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

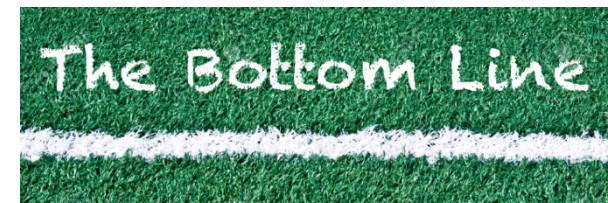Clinical & Academic

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
  - DNP Essentials III (2006): Clinical scholarship & analytical methods for EBP
- Employers
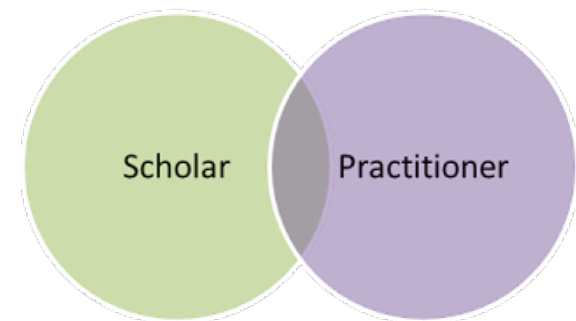- QSEN published competencies: Pre-licensure and Graduate

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

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The Bottom Line

Become a Competent Practitioner of EBP

Necessary skills to perform evidence-based practice

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Scholar   Practitioner

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

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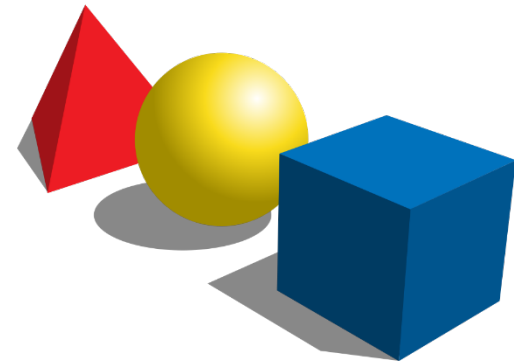
Systematically Integrate EBP Content into Curriculum

Using an EBP model
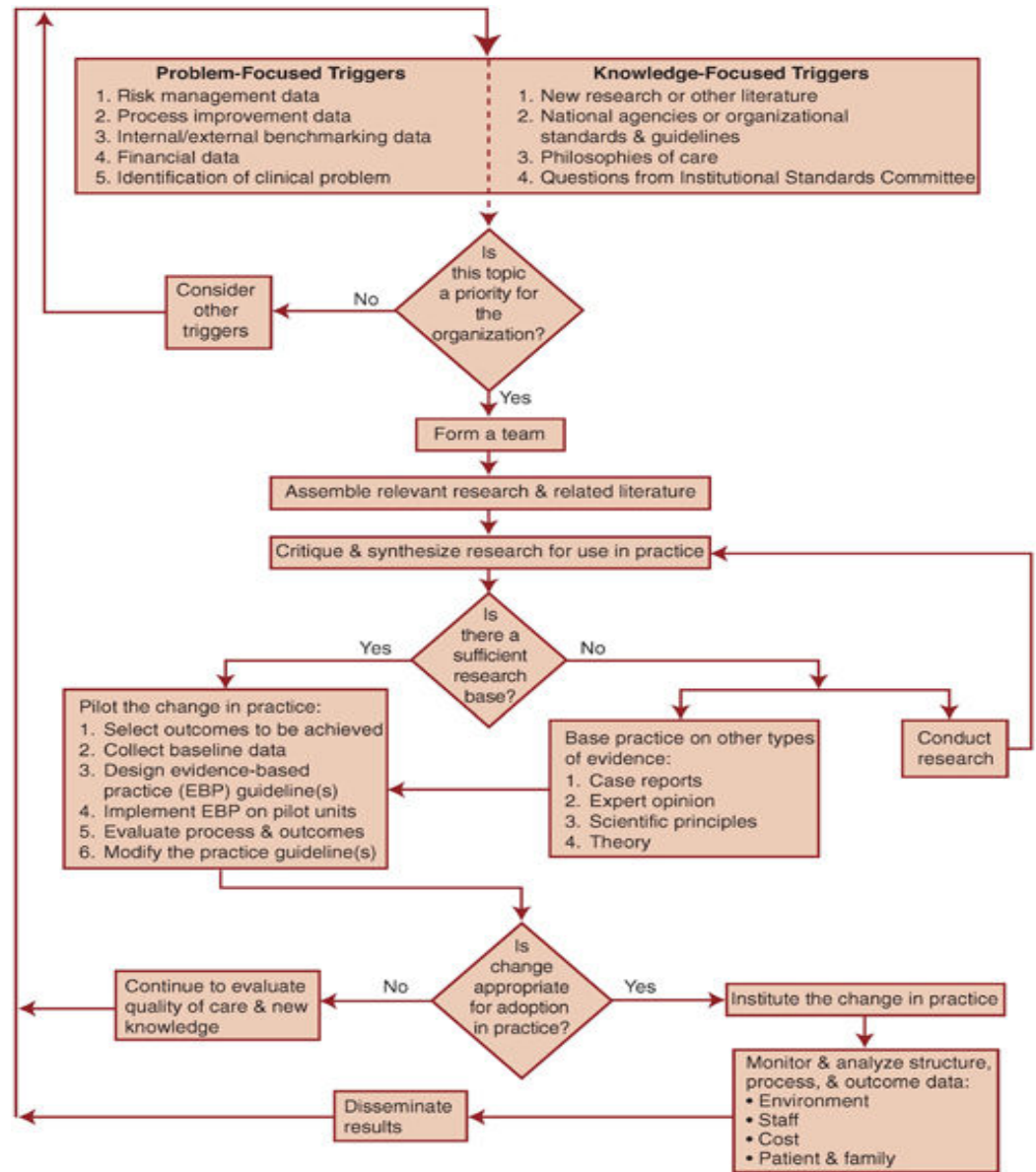
Conceptual Model for EBP

