Evidence-Based Practice: An opportunity to change the culture surrounding clinical research?
Agenda

• Why We Need to Change the Culture
• Why the Time is Right
• Formative Research Results
• Next Steps
Project Team

• National Cancer Institute:
  – Annette Galassi, Meredith Grady, Elizabeth Ness, Linda Parreco, Ann O’Mara

• National Institutes of Health Clinical Center:
  – Clare Hastings

• Johns Hopkins University School of Nursing:
  – Anne Belcher
Objectives

• Identify 2 factors influencing the need for nurses to be knowledgeable about clinical research and clinical trials

• Describe the major findings from formative research conducted to learn about nurses knowledge of and attitudes toward CR/CT in education and practice
Definitions

• Clinical Research
  – Patient-oriented
  – Epidemiologic and Behavioral
  – Outcomes and Health Services

• Clinical Trial
  – One type of clinical research
Why We Need to Change the Culture

- In the U.S., clinical trial participation is low
  - Less than 6% of medically eligible adults with severe, life-threatening illnesses participate
  - Less than 3% of the estimated 20% of medically eligible adults with cancer participate
Why We Need to Change the Culture

• Low accrual leads to:
  – Delays
  – Budget overrun
  – Trial closure
Why is clinical trial accrual low in the U.S.?

- Barriers to clinical trial participation
  - Protocol
  - Provider
  - Patient

- Public mistrust of research
  - Past medical abuses
  - Current media coverage
Why is this important for nursing?

- In the U.S., insurance coverage is becoming less of a barrier
  - Patient Protection and Affordable Care Act (2010)
- Clinical research settings have expanded and will continue to do so
  - Comparative effectiveness research
  - Patient-Centered outcomes research
Why is this important for nursing?

Nurses have the public’s trust…

…but may not have the necessary education.
Are nurses prepared to…

- practice safely in care settings where clinical trials are being conducted?
- provide patient/family education related to clinical research/clinical trials?
- evaluate the evidence from clinical trials to provide evidenced-based care?
Nursing Education & Research

• 1970’s – nursing research added to the baccalaureate curriculum
• 2003 – IOM Committee on the Health Professions
  – Emphasis on evidence-based practice
• 2008 – AACN Essentials revised
  – Essential III: Scholarship for Evidence-Based Practice
Nursing Education & Research

• Shift *away from* teaching research the “traditional” way
  – Focus on *generating* the evidence
• Shift *toward* teaching evidence-based practice
  – Focus on *using* the evidence
How can we teach about evidence-based practice without teaching about clinical research?
Our Premise

• Nurses need to understand clinical research and its relationship to evidence-based practice
  – Nursing practice is informed by evidence
  – Evidence comes from research; clinical trials are one form of research
  – Research findings should guide our practice
  – Research leads to improved health outcomes
By educating nurses, we can…

• Raise public awareness
• Increase patient knowledge
• Improve care
• Enhance accrual

...change the culture!
Our Approach

- Literature review
  - Other successful initiatives
- Perform environmental scan
- Draft concept paper
- Engage stakeholders
- Complete formative research
- Raise awareness / disseminate findings
The purpose of this study was to identify:

- knowledge and attitudes toward clinical research and clinical trials (CR/CT) in baccalaureate nursing education and nursing practice
- process/sources of information by which nurses learn about CR/CT
- current/potential opportunities for nurses in CR/CT
Formative Research Phases

• Phase 1:
  – 60 minute in-depth interviews with practicing nurses, nurse executives, staff development directors and faculty (n=33)

• Phase 2:
  – 90 minute, interactive, online session with deans of schools of nursing (n=28)
Formative Research Process

- Secured independent contractor
- Developed discussion guides
- Obtained IRB approval and OMB clearance
- Recruitment
- Data collection  
  - June, 2010 to December, 2010
Formative Research: Phase 1 Findings

- CR/CT is seen in expanding settings
- CR/CT content is important, but not critical in baccalaureate curriculum
- There are time constraints for including CR/CT content in academia and in the practice setting
- Few opportunities in nursing school or in the practice setting for exposure to CR/CT
Formative Research: Phase 1 Findings

- All stated there was no need to include in NCLEX
- Employers are satisfied with new graduates’ education
- New BSN nurses may not be prepared to educate patients about CR/CT
- CR/CT is still thought of as a specialty
- Participants expressed lack of clarity about roles and career paths for nurses in CR/CT
Formative Research: Phase 2 Findings

• Variety of external factors influence curriculum content
• CR/CT content exists, but predominantly as part of nursing research and other courses
• Evidence-based practice (EBP) is mentioned frequently as instigating change, yet understanding and critically assessing the source of data is not specifically mentioned as integral to EBP
• Nearly all participants want to stay involved
• All are willing to advocate for changes to CR/CT curriculum content
Is There a Need for More Education?

Even though clinical trials and clinical research are found in a growing number of practice settings, nursing students HAVE SUFFICIENT KNOWLEDGE to be safe practitioners.

Because of the growing presence of clinical trials and clinical research in so many practice settings, nursing students NEED ADDITIONAL KNOWLEDGE AND SKILLS to be safe practitioners.

4% Agree
0% Strongly Agree
4% Somewhat Agree

96% Agree
48% Strongly Agree
48% Somewhat Agree
Our Next Steps

- **Engage Stakeholders**
  - Begin dialogue with nursing community
  - Webinar with professional associations

- **Disseminate Findings / Raise Awareness**
  - Poster and podium presentations at professional meetings

- **Publications**
Raise Awareness

Become a cheerleader for clinical trials!
To stay connected to project Annette Galassi, RN, MA: agalassi@mail.nih.gov