

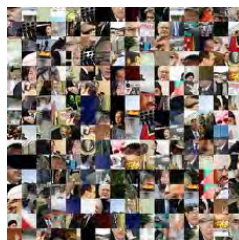


Evidence-Based Practice

Regulatory and Professional Obligations for RDs



Science



+ Client Input



+ RD Practice



Section 1. What is evidence-based practice?

Section 2: Evidence-Based Practice in Changing Dietetic Environments.

Section 3: Integrating Evidence into RD Practice: The 5-Step EBP Model for RDs.

Illustration: 5-Step EBP Model

EBP Model Step 1: Ask

EBP Model Step 2: Access

EBP Model Step 3: Appraise

EBP Model Step 4: Act

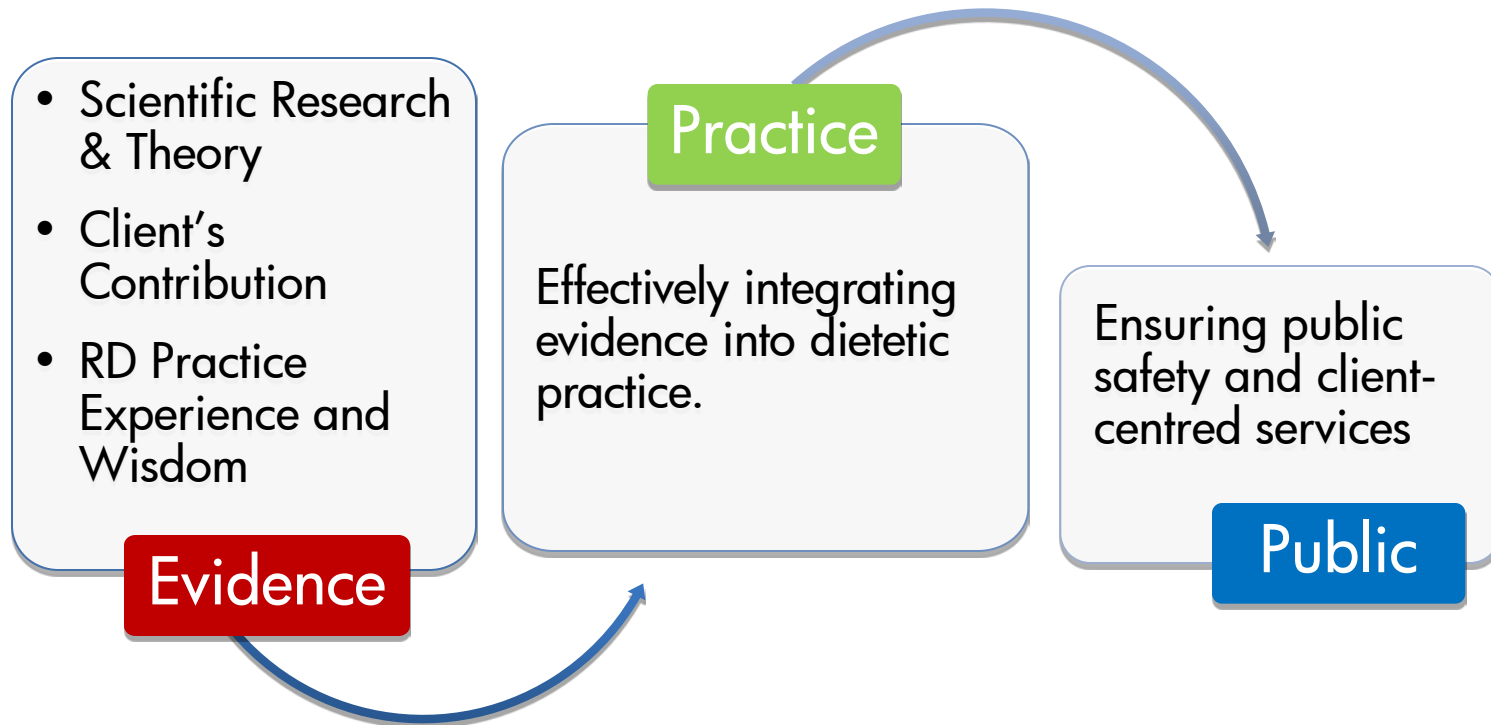
EBP Model Step 5: Assess

Section 4: Summary



Section I

What is Evidence-Based Practice?



A common definition of evidence-based practice

“...the conscientious, explicit & judicious use of current best evidence in making decisions about the care of individuals (clients)”

(Sackett 1997)





Dietitians of Canada (2012)

“Evidence-based decision-making refers to making decisions that affect [client] patient care based on the best available evidence”



College of Dietitians of Ontario, 2012

“Evidence-based practice is using the best evidence to balance anticipated benefits and risks to support decisions for optimizing client-centred services.”



