ABSTRACT
This study aimed at reporting an experience of diffusion of Evidence-Based Practices among nurse managers of a public university teaching hospital in the Triângulo Mineiro. This research is related to a university extension activity implemented by the sector that advises research development in this hospital in collaboration with the Nursing School at the Federal University of Triângulo Mineiro. Five Motivational Workshops for Evidence-Based Practice were conducted between August and September of 2015, when the techniques were developed, which were approached from a hermeneutic-dialectic perspective. The nurse managers of the hospitalization assistance unit composed the focus group. The workshops were structured in the following steps: constitution of the Driving Group, Interest Group Mobilization, and work development in the workshops. A structured questionnaire was applied to characterize the focus group. The average age of participants was 35.1 years, most were women (95%), and all had graduate degrees. The techniques involved from discursive strategies to warm-up artistic expressions and group task development in order to help group operations, collective construction of knowledge, and aid nurse managers in identifying opportunities to improve processes or clinical results in their daily work by incorporating qualified scientific evidence. The level of knowledge of the Driving Group for mediation and the intrinsic characteristics of the focus group, such as an awareness of the value of research to qualify assistance, were factors that made the development of the Workshops easier and improved the success in the techniques development.

Keywords: Evidence-Based Nursing; Leadership; Hospitals, Teaching; Focus Groups.
RESUMO
O objetivo deste estudo foi relatar uma experiência sobre a difusão da prática baseada em evidências entre enfermeiras gerentes de um hospital público de ensino do Triângulo Mineiro. Trata-se de um projeto de pesquisa que tem a extensão universitária como uma de suas interfaces. Foi implementado pelo setor responsável por assessorar o desenvolvimento de pesquisas desse hospital em parceria com o curso de graduação de Enfermagem da universidade correspondente. As técnicas foram empreendidas durante o desenvolvimento de cinco oficinas motivacionais à prática baseada em evidências, realizadas entre agosto e setembro/2016, por perspectiva hermenêutica-dialética, e os gerentes de enfermagem das unidades assistenciais de internação compuseram um grupo focal. A organização das oficinas conduziu-se por: constituição do grupo condutor; mobilização do grupo de interesse e desenvolvimento do trabalho nas oficinas em si. Foi aplicado questionário estruturado para caracterização do grupo focal. Os participantes apresentaram média de idade de 35,1 anos, maioria de mulheres (95%), todos com pós-graduação. As técnicas empreendidas envolveram desde estratégias discursivas até expressões artísticas para aquecimento e desenvolvimento da tarefa grupal, de forma a auxiliarem a operatividade do grupo, a construção coletiva do conhecimento e ajudar os enfermeiros gerentes a identificar oportunidades no cotidiano para aprimorar processos ou resultados clínicos mediante a incorporação de evidências científicas qualificadas. O nível de preparo do grupo condutor para mediação e características intrínsecas ao grupo focal como a consciência do valor das pesquisas para qualificar a assistência foram fatores facilitadores para o desenvolvimento das oficinas e o sucesso no empreendimento das técnicas.

Palavras-chave: Enfermagem Baseada em Evidências; Liderança; Hospitais de Ensino; Grupos Focais.

INTRODUCTION
The importance that welfare practices are increasingly anchored in safe research results, that is, based on scientific evidence, has been recognized in the last decades by the population, academic-scientific community, health workers, and health organizations. At the present time, a worldwide movement for the improvement of quality of health services is being established, which promotes the integration of research and practice in order to qualify care, increase patient safety, and optimize costs.1-4

Considering that nursing workers are the most expressive contingent in the hospital environment, transformations in their way of performing work in health care impacts the organization as a whole. However, it is necessary to break with non-systematized practices in this profession and extend the critical judgment of nursing teams.1,3 Faced with these needs, Nursing presupposes that nurses have the skills and competencies to make decisions in complex situations in different scenarios.3 It is expected that they act based on robust evidence-based knowledge, with the potential to enable creative, cost-effective, and cost-effective solutions to address the health and nursing care demands of populations.3 Nevertheless, while this is desirable, nurses are not always ready to translate research results into their everyday practice.1-4

The incorporation of scientific evidence into the nursing practice allows improving their technical-scientific competence to develop or choose more qualified patients’ products, processes, and services.2,4 Although there are different models to support the implementation of evidence-based practice (EBP) in Nursing, it is still a challenge to be overcome in the world.4 There are gaps in the national production on the subject, especially when it comes to its development in professional training scenarios, such as teaching hospitals linked to universities.3

It is emphasized that universities play a central role in involving students in teaching and research activities. Providing that learning scenarios that induce innovative solutions to the daily problems faced by nursing teams is one of their vocations.1,3 In this perspective, the experience of undergraduate and graduate nursing students in initiatives that favor the critical incorporation of research results in the decision-making process presents itself as a current demand.

