



Intensive Nursing Experience (N-121.1)
2nd Semester, AY 2022-2023

ACTIVITY GUIDE
Evidence-Based Practice

This document will serve to guide you in meeting the evidence-based practice outcomes related to the course N-121.1. This guide aims to help you achieve the following course outcomes and their respective indicators to determine achievement:

1. Practice evidence-based nursing care in the management of patients, personnel, and unit.
 - a. Integration of appropriate evidence in care plan development and implementation
 - b. Perform Critical Appraisal of (Nursing) Therapies using appropriate appraisal instrument (JBI or Cochrane) in designing patient, personnel, and unit improvement plans.
2. Document nursing practice decisions, outcomes of client care and program/service implementation using appropriate forms in a timely, accurate and comprehensive manner for continuous quality improvement of nursing care and health service.
 - a. Determine review of unit indicators to reflect nursing care delivery
 - b. Measure improvement based on relevant nurse- and nursing care-sensitive indicators
3. Develop a quality improvement plan addressing a clinical practice gap.
 - a. Design a Quality Improvement protocol informed by the unit
 - b. Present a Quality Improvement protocol to the unit

This guide contains the following:

1. Guide to using evidence to improve nursing practice in the hospital setting
2. Guide to developing your Quality Improvement Project
3. Guide to presenting your Quality Improvement Project
4. Rubrics for QI Project proposal
5. Rubrics for QI Project presentation
6. Rubrics for Peer Evaluation

Reference and Materials:

1. Standards of Quality Improvement Reporting Excellence (SQUIRE) 2.0
2. Institute for Healthcare Improvement, Agency for Healthcare Research and Quality (AHRQ)
 - a. QI Essentials
 - b. Toolkit
 - i. Cause and Effect, Flowchart, and Driver Diagram
 - ii. Failure Modes and Effect Analysis (FMEA)
 - iii. Data Monitoring and presentation (Histogram, Pareto, Run and Control chart, Scatter)
 - iv. PDSA Worksheet
 - v. Project Planning Form

Time Frame: 40 hours divided across five (5) weeks

Evaluation:

- Oral Presentation
- Written Report
- Peer Evaluation

Preparatory Tasks

1. Attend the Teamwork Training (based on Team Strategies and Tools for Enhanced performance and Patient Safety [TeamSTEPPS 2.0])
2. Review the references [See list above].
3. Get to know the unit
 - a. Identify the common nurse-led or nurse-intensive processes
 - b. Identify nurse-sensitive indicators
4. Attend the QI orientation and short training

Task #1: APPRAISING EVIDENCE FOR NURSING PRACTICE

Procedure:

Timeframe: 6 hours (2 hours per journal appraisal)

Among the journals you are using for your Nursing Care Plan development, choose one (1) PER WEEK and appraise the said paper.

Considering the identified priority needs of your assigned patient/s, staff, and/or unit...

1. Select a research publication meeting the following criteria:
 - Published within the last five (5) years
 - Form a peer-reviewed journal
 - Primary research, research synthesis (SR, MA), or Guideline
2. Critically appraise the publication using either Joanna Briggs Institute (JBI) or Critical Appraisal Skills Program (CASP) critical appraisal tool depending on the study design
3. Once appraised, answer the following guide questions:
 - How will you apply the findings of the study/ies to your...
 - i. Patient/s
 - ii. Nursing Staff
 - iii. Unit

You may include the implications to the staff and unit practices if the intervention is patient-directed.
 - What modifications will you do to implement this given your PGH context?
 - Please answer the following questions to describe the interventions' acceptability, feasibility, and appropriateness to your patient, staff, and unit.
 - i. How acceptable would this intervention be to the unit, staff, and patient/family?
 - ii. Do you think implementing this intervention is feasible given the context of your patient and/or unit? Explain.
 - iii. Is this intervention appropriate for your patient and their family in terms of their culture, socio-economic status, gender, and belief system?
 - How will you know if your therapy/intervention is effective?

