Lesson 1

Lesson 1 Overview: The Three Forms of Inquiry

Objectives	Differentiate between the three forms of inquiry: Evidence-Based Practice (EBP), Quality Improvement (QI), and Research using real-world nursing scenarios
Lecture Time (approximate)	7 minutes
Delivery Method	Option 1: In-Person Lecture: PPT with and without narration Option 2*: Johns Hopkins Evidence-Based Practice Online Series (Module 1: Introduction to EBP)
Optional Activities	1. Name That Inquiry Game 2. Inquiry Makeover Activity
Johns Hopkins EBP Textbook Resource**	Chapter 2: The JHEBP Model Overview
Tool (Appendix)	N/A
Resources	1. Podcast: Three Forms of Inquiry 2. Video: Is my Project EBP, QI or Research? 3. Handout: Differentiating the Three Forms of Inquiry

*If purchased by your organization

**Textbook: Bissett, K., Ascenzi, J., & Whalen, M. (2025). Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines. 5th ed. Sigma Theta Tau International*

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Name That Inquiry Game: Facilitator Guide

Needed Resources	PPT slide deck titled: "Activity 1: Name that Inquiry Game" *Note: these slides can used independently or can be copy/pasted into the Lesson 1 PowerPoint slide deck.* • Paper-Based Option: Whiteboards and markers or plain paper and pens • Tech-Based Option: Quiz platform (e.g., Kahoot, Slido, Mentimeter), devices (shared or individual) with pre-loaded answer bank • Prizes (optional)
Purpose	To help participants distinguish between evidence-based practice (EBP), quality improvement (QI), and research using real-life scenarios. This activity builds understanding of each inquiry type and the reasoning behind its classification.
Directions	**Setup** 1. Introduce the activity and explain that the participants will need to determine if a given scenario is likely describing an EBP, QI, or research project. 2. Divide the group into small teams. **Instructions and Gameplay** 3. Display each slide and allow the team to respond using whiteboards or quiz platform. 4. Advance the PowerPoint deck to display the answer. 5. Review both the correct answer and the rationale for the answer. *Note: The rationale for the answer is a very important part of the learning process. Even with correct answers, review the justification for the answer before moving to the next scenario.* 6. Repeat to move through the entire PowerPoint presentation. **Debrief** 7. Conclude with a short debrief. Ask participants what was easy or difficult about the scenarios and how they may have seen similar issues or inquiry approaches in the clinical setting.
Options	• Educators can assign points to scenarios for a competitive approach. All scenarios can be the same number of points, or adjust based on difficulty. • Depending on the group size, participants can also respond individually
Time	10 minutes, 30-60 seconds per scenario with additional time to explain the rationale.

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Inquiry Makeover Activity: Facilitator Guide

Needed Resources	Printed or digital scenario worksheets (1 for each group)
Purpose	This activity helps participants understand how a single clinical issue can be explored differently through evidence-based practice, quality improvement, and research. The focus is on how each type of inquiry frames problems and generates questions, not on identifying definitions.
Directions	**Setup**

1. Begin with a brief introduction that reminds participants of the three forms of inquiry: evidence-based practice, quality improvement, and research. Explain that they will work in small groups to explore a clinical scenario using all three perspectives.
2. Assign one scenario to each group. If time allows, all groups can work on the same scenario.

Instructions and Activity

3. Ask each group to complete the following tasks:
   a. Write a clear problem statement for each form of inquiry.
   b. Write one guiding question for each that reflects how that form would explore the issue.

Note: The prompts are brief. Encourage participants to use information from their own settings, or creativity to build out the scenario to create detailed problem statements

4. Encourage groups to think critically about how the focus changes based on the type of inquiry. Use guiding prompts such as:
   - What kind of knowledge are you seeking?
   - Are you trying to improve a process?
   - Are you generating new knowledge?
   - Are you using existing evidence to guide decisions?

5. After the group work, invite each group to report out by sharing one of their problem statements or guiding questions. Encourage them to briefly explain how they approached the issue through the lens of evidence-based practice, quality improvement, or research.