Science



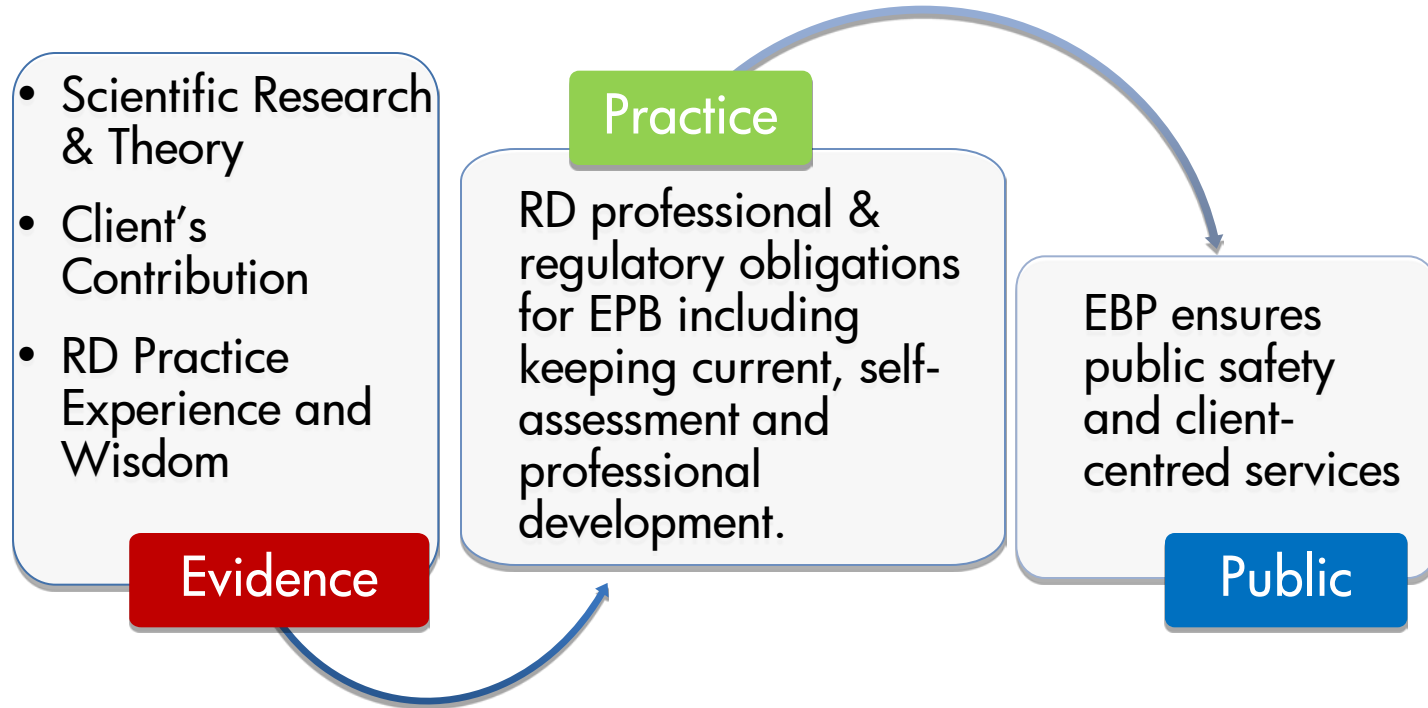
+ Client Input



+ RD Practice

Section II

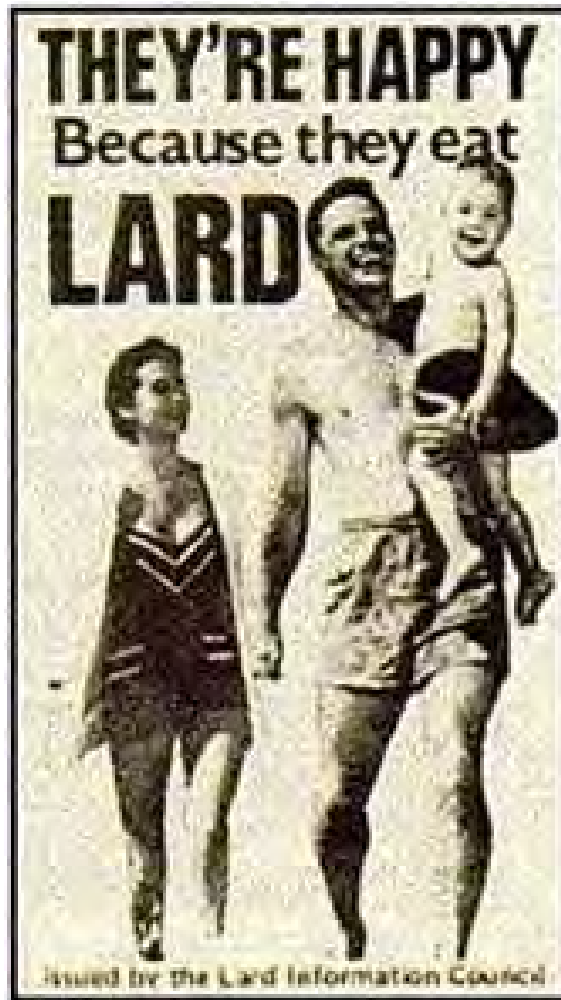
Evidence-Based Practice in Changing Dietetic Environments.



Evolving Changing Advancing



College of Dietitians of Ontario



Eggs versus the Double Down: Guess who wins?

CARLY WEEKS

[The Globe and Mail Nov. 01 2010,](#)

It turns out that one egg yolk could be more harmful to those at risk of a heart attack or stroke than an entire Double Down sandwich, according to a new report from Canadian researchers at the University of Western Ontario and Toronto's St. Michael's



