

## Lesson 1

### Lesson 1: The Three Forms of Inquiry Overview

<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Describe the core components of EBP, QI, and Research</li> <li>2. Explain the similarities and differences between the 3 forms of inquiry and when to use them</li> <li>3. Identify the correct type of inquiry from project examples</li> </ol>
<b>Lecture Time (approximate)</b>	7 minutes
<b>Delivery Method</b>	Option 1: In-Person Lecture: PPT with and without narration Option 2: Johns Hopkins Evidence-Based Practice Series (Module 2: Practice Problem, Question and Project Planning)*
<b>Optional Activities</b>	<ol style="list-style-type: none"> <li>1. <a href="#">“Name that Inquiry”</a> Game</li> <li>2. <a href="#">“One Scenario, Three Forms of Inquiry”</a> Activity</li> </ol>
<b>Textbook Reading</b>	Chapter 4
<b>Tool (Appendix)</b>	N/A
<b>Resources</b>	Center for Nursing Inquiry Resources: <ol style="list-style-type: none"> <li>1. Podcast Episode 4: <a href="#">Three Forms of Inquiry</a></li> <li>2. Video: <a href="#">Is my Project EBP, QI or Research?</a></li> <li>3. Handout: <a href="#">Differentiating the Three Forms of Inquiry</a></li> </ol>
<b>Case Study Deliverable</b>	N/A
<b>Activity Deliverable</b>	Name that Inquiry Game

\*If purchased by your organization

*Textbook: Dang, D., Dearholt, S., Bissett, K., Ascenzi, J., & Whalen, M. (2022). Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines. 4th ed. Sigma Theta Tau International*

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### INSTRUCTIONS: Name That Inquiry Game

<b>Needed Resources</b>	<ul style="list-style-type: none"> <li>• PPT slides “Lesson 1: Three Forms of Inquiry” (slides 20-30)</li> <li>• Whiteboards, markers, erasers or blank paper for each group</li> <li>• Prizes (optional)</li> </ul>
<b>Purpose</b>	<p>To gain a better understanding of the differences between EBP, QI and research in real-life case scenarios, including the rationale for each designation.</p>
<b>Directions</b>	<ol style="list-style-type: none"> <li>1. Divide the group into smaller teams</li> <li>2. Give each team a whiteboard and supplies or blank paper</li> <li>3. Display the first PPT slide scenario</li> <li>4. Give teams 30-60 seconds to identify the type of inquiry and write in on their whiteboard</li> <li>5. When time is up, each team should hold up their white board to display their answer</li> <li>6. Advance the PPT slide to display the correct answer</li> <li>7. Correct answers are worth 1 point. Each team should keep their own score</li> <li>8. The educator should facilitate a discussion on the rationale for each type of inquiry</li> <li>9. Continue steps 3-8 for each scenario</li> </ol>
<b>Options</b>	<p>The educator or presenter can review scenarios ahead of time and assign points value based on difficulty. For example, “This scenario is worth 5 points”</p>
<b>Time</b>	<p>10 minutes, 30-60 seconds per scenario with additional time to explain the rationale</p>

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### INSTRUCTIONS: One Scenario, Three Forms of Inquiry Activity

<b>Needed Resources</b>	Print Scenario Worksheets (1 for each team)
<b>Purpose</b>	To practice thinking through the various directions a single idea can take and how these could take the form of one of the three forms of inquiry.
<b>Directions</b>	<ol style="list-style-type: none"> <li>1. Divide the group into smaller teams (3-6 people)</li> <li>2. Assign each group a different scenario</li> <li>3. Ask each to evaluate their scenario and brainstorm how their given problem could potentially be an EBP question, a QI project, or a research study. Clarify that the scenarios are brief and they are welcome to use their imaginations to fill in the gaps</li> <li>4. Have each group record their answers and report to the whole group</li> </ol>
<b>Options</b>	Complete as a group or have different groups do the same scenario and compare answers
<b>Time</b>	10 minutes for work time, 2-3 minutes for each group to report-out

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### One Scenario, Three Forms of Inquiry Worksheet

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 1: Patient transport from your unit to MRI is inconsistent and burdensome. How could this be a...

