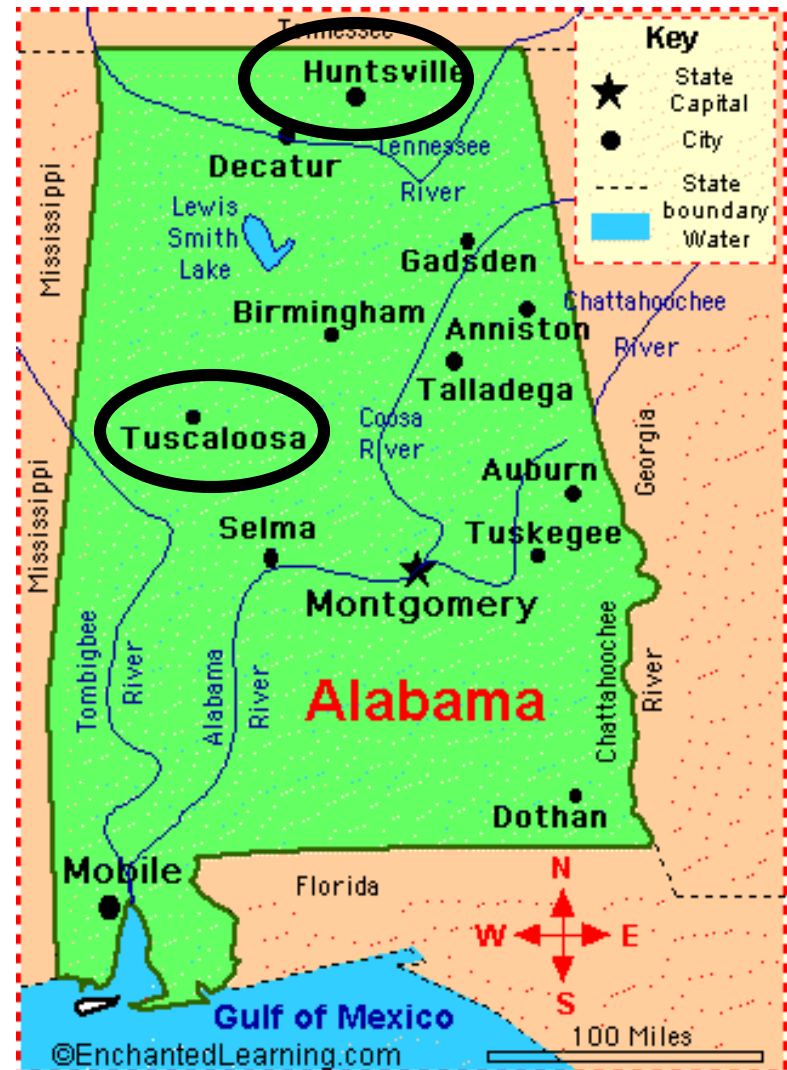
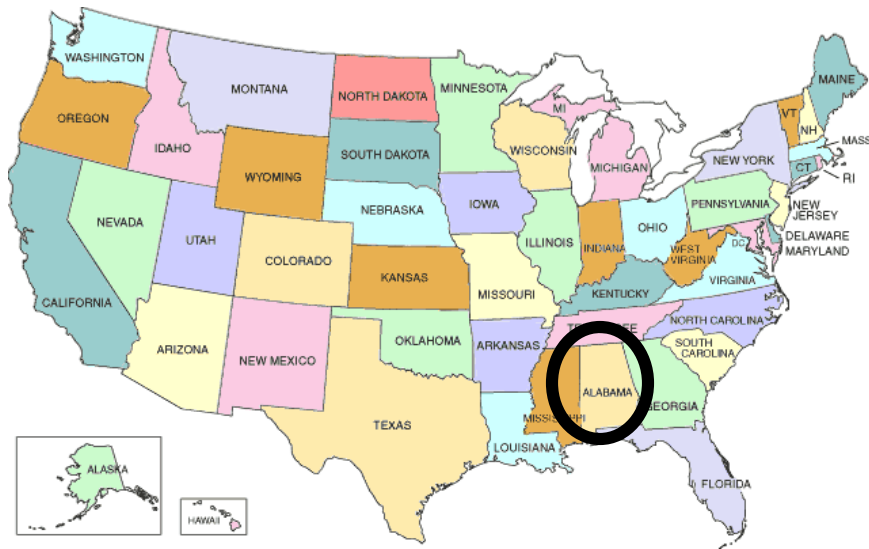


Teaching EBP Strategies to Students in a DNP Program

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- Disclosure of no affiliations with research, work or products that we mention.
- Disclosure of no contractual relationships with works mentioned.



