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Bridging the Gap from Concepts to Practice

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**BRIDGING THE GAP FROM CONCEPTS TO PRACTICE:
AN EBP ASSIGNMENT FOR NURSE PRACTITIONER STUDENTS**

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OBJECTIVES AND AGENDA

Aims:

- Provide an in-depth explanation of an EBP assignment in DNP curriculum
- Detail assessment process used and insights gained

Agenda:

Background about curriculum and course

Description of assignment and librarian role

Detail about how librarian instruction has been evaluated

Ideas about modifying instruction methods or assignment

BACKGROUND

Advanced Practice: nurses with graduate preparation who can practice in generalist or specialist capacity with advanced skills and competencies specific to their area

APRN= advanced practice registered nurse

AACN made recommendation that by 2015, all NPs entering advanced practice have doctoral preparation, thus the DNP (doctorate of nursing practice) degree

The College of Nursing at the University of Iowa offers 7 specialties for DNP program:

Neonatal, Pediatric, Anesthesia, Psych, Health Systems, Family, Adult/Gero

BACKGROUND

All graduate students must take an EBP course in first few semesters of curriculum->significant amount of library instruction

Those enrolled in the course Primary Care and Older Adult II are of interest here: **Adult/Gero and Family** specialties

- Plan of study is similar for both- the course is taken during 7th semester (out of 10-11)
- Clinical practicum II is taken simultaneously (180 hours) which provides context for the assignment
- Course offered 1x/year, in spring, as traditional course

BACKGROUND

University of Iowa College of Nursing DNP competencies of interest include:

- “Commitment to knowledge based practice”
- “Utilize research and employ evidence based practice....”
- “Analysis and use of technological innovations that support delivery of care and clinical decision making”
- “Utilize analytical methods and information systems to evaluate systems of care to improve health outcomes of individuals, aggregates or populations”

ASSIGNMENT

The assignment was initiated in conjunction with nursing faculty spring 2010, librarian is guest lecturer/“facilitator”

General goals:

- Strengthen skills in formulation of clinical questions, search strategies, and summarizing how the evidence will impact clinical decisions
- Build good habits, including posing clinical questions and collaborating with librarian

Methods:

- Hour long lecture/demonstration
- Individual consultation with every student: phone, email, face to face, video
- Attend wrap up session at end of semester

ASSIGNMENT

The University of Iowa
COLLEGE OF NURSING

096:284:001 Spr13 Primary Care: Adult & Older Individ II

Course Home | Content | Discussions | Chat | Dropbox | Quizzes | Links | Grades **Edit Course**

Events

Today
No events

Tomorrow
No events

Upcoming
No events

Updates

- 26 Unread Discussion Messages
- 14 New Dropbox Submissions
- 26 Ungraded Quiz Attempts

Course Tools

- [Classlist](#)
- [Edit Course](#)
- [Library Reserves](#)
- [Download Clicker Roster \(help\)](#)
- [\(What is this?\)](#)

Role Switch

Current Role: -- My Role (T.A.-Designer) -- Change Role

News

News Item Actions

test 3 review ✎ 🗑️ ✕
Posted May 8, 2013 4:03 PM

Attached is the review guide for test 3.

Open Friday at 8AM closing Monday at 1159pm.

Good luck studying!!!

Attachment(s):
[test 3 2013review.docx](#) (14.61 KB)

hemaotology cancer lecture 5/1 ✎ 🗑️ ✕
Posted Apr 28, 2013 1:39 PM

Here is the lecture from last year...if there is a new one I will post it later.

Attachment(s):
[Hematological Malignancies - Schwickerath 2012....](#) (3.11 MB)

HIV lecture ✎ 🗑️ ✕
Posted Apr 20, 2013 12:24 PM

The HIV lecture for this week is attached.

Attachment(s):
[NP HIV 4-13-1.ppt](#) (7.44 MB)

Class 4/24 ✎ 🗑️ ✕
Posted Apr 17, 2013 2:33 PM


<http://www.cdc.gov/actaagainststids/hssc/>

The first part of next week's class will be dermatology. There are readings under content. Please also read chapter 25 in Daines. GREAT descriptors of lesions...you

Instructor

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Clinical Professor

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[Bio Sketch](#)

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College of Nursing ICON Help

Pat Whetstone
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ICON Instructor Helpline
319-335-6139
icon-support@uiowa.edu

Online Documentation

- [ICON Quick Reference](#)
Enter your password for the Nursing Intranet when prompted.
- [Frequently Asked Questions](#)
- [Getting Started & ICON Tools](#)

ASSIGNMENT

- Content Areas**
- View Content
 - Manage Content**
 - Reports
 - Settings
 - Manage Files

- Instructions**
- You can select multiple items to edit, copy, move or delete.
 - To select all items in the list, select the checkbox at the top or bottom of the list.
 - Use this page to manage content for your course, such as editing, copying, deleting, moving and re-ordering topics or modules.