College of Dietitians of Ontario

Self-Assessment Continuing Education Professional Development

Regulated Health Professions Act
Quality Assurance Regulation



College of Dietitians of Ontario



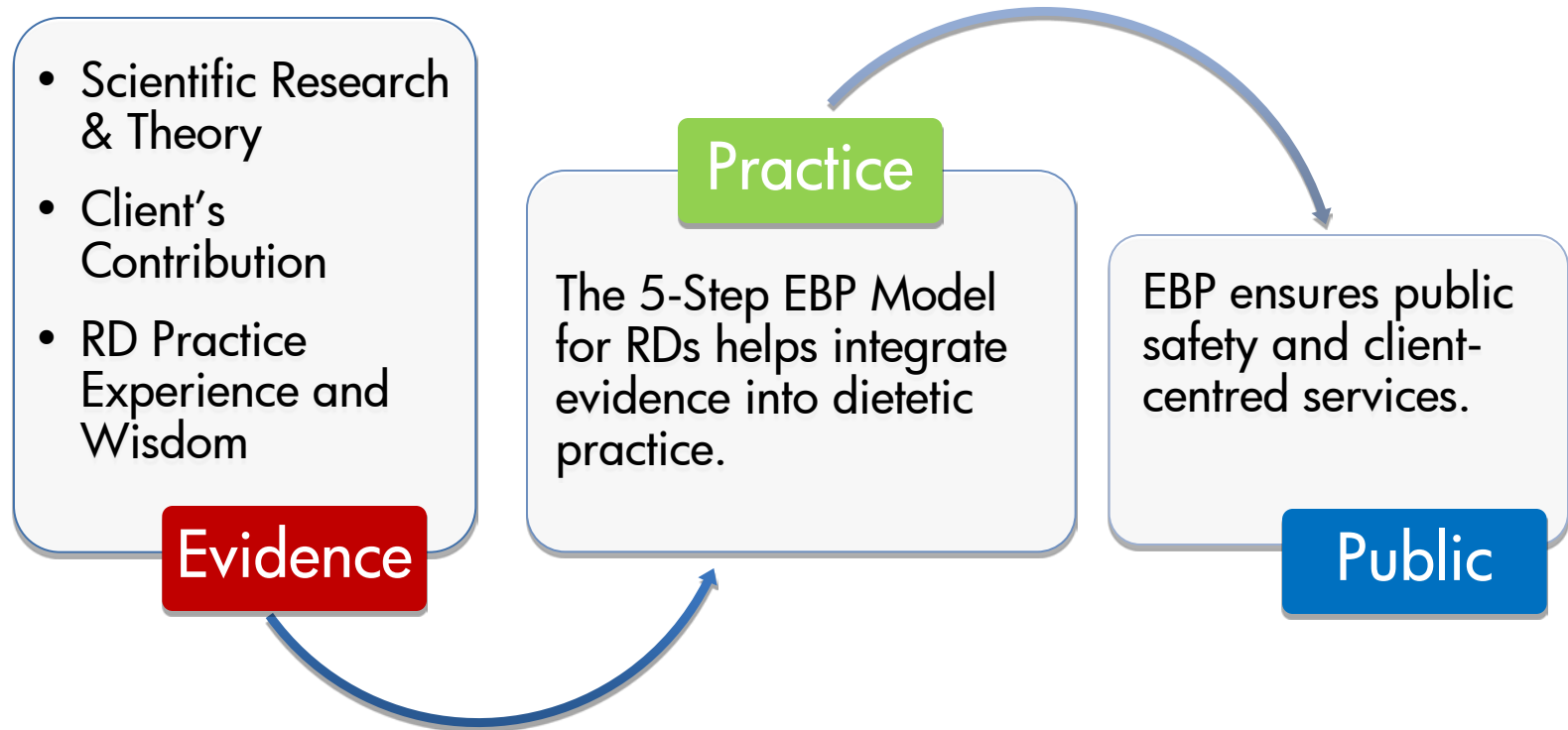
Reflective Questions

What does evidence-based practice mean for you?

What are you doing to keep abreast of scientific information in your area of dietetic practice?

Section III

Integrating Evidence into Dietetic Practice



5-Step EBP Model for RDs

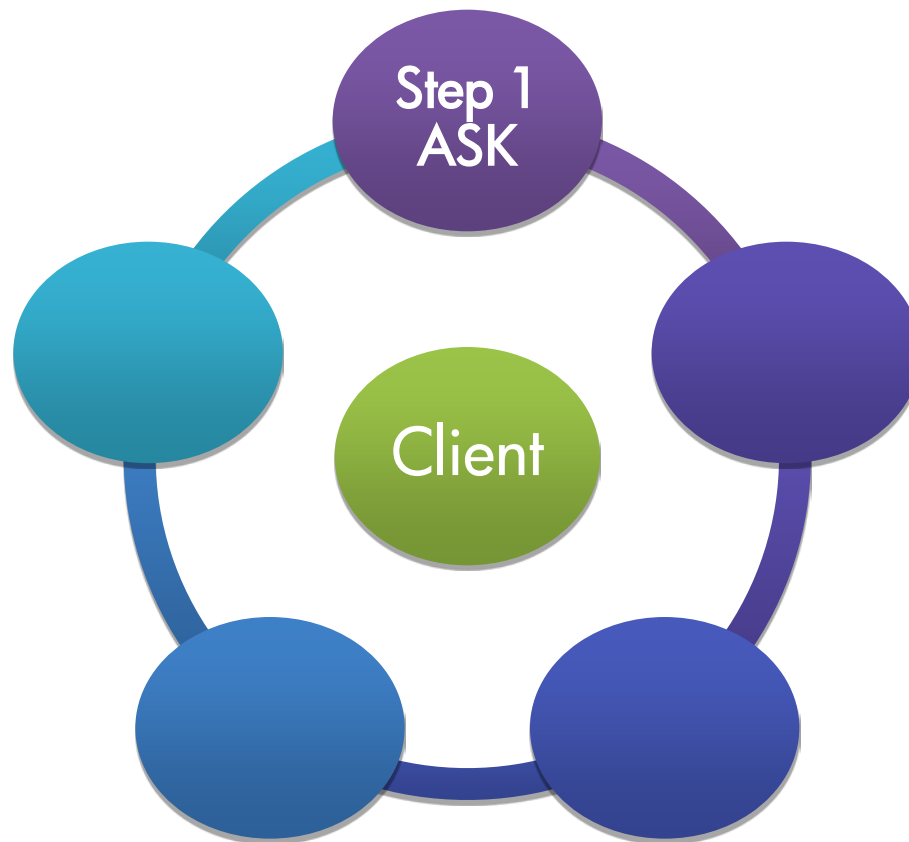


(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)



5-Step Evidence-Based Model

Step 1: Ask Focused Questions



(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)



PICO Model

Problem or Population or Client

Intervention

Comparison

Outcome

(UMN 2007; Purdue 2012)





PICO Model

Problem or population of client - Who or What? Describe a group of clients similar to your own.

Intervention/exposure/ maneuver - How? What intervention are you considering?

Comparison - What is the main alternative? (If appropriate)?

Outcome - What are you trying to accomplish, measure, improve, effect?

(UMN 2007; Purdue 2012)



PICO Case Scenario

Elderly suffering from bedsores

Population: Elderly or aged

Intervention: Nutrition supplement

Comparison: None

Outcome: Reduction in incidence and severity of bed sores

Question:

"What nutrition interventions reduce the incidence and severity of bed sores in elderly residents of LTC facilities?"



Reflective Question

Using PICO, determine whether the dietitian in the scenario below is using evidence-based practice.

“I have read many articles and strongly believe a vegan diet is the key to keep us healthy and reduce heart disease and obesity in our society.

I would like to promote this diet and consider it unethical to recommend anything but a vegan diet to my clients.”



PICO Identifies Gaps for Asking a Focused Question

Population: The RDs client population and age group for heart disease and obesity is not specified.

Intervention: Administering a vegan diet to all clients.

Comparison: It is unclear, based on the information given, whether comparisons were made to other diets to evaluate the benefits of a vegan diet (e.g., Canadian Food Guide, non-vegan diet, healthy heart diet or diet Bariatric surgery).

