

Mentoring across borders: Integration of Chinese nursing scholars into a graduate evidence- based practice project

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- Founded in 1906
 - 37 colleges, 62 departments
 - 2,256 faculty
 - 56,000 students from 144 different countries
- <http://www.jnu.edu.cn>

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The First Affiliated Hospital of Jinan University



- 2000-bed acute tertiary comprehensive hospital
 - Total 2437 staff including 1258 nursing staff
 - Average hospital stay: 7.5days
- <http://www.jd120.cn>



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Collaborative Relationship

- 30 year collaboration between SVSU and The First Affiliated Hospital of Jinan University



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History of Relationship between Saginaw Valley State University and Jinan University

- Clinical scholars since 1988 have come to SVSU to learn about nursing and Western health care in the US.
- These scholars have attended classes at the undergraduate and graduate level.
- Some of the scholars have taught courses in traditional Chinese Medicine.
- In return, groups of nursing students with SVSU faculty have gone to Jinan University to study traditional Chinese Medicine and nursing.
- The potential for involvement in EBP projects in many different ways evolved from this exchange process.

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State of EBP in China

- Barriers include:
 - Lack of autonomy and motivation to change nursing practice (Wang, et al., 2013)
 - Lack of available and/or accessible evidence; nurses lack of understanding about what EBP is (Gifford, et al., 2018)
 - Patient acceptance of non-traditional care (Chen, 2001)
 - System level barriers (Cheng, Feng and Hu, 2017)



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EBP Project Background

- Assignment in a graduate level EBP/research course
- Semester-long
- Began as a research utilization project and evolved into an EBP project using an inquiry approach and the Iowa model
- Focus on implementation
- Outcome is a EBP poster and presentation

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Link between EBP, inquiry learning, and ways of knowing

- What is EBP?
 - The integration of best research evidence with clinical expertise and patient values to facilitate clinical decision making (Sackett, Straus, Richardson, Rosenberg, & Hayes, 2000).
- Relationship between EBP and Inquiry Learning
 - EBP is an approach that enables clinicians to provide the highest quality of care to meet the multifaceted needs of patients through the use of best evidence just as inquiry-based learning is an approach or philosophy which teaches the knowledge, skills and attitudes for use of inquiry (collection/evaluation/use of best evidence) to explore the contextually rich environment and answer practice questions.



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Project Background

- Students identify practice interventions/issues they would like summarized in an EBP presentation.
- Usually issues are related to the their identified research phenomenon.
- Recommendations based not only on effectiveness but appropriateness and feasibility.

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Chinese Scholars

- Applicability of topic in China
- Comparison of search for evidence
- Evaluation of evidence
- Recommendation
- Feasibility of implementation

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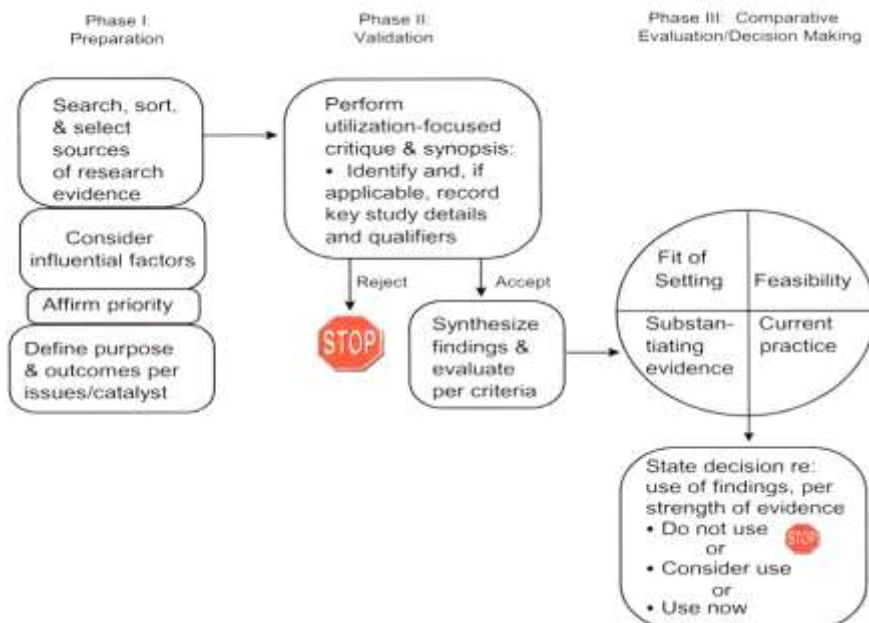
Importance of Context in EBP

- Patient expectations/values
- Provider expectations/values
- Ability and willingness to change
- Systems barriers and facilitators