Materials:

CASP Critical Appraisal Skills Program Tools [\[Site\]](#)

Joanna Briggs Institute (JBI) Critical Appraisal Tools [\[Site\]](#)

Evaluation:

This output will be part of your portfolio and evaluated using the *Performance Evaluation Checklist for Primary, Staff, and Head Nursing*.

Task #2: DEVELOPING YOUR QUALITY IMPROVEMENT PLAN
Task #3: PRESENTING YOUR QUALITY IMPROVEMENT PROPOSAL

Procedure:

Timeframe: 34 hours

(4 hours faculty-led activity; 8 hours synchronous faculty-guided group activities; 18 hours independent group activities; 4 hours QI conference)

Attend:

Basics of Quality Improvement

Module 1: Fundamentals of Healthcare Improvement

Module 2: Basic Improvement Methodology

Module 3: Testing and Measuring Changes

Module 4: Essential Quality Improvement Tools

Reporting your QI Project

Read/Watch:

1. The QI Project Charter (Handout) and [video](#)
2. The PDSA Worksheet (Handout)
3. The Project Planning Form
4. Explanations for toolkit contents
 - a. Handouts
 - b. Video on [Pareto Analysis](#)
 - c. Video on [Cause and Effect](#)
5. Standards of Quality Improvement Reporting Excellence ([SQuiRE](#)) 2.0 and [checklist](#)

Perform:

Week	Tasks	Methodology	Expected Outputs
DEVELOPING YOUR QUALITY IMPROVEMENT PLAN			
1	Get to know the unit. Familiarize yourself with the common processes in the unit where nurses are heavily involved. These can include: <ul style="list-style-type: none"> • Medication administration • Admission/Discharge • Procurement of medications Inquire about the nurse- and nursing care sensitive indicators used by the unit management to assess quality and safety of patient care. <ul style="list-style-type: none"> • No. of errors/near misses/adverse events • Prevalence of HCAI, pressure sores, VAP, etc. • Nurse Turnover rate or absences 	Observation Key Informant Interview ‘Marites Phase’	List of common processes and indicators

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Week	Tasks	Methodology	Expected Outputs
2	Participate in the “Overview of Quality Improvement” activity <ol style="list-style-type: none"> 1. Fundamentals of Healthcare Improvement 2. Basic Improvement Methodology 3. Testing and Measuring Changes 4. Essential Quality Improvement Tools <p><i>Individual Work:</i> Personal Improvement Project Worksheet</p>	Large group lecture Brainstorming	
	<i>Group Work 1:</i> <i>What are we trying to accomplish?</i> Tools: <ul style="list-style-type: none"> - Flowchart (Process Flow) - Cause-and-Effect Diagram 	Accomplish the tools	Draft QI Project Charter Identify the priority issues
3	<i>Group Work 2:</i> <i>How will we know that a change is an improvement?</i> <ul style="list-style-type: none"> - Setting the measures (outcome, process, balancing) Tools: <ul style="list-style-type: none"> - Driver Diagram - Project Charter 	Accomplish the tools	Complete the ‘Project Charter’
	<i>Group Work 3:</i> <i>What change can we make that will result in improvement?</i> <ul style="list-style-type: none"> - Determine small tests of change to implement/propose Tool: PDSA Worksheet	Brainstorming of small tests of change specifics	Complete the ‘PDSA Worksheet’
4	<i>Group Work 4:</i> Refine the PDSA <ul style="list-style-type: none"> - Determine small tests of change to implement/propose Tool: Project Planning Form		Accomplish the ‘Project Planning Form’
	<i>Group Work 5:</i> Run a PDSA Cycle Test the accuracy and feasibility of the set measures	Update the ‘PDSA Worksheet’	Finalize the following: Charter PDSA Planning Form
PRESENTING YOUR QUALITY IMPROVEMENT PROPOSAL			
8	Submit a QI Project proposal following the SQiRE 2.0 guidelines	SQulRE 2.0	SQulRE 2.0-compliant proposal
	Deliver a 15-minute oral presentation of the proposed project in a QI conference	Oral Presentation	