Outcome: Unclear because the population information is too vague and too broad.



PICO Case Scenario: Vegan Diet

Using the information below, develop an answerable question that will help conduct a more focused literature search.

Population: individuals 18+ with cardio vascular disease

Intervention: vegan diet

Comparison: Canadian Food Guide and other vegetarian diets

Outcome: reduction of cardio-vascular disease and increased health and wellness

(UMN 2007; Purdue 2012)



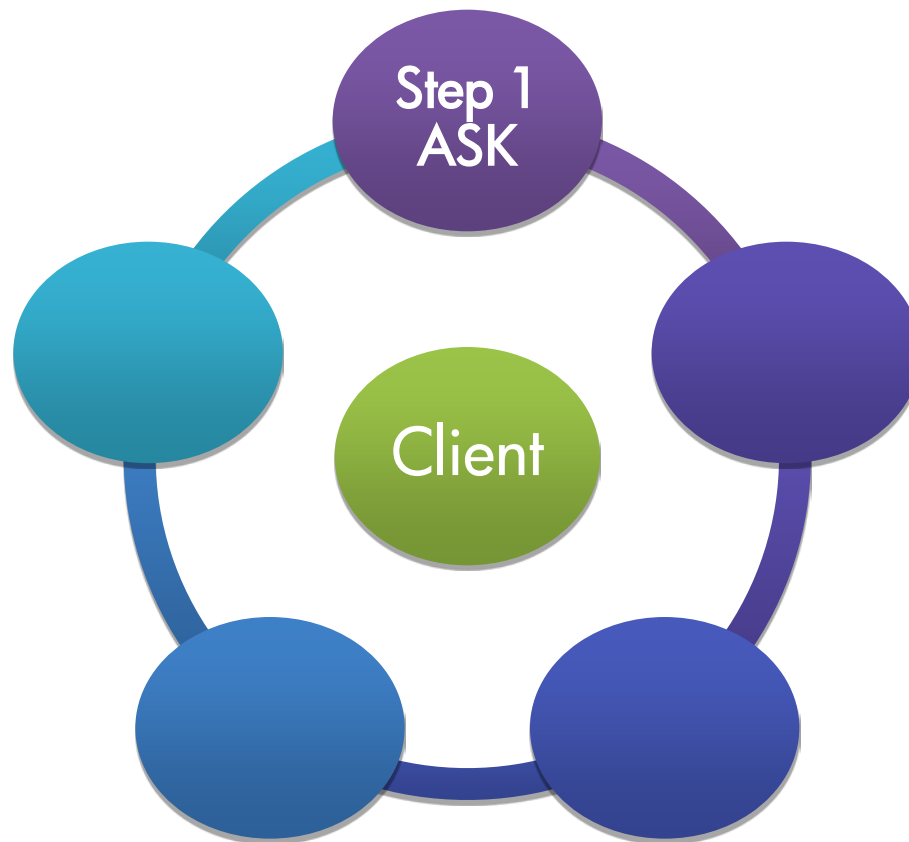
PICO Case Scenario: Vegan Diet Answerable Question

Is there a significant reduction in cardiovascular disease when adults suffering from the disease are treated with a vegan diet in comparison to other vegetarian or healthy heart diets?



5-Step Evidence-Based Practice Model

Step 1: Ask Focused Questions

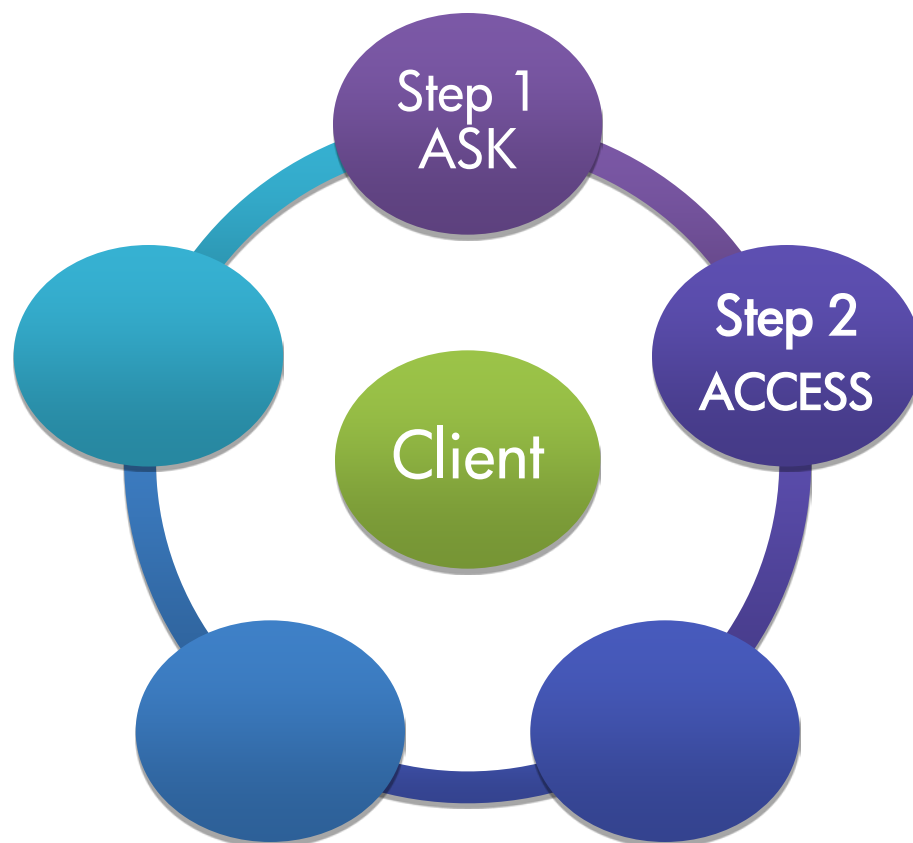


(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)