Presentation Learning Objectives

- Identify assignments appropriate for teaching students how to identify and describe a problem specific to a relevant area of inquiry that is amendable to improvement and how to describe the significance and characterize the impact of the problem.
- Identify assignments appropriate for teaching students how to analyze a clinical microsystem of care as the basis for internal data for a scholarly project and as the foundation for improvement efforts.

American Association
of Colleges of Nursing



The Essentials of Doctoral Education for Advanced Nursing Practice

October 2006

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DNP Program Revisions and Cross Walking Strategies

- How are curriculum changes determined?
 - Student evaluations
 - Stakeholders' concerns
 - Trends
- Steps in creating relevant content
 - Joint Collaborative Curriculum Committee
 - Subgroups with representatives from all schools cross walked Essentials with new course development
- Aligning evidence-based assignment to content
- Determining content evaluation measures

The University of Alabama at Birmingham
School of Nursing
Nursing 743
Evidence-based Practice Strategies

Curriculum Mapping of Program, Course, Module Objectives, and Assignments Relative to DNP Essentials

DNP Program Outcomes	DNP Essentials	Course Objectives	Recommended Assignments	Recommended Modules
<p>1.→ Synthesize scientific evidence for the development of clinical interventions for practice.</p> <p>2.→ Evaluate policy, healthcare delivery, and organizational systems for current and future health care needs.</p> <p>3.→ Translate scientific, theoretical, and ethical principles into healthcare.</p>	<p>Essential I: Scientific Underpinnings for Practice</p> <p>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice</p> <p>Essential IV: Information Systems/Technology and Patient Care Technology for the</p>	<p>1.→ Refine a problem statement specific to a relevant area of inquiry.</p> <p>PO: 1, 2, 3, 4, 5, 6, 7</p> <p>Essentials: I, II, IV, V</p> <p>2.→ Analyze the differences and similarities between literature reviews and research synthesis.</p> <p>PO: 2, 3, 4</p> <p>Essentials: III, IV</p>	<p>Problem statement refinement</p> <p>Assignment 4: This threaded discussion culminating in a faculty-facilitated synthesis requires students to post for feedback their current problem statement that will be critiqued by peers and faculty and subsequently refined to derive a searchable and answerable clinical question.</p> <p>SLO: 1</p> <p>Percent of Grade: 10%</p> <p>Literature reviews versus research synthesis analysis</p> <p>Collaborate Session: Discussion culminating in a faculty-facilitated synthesis</p>	<p>Introduction, Course Overview, and Problem Statements</p> <p>Finding and Synthesizing the Evidence</p> <p>Articulating Implications from the Evidence</p> <p>Identifying Strategies, Methods, Tools and Metrics for Answering Clinical Questions</p> <p>Disseminating Evidence</p> <p>Project Management</p>

Joint DNP – FULL TIME Program of Study – Fall Admission

Course Number	Course Name	Pre-reqs	Pre- or Co-Req	Credit Hours	Semester
NUR 700	Clinical Data Management and Analysis	Admission to DNP Program	NUR 701	3	Fall 1
NUR 701	Writing for Publication	Admission to DNP Program	NUR 700	3	Fall 1
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence			3	Fall 1
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	NUR 701		3	Spring 1
NUR729	Evidence-Based Practice Design and Translation	NUR 700		3	Spring 1
NUR 740	Health Policy and Politics: Implications in Health Care			3	Spring 1
NUR 735	Population Health in Advanced Practice Nursing			3	Summer 1
NUR 743	Evidence-Based Practice Strategies	NUR 731 NUR 729		3	Summer 1
NUR 733	Informatics for Advanced Practice Nursing	NUR 729		3	Fall 2
NUR 742	Program Evaluation Methods	NUR 700	NUR 729 NUR 743	3	Fall 2
NUR 738	Scholarly Seminar	NUR 729 NUR 743 NUR 742	NUR 742	3	Fall 2
NUR 739	Scholarly Project	NUR 738		7	Spring 2
Total Credits				40	

