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**Community College Health Centers: Using Evidence-Based Practice to Support Your Mission**

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**Evidence-Based Practice: Barriers**

- ▶ Time
- ▶ Access to research
- ▶ Lack of confidence
- ▶ Limited interest in the scientific process
- ▶ Lack of authority to make changes based on research
- ▶ Lack of support

Pravkoff, D. S., Tanner, A. B., & Pierce, S. T. (2005). Readiness of U.S. nurses for evidence-based practice. *American Journal of Nursing, 105*(9), 40-51

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**Objectives**

- ▶ Define evidence-based practice as it relates to college health services.
- ▶ Identify external sources for data. Discuss internal sources for data relevant to health care services on the individual community college campus.
- ▶ Describe how benchmarking is used in building objectives related to the mission of the campus.

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“Because we’ve always done it that way”

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**Evidence-Based Practice**

- ▶ Why?

**Mission**

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**Refresher**

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- Evidence-Based Practice**
- ▶ Step 1: Formulating a well-built question
  - ▶ Step 2: Identifying articles and other evidence-based resources that answer the question
  - ▶ Step 3: Critically appraising the evidence to assess its validity
  - ▶ Step 4: Applying the evidence
  - ▶ Step 5: Evaluating

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**Evidence-Based Practice**

▶ "...evidence based practice should give the clinician the tools to help her/him enhance clinical effectiveness and affect the delivery of healthcare based on the integration of research, clinical guidelines and outcomes assessments into clinical practice."

DeBourgh, G. A. (2001). Champions for evidence-based practice: a critical role for advanced practice nurses. AACN Clinical Issues: Advanced Practice in Acute & Critical Care, 12(4), 491-508.

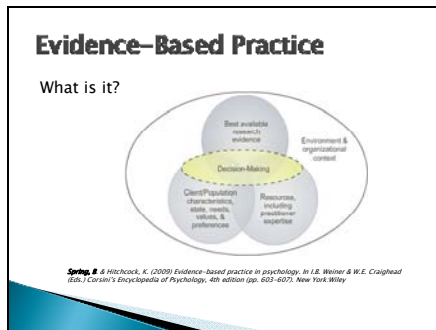
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**Evidence-Based Practice: notice any similarities w/ nsg process?**

Nursing Process	Actions	EBP	Actions
Assessment	Collects patient data	Formulating the question	Clearly identifies specific patient problems/needs
Nursing Diagnosis	Analyzes assessment data and determines nursing diagnosis	Searching for evidence	Collects information relevant to identified problems/needs
Planning	Develops plan of care: Develop and prioritize patient centered goals and measurable outcomes	Analyzing the evidence	Critically appraises the published literature/develop goals and measurable outcomes
Implementation	Initiates the interventions identified in plan of care	Applying the evidence to practice	Integrates evidence with clinical expertise and patient's unique needs
Evaluation	Evaluates patient's progress toward attainment of outcomes	Evaluating the effectiveness	Evaluates the effectiveness of the integration of evidence

Based on: Pediatr Nurs. 2006;32(4):371-377. © 2006 Janney Publications, Inc.

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**Evidence-Based Practice**

▶ One step at a time


A photograph showing a person's legs and feet as they climb a set of stairs. The person is wearing blue jeans and dark shoes. The stairs are white with a red number '1' on the first step and a red number '2' on the second step. The person's right foot is on the first step, and their left foot is on the second step.

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**Evidence-Based Practice:  
Formulating the Question**

How do you know what your question is?

- ▶ -You have to do some assessment
  - What do you assess?
- ▶ Look at your data



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**Evidence-Based Practice**


Academic Year	Visits for cold/flu/sore throat
2008/2009	24.4%

Academic Year	Flu Vaccine Administered
2008/2009	500

- ▶ Total number students (excluding on-line only): 2,174
- ▶ 1,241 visits to Health Center

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- ▶ Student Success Survey
  - 22.9% responded that health or medical issues contributed to problems with academic performance for the previous semester.
- TC3 Student Success Survey

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**Evidence-Based Practice**

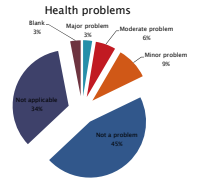


Assess your client

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**Evidence-Based Practice**

Problems being successful in this college:



Problem Category	Percentage
Blank	2%
Major problem	2%
Moderate problem	6%
Minor problem	2%
Not a problem	41%
Not applicable	24%

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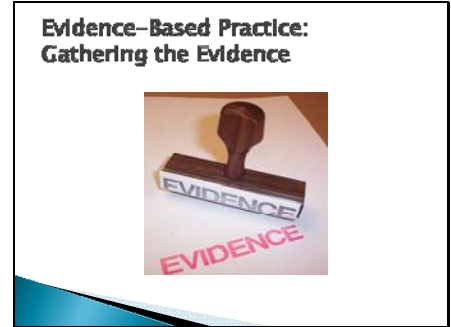
### Evidenced-Based Practice

**C. Academic Impacts**

Within the last 12 months, students reported the following factors affecting their individual academic performance: failed an, received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in their, dissertation, research, or practice work; attend class/availability.

Alcohol use	3.7%	Quitting	0.5%
Allegation	2.8%	Health issues	3.7%
Arrest	16.4%	Injury	2.1%
Assault (physical)	0.7%	Illness (non-infectious) pattern	1.6%
Assault (sexual)	0.9%	Learning disability	2.9%
Attendance (Excludes/prospective) Director	4.5%	Participation in extracurricular activities	8.8%
Child/teen friend	13.4%	Physical injury or gesture to someone	1.0%
Concern for a romantic interest or family member	10.1%	Relationship difficulty	9.8%
Crimes, health problem or serious illness	3.9%	Resource difficulties (necessary resources) Director	4.9%
Crime (peer)	2.4%	Substance (OTC)	0.5%
Death of a friend or family member	5.5%	Team individual for individual	4.4%
Disruption	10.0%	Transportation issue	1.8%
Displacement	1.6%	Work difficulty	11.4%
Drug use	1.1%	Work	1.8%
Eating disorder/illness	0.5%	Work	1.8%
Eviction	0.5%	Work	1.8%

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### Evidence-Based Practice: Formulating the Question

Establish a diagnosis (assists in formulating a question)

*Knowledge Deficit/Self Care Deficit r/t Colds, Flu and Sore Throat*

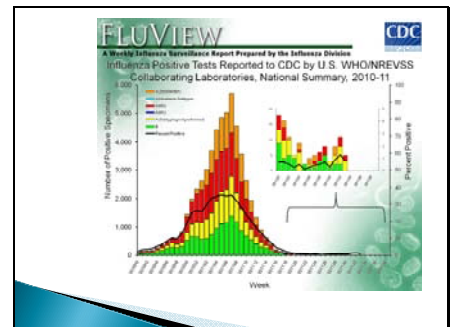
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- ### Evidence-Based Practice : Gathering the Evidence
- ▶ External sources for data
  - ▶ (External—from rigorous research)
    - [ACHA-NCHA](#)
    - CDC
      - Look at specific areas, e.g. drug abuse, [flu stats](#), MMWR, County stats
    - Professional [Publications](#)

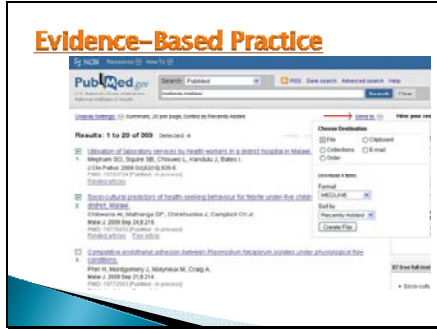
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- ### Evidence Based Practice: Formulating the Question
- ▶ Diagnosis into question
  - ▶ (Population, Intervention, Comparison, Outcome)
  - ▶ In college students, is providing education using multidimensional approaches as effective as using print materials alone in reducing the number of colds, flu and sore throats on campus?