5-Step Evidence-Based Practice Model

Step 2: Access Best Available Evidence

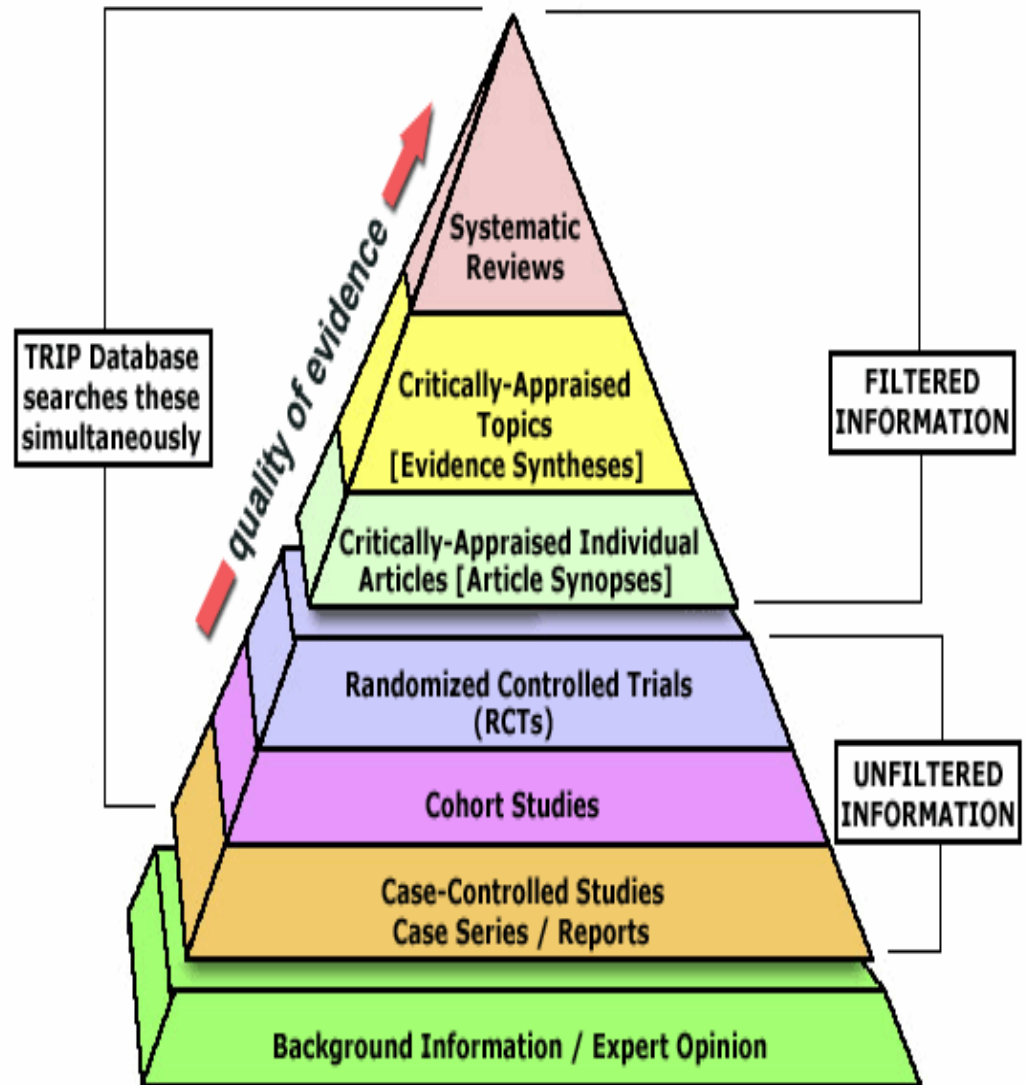


(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)





Hierarchy of Scientific Evidence



(Gray & Gray 2002)



College of Dietitians of Ontario

- Electronic Health Library
<http://www.ahpdf.ca/healthlibrary>

- PubMed
<http://www.ncbi.nlm.nih.gov/pubmed/>



- Cochrane Library
<http://www.thecochranelibrary.com/>



- Wiley Online
<http://onlinelibrary.wiley.com/>

- TRIP (Turning Research into Practice) Database
<http://www.tripdatabase.com/>



- PEN (Practice based Evidence in Nutrition)
<http://www.pennutrition.com/>



Use Reliable Websites for Research



Science alone is not sufficient.



Science + Client Input + Practice



College of Dietitians of Ontario



Client-centred



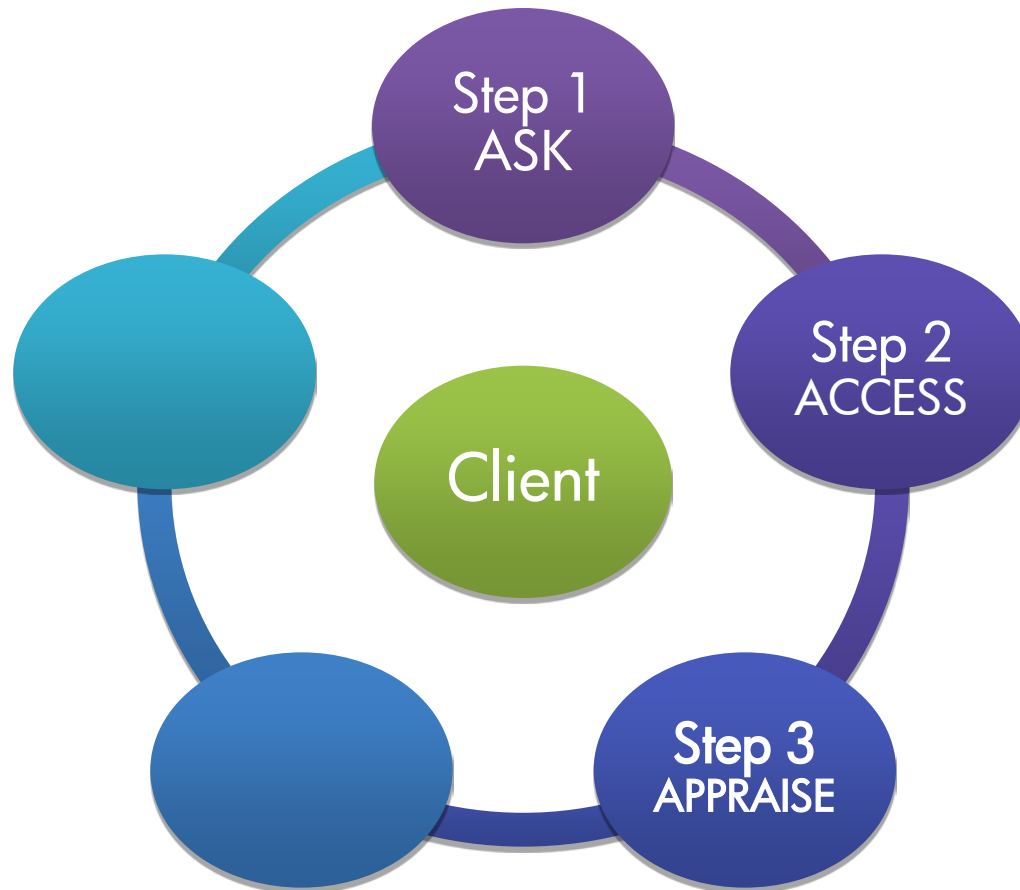


Reflective Question

Did you ever have an experience where you needed to access information at the point of service? What did you do?