Manage Content

Manage Content **New Module** **New Topic** **Add Multiple Topics** **Re-Order**

Search For: [Show Search Options](#)

Content Items	Actions
096:284:001 Spr13 Primary Care: Adult & Older Individ II	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Course Information	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 2013 96:284 syllabus	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Evidence Based Practice Assignment	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> EBP powerpoint	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> CINHAL resources	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> EBP assignment guide	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> PubMed Tip Sheet	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> EBP assignment description 2013	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> evaluation rubric	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Course Documents	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Dermatology	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Handouts	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Derm notes-common problems	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Derm notes-top steroids	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Derm Slides	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Approach to derm diagnosis	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> melanoma-UTD	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Derm 2013 lecture	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Readings	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> CNS Infection, MS, Periph neurop, NM d/o	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> handouts	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> peripheral neuropathy	
<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> autoimmune--lupus_ss	

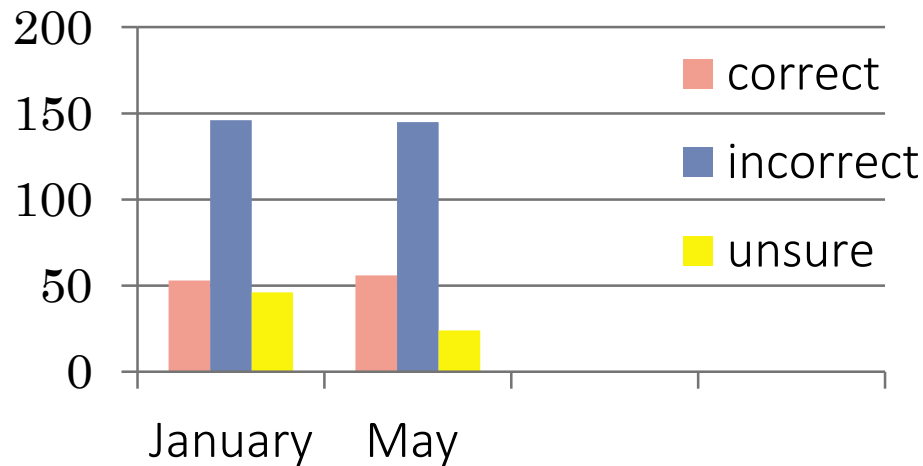
ASSIGNMENT

Sections	Criteria	Possible Points	Points Granted
Description of clinical question	Link to clinical experiences is clear and compelling. Describes a question whose answer would be beneficial to the clinician.	10	
Clinical question clearly stated	Brief, clear, easy to understand what will be looked at. Would be easy to replicate by another person.	10	
Search method	Logical flow. Detailed and clear enough that another NP could easily reproduce the search.	10	
Search results	Summarized well, critique of the research obtained	10	
Librarian feedback	All feedback is included as well as how the feedback altered or changed the search.	20	
Integration into clinical setting	There is evidence that the research either impacted the current practice situation or will inform a future clinical practice.	20	
Well written and cited	The flow of the presentation is logical and the writing is clear and engages the reader in the clinical question. Proper punctuation and rules of grammar are followed. References and sources are cited consistently throughout the paper. The paper is a pleasure to read.	20	
Points Total		100	

EVALUATION METHODS: PRE-POST TEST

Pre-post test method used during 2nd semester of involvement to evaluate whether students were learning essential concepts.

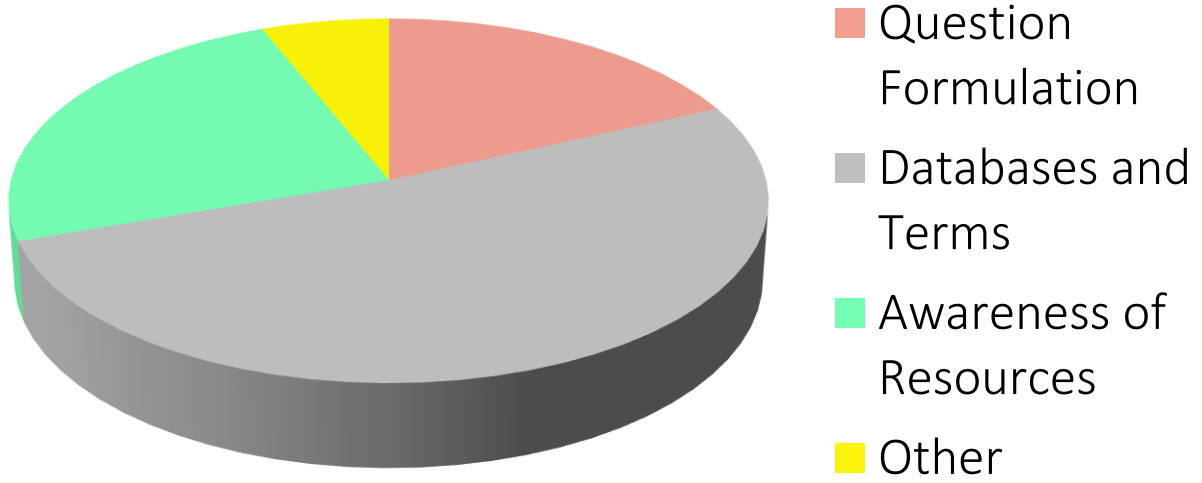
- 10 questions, multiple choice and true/false
- CINAHL versus PubMed coverage, finding EB information, strength of evidence, using subject headings, general awareness of resources....