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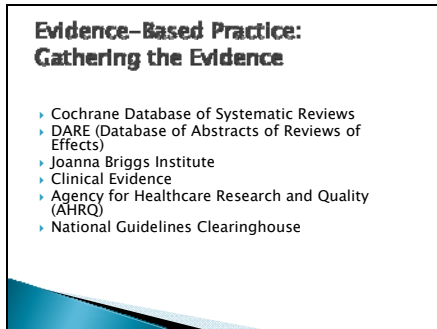
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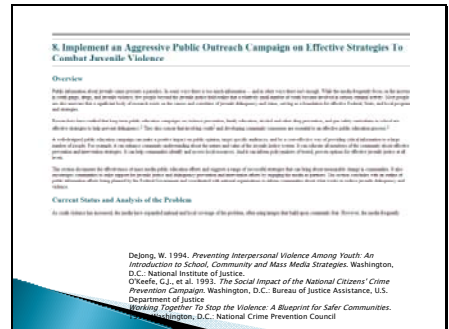
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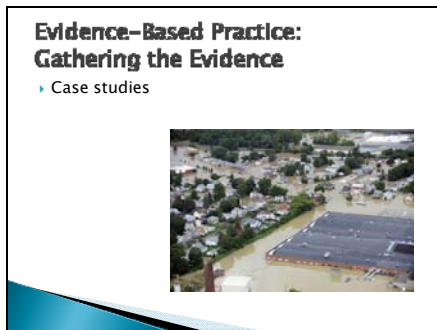
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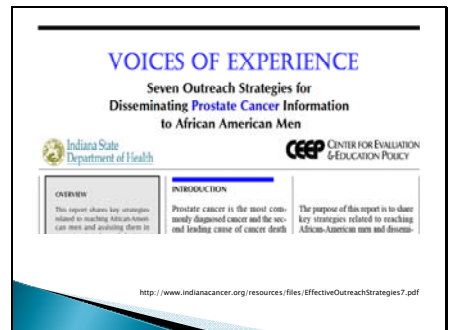
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**Evidence-Based Practice: Evaluating the Evidence**


- ▶ More Assessment



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**Evidence-Based Practice: Evaluating the Evidence**


- ▶ Applicability
  - Situation
  - Question
  - Population



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**Evidence-Based Practice: Evaluating the Evidence**


- ▶ Critically analyze the evidence for :
  - Validity
  - Reliability



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**Evidence-Based Practice: Applying the Evidence**

- ▶ Or
- ▶ Developing the plan



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**Evidence-Based Practice: Evaluating the Evidence**



Levels of evidence pyramid ("Performance: Masters Navigating the Maze" University of Virginia, Claude Moore Health Sciences Library, 2009). From Georgia State University Library <http://www.library.gsu.edu>

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**Evidence-Based Practice: Applying the Evidence**

- ▶ What are you trying to do?
- ▶ Trying to decrease the incidence of colds, flu and sore throats on campus through multidimensional approaches
- ▶ How will you know it works?

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**Evidence-Based Practice: Applying the Evidence**

- ▶ Need to develop goals and measurable outcomes

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**Benchmarking**

**The Process of Benchmarking**

Organizations that benchmark, adopt the process in lieu of their own needs and culture. Although number of steps in the process, many vary from organization to organization, the following six steps outline the basic benchmarking:

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**Evidence-Based Practice**

Patient will ambulate 15 feet twice with assistance day one post op.  
 Patient will maintain optimal respiratory and cardiac functioning as evidenced by VSS.

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**Evidence-Based Practice: Applying the Evidence : Goals**

- ▶ Cold and flu
  - Increase awareness of prevention strategies for reducing cold and flu
  - Reduce the incidence of cold and flu
  - Reduce the proportion of students who received a lower grade on exam, project or course, or an incomplete or dropped a course, due to cold/flu/sore throat

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**Evidence-Based Practice: Applying the Evidence**

**Benchmarking**

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**Evidence-Based Practice: Applying the Evidence**

- ▶ Develop measurable goals

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### Evidence-Based Practice: Applying the Evidence

- Reduce the number of students seen in the Health Center for complaints of cold, flu, and sore throats.
- Baseline: **24.4%** Target: **15%**

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**Priority 2: Decrease Alcohol and Drug Use through increased access to information**

To increase the quality, availability, and effectiveness of educational and community-based programs designed to prevent and improve health and quality of life...we will increase the proportion of USC students who receive information from USC on alcohol and other drug use prevention.  
(Objective 1-3B2)

	Baselines in 2000	Targets for 2010
USC	32.7%	55%
National college population	47.5%	55%

Note: USC Drug Free is mailed to every USC student, staff, and faculty annually in January per the Drug Free Schools and Communities Act of 1988. The NCHA data measures students' perceptions of alcohol and other drug use prevention information received.