However, the scope of favorable changes to the implementation of EBP in nursing care and training initially demands
the establishment of an organizational environment that motivates this incorporation.1,3 Given the current relevance of the concepts that outline EBP in nursing, its diffusion is presented as a premise for the achievement of its implementation among students and nursing workers and in health organizations as a whole. Nurses who work in training or care, and present a conceptual domain on the EBP theme, are still scarce.1,3 This fact reinforces the need for initiatives with the aim of disseminating these concepts in teaching hospitals linked to universities.

In general, workshops are theoretical and methodological strategies that facilitate the diffusion of innovations such as EBP because they are interactive spaces capable of fostering critical potential and production of new meanings in the participating group.6 However, the stimulating techniques employed in the development of workshops support the conduct and attainment of new subjectivities.6,7 Regarding EBP, the undertaken techniques can guide the perception of opportunities for changes in the practice of assistance and training, given the essential integration of scientific investigations in the know-how of the contemporary nurse. Additionally, the employed techniques favor group operability and guide group configuration and the dialectic between the implicit and explicit task of the group process.6,7

Hence, the present study aimed to report the experience of using undertaken techniques in the conduction of workshops for the dissemination of evidence-based practice among nurse managers of hospitalization units in a public teaching hospital.

EXPERIENCE DESCRIPTION

This is an experience report on a research project with an interface with a university extension activity entitled “Promotion of research development and consumption among the HC-UFTM Community”. The study scenario was a large general public and teaching hospital (332 beds) - a macroregional reference for the high assistance complexity of the Triângulo site in southern Minas Gerais, Brazil. The initiative was a partnership established between the group that advises the research development in this hospital - Research and Technological Innovation Sector of the Teaching and Research Management - and the undergraduate Nursing School of the corresponding university.

Workshops were organized by focus group and guided by hermeneutic-dialectic interventions.6,6 There were five meetings, totaling 10 hours, between August and September of 2016. The workshops were conducted in the following stages: stage I – formation of the driving group; stage II – the mobilization of the interest group; and stage III – development of work in the workshops.

The stage I – formation of the driving group – integrated the workshop planning and mediation. The roles of mediator, supporters, and observers were discussed. These members acted collaboratively in this strategic project and included two nurses with experience in group mediation, two professors, three graduate students (two in the masters’ degree program and one in the doctorate program); and six undergraduate students. Teaching staff and nurses with experience in the theme of the driving group were trained to leverage relevant conducts and concepts; the roles of coordinators, facilitators, and observers in the workshops were divided among participants. Systematic meetings were held prior to and after each workshop to plan intervention techniques, evaluate the process, and adjust directions.

The stage II – mobilization of the interest group – was composed of the dissemination of workshops, organization of a working agenda – with a view to harmonization of schedules – and compromise among participants. The interest group was formed by members of the focal group: nurses in managerial activities and supervisors of hospitalization units established in the organizational chart of the teaching hospital. Prior articulations took place with the hospital superintendence and the nursing division to protect the participation of supervisors in the workshops.

The stage III – the development of work in the workshops – was constituted by exchanges of experiences and collective constructions carried out in an appropriate room within the hospital. There were five weekly meetings, lasting 120 minutes each, between 08/09/2016 and 09/16/2016. The main purpose of the workshops was to disseminate EBP and motivate nurse managers to identify opportunities in their daily work to change practices and improve processes or clinical outcomes through the incorporation of qualified scientific evidence.

A structured questionnaire was elaborated by the authors for the characterization of the participants regarding sociodemographic aspects and previous experience with researches. The data collection took place simultaneously with the development of workshops. The CNS 466/2012 Resolution was respected, and this research was approved in 2016 by the Research Ethics Committee of the Federal University of Triângulo Mineiro under opinion no. 1.1618.872, and developed after all participants signed the Volunteer and Informed Consent Term.

EXPERIENCE REPORT AND DISCUSSION

The teaching hospital presents 18 nurse managers of hospitalization care units in its organization chart. An average of 16.2 nurses participated in each workshop. The mean age was 35.1 years (sd = ± 2.7 years), the majority were women (n
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At the end of each workshop, a theoretical reference article was distributed with the intent to help to understand the presented concepts. The techniques used to disseminate the theme during the workshops, in relation to the explicit group task, were characterized by the objectives and themes worked out during the workshops (Table 1).

