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Global Nursing Leadership Collaboration: Chinese Evidence-based Practice Immersion Program

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STTI Hong Kong
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Objectives

- Describe an evidence-based practice train the trainer program for Chinese nurse leaders in Beijing
- Identify current issues, challenges, and strategies to facilitate the spread of evidence-based practice in China.



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The mission of the Institute of Johns Hopkins
Nursing is to share innovations in practice,
education, and research locally, nationally, and
globally.



Historic Ties

In 1919, Anna Wolf instructor and assistant superintendent of nurses at Johns Hopkins traveled to Beijing to organize the School of Nursing at Peking Union Medical College.

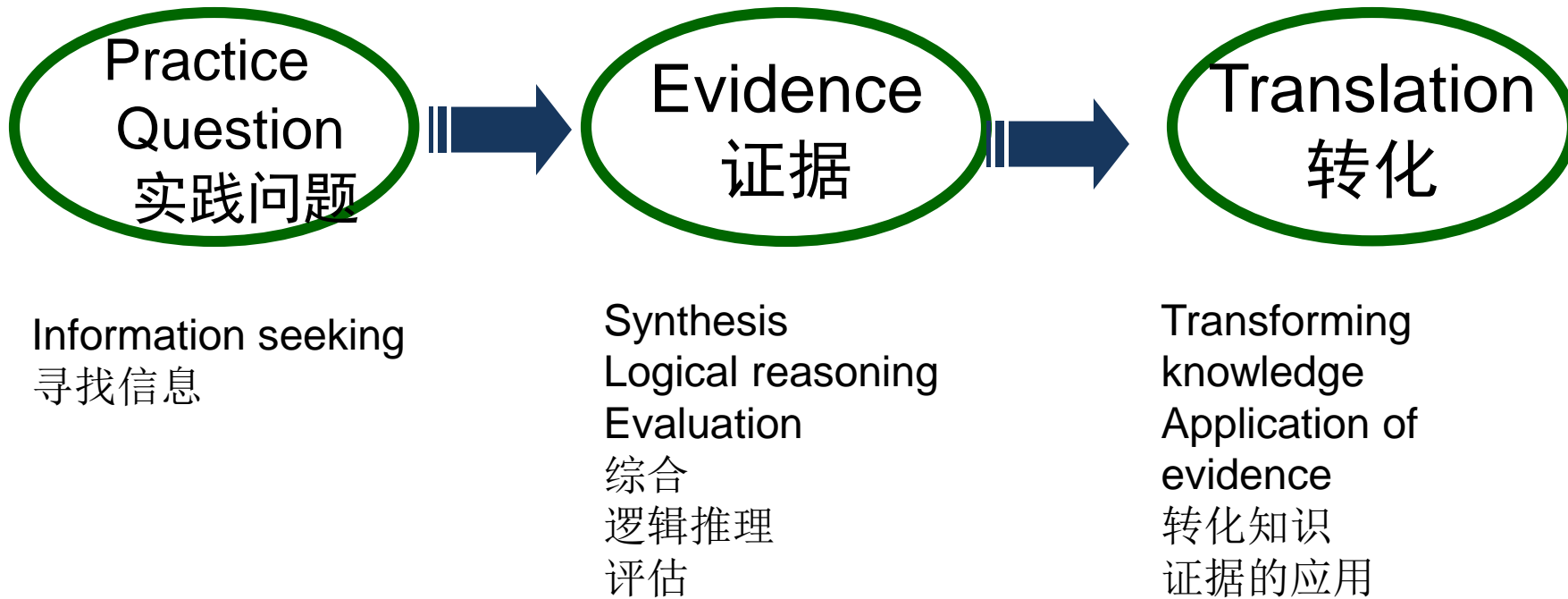


Nurse leaders attended week long train the trainer program



JHN Evidence-Based Practice: Three Phase Process (PET)

