Adopt, Adapt, Advance:

Utilizing Evidence Based Practice,

Quality Improvement and Nursing

Research to Transform Pediatric

Hematology/Oncology Nursing

Practice







Disclosures

- Micah Skeens has nothing to disclose
- Mindy Bibart has nothing to disclose
- Misty Evans has nothing to disclose





Objectives

- Describe similarities between nursing research, evidence- based practice and quality improvement essential to pediatric hematology oncology nursing
- Discuss differences between nursing research, evidence- based practice and quality improvement essential to pediatric hematology oncology nursing
- Demonstrate appropriate use of each method of clinical inquiry when applied to a clinical hematology/oncology problem













Quality Improvement



Mindy Bibart MSN RN CPHON NE-BC CSSBB

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What is QI?

- Systematic and continuous actions that lead to measurable improvement
- Based on manufacturing, transportation principals
- Used when you know what to do but need to determine how best to do it.

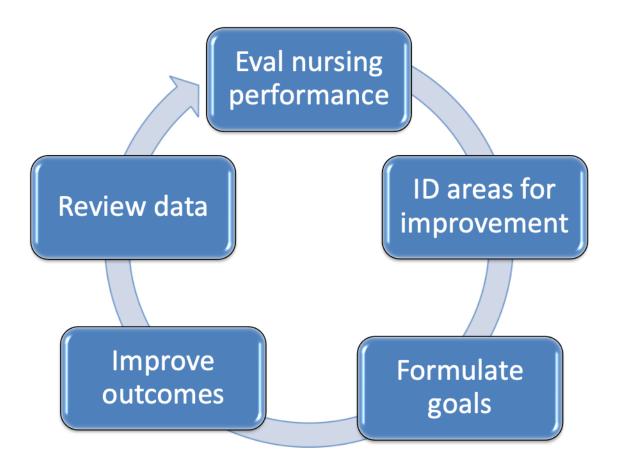
4 Principals of QI

- QI work as systems and processes
- Focus on patients
- Focus on being part of the team
- Focus on use of the data

Least restrictive of 3 types of nursing investigation



QI in Nursing



(American Nurse's Association, 2011)



Common Nursing QI Projects

Patient Care	Administrative
Safety	Nurse Ratio
Falls	Engagement
Pressure Injury	Turn Over
Pain	Patient Satisfaction
HAI	Financials
Assessments	MAGNET projects



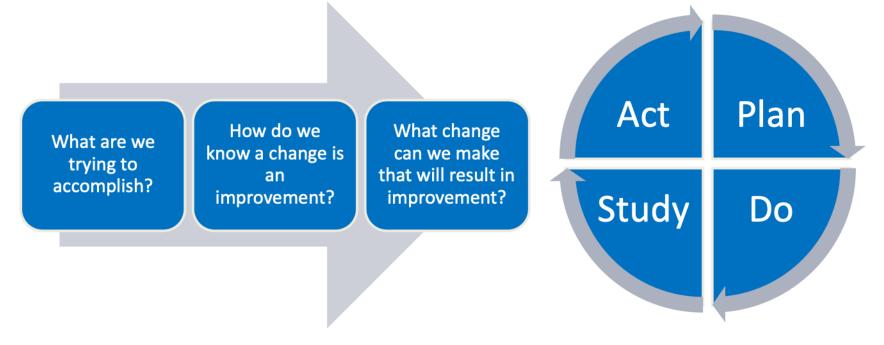
Clinical Question



How do we implement a lidocaine infusion process for patients with Sickle Cell Disease with opioid-resistant pain crisis?



Institute for Healthcare Improvement Quality Improvement Model



(Langley, G.L., Moen, R., Nolan, K. M., Nolan, C. L., & Provost, L. P., 2009)





It is not enough to do your best; you must know what to do and then do your best.