#### EBP Question

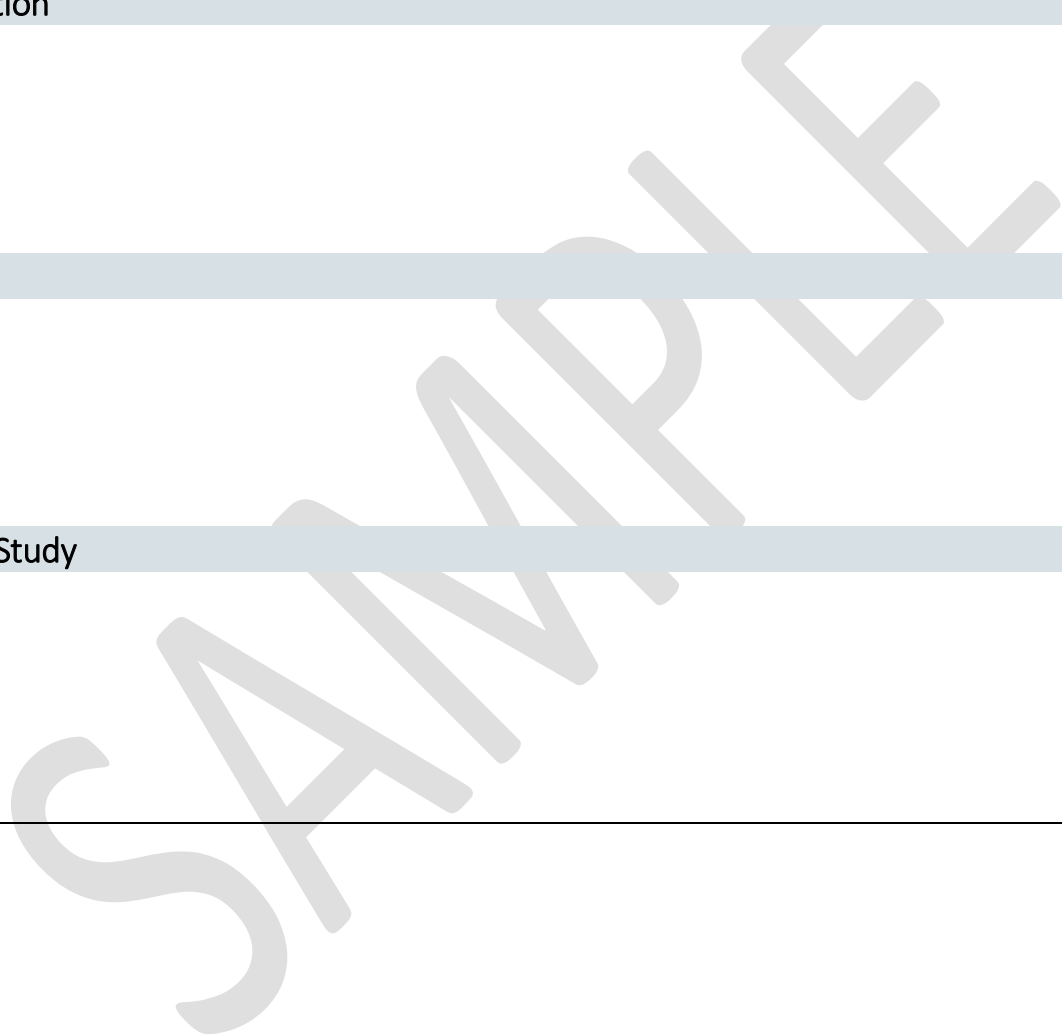
Blank space for EBP Question

#### QI Project

Blank space for QI Project

#### Research Study

Blank space for Research Study



## Lesson 1

### One Scenario, Three Forms of Inquiry

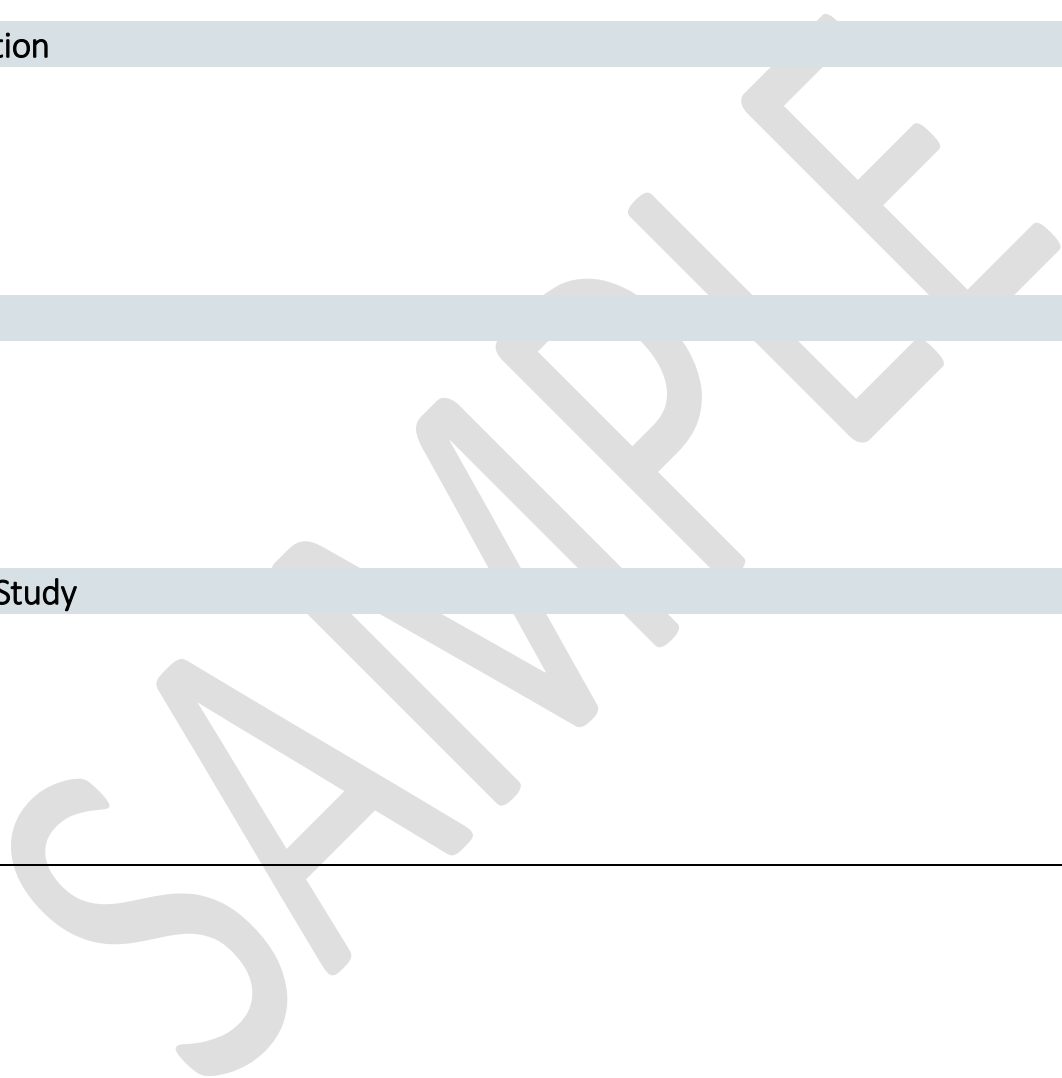
Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 2: A recent chart audit revealed patients on your unit are not receiving their subcutaneous heparin on time. How could this be a...

EBP Question

QI Project

Research Study



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### One Scenario, Three Forms of Inquiry

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 3: As a charge nurse, you have received multiple complaints about unfair patient assignments. Some are heavy, while others are very light. How could this be a...