EVALUATION METHODS: PAPER CONTENT ANALYSIS

During 4th semester of involvement, conducted thorough review of papers and categorized comments into themes.

Did librarian feedback help, and if so, how?



EVALUATION METHODS: PAPER CONTENT ANALYSIS

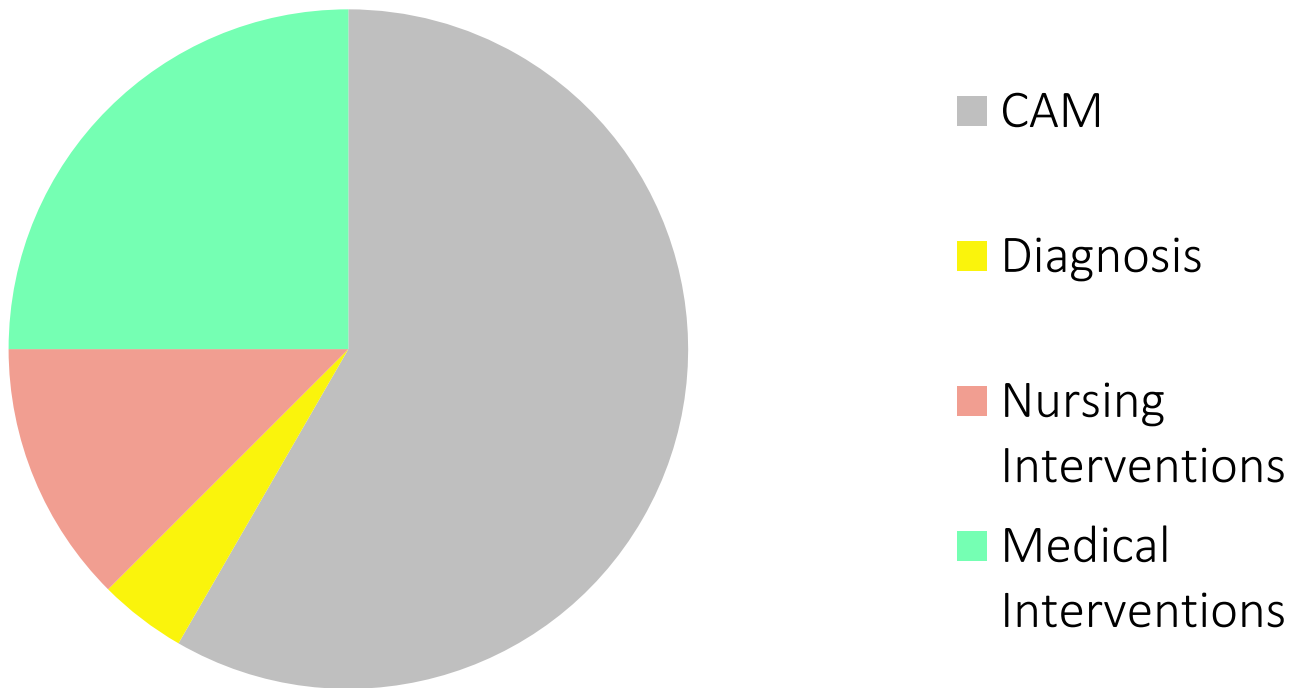
Evaluated content for signs of problems and potential weak points of instruction:

- Inappropriate filters used (full text, publication date)
- Hesitance to contact/work with librarian
- Incomplete understanding of subject search, using synonyms
- Requesting items not immediately available in e format

In 5 submissions, it seemed that little had been learned from interactions with librarian

Those using email reference seemed to understand key concepts to a lesser degree...

CLINICAL QUESTIONS TOPICS



For how many questions was there moderate->strong evidence?

10

INSIGHTS AND CONCLUSIONS

Review of submitted assignments provided important detail about which concepts from multiple methods of instruction were most valued and which ones were likely to be retained

- Most students seem to have some of necessary skills
- Most appear receptive and able to incorporate pieces of new knowledge in the context of this assignment
- Monitor email reference instruction practices

Methods of assessment are a reasonable start—but not as objective and thorough as desired

More variety in methods of assessment may provide more valid information

FUTURE PLANS

Will continue to review assignments in detail for this course— and will aim to expand beyond the librarian feedback segment for enhanced context/meaning

Aim to conduct brief pre-post assessment that targets key skills that are critical for achieving DNP competencies

Strive toward gaining access to additional courses to broaden awareness of skills

Propose broader assessment of progress at appropriate points in DNP curriculum-- to identify instruction needs and strategies

Thank you!

Please contact me with questions or comments:

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