Note The answer key has examples of possible responses, but this is not an exhaustive list. Participants may have other answers that are correct, given they are appropriate for the type of inquiry they are addressing.

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Options Time	**Debrief** Conclude with a short debrief. Ask participants what felt natural or challenging and how this thinking could help them in real-world practice. Complete as a group or have different groups do the same scenario and compare answers. Introduction and setup: 5 minutes 　　Group work: 15 minutes 　　Group sharing and debrief: 10 minutes 　　Total activity time: 30 minutes

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Inquiry Makeover Activity: Answer Key

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

Evidence-Based Practice

What is the problem?

Describe the clinical issue in terms of a gap in knowledge or inconsistent practice.

There is an inconsistent and delayed process for transporting patients to MRI, leading to missed appointments, prolonged wait times, and delays in diagnosis or discharge. There is no standard practice guiding how to ensure timely transport.

What is your guiding question?

This should be a question that can be answered using existing evidence.

Broad question: Among hospitalized patients requiring MRI, what are best practices for timely transport?

Intervention question: According to the evidence, among hospitalized patients requiring MRI, what is the impact of designated transport teams on transport times?

Quality Improvement

What is the problem?

Describe the issue as a process or system problem that affects outcomes.

The process for transporting patients to MRI is inefficient, leading to workflow disruptions and patient dissatisfaction.

What is your guiding question?

This should focus on improving a workflow, reducing variation, or testing a small change.

How can we improve workflows to decrease delays in patient transport to MRI in an adult inpatient department?

Research

What is the problem?

Describe the issue in terms of a gap in knowledge or need for discovery.

There is limited evidence on how emerging technologies could improve transport prioritization or how transport delays affect nurses' workflow and autonomy.

What is your guiding question?

This should be a question that generates new knowledge and would require formal study design and IRB approval.

What is the impact of a novel artificial intelligence program for prioritizing patient transport on MRI wait times?

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Inquiry Makeover Activity: Answer Key

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

Evidence-Based Practice
What is the problem?
Describe the clinical issue in terms of a gap in knowledge or inconsistent practice.
Nurses are not consistently administering subcutaneous heparin within the recommended time window, and we are unsure if current unit practices are aligned with evidence-based standards.

What is your guiding question?
This should be a question that can be answered using existing evidence.
Broad question: Among adult inpatients requiring subcutaneous heparin, what are best practices for on-time administration?
Intervention question: According to the evidence, among adult inpatients requiring subcutaneous heparin, what is the impact of electronic health record alerts on administration times?

Quality Improvement
What is the problem?
Describe the issue as a process or system problem that affects outcomes.
Delays in subcutaneous heparin administration are occurring due to workflow inefficiencies and lack of timely medication access, which could impact patient safety.

What is your guiding question?
This should focus on improving a workflow, reducing variation, or testing a small change.
How can we reduce delays in subcutaneous heparin administration through a streamlined workflow?

Research
What is the problem?
Describe the issue in terms of a gap in knowledge or need for discovery.
There is limited evidence on the long-term outcomes associated with delayed subcutaneous heparin administration and little understanding of patients' experiences with this route of medication delivery.

What is your guiding question?
This should be a question that generates new knowledge and would require formal study design and IRB approval.
What are patient perspectives on receiving subcutaneous medications?
What is the effect of delayed subcutaneous heparin administration on long term quality of life indicators?

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Inquiry Makeover Activity: Answer Key

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 issue be explored through...

Evidence-Based Practice

What is the problem?

Describe the clinical issue in terms of a gap in knowledge or inconsistent practice.

> *There is inconsistency in how patient assignments are made, with no standardized method to ensure fairness or balance. Current practices rely heavily on subjective judgment, and nurses perceive assignments as inequitable, which may affect job satisfaction and patient care.*

What is your guiding question?

This should be a question that can be answered using existing evidence.