In relation to the undertaken techniques, this process sought to articulate diverse procedures that involved from discursive strategies to artistic expressions for the conduction of a space of symbolic exchanges capable of enhancing the sensitization of participants in the focal group to the thematic worked. The use of these group techniques during the workshops aimed to support the group in the mediation of the implicit task: the evaluation of group movements and their dynamics (Table 2).

Observers monitored the focus group in order to identify the underlying meaning that the undertaken techniques could have achieved among group participants. It was observed that the undertaken techniques induced the focus group to generate intersubjective discussions and exchanges, revealing a wide variety of potential interactions. Finally, the undertaken techniques offered opportunities to engage the focus group participants in a collaborative and motivating work on the theme.

Table 1 - Characterization of workshops according to their thematic dimension and objectives to be achieved for the dissemination of evidence-based practice among nurse managers at a teaching hospital – Uberaba, Minas Gerais, Brazil, 2016

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Dimensions</th>
<th>Themes</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EBP Thematic Approach</td>
<td>What is evidence-based nursing practice (EBP)?</td>
<td>To discuss the EBP concept</td>
</tr>
<tr>
<td>2</td>
<td>Practical Problem-solving</td>
<td>Which knowledge, attitudes and practices are essential for EBP?</td>
<td>To identify which knowledge, attitudes, and practices are essential for EBP</td>
</tr>
<tr>
<td>3</td>
<td>Practical Problem-solving</td>
<td>Why is it difficult to produce and apply research results in my practice sector?</td>
<td>Problem-solve difficulties for the development of EBP in this sector</td>
</tr>
<tr>
<td>4</td>
<td>Construction of Viabilities</td>
<td>How can I facilitate the production and use of research results in my sector?</td>
<td>To develop local strategies to enable the production and use of research results</td>
</tr>
<tr>
<td>5</td>
<td>Construction of Viabilities</td>
<td>What do I need to authorize a research project in my sector?</td>
<td>Set up routines for the authorization of research</td>
</tr>
</tbody>
</table>

Table 2 - Description of the undertaken techniques for warm-up and development according to motivational workshops for evidence-based practice – Uberaba, Minas Gerais, Brazil, 2016

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Undertaken stimulating techniques</th>
<th>Warm-up</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dynamics: “Box of expectations”</td>
<td>Description: Each participant deposits a piece of paper in a gift box. In this paper, they should write what expectation they have about the workshops in one word. After this moment, the lead should read the expectations, present the purpose of the workshop, and reinforce that it is seen as a gift.</td>
<td>Dynamics: Practical simulation of EBP in this hospital. Description: select a small group among participants, with up to five people, to dramatize a situation of how EBP has occurred in daily work. The construction of the scene starts from the conception that this small group presents about EBP. The movement is spontaneous and little elaborated. The others should be aware and register the characters and the situation. Highlight five people, different from the initial group, to reconstitute the same scene, only now, in a more positive way.</td>
</tr>
</tbody>
</table>

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Continue…
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In general, the workshops have been theoretical-methodological strategies used in different contexts, along with various populations, for reflections on different themes in nursing, and thus, are a shared learning modality guided by hermeneutic-dialectic interventions.6-9 This approach has favored the exploration of data by researchers regarding the experience of a group in the face of situations generated by the participants themselves.

The focus group concept that has been taken into account is the exercise of focusing on a specific theme and seeking the conduction of discursive propositions considering the intersubjective value elaborated by a specific group of people. It is worth emphasizing that experiencing a focal group in itself is characterized as a stimulus-generating technique.6

The group interaction presented itself as an implicit device in the constitution of its operationalization.6-8 The undertaken techniques facilitated the development of a group process that aimed at understanding this experience from the point of view of considering participants as a unit. Thus, the importance of moderation of the group process was emphasized to allow the apprehension of the innumerable movements that occur in the group, such as representations and affective loads. The moderator’s stance presented itself as conciliatory to ensure that implicit situations could converge to the common objective: the proposed task.7-9

The nursing work has been permeated by group processes that increasingly need to be identified in order to achieve a more meaningful re-signification of the practice.2 Contemporary studies have revealed the use of focus groups as an effective strategy in changing the reality of care and work situations in health care teams.6-9