Joint DNP – PART TIME Program of Study – Fall Admission

Course Number	Course Name	Pre-reqs	Pre- or Co-Reqs	Credit Hours	Semester
NUR 700	Clinical Data Management and Analysis	Admission to DNP Program	NUR 701	3	Fall 1
NUR 701	Writing for Publication	Admission to DNP Program	NUR 700	3	Fall 1
NUR 731	Philosophical, Theoretical, and Conceptual Foundations for Advanced Practice Nursing	NUR 701	NUR 729	3	Spring 1
NUR729	Evidence-Based Practice Design and Translation	NUR 700	NUR 731	3	Spring 1
NUR 735	Population Health in Advanced Practice Nursing			3	Summer 1
NUR 743	Evidence-Based Practice Strategies	NUR 731 NUR 729		3	Summer 1
NUR 733	Informatics for Advanced Practice Nursing	NUR 729		3	Fall 2
NUR 737	Interdisciplinary Leadership and Role Development for Practice Excellence			3	Fall 2
NUR 740	Health Policy and Politics: Implications in Health Care			3	Spring 2
NUR 742	Program Evaluation Methods	NUR 700 NUR 729 NUR 743		3	Spring 2
NUR 738	Scholarly Seminar	NUR 729 NUR 743 NUR 742	NUR 743	3	Summer 2
NUR 739	Scholarly Project	NUR 738		4	Fall 3
NUR 739	Scholarly Project	NUR 738		3	Spring 3
Total Credits				40	

Evidence-Based Practice Strategies

- Required core Doctor of Nursing Practice Program course
- Expands on foundational evidence-based practice concepts to refine a problem statement and derive a searchable and answerable clinical question
- Content includes conducting a systematic review of the literature to guide the selection of methods, strategies, tools and metrics needed to complete a successful scholarly project
- Addresses targeted strategies for disseminating evidence associated with scholarly projects.

Student Learning Objectives

- Refine problem statement specific to relevant area.
- Analyze the differences and similarities between literature reviews and research synthesis.
- Refine systematic ROL specific to well-developed clinical question for translation to practice.
- Develop an initial plan for project management.
- Identify methods, strategies, tools, and metrics appropriate for answering clinical question.
- Refine a plan for the dissemination of evidence associated with a completed scholarly project.

Evaluation: Assignments

- Problem statement - identification and clinical question (PICOT) development
- External Evidence: Evidence Grid
- Internal Evidence: summation Microsystem 5 P's
- Model of Improvement
- Measurement PowerPoint
- Control Chart Exercise
- Conceptual/Theoretical Framework
- Synopsis of Project Idea

Citation	Purpose/Design/Method	Level of Evidence*	Sample/Setting	Major Variables Studied & their Definitions (IV & DV)	Measurement	Data Analyses	Findings	Appraisal: Worth to Practice
APA format. Indents do not matter. (1 pt)	a. Purpose, Objectives, Hypotheses, and/or Study Questions Design a. Quantitative or Qualitative? b. Briefly describe what was done in the study. (2 pts)	Evidence Rating	Number; was there a power analysis? characteristics, type of sampling design used, attrition rate & why and where? (1 pt)	Dependent Variables (DV =) & Independent Variables (IV =) (1 pt)	What scales were used to measure outcome variables? (1 pt) Was reliability and validity addressed for each instrument?	What statistics were used to answer the clinical question and analyze results (e.g., T-test, etc.) Were these appropriate for level of measurement of variable (1 pt)	Statistical or qualitative findings to address the study objectives, hypotheses, and/or research questions (1 pt)	Strengths and limitations Risk level for intervention Feasibility of use in practice (1 pt)
Instructions: Using the defined columns- students should input the data from the chosen reference using this pre-formatted table. Complete for all 10 references vetted for your project. The points per category are found with the category prompts per column. Your total score will be an average across the selected literature. Be sure to double check and peer review this work before submitting it. Individual scores will include the overall evidence table score and results from peer evaluations. Include a cover sheet for this submission.								

Understanding the Microsystem

- Understand Processes and Organization of Patient Care to Improve Patient Care Outcomes
- Use of the Dartmouth Model

(<https://clinicalmicrosystem.org/>)

- Examine the 5 P's
 - Purpose
 - Patients/Populations
 - Processes
 - Providers
 - Patterns

