	□Yes □Yes	□No □No						
Study Conclu	sions							
Were conclusions based on clearly presented results? Were study limitations identified and discussed?							□No □No	
PERTINENT STU	DY FINDINGS A	ND RECOMMENDAT	IONS					
Will the result	s help me in	caring for my p	eatients?			□Yes	□No	
Evidence Rati Strength of Ev								

Levels of Research:

Level I

Randomized Controlled Trials (RCT) Meta-analysis of RCTs

Level II

Quasi-experimental

Level III

Non-experimental Qualitative Meta-synthesis



Evidence: Non-Research

Johns Hopkins
 Evidence Based
 Practice Non Research
 Appraisal Tool

If the answer is No, STOP here (unless there are similar characteristics). Systematic Review Is the question clear? Are search strategies specified, and reproducible? Are search strategies appropriate to include all pertinent studies? Are criteria for inclusion and exclusion of studies specified? Are details of included studies (design, methods, analysis) presented? Are methodological limitations disclosed? Are methodological limitations disclosed? Are the variables in the studies reviewed similar, so that studies can be combined? Were appropriate stakeholders involved in the development of this guideline? Were appropriate stakeholders involved in the development of this guideline? Have potential biases been eliminated? Have potential biases been eliminated? Were guidelines valid (reproducible search, expert consensus, independent review, current, and level of supporting evidence identified for each recommendation)? Are recommendations clear? Organizational Experience Was the aim of the project clearly stated? Is the setting similar to setting of interest? Was the method adequately described? Were measures identified? Were reasures adequately described? Were measures identified? Were measures identified? Were substing of interest? Was interpretation clear and appropriate? Individual expert opinion, case study, literature review Was evidence based on the opinion of an individual? Is the individual and expert on the topic? Is the author's opinion based on scientific evidence? Is the author's opinion clearly stated?	ARTICLE TITLE:				Number:	
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The Johns Hopkins Hospital/ The Johns Hopkins University

review (check one)

Levels of Non-Research:



Level IV

Systematic Review
Clinical Practice Guidelines



Level V

Organizational (e.g., Quality Improvement)



Expert Opinion

Case Study

Literature Review



Appraisal Processes:



- All 42 articles were critically appraised utilizing the JHNEBP appraisal tools
- Each article was critiqued by at least 3 team members
- Group meetings heldto discuss discrepanciesand reach consensus













Findings

Research versus Non-Research

- Level I (experimental) n=1
- > Level II (quasi-experimental) n=8



- Level III (non-experimental; qualitative) n=15
- > Level IV (systematic review) n=5
- > Level V (quality improvement, expert opinion)
 - -n=13

Factors Impeding Communication:



- Time constraints, continuous flow of interruptions, inadequate RN autonomy, fatigue, workload, staffing shortages
- Knowledge and communication variations, differing educational perspectives, professional jargon, lack of co-educational experiences
- Historical interprofessional rivalries
- Attitudes towards interprofessional communication, lack of trust
- Hierarchal structure of hospital, organizational culture
- Gender and multi-generational variances
- Advances in technology & computerized provider order entry
- Ignoring disruptive behavior

Factors Enhancing Communication:



- Interprofessional collaboration
- Integrated clinical rotations
- Respectful introductions
- Use of SBAR
- Multi-disciplinary rounds



- Non-hierarchal & collaborative communication structures
- Implementing shared governance
- Face-to-face dialogue to increase understanding
- Classes in positive communication & collaboration skills
- MD/RN shadowing program

Other Interesting Factors:

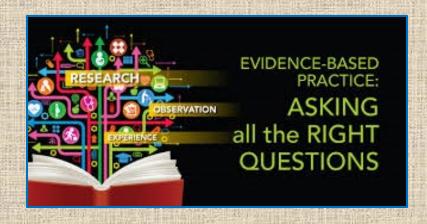


- Informal learning by physicians from registered nurses
- Professional socialization
- Development of professional identity
- Learning how to collaborate via teamwork
- Status-based communication models often
 - employed
- Shadowing program





- Broad knowledge base on factors that impede communication between physicians and nurses
- Limited strong evidence that recommends effective and realistic modalities for improving communication
- Nurses at the point-of-care play a significant role in physicians' professional socialization and informal learning



Implications for Practice:





- Findings can be utilized to create a foundation for the development and implementation of interdisciplinary team building interventions
- Potential creation and implementation of shadowing program to improve collaboration
- Findings contribute future research and





development of interprofessional communication and collaboration interventions









Questions?







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