Evaluation:

Your QI project will account for 10% of your course grade. This will be based on the following rubrics:

1. Peer Evaluation Rubric (applies for development, presentation, and writing)
2. Oral Presentation Rubric
3. QI Proposal/Written Report Rubric [Based on the SQUIRE Checklist]

QI Proposal/Written Report Rubric

Quality Improvement Project Proposal components and description		Please reflect your agreement to the degree to which the QI project proposal components are reflected in the submission.				Comments
		Strongly Agree	Agree	Disagree	Strongly Disagree	
Title (4)	Clearly states that the proposal is about an initiative to improve healthcare (broadly defined to include the quality, safety, effectiveness, patient-centeredness, timeliness, cost, efficiency, and equity of healthcare) and identifies either the outcome/target or the initiative used	4	3	2	1	
Abstract (4)	The abstract (200-250 words) summarizes all key information from various sections of the text with the following: background, local problem, methods, interventions, results, conclusions. It provides adequate information to aid in searching and indexing (key words).	4	3	2	1	
Introduction (16)	<i>Why did you start?</i>					
Problem Description	This <u>contextualizes the proposed project in terms of its nature and explains the significance of the local problem.</u>	4	3	2	1	
Available knowledge	The section <u>synthesizes the current available evidence</u> about the problem and relevant recent studies.	4	3	2	1	
Rationale	It discusses the <u>rationale for the project</u> including informal or formal frameworks, models, concepts, and/or theories used to explain the problem, any reasons or assumptions that were used to develop the intervention(s), and reasons why the intervention(s) was expected to work.	4	3	2	1	
Aims	It also <u>identifies the specific aims</u> , including the purpose of the project and the written report.	4	3	2	1	
Methods (24)	<i>What did you do?</i>					

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Quality Improvement Project Proposal components and description		Please reflect your agreement to the degree to which the QI project proposal components are reflected in the submission.				Comments
		Strongly Agree	Agree	Disagree	Strongly Disagree	
Context	This section describes in detail that contextual elements considered important at the outset of introducing the intervention(s). This should provide a description of the environment, resources, and healthcare scenario.	4	3	2	1	
Intervention	The section should be written so that others can replicate the initiative. Complete description of an intervention includes its inputs, internal activities, and outputs (in the form of a logic model, for example), and the mechanism(s) by which these components are expected to produce changes in a system's performance. This also includes the specifics of the team needed to implement the initiative.	4	3	2	1	
Study of the Interventions	This described the approach chosen for assessing the impact of the intervention(s) and the approach used to establish whether the observed outcomes were due to the intervention(s).	4	3	2	1	
Proposed Measures	The proposed measures need to describe the set measures for the proposed initiative (outcome, process, balancing). These include: <ol style="list-style-type: none"> 1. Measures chosen for studying processes and outcomes of the intervention(s), including rationale for choosing them, their operational definitions, and their validity and reliability 2. Description of the approach to the ongoing assessment of contextual elements that contributed to the success, failure, efficiency, and cost 	4	3	2	1	

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Quality Improvement Project Proposal components and description		Please reflect your agreement to the degree to which the QI project proposal components are reflected in the submission.				Comments
		Strongly Agree	Agree	Disagree	Strongly Disagree	
	3. Methods for assessing completeness and accuracy of data					
Planned Analysis	<p>Unlike research that emphasize statistical analysis and significance, the planned analysis to determine improvement need to describe the...</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative methods used to draw <i>inferences</i> from the data (Tools) 2. Methods for understanding variation within the data, including the effects of time as a variable (basis for interpretation) 	4	3	2	1	
Ethical Considerations	Explains the ethical aspects of implementing and studying the intervention(s) and how they can be addressed, including, but not limited to, formal ethics review and potential conflict(s) of interest	4	3	2	1	
Next Steps (8)	<p>The section describes the timeline, resources, and mechanisms for implementing the test of change based on the <i>Project Planning Form</i>.</p> <p>This needs to discuss the initiative's feasibility and acceptability to attain stakeholder buy-in.</p>	8	6	4	2	
Writing Mechanics (4)	<p>No major issues in the use of the English language in terms of grammar, spelling, and composition.</p> <p><u>Maximum of 2500 words</u> for the body of the proposal.</p>	4	3	2	1	
Referencing (4)	Correct use of in-text citation and referencing based on APA (2020).	4	3	2	1	