约翰霍普金斯循证护理实践： 三个阶段程序（PET）



Program: framed by JHN EBP Model

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Day 1

Part I: Introducing EBP

Part II: The Problem and Practice Question

Day 2

Part III: Evidence

- Appraising, Searching, and Reading an article

Day 3

Part III: Evidence continued

- Appraising Part 1&2,
- Introduction to Falls Project

Day 4

Part III: Evidence continued

- Summarizing and Synthesizing
- Falls Project Learning Activity
- Falls Project Presentation

Day 5

Part IV: Translation



Today's Agenda

今天的日程

Part I: Introducing EBP 第一部分 EBP介绍

| | |
|--------------|---|
| 9:00-9:30 | Introduction 介绍 |
| 9:30-10:00 | Team Exercise 小组实践操作 |
| 10:00 -12:00 | Introduction to JHNEBP Model 约翰霍普金斯模型介绍 |
| 12:00-13:00 | LUNCH 午餐 |

Part II: The Problem and Practice Question 第二部分：问题及实践问题

| | |
|-------------|---|
| 13:00-14:30 | Problem, PICO, Practice Question 问题 · PICO, 实践问题 |
| 14:30-16:30 | Team Exercise: Defining PICO and the Practice Question 团队练习：定义PICO以及实践问题 |
| 16:30-17:00 | Summary 总结 |



Case Scenario 情景案例

You sit on the Fall Prevention Advisory Committee and have seen an increase in fall-related injury over the past few quarters. You are concerned that your fall tool is not preventing fall-related injury. You wonder if there is a way to identify patients who are at higher risk for fall-related injury so that you can implement measures to prevent or lessen the severity of injury if patients fall. 你是跌倒预防咨询委员会的一员，并在近几个季度见证了跌倒相关伤害的增加。你担心你的跌倒措施不能防范跌倒相关伤害。你想知道是否有办法识别哪些病人有较高的跌倒相关伤害危险，以便采取措施防范或减少病人严重跌倒伤害。



PICO

- **P** Population, Patient, or Problem 群体、病人或问题: Adult inpatients 成年住院病人
- **I** Intervention 干预: Identify fall risk injury factors 认清跌倒伤害风险因素
- **C** Comparison 比较: Compare to fall assessment risk factors (JHFRAT) 同跌倒评估风险因素相比较
- **O** Outcome 效果: Decrease fall injury by predicting individuals that are at risk; determine if fall interventions should be geared to not only fall risk prediction but also fall injury prediction. 通过预知存在风险的病人来减少跌倒伤害; 决定跌倒干预是否应该既包括跌倒风险预测, 同时也包括跌倒伤害预测。



EBP Practice Question

EBP实践问题

- What risk factors predispose patients to injury from a fall in an acute care setting? 在急症护理情境下，那些因素会使病人遭受跌倒严重伤害？



Recommendations for Practice

实践建议

- Educate Fall Advisory Taskforce on the findings from this EBP. 就本EBP的成果，对跌倒咨询工作组开展教育
- Evaluate the JHH Fall Risk Assessment tool and the Fall Protocol to determine changes required as a result of this EBP. 评估JHH跌倒风险评估工具及跌倒协议，以决定施行本EBP所要求的变革。
- Revise interventions section of the Fall Protocol to include interventions for high fall risk and positive fall injury risk. 修订跌倒协议的干预部分，以使之包含高跌倒风险干预和积极跌倒伤害风险干预。
- Finalize fall interventions based on positive fall injury indicators (To SOC committee in 依据积极跌倒伤害指标，最终对跌倒干预做出决定。（交SOC委员会。）



Webinar 6

在线课程6



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Tips For Choosing And Measuring Outcomes

对选择和衡量成果的提示

- Look for and use outcome measures
- 寻找并利用成果措施
 - Already developed and in use in best practice organizations
 - 已经开发好了的并应用于最佳的实践组织中
 - National and international sources
 - 国家和国际来源