#### EBP Question

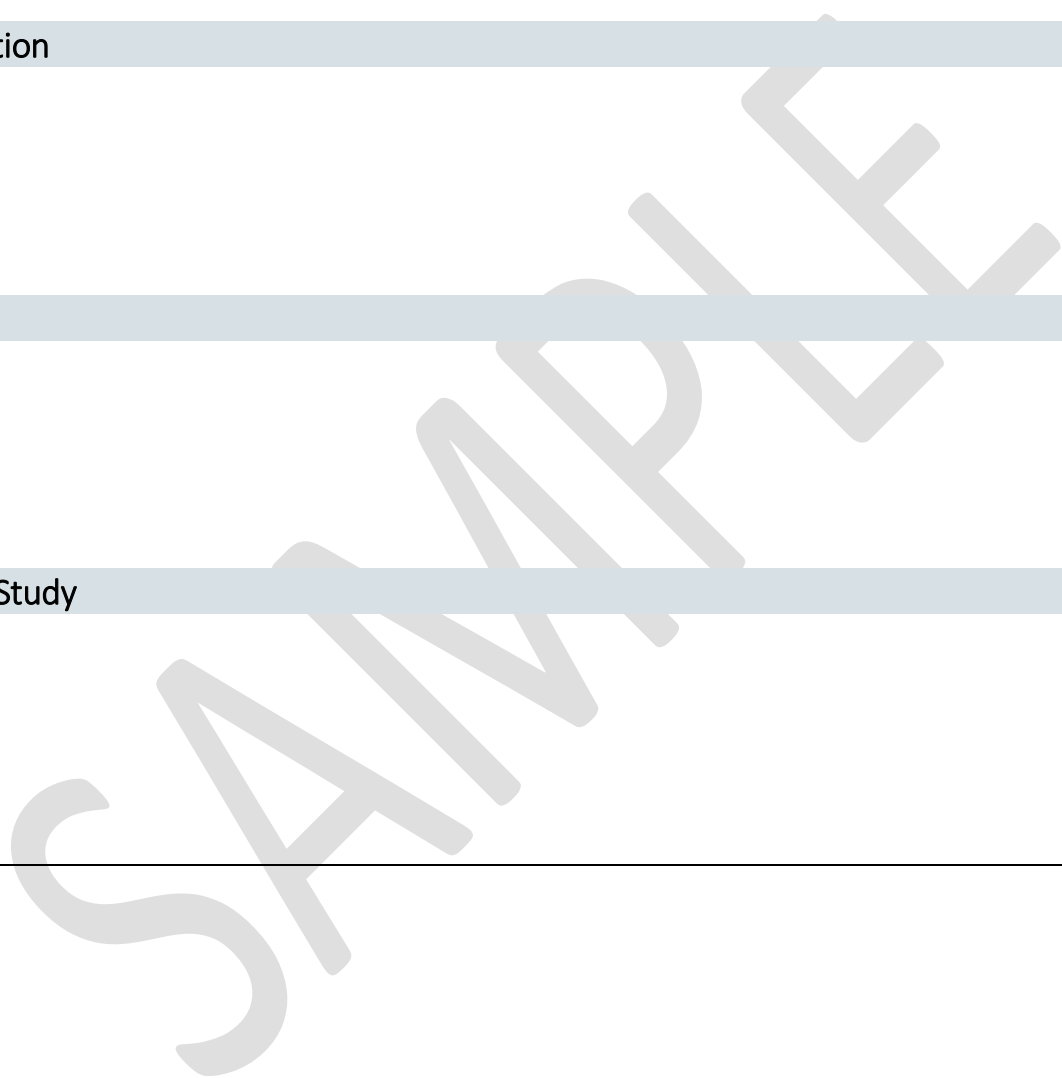
Blank area for EBP Question response.

#### QI Project

Blank area for QI Project response.

#### Research Study

Blank area for Research Study response.



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### One Scenario, Three Forms of Inquiry

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 4: You have been receiving a lot of emails recently about supplies being out of stock. This has meant using new supplies for the same procedures. How could this be a...

