EVIDENCE-BASED PRACTICE INTEGRATION ACROSS HAWAI`I`S ACADEMIC INSTITUTIONS

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Objectives

• Describe the creation of a state-wide evidence-based program to integrate EBP into undergraduate curricula

• Delineate specific approaches identified by educators to facilitate academic integration
DRIVERS FOR CURRICULUM INTEGRATION OF EBP

Clinical & Academic
Clinical Drivers for EBP

• Federal agencies & bodies
  • AHRQ, DHHS, CMMS, NIH

• Accreditation & awards
  • Joint Commission: Standards and National Patient Safety Goals
  • Beacon Award, Magnet ® Recognition, etc.

• Other organizations
  • Quality and Safety Education in Nursing (QSEN) Institute
    • National Academy of Medicine

• Repeatedly shown to improve outcomes
Academic Drivers for EBP

• American Association of Colleges of Nursing (AACN)
  – Baccalaureate Essentials III (2008): Scholarship for EBP
  – Master’s Essentials IV (2011): Translating and integrating scholarship into practice
• Employers
• QSEN published competencies: Pre-licensure and Graduate
Bottom Line

• EBP is no longer a luxury
  – But a necessity
  – With increasing accountability
  – And possible liability in the future

• Academicians are responsible to ensure graduates are competent in EBP

• So, what’s an academician to do?
  – Become a competent practitioner of EBP
  – Systematically integrate EBP content into curriculum
Become a Competent Practitioner of EBP

Necessary skills to perform evidence-based practice
Basic EBP Skills

• Differentiate EBP from research and quality improvement
• Identify a problem & write a PICO statement
• Develop literature search skills: Search selected databases and resources and adjust search strategies
• Critique the literature
  • Know different grading criteria & corresponding levels of evidence
• Synthesize the literature
  • Distinguish from an annotated bibliography or literature review
  • Use Excel to organize body of evidence; use of subtopics
• Make practice recommendations
• Define & discuss translation science
  • Implementation strategies
  • Evaluation strategies
Systematically Integrate EBP Content into Curriculum

Using an EBP model
Conceptual Model for EBP

The Iowa Model

Figure 2.2 Iowa Model of evidence-based practice to promote quality care. (Adapted with permission from Titler, M. G., Kleiber, C., Steelman, V., Rakel, B., Budreau, G., Everett, L. Q., . . . Goode, C. (2001). The Iowa model of evidence-based practice to promote quality care. Critical Care Nursing Clinics of North America, 13, 497–509.)
Pedagogical Strategies for EBP

1. Triggers
   – Drivers for EBP: Clinical and academic
   – Sporadic EBP content
     • Some students received none; others received more

2. Form a Team
   – EBP Content Expert
   – Librarian
   – Course Coordinators
3. Assemble Relevant Research

- PubMed (Teaching EBP AND Nurs)
  - 120 Articles
    - Limited to:
      - Humans
      - Published in past 5 years
      - Research & Systematic Reviews
        - 47 Articles
          - Teaching Strategies
            - 9 Articles Screened
              - 5 Articles

- Librarian Search
  - 9 Articles
    - 1 Overlapped
      - 8 Articles

- Other literature
  - 9 Articles
  - 3 Textbooks
4. Critique & Synthesize Research

• 9 of 22 articles were about different strategies to teach critiquing skills (2 Level III, 7 Level VI)

• Courses and workshops demonstrated improvements in knowledge, attitudes, & skills of undergraduate nursing students (Davidson, 2016, Level III; Zhang, 2012; Level III)

• Student-staff-faculty partnerships were utilized to facilitate learning about EBP (Balakas, 2010; Level VI; Moch 2010, Level VI; Schreiner, 2015, Level VI)
Non-research based General Pedagogical Strategies

- Small doses, over time
- Simple to complex
- Integrate into every course
- Problem-based learning
- Emphasize relevance to
  - Practice
  - Clinical problems
Example Learning Activities

- Gaming platforms
- Appraising evidence game
- Debates
- Case studies
- EBP rounds
- Journal clubs
- One burning question
- Building blocks
- Grade literature searches
5. Is There a Sufficient Evidence Base?