> *Broad question: In the hospital setting, what are best strategies for creating equitable nursing assignment?*

> *Intervention question: According to the literature, in the hospital setting, what is the impact of an objective patient assignment scoring tool, as compared to subjective assessment by charge nurse, on nurse perceptions of workload?*

Quality Improvement

What is the problem?

Describe the issue as a process or system problem that affects outcomes.

> *The current approach to assigning patients lacks structure and a formalized process, contributing to dissatisfaction among staff and perceived unfairness in workloads.*

What is your guiding question?

This should focus on improving a workflow, reducing variation, or testing a small change.

> *How can we improve staff satisfaction with patient assignments through the implementation of an evidence-based standardized assignment algorithm?*

Research

What is the problem?

Describe the issue in terms of a gap in knowledge or need for discovery.

> *There is little evidence on how advanced technologies like machine learning can be used to make nursing assignments and how these affect workload and nurse satisfaction.*

What is your guiding question?

This should be a question that generates new knowledge and would require formal study design and IRB approval.

> *How does the use of machine learning to generate patient assignments affect nurses as measured by a burnout scale?*

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Inquiry Makeover Activity: Answer Key

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 issue be explored through…

Evidence-Based Practice

What is the problem?

Describe the clinical issue in terms of a gap in knowledge or inconsistent practice.

> *Nurses and other clinical staff are required to use substitute or second-line supplies without standardized guidance or training. This raises concerns about potential errors and patient safety, especially during high-risk or routine procedures.*

What is your guiding question?

This should be a question that can be answered using existing evidence.

> *Broad question: Among nurses in the hospital setting, what are best practices for substituting out-of-stock supplies?*

> *Intervention question: According to the literature, in the hospital setting, what is the impact of just-in-time education for nurses for newly available supplies on safety reports?*

Quality Improvement

What is the problem?

Describe the issue as a process or system problem that affects outcomes.

> *There is inconsistent communication and planning around supply shortages, leading to frequent use of low-stock items and inadequate awareness of available alternatives.*

What is your guiding question?

This should focus on improving a workflow, reducing variation, or testing a small change.

> *How can we improve communication and reduce use of low-stock supplies through coordinated supply conservation efforts?*

Research

What is the problem?

Describe the issue in terms of a gap in knowledge or need for discovery.

> *There is limited understanding of how repeated supply disruptions affect the psychological well-being of clinical staff or influence their ability to adapt safely to alternative products.*

What is your guiding question?

This should be a question that generates new knowledge and would require formal study design and IRB approval.

> *Can nurses place various styles of peripheral IV catheters without increasing number of placement attempts?*

> *What is the psychological impact of supply disruptions on hospital staff?*

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Inquiry Makeover Activity: Answer Key

<u>Scenario 5:</u> 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 issue be explored through……

Evidence-Based Practice

What is the problem?

Describe the clinical issue in terms of a gap in knowledge or inconsistent practice.

> *There are inconsistent triage practices for labor and delivery patients, leading to delays in recognizing high-risk cases. There is a knowledge gap in the best ways to prepare nurses to identify emergency conditions effectively during intake.*

What is your guiding question?

This should be a question that can be answered using existing evidence.

> *Broad question: Among labor and delivery nurses, what are best practices to recognize emergency conditions in triage?*

> *Intervention question: According to the literature, among labor and delivery nurses, what is the impact of simulation training on knowledge of emergency conditions?*

Quality Improvement

What is the problem?

Describe the issue as a process or system problem that affects outcomes.

> *The current triage workflow in labor and delivery is inconsistent, and nurses may lack timely support or clear criteria to escalate care for critically ill patients.*

What is your guiding question?

This should focus on improving a workflow, reducing variation, or testing a small change.

> *How can we streamline the labor and delivery triage process to improve nurse knowledge and identification of emergency conditions?*

Research

What is the problem?

Describe the issue in terms of a gap in knowledge or need for discovery.

> *There is limited evidence on the effectiveness of novel triage tools in L&D or on how witnessing adverse events affects the emotional well-being of nurses working in high-acuity maternal care.*

What is your guiding question?

This should be a question that generates new knowledge and would require formal study design and IRB approval.

> *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?*