Considering the need to spread an organizational culture favorable to EBP, the contemporary literature presented the engagement of nursing leaders as crucial.4-10 Nursing leaders, nurses occupying management posts, presented themselves as fundamental to the reorientation of the work routine to support changes in procedures or technical-assistance behaviors.4-10 However, the selection of stimulating techniques for conducting focus groups is not an exact science.6-9

<table>
<thead>
<tr>
<th>Workshops</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Dynamics: &quot;Cordless phone&quot;.</strong>&lt;br&gt;Description: Ask participants to stand up and form a circle. One participant should send a message or word in the ear of the person next to him, who must carry out the same action, until the message reaches the last participant who, in turn, should express what he understood. Relate the dynamics to the guided practice through being traditional or reproductive and the gains of EBP.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Dynamics: Reflection on the importance of scientific knowledge.</strong>&lt;br&gt;Description: presentation of an allusive image of how knowledge makes the world’s vision broader. Allow the contemplation of the image. Ask participants to express themselves spontaneously about how they believe the image relates to the process of developing workshops up to this date. Conclude the dynamics, reinforcing the supportive objective of this process to the EBP.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Dynamics: A brick in the way</strong>.&lt;br&gt;Description: To display a brick in the activity room with the purpose of hindering people’s movements. Do not express any information about the brick in the room. Observe how participants react and move (they jump the brick, observe it with curiosity, show indifference about it). In general, the brick represents obstacles, challenges, and it is important to reflect about stances before these.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Dinâmica: “What’s in the bag!”.</strong>&lt;br&gt;Description: place objects in a black bag and ask participants to identify what they are through using touch. Guide them to not exchange information. To verbalize their opinions after assessing the objects through touch. To establish relationships between the difficulty of identifying objects only by touch and the difficulty of understanding research projects that will be carried out in the care units.</td>
</tr>
</tbody>
</table>

Table 2 - Description of the undertaken techniques for warm-up and development according to motivational workshops for evidence-based practice – Uberaba, Minas Gerais, Brazil, 2016

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Techniques undertaken to disseminate the evidence-based practice among hospital nurses

The implementation of EBP is a worldwide challenge. Many of the failures and discontinuities upon its implementation in health care services occur due to the disregard of the psycho-cultural aspects existing among the nurses involved. Faced with this reality, one should seek the development of initiatives that increase cooperation among workers and their engagement in an organizational climate conducive to change.

Above all, the elaboration that was sought in the workshops was not restricted to a unidirectional reflection, but to the engagement of participants in an integral way, to their thinking-acting ways, and therefore, to favor the implementation of EBP. The relations between the driving and interest groups were established horizontally, facilitating individual expressions and intergroup communication as motivational and diffusion elements of contents. No initiatives that presented similar aspects to the experience reported here were identified in the literature.

Therefore, the development of this research project with an interface with the university extension activity allowed presenting EBP concepts to nurse managers and undergraduate and graduate Nursing students who participated in the workshops. This made the reported experience relevant in the academic formation through intersectoral partnership and collaboration by exposing students to essential knowledge to act in the EBP perspective through participating in an experience capable of enabling and potentiating the coping of contemporary care demands.

CONCLUSION

In general, for the group of nurse managers, the exposure to EBP presented itself as a distant theme from their daily activities. The focus group identified the need to expand competencies beyond those usually performed at that hospital for its implementation. However, the strategy proposed through the workshops was demonstrated as a method to facilitate the approach of the focus group to the theme and to identify feasibility for an action guided by the EBP. The constant participation of nurse managers in each workshop and the recognition of meetings as spaces of collective constructions were considered aspects of receptivity to the proposed theme.

Regarding the validity of the undertaken techniques in this study, the previous experience of the driving group in mediating the work with the focal group was an influencing factor. Other factors contributed to facilitating the mediation of the group against the proposed objectives, such as the intrinsic characteristics of the focus group itself related to the awareness of the value of research for the qualification of assistance, because all participants had a graduate degree and the majority had previous experience with research projects. However, new studies are needed to assess the factors that contributed to the success of the undertaken techniques and the sustainability of the results achieved in the workshops.

Hence, the implementation of workshops constituted an opportune space for the apprehension of concepts about EBP. Mainly, the workshops represented a potential for the dissemination of aspects that are conducive to the increase of EBP at the teaching hospital where this study was conducted. In general, the undertaken techniques were valid and conducive to be used in workshops with nursing leaders in similar contexts as well as their expansion as a proposing experience for the qualification of training of Nursing students. For the nursing practice, this experience was presented as timely to propagate EBP and as a guideline for the performance of hospital nurses.

REFERENCES