• Is it enough to make practice changes?
• Quality, quantity, & consistency of findings
• Feasibility
  • Relevance of research findings for teaching
  • Individual student & faculty circumstances, values, preferences
• Risk/benefit ratio
5. Pilot the Practice Change

• Three-day statewide EBP Educator workshop
  • 50 nurse educators
  • Seven of the state’s nine schools of nursing were represented

• Curriculum design
  • Steps of Iowa Model
    • One step each semester
  • Pedagogy
    • Spiraled/Leveled/Folded
    • Teaching strategies
6. Institute the Practice Change

• University of Hawai`i at Mānoa Baccalaureate Program
  • Iowa Model – 7 steps, 9 classes over 6 semesters
  • Courses mapped to AACN Essentials for Baccalaureate Education, steps of EBP, & related information literacy skills
  • Met with lead faculty of each course
    • Refined content for each course
    • Packaged course materials
    • Assisted with lectures, as needed
  • Resources shared amongst all faculty
• Began implementation with Fall 2016 Sophomores
<table>
<thead>
<tr>
<th>Course</th>
<th>Sem</th>
<th>Bacc Essentials III</th>
<th>Iowa Model Phase</th>
<th>EBP Content (spiral/level/fold throughout)</th>
<th>Information Literacy</th>
<th>Course Packaging</th>
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<tbody>
<tr>
<td>N211: Professionalism</td>
<td>Fall</td>
<td>AOC</td>
<td>1</td>
<td>Introduce EBP &amp; Information Literacy Competencies; Differentiate PI, EBP, Research (defining terms)</td>
<td>Search Terms, Credibility of Resources, National Guidelines</td>
<td>Sept</td>
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<tr>
<td>N210: Health Promotion Across Lifespan</td>
<td>Fall</td>
<td></td>
<td>1</td>
<td>EBP &amp; The Iowa Model</td>
<td>Summarize an Article (250 words)</td>
<td>Oct</td>
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<tr>
<td>N220: Med-Surg I</td>
<td>Spring</td>
<td></td>
<td>2</td>
<td>Triggers, Priorities, &amp; Teams</td>
<td>Levels of Evidence, Finding Filtered Information</td>
<td>Jan</td>
</tr>
<tr>
<td>N320: OB/Peds (WI)</td>
<td>Fall</td>
<td></td>
<td>2</td>
<td>PICO &amp; Purpose Statements</td>
<td>MESH Terms, Write Annotated Bibliography</td>
<td>Jan</td>
</tr>
<tr>
<td>N363: Research (ETH)</td>
<td>Spring</td>
<td></td>
<td>4</td>
<td>Critique &amp; Synthesize Literature</td>
<td>Retrieve &amp; Appraise Unfiltered Literature, Group by Design, Synthesize</td>
<td>Jan</td>
</tr>
<tr>
<td>N450: Community (OC, WI)</td>
<td>Fall</td>
<td></td>
<td>5</td>
<td>Piloting the Practice Change (didactic-module); PICO &amp; Critique/Synthesize Literature for Public Health Issue</td>
<td>Retrieve Public Health Resources</td>
<td>Feb</td>
</tr>
<tr>
<td>N465: Psych/Mental Health</td>
<td>Fall</td>
<td></td>
<td>6</td>
<td>Institute the Practice Change (didactic-module); PICO &amp; Critique/Synthesize Literature for Mental Health Issue</td>
<td>Retrieve, Appraise, &amp; Synthesize. Recommend Practice Change</td>
<td>Mar</td>
</tr>
<tr>
<td>N460: Complex Nursing &amp; Leadership (WI)</td>
<td>Spring</td>
<td></td>
<td>7</td>
<td>Monitor and Analyze Structure, Process, and Outcome Data (didactic-module)</td>
<td>Retrieve, Appraise, &amp; Synthesize. Recommend Practice Change</td>
<td>Apr</td>
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7. Evaluate the Practice Change

- Multiple requests from across state for another workshop
- EBP Champions
  - Representatives from each school meet quarterly
  - Plan to serve as faculty at next Educators Workshop
  - Other schools have also begun to integrate EBP into their curriculum (UG and Graduate)
Conclusion: EBP is not a luxury, it is a necessity for all nurses

• EBP is now integrated into clinical and academic quality drivers
• Academicians need to gain knowledge and skills to be effective educators of EBP
• Integrating the EBP process into curriculum is a feasible approach to educate nursing students
• Statewide integration of EBP at the educator and curriculum level is possible (and still a work in progress!)
References


• Schreiner, M., Kudrna, B., & Kenney, C. (2015). How undergraduate students can contribute to EBP. *Nursing Management, 46*(9), 21-23. doi: 10.1097/01.NUMA.0000470777.48225.b5

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