- W. Edwards Deming



AIM (Goal)

Component	Detail
We will ↑ or ↓ what	↓ pain score
In which patient population	SCD with opioid-resistant pain
From what	≥ 8 of 10
To what	≤ 6 of 10
By when	6 months
For how long	6 months



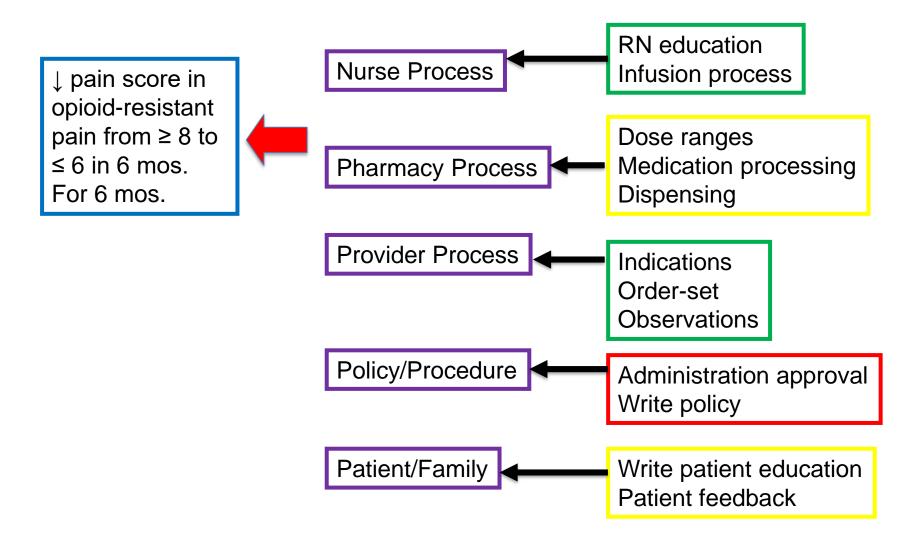




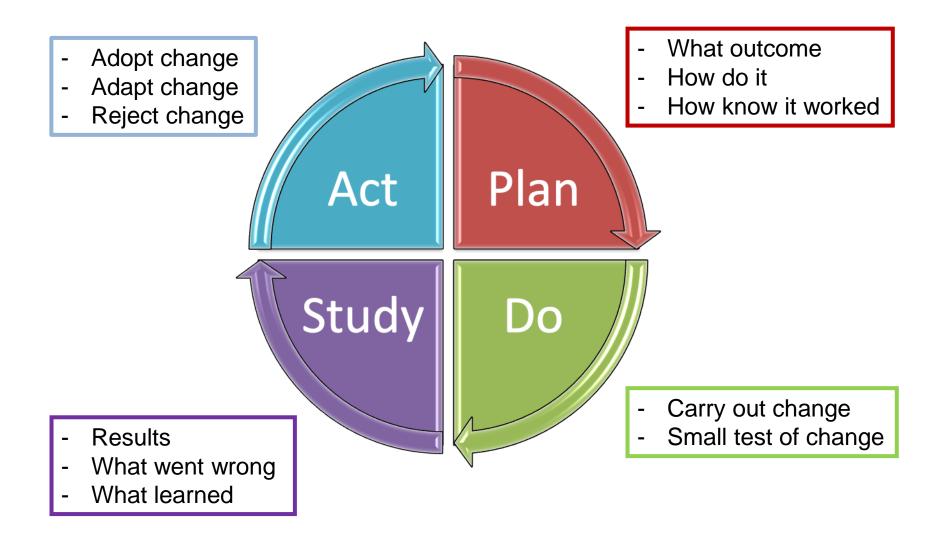
Process

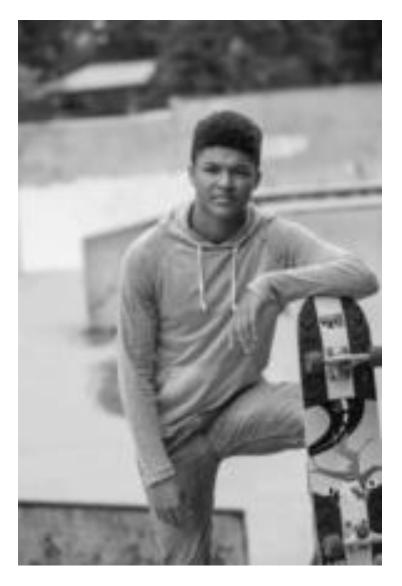
Balance

Key Driver Diagram (KDD)