#### EBP Question

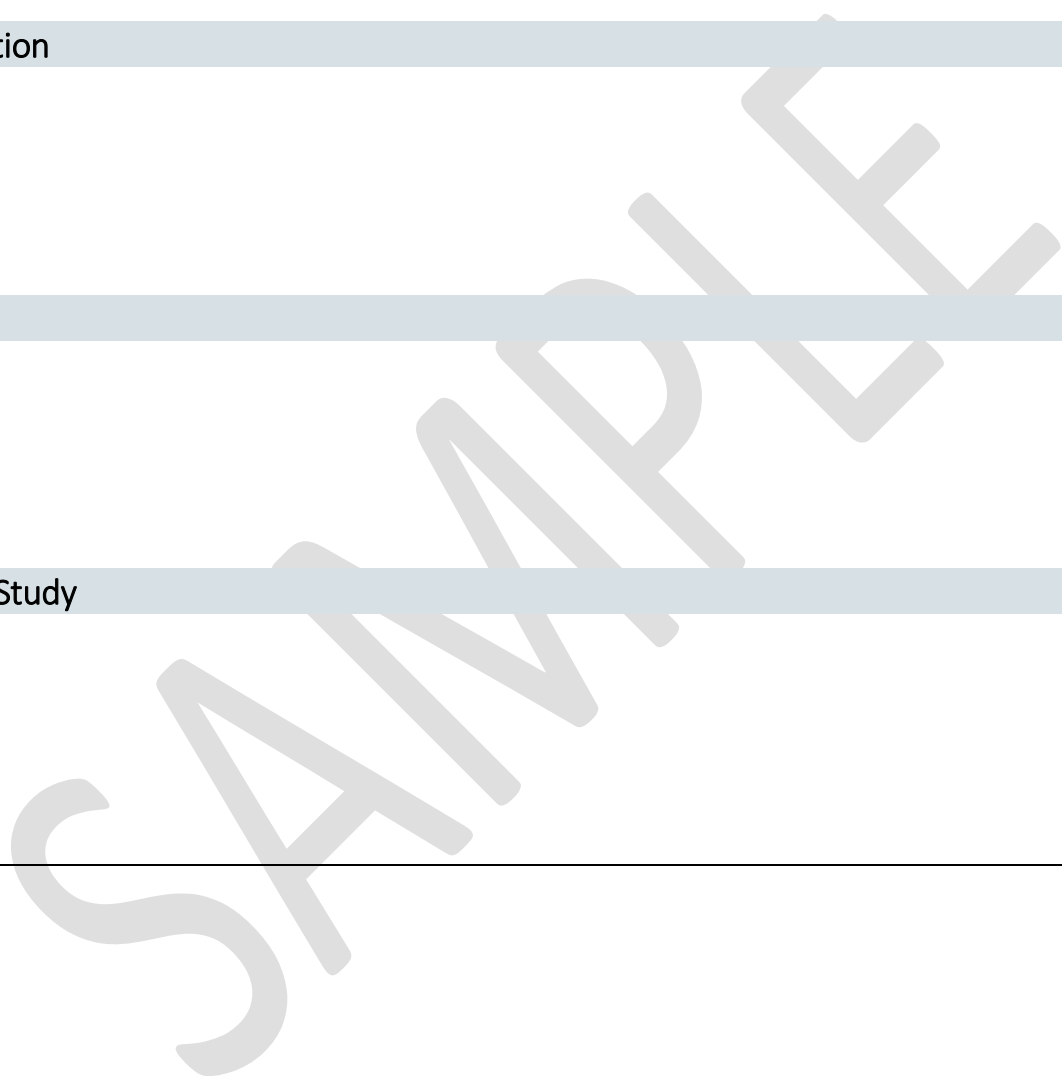
Blank area for writing an EBP question.

#### QI Project

Blank area for writing a QI project description.

#### Research Study

Blank area for writing a research study description.