5-Step Evidence-Based Practice Model

Step 3: Critical Appraisal



(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)

Learn to tell good from bad research



CONTROL GROUP

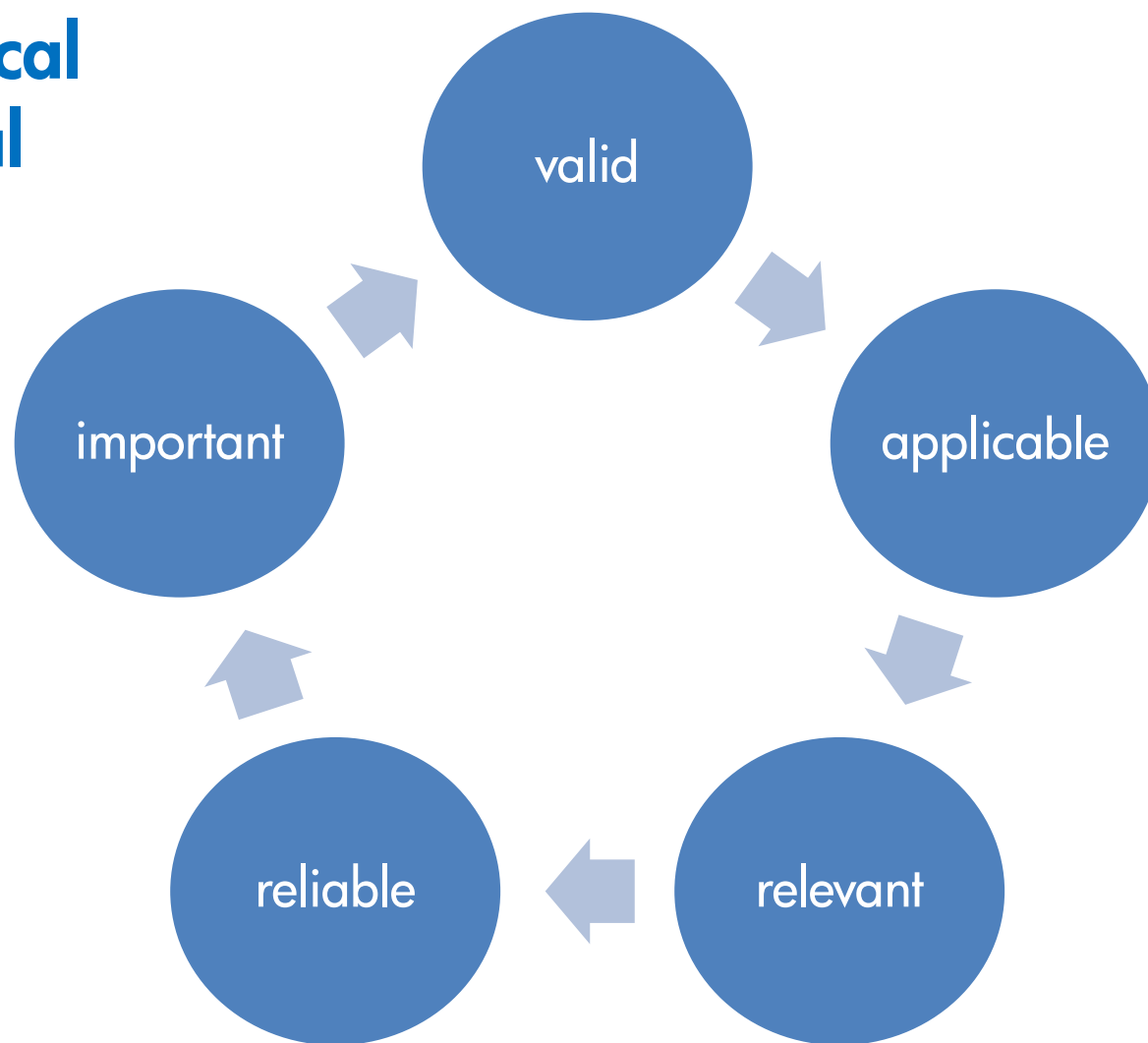


OUT OF CONTROL GROUP.





Rapid Critical Appraisal



Critical Appraisal

Gilgun's Four Cornerstones of EBP

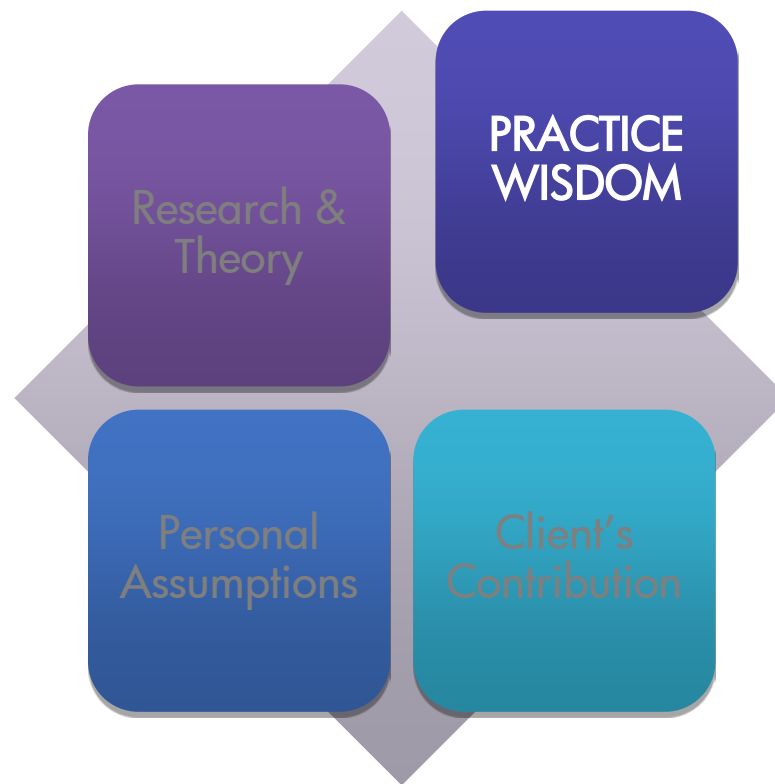


(Gilgun, 2005)