PDSA



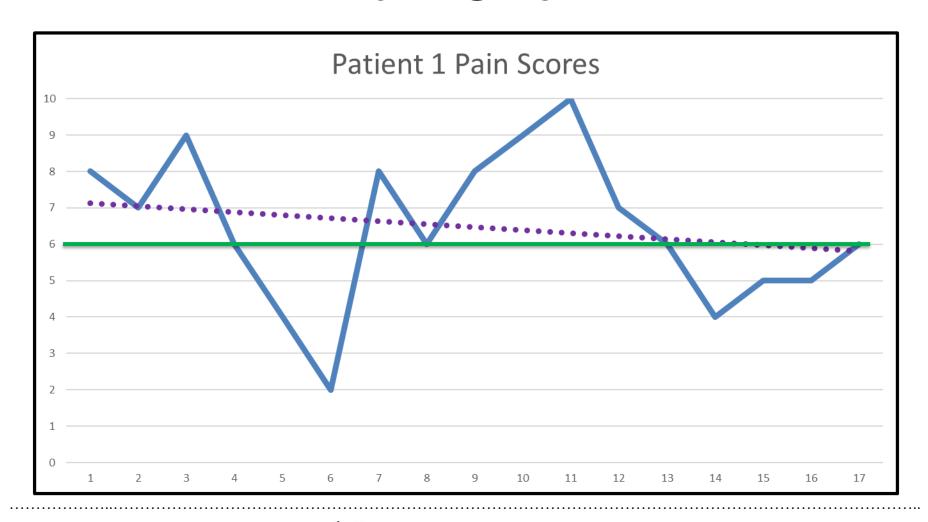


Without data, you are just another person with an opinion.

- W. Edwards Deming



Run Chart





Evidence Based Practice



Misty Evans, DNP, APRN, CPNP-AC, BMTCN

Evidence-Based Practice

"The conscientious integration of best research evidence with clinical expertise and patient values in the delivery of quality, costeffective health care."

- Burns & Grove, 2009

Importance of EBP

- Catalyst for translating research into practice
- Nursing Professionalism and interprofessional collaboration
- Improved patient outcomes
- Credentialing: 2019 Magnet revisions





What is important to your patient? What is your patient's preference?

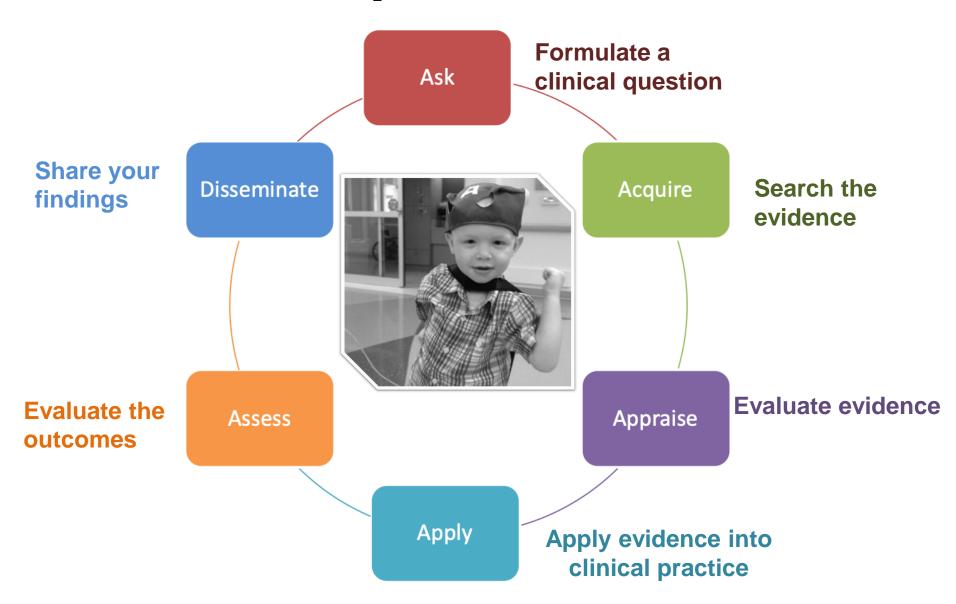
Patient Values

Clinical Expertise

What does experience tell you? What has been the experience of your colleagues?