Example: Outcomes Measurement Plan

范例：成果衡量计划

| Outcome 成果 | How we will measure it (metric) 我们如何衡量 (公制) | How often we will measure (frequency) 我们多长时间 衡量 (频率) | Where we will obtain the data from 我们从哪里获取数 据 | Who will collect the 谁来采集 | Who we will report the data to and how often 我们向谁汇报数 据以及汇报频率 |
|-------------------------------|---|--|--|--|--|
| Falls失败 | #falls/1,000 patient days 失败/1000 患者住院天数 | Quarterly 每季度 | Reports of occurrence 发生报告 | Dept QI staff QI部门员工 | Quarterly depart /unit QI Committees |
| Fall precautions 失败预防措施 | At risk patients on fall protocol 失败协议中承 担风险的患者 | Quarterly 每季度 | Documentation audit 文件审核 | Nursing clinical QI reps 护理临床QI代 表 | Nursing Quality Steering Committee 护理质量督导 委员会 |



Recommendations for future training

- Articles and EBP projects on same topic
- Internet access
- Slide translation
- Balance clinical/educational/managerial EBP examples
- Evaluation - need more information:
 - Discuss how evidence drives translation decisions
 - Explore challenges and barriers in translation
 - Summarize methods of dissemination



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EDUCATION OF HEALTH PROFESSIONALS
FOR THE 21ST CENTURY:
A GLOBAL INDEPENDENT COMMISSION

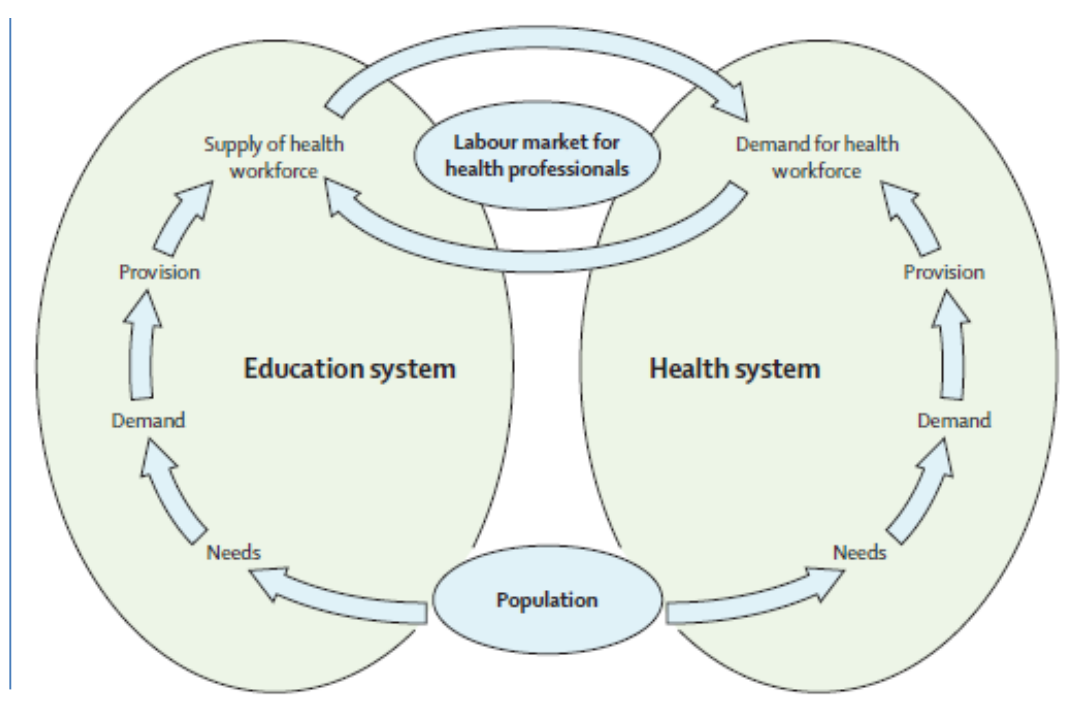


Figure 3: Systems framework

Health professionals for a new century: transforming education to strengthen health systems in an interdependent world
Frenk, J, Chen, I et al., 2010



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Organization Assessment 组织评价

E
B
P

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N
A



Accountability
责任

Model &
Process
模型及过程

Resources
资源



Organizational Assessment

组织评价



Lessons Learned:



- Brief interpreters
- Limit ad lib
- Flexibility
- Question and answer time
- Tea time

Practice

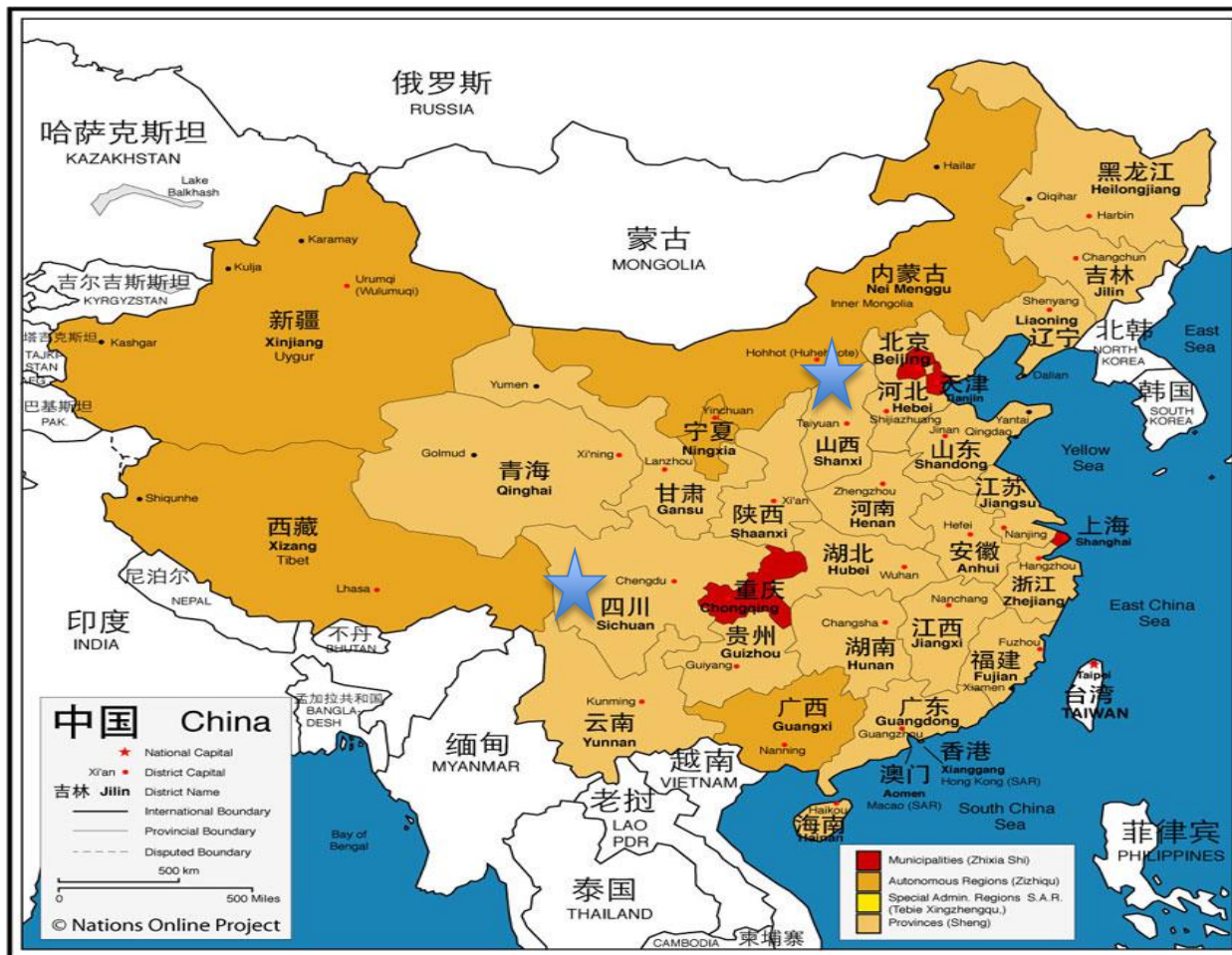
Research

Non-Research

Education Research



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Thank you

谢谢你