Critical Appraisal

Gilgun's Four Cornerstones of EBP



Critical Appraisal

Gilgun's Four Cornerstones of EBP





Case Scenario: The Vegan Diet

In this scenario, the RD is making a recommendation based on her own beliefs, ethics and assumptions. The client's perspective is missing.

“ I have read many articles and strongly believe a vegan diet is the key to keep us healthy and reduce heart disease and obesity in our society.

I would like to promote this diet and consider it unethical to recommend anything but a vegan diet to my clients.”

Critical Thinking and Reflection

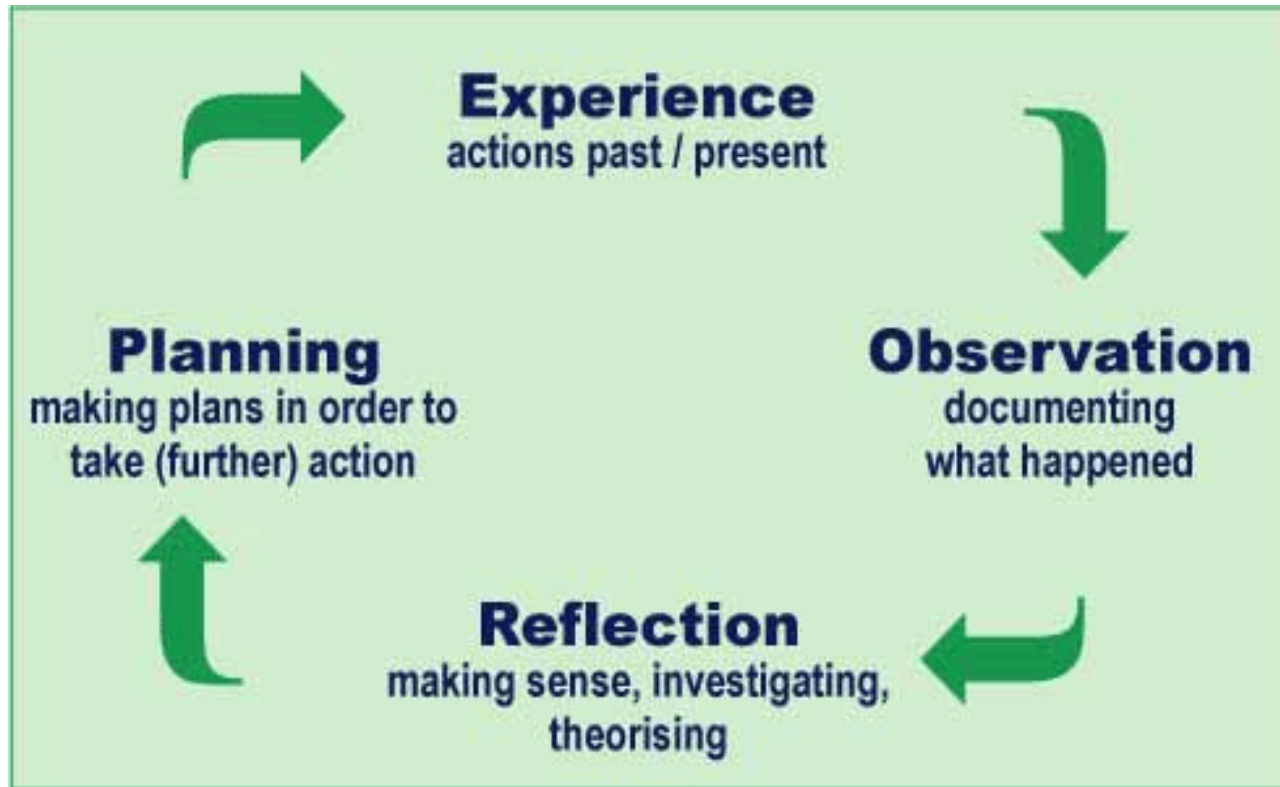


Science + Client Input + Practice



College of Dietitians of Ontario

Critical Thinking and Reflection



Kolb'S Learning Style Theory Revisited

Educational and Psychological Measurement June 1, 1994, 54:317-327



College of Dietitians of Ontario

Critical Appraisal

Gilgun's Four Cornerstones of EBP





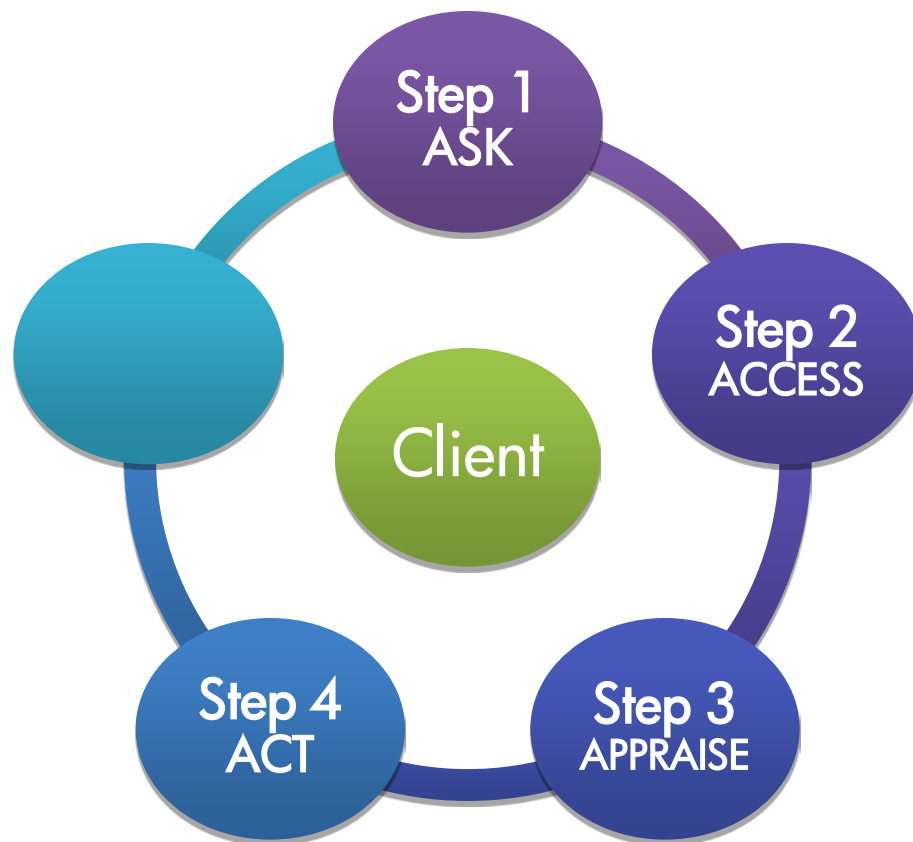
Reflective Question

Reflect on the goals set in your current SDL Tool.

Reflect on your skills for critical thinking and appraisal. What did you learn from this section that would be of value in strengthening your evidence-based practice? Think of a specific example.

5-Step Evidence-Based Practice Model

Step 4: Act – Making a decision



(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)

Enable clients and the team to make “informed decisions”



Science



+ Client Input



+ RD Practice



College of Dietitians of Ontario



Select the best options for safe client-centred services.