5 6 Step EBP Process



Case Scenario

- Julie is a 4 yo with high risk Neuroblastoma
- She is being admitted for Tandem 2 autologous stem cell transplant with carboplatin, etoposide, melphalan preparative regimen.
- Parents are asking for ways to prevent mouth sores.



Step 1: Asking the Question

Why PICOT?



PICOT Question

Patient, Problem, Population

Intervention

Comparison – is there an alternative?

What are the ideal outcomes

How much time is required?

Forming the Question



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In _____(P), how does _____ (I) compared to _____ (C) influence _____ (T)?
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Clinical Question

In pediatric cancer patients undergoing stem cell transplant, does the addition of cryotherapy reduce the incidence of oral mucositis compared to sodium bicarbonate rinse alone during the first 30 days following stem cell infusion?

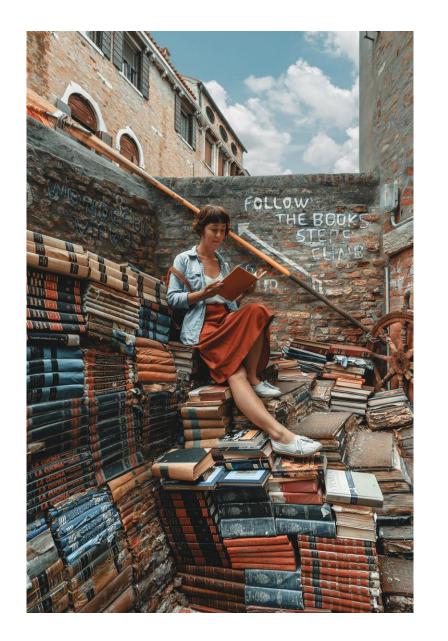
Searching for Evidence



The Cochrane

MEDLINE

National Guideline Clearinghouse



TRIP: Turning Research into Practice

CINAHL

PubMed

Agency for Healthcare Research and Quality (AHRQ)

National Library of Medicine

Appraisal of Evidence

- Validity
- Clinical significance
- How useful or applicable is it to your patient?





Hierarchy of **Evidence**

Metaanalysis

Systematic Review

Randomized **Controlled Trials**

Cohort Studies

Case Control Studies

Case Series/Case Reports

Background Information/Expert Opinion

Quality of Kilorica Silving of Kilorica Silvin

Models for EBP

- Johns Hopkins Nursing EBP Model
- Stelter Model of Utilization Research
- The Iowa Model
- ACE Star Model of Knowledge Transformation
- Evidence-Based Practice Model for Staff Nurses

Application to Practice

Assess current practice (processes and outcomes)	
Identify necessary changes to process/practice	
Create a plan	
Secure support from stakeholders	
Implement changes to modify processes/practice	
Evaluate outcomes	
Communicate Findings	



Nursing Research



Micah A. Skeens PhD RN CPNP

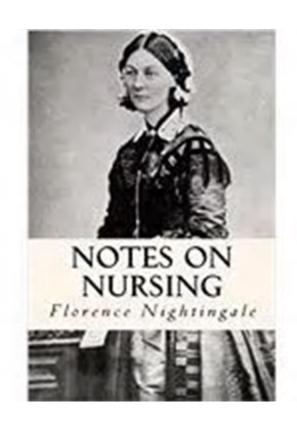


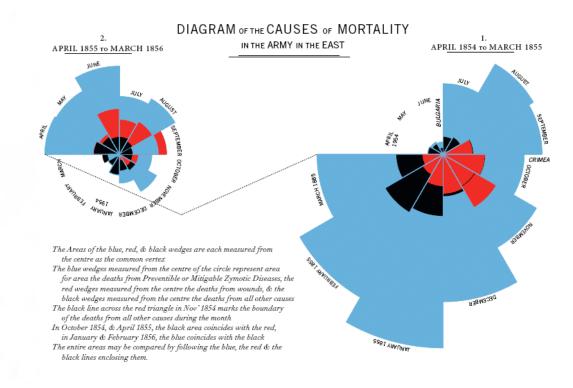
Nursing Research

"Systematic inquiry designed to develop knowledge about issues of importance to the nursing profession, including; nursing practice, education, administration and informatics." Polit & Beck (2004)



Nursing Research History





Nieswiadomy, Rose Marie, Bailey, Catherine. (2018). *Foundations of nursing research* (7th).: Pearson.



