A Facilitated and Structured Program Empowering Health Professionals to Integrate Research Evidence Into Clinical Care

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Disclosure

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Learner objectives:
• Understand the challenges faced by healthcare organizations to integrate research evidence into clinical care;
• Describe the components of the Clinical Fellowship Program;
• Identify successful strategies to build research and EBP capability for healthcare staff.

Conflict-of-interest statement: Nil to declare

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Mater Misericordiae Limited

South Brisbane campus
Background

• Health care organizations challenged to deliver safe, low-variability, evidence-based care that meets the needs of patients and their families (Begley, et al., 2014).

• Integrating research, education and clinical care presents particular challenges for large teaching hospitals (Grumbach, et al. 2014).

• Health professionals are actively encouraged to produce, implement and participate in research.

• Challenges include: limited resources, lack of skills, knowledge and opportunities, as well as culture.

• Our program was initiated as a model for increasing the knowledge, skills and capability of clinical staff to conduct and incorporate research into clinical care as well as provide a pathway for opportunities for integration and partnerships between health, education and research staff.
Mater’s strategic vision is to ensure consistent integration of health, education and research through the provision of safe, low-variability, evidence-based healthcare which meets identified community need.

**Aim of the EIP Unit**
To build the capability of Mater people to produce, integrate and implement research evidence into clinical care.
Opportunities for Developing Research and EBP Capability

- **Using research in your day-to-day role**
  - In-services/seminar/conference attendance
  - Using library resources e.g. databases, evidence summaries
  - Collaboration with external partners
  - Accessing and/or using evidence-based clinical policies, procedures, documents
  - Point of care resources e.g. best practice information sheets

- **Evidence and research education for your role**
  - Research and EBP workshops
  - Systematic review training
  - Access to point of care resources
  - Research education online modules
  - Conference attendance

- **Incorporating primary research into your role**
  - Research higher degree training e.g. Masters/PhD
  - Mentorship
  - Internal and external funding
  - Academic and clinical partnerships
  - Research Nurse Internships

- **Translating and disseminating research into practice**
  - Presenting at conferences
  - Journal publication
  - Clinical policy and procedure development
Mater Clinical Fellowship Program

- Research or evidence implementation
- Support from line manager and clinical area
- 12 months duration
- Mentor
- Face-to-face workshops
- Dissemination of results at local seminar
- Encouraged to present and publish findings
<table>
<thead>
<tr>
<th>Project Title</th>
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<tbody>
<tr>
<td>Ensuring best practice in the assessment and management of hypoglycaemia awareness for patients attending QDEC</td>
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<tr>
<td>Implementing best practice guidelines for Epidermal Growth Factor Receptor (EGFR) inhibitor therapy skin toxicity</td>
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<tr>
<td>Identifying and managing distress for inpatient cancer care patients in line with the best available evidence</td>
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<td>Evaluation of the enhanced recovery for caesarean birth project (ERC).</td>
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<td>Assessment of factors that may influence neonatal head ultrasound scan length times</td>
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<td>The experiences and perspectives of women from South Sudan to understand the patient's cultural and spiritual explanatory model of health and improve the quality of the health encounter</td>
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<tr>
<td>Preconception to Postpartum - The Experience of Women with Type 1 Diabetes</td>
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<tr>
<td>Implementing best practice to promote sleep in the MAH ICU</td>
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<tr>
<td>Does prostate cancer specialist nurse led telehealth improve the patient experience for men living with metastatic prostate cancer and on androgen deprivation therapy</td>
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<tr>
<td>Does the implementation of a discharge guide booklet increase satisfaction of families through early preparation</td>
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<tr>
<td>Improving the care of patients with thalassemia in the Mater Cancer Care Centre</td>
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<td>Effectiveness of an educational package to reduce compassion fatigue in cancer care staff: a pilot quasi-experimental study</td>
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Outcomes from the Program

Success of this program has contributed greatly to the organization’s capacity for research and best practice.

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<th>Capability Building</th>
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<td>High number of applications</td>
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<td>Small attrition</td>
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<td>100+ clinical projects completed</td>
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<td>100+ clinical staff have undertaken the program</td>
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<td>Many staff have gone on to further higher degree study</td>
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<td>Several projects have led to the conduct of further primary research</td>
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<td>Aligned with clinical policies, either ensuring their implementation or in developing and refining new policies.</td>
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Conclusion

• The Clinical Fellowship program is an innovative approach to research and evidence-based practice education.

• Strong, effective research leadership is essential to the success of this program.

• This program has demonstrated successful integration of research into practice, transcending the boundaries of knowledge into clinical care.
Building research and EBP capability – What works!

Being located and embedded within a large health service

Providing EBP and research education opportunities

EBP integrated into systems and processes

Working collaboratively with internal and external partners

Strong leadership support

Organisational support for staff to undertake research

Responding to health priorities through research

Building research and EBP capability – What works!
Thank you
Questions?