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### Cold/Flu/Sore throats

Reduce the proportion of students who received a lower grade on exam, project or course, or an incomplete or dropped a course due to cold, flu, or sore throat.

Baseline: Our Campus: **UN** Nationally: **13.2%\*\***  
 Target: Our Campus: **15%** Nationally: **12%\*\***

\*\*American College Health Association/National College Health Assessment, Reference Group Data Report Fall 2010  
 American College Health Association, 891 Elkridge Landing Rd, Suite 100, Linthicum, MD 21090  
 American College Health Association Healthy Campus 2010, Baltimore, MD 2002.

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### Evidence-Based Practice: Applying the Evidence

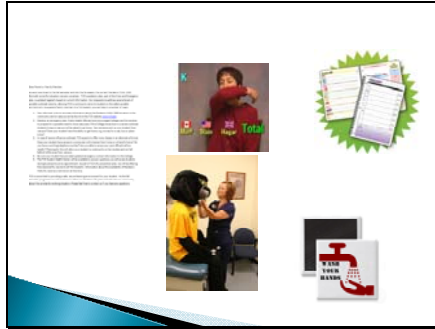
- Increase the proportion of college students who receive information from the College on **recognized priority health-risk behavior areas.**
- Baseline: Our Campus: **UN<sup>Δ</sup>** Nationally: **3%\*\***  
 Target: Our Campus: **25%** Nationally: **17%\*\***

<sup>Δ</sup> unknown at this writing  
 \*\* American College Health Association/National College Health Assessment, Reference Group Data Report Fall 2010  
 American College Health Association, 891 Elkridge Landing Rd, Suite 100, Linthicum, MD 21090  
 American College Health Association Healthy Campus 2010, Baltimore, MD 2002.

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### Evidence-Based Practice: Applying the Evidence

- ▶ Increase the proportion of college students who receive information from the College on prevention and self care for colds, flu and sore throat.
- ▶ Baseline: Our Campus: UN Nationally: 3%\*\*
- ▶ Target: Our Campus: 25% Nationally: 17%.

\*unknown at this writing  
 \*\*American College Health Association/National College Health Assessment, Reference Group Data Report Fall 2010  
 American College Health Association, 891 Elkrigde Landing Rd, Suite 100, Linthicum, MD 21090  
 \*American College Health Association Healthy Campus 2010, Baltimore, MD 2002.

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### Evidence-Based Practice: Evaluation

- ▶ Requires Data Collection

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### Evidence-Based Practice: Evaluation

- ▶ Reduce the proportion of students who received a lower grade on exam, project or course, or an incomplete or dropped a course due to cold, flu, or sore throat.
- ▶ Baseline: Our Campus: UN Nationally: 13.2%\*\*
- ▶ Target: Our Campus: 15% Nationally: 12%

\*\*American College Health Association/National College Health Assessment, Reference Group Data Report Fall 2010  
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 \*American College Health Association Healthy Campus 2010, Baltimore, MD 2002.

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### Evidence-Based Practice: Evaluation

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### Evidence-Based Practice: Evaluation

Academic Year	ILJ Presentation to Health Center
2008/2009	24.4%
2009/20010	4%

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**Evidence-Based Practice: Evaluation**


- ▶ Student Success Survey
  - 7.7% responded that health or medical issues contributed to problems with academic performance for the previous semester.

◦ TC3 Student Success Survey

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**Evidence-Based Practice: Why?**

- ▶ Data is pertinent in demonstrating what you do
- ▶ Shows your worth
- ▶ Gives you credibility
- ▶ Supports your mission



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**Evidence-Based Practice**

- ▶ Step 1: Formulating a well-built question
- ▶ Step 2: Identifying articles and other evidence-based resources that answer the question
- ▶ Step 3: Critically appraising the evidence to assess its validity
- ▶ Step 4: Applying the evidence
- ▶ Step 5: Evaluating
- ▶ Step 6: Disseminating the outcomes

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▶ **Mission Statement:**

- ▶ TC3 health services is committed to enhancing the student's academic experience by providing an environment that promotes the intellectual, physical, spiritual and mental health of the college community through accessible, high-quality preventative, educational, and basic health care services.

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WHY?

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**Evidence-Based Practice**



Something to think about...