Nursing Research

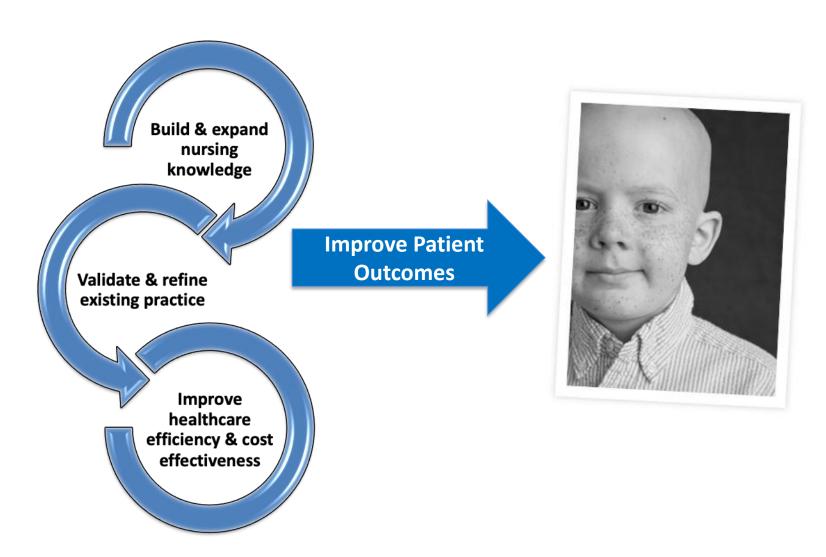
 Provides basis for scientific knowledge that forms the foundation of nursing practice

Research links education, theory and

practice



Why Nursing Research?



Who in Nursing Research?

- Identify practice problems
- Collect data
- Research consumers

Baccalaureate

Master's

- Active research team member
- Identify research problems
- Clinical Expert

- Appraise, design & conduct research
- Role model, mentor
- Disseminate findings

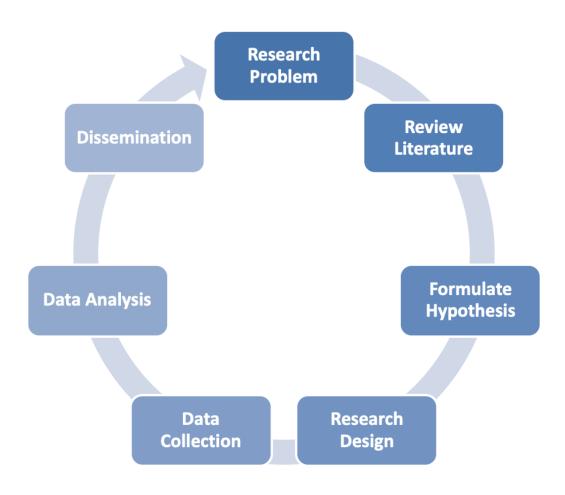
Doctoral



Research Methods

	Quantitative	Qualitative	
Objective	Quantify and generalize Measure incidence Test hypothesis/theory	Gain understanding Open-ended Hypothesis/theory generating	
Approach	Deductive	Inductive	
Design(s)	Experimental Quasi-experimental Non-experimental	Ethnography Phenomenology Grounded Theory	
Data Collection	Numeric data/precise measurement Structured/ Standardized measures	Interviews Observations Focus groups	
Data Analysis	Statistical relationships	Narrative report Coding and themes	