Interprofessional Collaboration

Collaborative
Negotiating
Discussion



**Make sure your evidence is
current and client-centred.**



**Evidence-based practice
helps clients exercise their
right and responsibility to
make informed decisions
and consent to treatment.**





Reflective Question

How do client needs and values affect the decision-making process in your practice?



5-Step Evidence-Based Practice Model

Step 5 Assessing Performance



(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)



Step 5: Assessing Performance

Audit and Feedback

- ✓ Monitor & evaluate
- ✓ Support positive changes
- ✓ Consider new benefits
- ✓ Pay attention to risks





Reflective Question

What changes have you made to your practice to help clients make informed decisions?

How did you evaluate the changes?

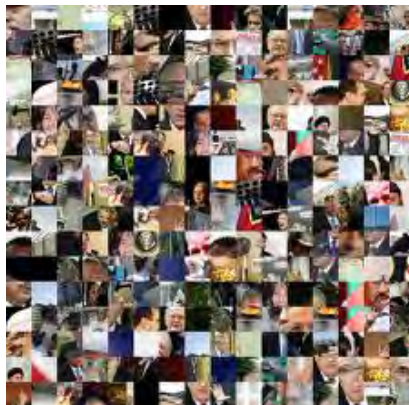
Section IV – Summary

Evidence-Based Practice

Regulatory and Professional Obligations for RDs



Science



+ Client Input



+ RD Practice



College of Dietitians of Ontario



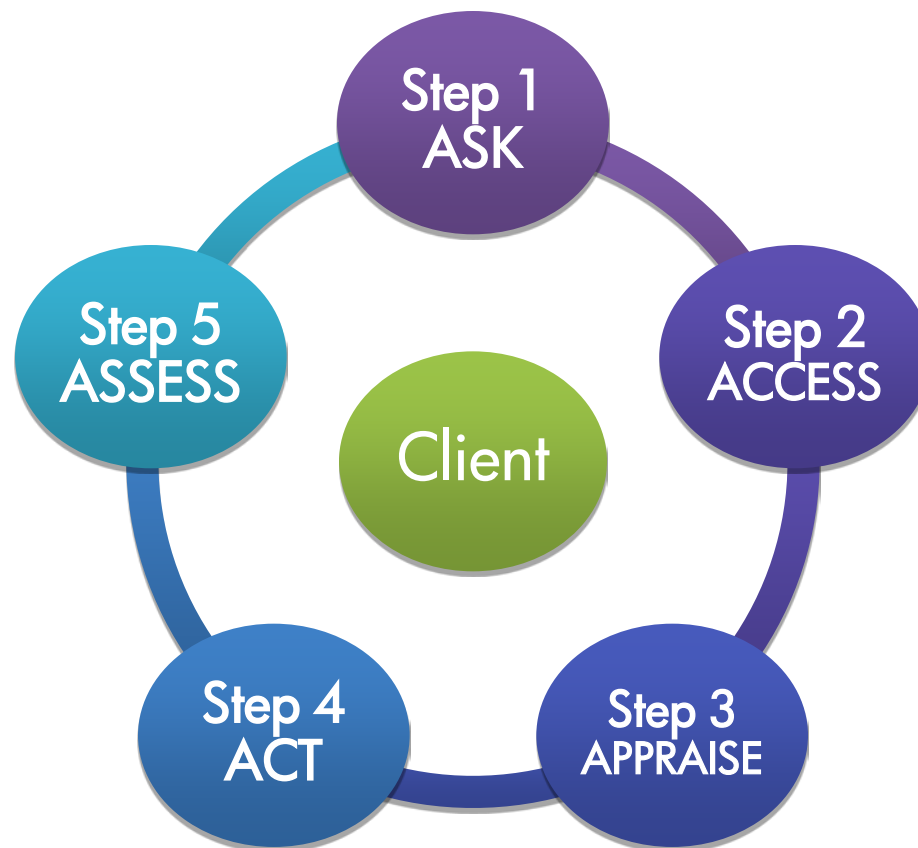
Evidence-Based Practice
Regulatory and Professional Obligations for RDs

Public Safety & Interest
Maintaining Competence



College of Dietitians of Ontario

5-Step Evidence-Based Practice Model



(Gilgun 2005; Spring 2007; Smith 2008; Fischer & Orme 2009; Mazurek Melnyk 2010)

College of Dietitians of Ontario

Practice Advisory Service

(416) 598-1725 or 1-800-668-4990, ext. 397

practiceadvisor@cdo.on.ca



College of Dietitians of Ontario