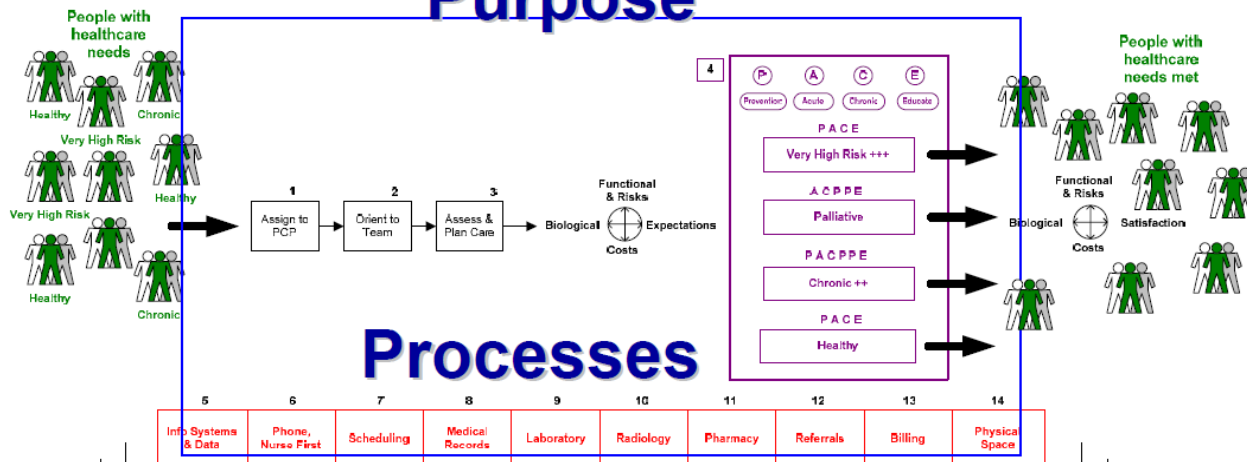
Understand Your 5 P's

- Purpose-contribution to the overall macrosystem
- Patients-characteristics of the patients or stakeholders
- Processes-processes of care and workflow (through the eyes of the patient)
- Professionals-people in the microsystem (skill level, education, role)
- Patterns-culture, values, leadership styles

Patients

Building a Team to Manage A Panel of Primary Care Patients
Mission: The Dartmouth-Hitchcock Clinic exists to serve the health care needs of our patients.

Purpose



Processes

Professionals

Patterns

TEAM MEMBERS:		
Nashua Internal Medicine		
Sherman Baker, MD	Missy, RN	Amy, Secretary
Leslie Cook, MD	Diane, RN	Buffy, Secretary
Joe Karpicz, MD	Katie, RN	Mary Ellen, Secretary
Deb Urquart, NP	Bonnie, LPN	Kristy, Secretary
Ron Carson, PA	Carole, LPN	Charlene, Secretary
Erica, RN	Nancy, LPN	
Laura, RN	Mary Beth, MA	
Maggi, RN	Lynn, MA	
Skill Mix: MDs <u>2.8</u> RNs <u>6.8</u> NP/PAs <u>2</u> MA <u>4.8</u> LPN <u> </u> SECs <u>4</u>		

Measuring Team Performance & Patient Outcomes and Costs					
Measure	Current	Target	Measure	Current	Target
Panel Size Adj.			External Referral Adj. PMPM-Team		
Direct Pt. Care Hours: MD/Assoc.			Patient Satisfaction		
% Panel Seeing Own PCP			Access Satisfaction		
Total PMPM Adj. PMPM-Team			Staff Satisfaction		

Micro-System Approach 6/17/98
Revised: 1/27/00

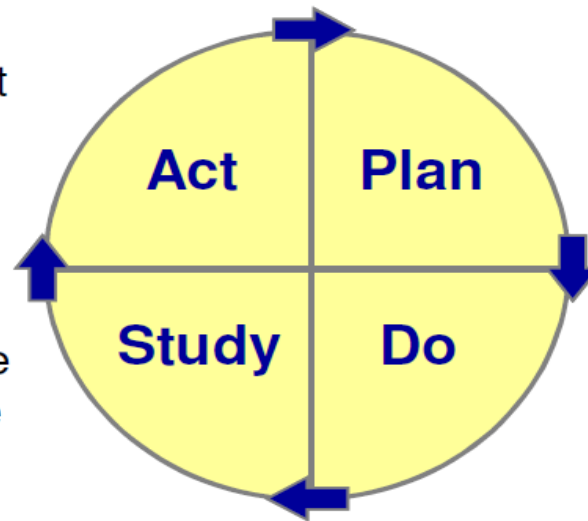
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Paul B. Batalden, MD
Dartmouth-Hitchcock Clinic, June 1998

The Shewhart Cycle for Learning and Improvement



Act – Adopt the change, abandon it or run through the cycle again.

Study – Examine the results. What did we learn? What went wrong?



Plan – plan a change or test aimed at improvement.

Do – Carry out the change or test (preferably on a small scale).

(Deming, 1993)

Model for Improvement (MFI)

Model for Improvement



- What are you trying to solve?
- How will you know?
- What changes will you make?
- Predict-Test-Observe
- Shewart cycle
- Reach your “aim”, Implement
- Hold the gain, Spread

We appreciate your interest in Teaching EBP Strategies to Students in a DNP Program