Research Process





The Problem

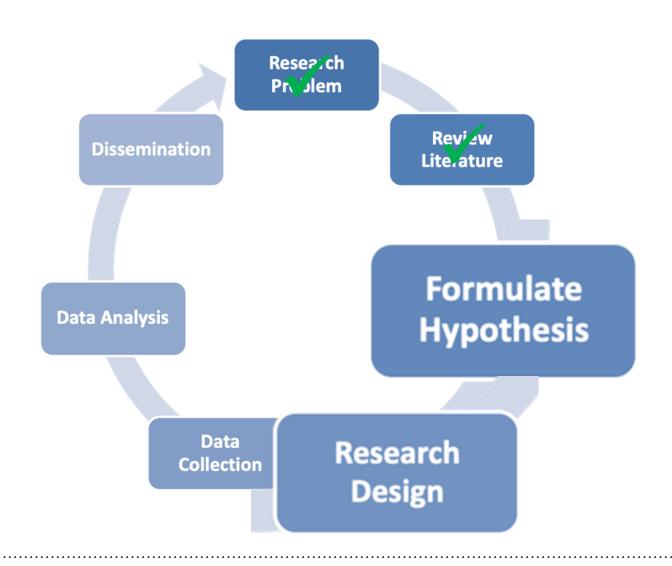
- Julie is now Day + 8 post- transplant
- Severe mucositis
- Receiving PCA and prn pain meds
- Both Julie and mom are distraught



What is the research question

Which non-pharmacologic intervention is most effective in decreasing mucositis pain in transplant patients??







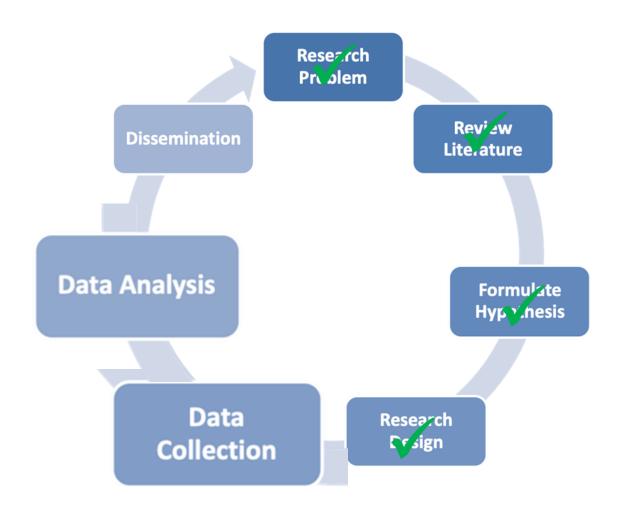
Hypothesis

 H1 Distraction with the IPad or child life will be more likely than aromatherapy to decrease mucositis pain scores in high risk neuroblastoma patients from Days +3 to +10 post HSCT

Design

- Is it randomized? Yes then experimental
- No, comparing two non-randomized groups?
 then quasi-experimental







Data Collection

- Objective
- Systematic
- Consistent
- Standardized measures when possible
- Reliability (consistency) and Validity (accuracy)



Data Analysis

- Descriptive statistics
 - Describe and summarize data
 - Levels of measurem
 - Call your friendly statistician!!!!! – Mean. me

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processes + logic = test
rrypotheses
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Practical vs Statistical Significance



Dissemination







Ways to Disseminate







"Research is to see what everybody else has seen, and to think what nobody else has thought." ~ Albert Szent-Gyorgyi



Comparison

	QI	ЕВР	Research
Purpose	Improve patient care, workflow, productivity	Change practice using best evidence	Systematic discovery of new knowledge
Question	Are we doing the best thing the right way?	Are we doing the best thing?	What is the best thing to do?
Method	PDSA	Level of Evidence, Iowa Model	Qualitative Quantitative
Sample	Unit/Hospital level	Patient Population	Generalizable
Human Subjects	?IRB	Potentially IRB	Need IRB
Implications	Improve Process	Impact/Change Practice	Understand Process/Change
Dissemination	Unit/Hospital May publish	Practice standards May publish	Scientific Community Expected publication

Discussion



"Let us never consider ourselves finished nurses... we must be learning all of our lives."

~Florence Nightingale





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