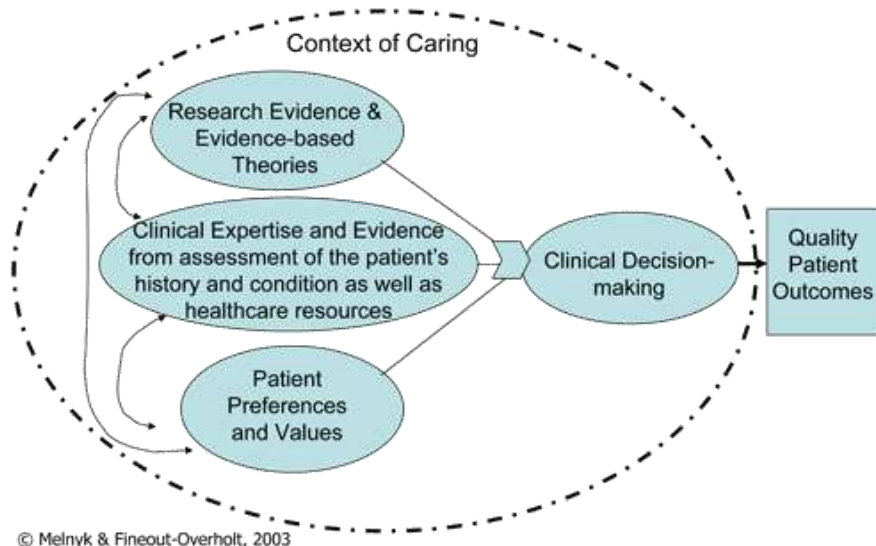
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Stetler Model

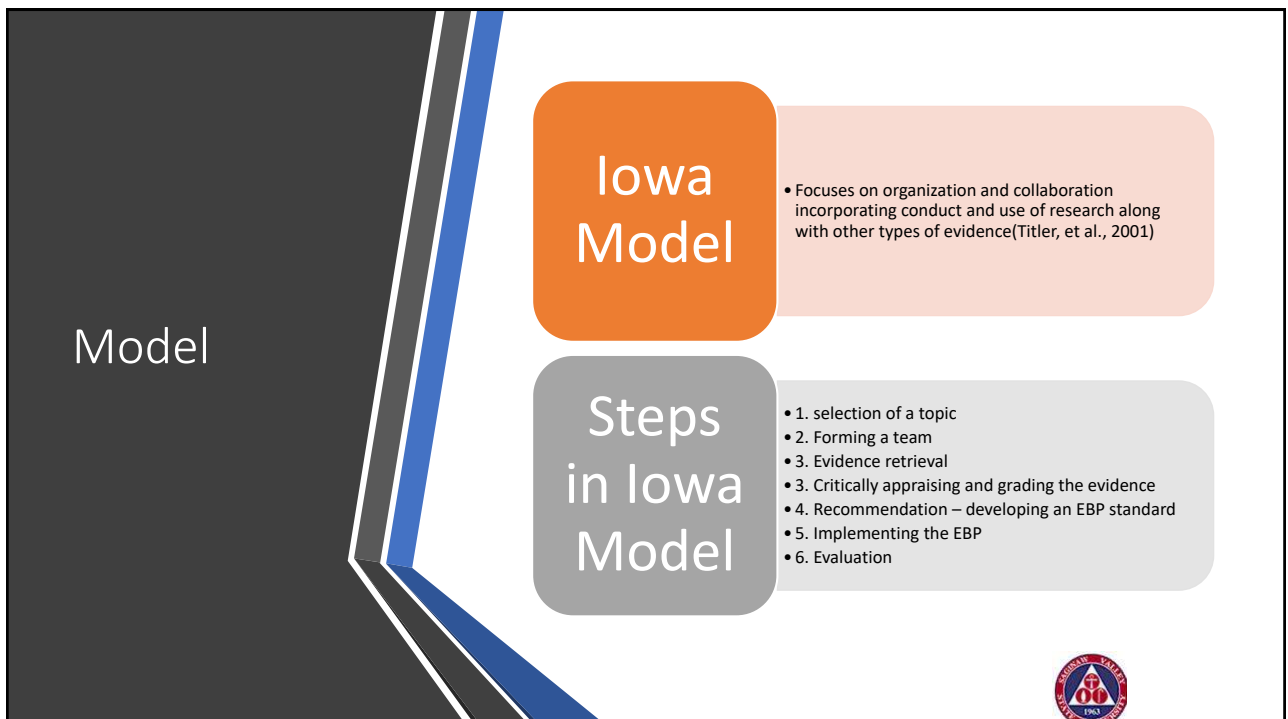


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The Merging of Science and Art: EBP within a Context of Caring Results in the Highest Quality of Patient Care



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Involvement of Chinese Scholars in EBP Project

1. Selection of a topic
 - Applicability and significance of topic in China
2. Forming a team
 - Comparison of team membership in US and China
3. Evidence retrieval
 - Comparison of search strategies
 - Interpretation of international evidence
3. Critically appraising and grading the evidence
 - Comparison of evidence appraisal and grading
4. Recommendation – developing an EBP standard
 - Comparing recommendation internationally
5. Implementing the EBP
 - Implementation strategies comparison
6. Evaluation
 - Comparison of evaluation of implementation



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Examples

- Umbilical cord clamping
- Breast cancer survivor support
- Advanced directives
- Diabetic education
- Hand hygiene compliance
- Nonpharmacological chronic pain management
- Interventions for childhood obesity



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Outcomes

Inquiry into
problem/intervention

Learning about EBP process

Diverse views through
entire process

Focus on context

Positive feedback from
students and Chinese
scholars

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Feedback from Students

- “After doing this project it is easier for me to see how my research topic is related my nursing practice.”
- “We are actually making some changes at our agency that came from the results of my project.”
- “This helped me understand the importance of critiquing the research and not just discussing the results.”
- “I think the most important thing I learned from this project is how to synthesize all the research related to a problem or intervention.”
- “It made me realize that you need to consider other things besides just research when deciding to use an intervention.”
- “Getting the viewpoint from someone from another culture was valuable.”
- “It was like having a new set of eyes.”

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What We've Learned

- More similarities than differences
- Sharing information is mutually beneficial
- Importance of context in EBP implementation



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