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### One Scenario, Three Forms of Inquiry

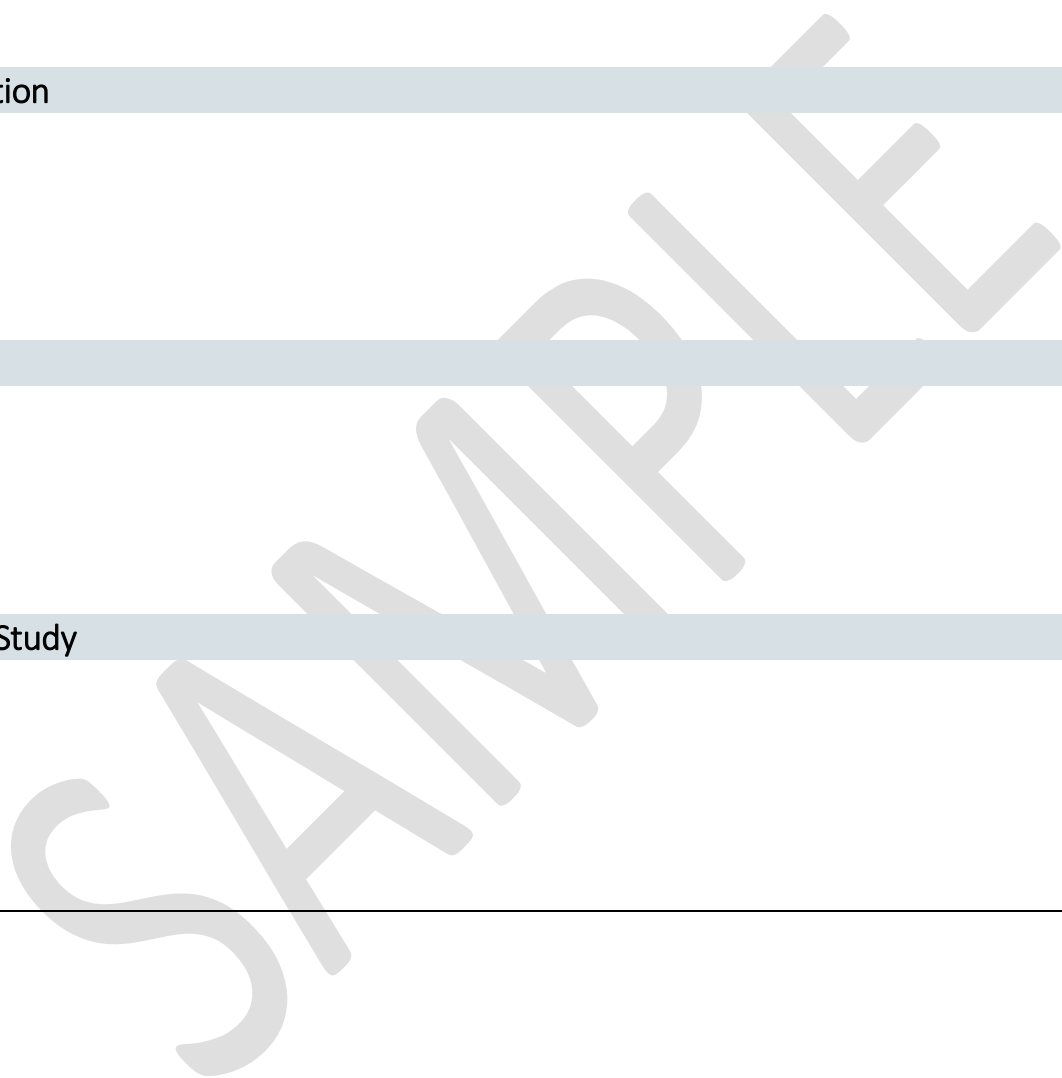
Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 5: As the intake nurse for patients presenting to L&D, you recently had a bad experience when a patient was very sick, yet not prioritized appropriately. How could this be a...

EBP Question

QI Project

Research Study





**Lesson 1****ANSWER KEY: One Scenario, Three Forms of Inquiry Worksheet**

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 1: Patient transport from your unit to MRI is inconsistent and burdensome. How could this be a...

**EBP Question**

- **Background Example:** *What are best practices to ensure timely transport of hospitalized adults for diagnostic imaging to reduce the time between the time the order is placed and when it is completed?*
- **Foreground Example:** *According to the available literature, what is the impact of a dedicated transport nurse, as compared to traditional patient transport workflows, on MRI wait times for adult inpatients?*

**QI Project**

- *Decreasing delays in patient transport to MRI in an adult inpatient department.*
- *Increasing patient satisfaction in obtaining timely diagnostic imaging.*

**Research Study**

- *What is the impact of a novel artificial intelligence program for prioritization of patient transport to MRI wait times?*
- *How do nurses feel delays in the transport of patients to diagnostic imaging impact their ability to perform care and their sense of autonomy?*

**Lesson 1****ANSWER KEY: One Scenario, Three Forms of Inquiry**

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 2: A recent chart audit revealed patients on your unit are not receiving their subcutaneous heparin on time. How could this be a...