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Quality Improvement Project Proposal components and description		Please reflect your agreement to the degree to which the QI project proposal components are reflected in the submission.				Comments
		Strongly Agree	Agree	Disagree	Strongly Disagree	
TOTAL RATING	Total scores divided by 64 * 100 = %					
Over-all Comments:						

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Oral Presentation Rubric

Criteria	Per Item Credit			Total Points
	Full Point	Half Point	No Point	
Topic description and significance	Gave a thorough description of the problem/issue and able to discuss its significance to the nursing practice.	Gave an acceptable description of the problem/issue and able to discuss its significance to the nursing practice.	Gave a limited description of the problem/issue and able to discuss its significance to the nursing practice.	[20]
Problem description and Context	Presented a critical review of relevant evidence showing: <ol style="list-style-type: none"> 1. Practice gap, 2. Context of the problem; and 3. A substantive synthesis of evidence on the potential of the initiative/project to address the gap. 	Presented a critical review of relevant evidence showing: <ol style="list-style-type: none"> 1. Practice gap, AND/OR 2. Context of the problem; OR 3. A substantive synthesis of evidence on the potential of the initiative/project to address the gap. 	Presented review of relevant evidence poorly.	[20]
Methodology	Presented appropriate methodology (measures) to address identified practice gap with extensive explanation and justification for the proposed approach and plan.	Presented methodology (measures) to address identified practice gap with some explanation or justification for the proposed approach and plan.	Presented incomplete methodology (measures) to address the identified practice gap with inadequate explanation or justification for the proposed approach and plan.	[20]
Presentation	Excellent presentation demonstrated by: <ol style="list-style-type: none"> 1. Clear and systematic presentation of materials 2. Excellent use of audiovisual platform. 3. Correct use of language, format, and referencing. 	Acceptable presentation demonstrated by at least 2 of the following: <ol style="list-style-type: none"> 1. Clear and systematic presentation of materials 2. Good use of audiovisual platform. 3. Correct use of language, format, and referencing. 	Poor presentation and use AV materials, with issues in language use, format, and referencing.	[20]

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Criteria	Per Item Credit			Total Points
	Full Point	Half Point	No Point	
Professionalism and idea exchange	Conducted self in a professional manner and adequately addressed questions.	Conducted self in a professional manner but had issues in addressing questions.	Demonstrated unprofessional behavior during presentation and unable to address questions posed.	[20]
Total				[100]
Remarks:				

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Peer Evaluation Rubric

CRITERIA	BEHAVIOR	PERFECT SCORE
1. Participation in group discussions/activities		
1.1 Quantity	a. Assumes a fair share of group task	8
1.2 Quality	b. Shares many ideas with group	8
	c. Shares ideas which are always relevant/useful to group task	8
	d. Gives ideas based on theory/principles/experience	8
2. Initiating/contributing	e. Proposes new ideas for the group task or new procedures for accomplishing group tasks when indicated	8
	f. Clarifies the relationships of ideas/suggestions given	8
3. Interaction/behavior in the group	g. Offers compromise by admitting error/disciplining oneself	6
	h. Listens to others	6
	i. Provides constructive feedback	
4. Attitude towards members	j. Tries to reconcile disagreements or relieves tensions in conflict situations	6
	k. Praises/accepts contribution of others	6
5. Punctuality	l. Attends group sessions	6
6. Group Output	m. Fully accomplishes task assigned by leader	8
	n. Completes assigned task within deadline	8
	o. Properly delivers the oral report	6
TOTAL		100

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