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
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
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
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”

University of Iowa DNP competencies: http://www.nursing.uiowa.edu/sites/default/files/documents/academic-programs/graduate/dnp/DNP%20Outcomes.pdf
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

Manage Content

Search For: [Search] [Show Search Options]

Content Items

- 096:284:001 Spr13 Primary Care: Adult & Older Individ II
  - Course Information
    - 2013 56:284 syllabus
  - Evidence Based Practice Assignment
    - EBP powerpoint
    - CINHAL resources
    - EBP assignment guide
    - PubMed Tin Sheet
    - EBP assignment description 2013
  - Evaluation rubric

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.
<table>
<thead>
<tr>
<th>Sections</th>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of clinical question</td>
<td>Link to clinical experiences is clear and compelling. Describes a question whose answer would be beneficial to the clinician.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Clinical question clearly stated</td>
<td>Brief, clear, easy to understand what will be looked at. Would be easy to replicate by another person.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Search method</td>
<td>Logical flow. Detailed and clear enough that another NP could easily reproduce the search.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Search results</td>
<td>Summarized well, critique of the research obtained</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Librarian feedback</td>
<td>All feedback is included as well as how the feedback altered or changed the search.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Integration into clinical setting</td>
<td>There is evidence that the research either impacted the current practice situation or will inform a future clinical practice.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Well written and cited</td>
<td>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.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Points Total</td>
<td></td>
<td>100</td>
<td></td>
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</tbody>
</table>
EVALUATION METHODS: PRE-POST TEST

Pre-post test method used during 2\textsuperscript{nd} 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?

- Question Formulation
- Databases and Terms
- Awareness of Resources
- Other
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...
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: jennifer-deberg@uiowa.edu