**EBP Question**

- **Background Example:** *What are best practices to ensure adult inpatients receive prescribed subcutaneous heparin within one hour of the designated administration time?*
- **Foreground Example:** *According to the literature, what is the impact of a specific nurse education intervention on timeliness of subcutaneous heparin administration as compared to standard education?*

**QI Project**

- *Reducing delays in subcutaneous heparin administration through a streamlined workflow*

**Research Study**

- *What is the impact of missed subcutaneous heparin on hospital length of stay?*
- *What are patient perspectives on receiving subcutaneous medications?*

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### ANSWER KEY: One Scenario, Three Forms of Inquiry

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 3: As a charge nurse, you have received multiple complaints about unfair patient assignments. Some are heavy, while others are very light. How could this be a...

#### EBP Question

- **Background Example:** *What is the best available evidence on creating equitable nursing assignments on an adult inpatient unit as measured by a workload scale?*
- **Foreground Example:** *According to the literature, how does the implementation of an objective patient assignment scoring tool, as compared to a subjective assessment by charge nurse, affect nurse perceptions of workload?*

#### QI Project

- *Improving staff satisfaction through a patient assignment algorithm*

#### Research Study

- *How does the use of machine learning to generate patient assignments affect nurses as measured by a burnout scale?*
- *What are perceived barriers and facilitators to implementing a standard patient assignment tool in an acute care unit?*

**Lesson 1****ANSWER KEY: One Scenario, Three Forms of Inquiry**

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 4: You have been receiving a lot of emails recently about supplies being out of stock. This has meant using new supplies for the same procedures. How could this be a...

**EBP Question**

- **Background Example:** *What are best practices to reduce adverse safety events when implementing second-line supplies in the hospital setting?*
- **Foreground Example:** *According to the literature, does the use of real-time education reduce safety events on second-line supplies, as compared to standard education bundles in the hospital setting?*

**QI Project**

- *Reducing use of low-stock supplies in the OR Improving communication regarding supply conservation efforts in the hospital setting*

**Research Study**

- *Can nurses place various designs of peripheral IV catheters without increasing number of placement attempts?*
- *What is the psychological impact of supply disruptions on inpatient hospital staff?*

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### ANSWER KEY: One Scenario, Three Forms of Inquiry

Given the clinical problem in the provided scenario, brainstorm how this may take the shape of an EBP, QI or research project.

Scenario 5: As the intake nurse for patients presenting to L&D, you recently had a bad experience when a patient was very sick, yet not prioritized appropriately. How could this be a...

#### EBP Question

- **Background Example:** *What are best practices to triage labor and delivery patients to avoid adverse safety events?*
- **Foreground Example:** *According to the literature, what is the impact of triage simulations of labor and delivery patients, as opposed to traditional nursing education, on adverse safety events?*

#### QI Project

- *Streamlining the labor and delivery triage process*
- *Improving nurse level of knowledge of emergency conditions to be identified in triage*

#### Research Study

- *Can a novel triage scale reduce critical safety events among patients presenting to labor and delivery?*
- *What is the impact of witnessing adverse events in labor and delivery on nurse well-being?*

## Lesson 1

## Differentiating the Three Forms of Inquiry

	Quality Improvement	Research	Evidence-Based Practice
Starting Point	A gap in the performance of practice, process, or system	A gap in knowledge evidence	A gap in knowledge of the best available evidence
Method	Plan-Do-Study-Act (PDSA) Six Sigma Lean Principles	Scientific process	Practice question, evidence, translation (PET)
Outcome	Produces evidence for application at the local level (unit, department, organization)	Generates new knowledge for broad application	Synthesizes the best evidence for adoption in practice