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.)

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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

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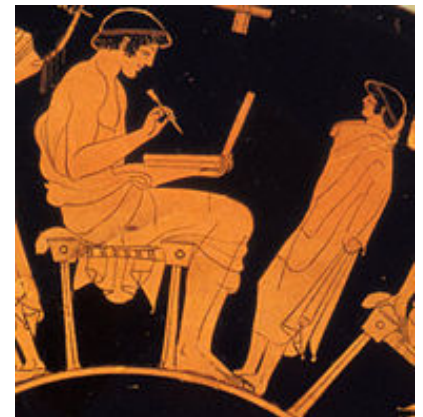Connecting Nurses. Transforming Healthcare.

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

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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

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Course	Sem	Bacc Essentials III	Iowa Model Phase	EBP Content (spiral/level/fold throughout)	Information Literacy	Course Packaging
N211: Professionalism	Fall	AOC	1	Introduce EBP & Information Literacy Competencies; Differentiate PI, EBP, Research (defining terms)	Search Terms, Credibility of Resources, National Guidelines	Sept
N210: Health Promotion Across Lifespan	Fall		1	EBP & The Iowa Model	Summarize an Article (250 words)	Oct
N220: Med-Surg I	Spring		2	Triggers, Priorities, & Teams	Levels of Evidence, Finding Filtered Information	Jan
N320: OB/Peds (WI)	Fall		2	PICO & Purpose Statements	MESH Terms, Write Annotated Bibliography	Jan
N360: Med-Surg II	Spring		3	Assemble the Literature	Search Med-Surg Topic, Write Annotated Bibliography	Jan
N363: Research (ETH)	Spring		4	Critique & Synthesize Literature	Retrieve & Appraise Unfiltered Literature, Group by Design, Synthesize	Jan
N450: Community (OC, WI)	Fall		5	Piloting the Practice Change (didactic - module); PICO & Critique/Synthesize Literature for Public Health Issue	Retrieve Public Health Resources	Feb
N465: Psych/Mental Health	Fall		6	Institute the Practice Change (didactic - module); PICO & Critique/Synthesize Literature for Mental Health Issue	Retrieve, Appraise, & Synthesize. Recommend Practice Change	Mar
N460: Complex Nursing & Leadership (WI)	Spring		7	Monitor and Analyze Structure, Process, and Outcome Data (didactic-module)	Retrieve, Appraise, & Synthesize. Recommend Practice Change	Apr

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)

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EVALUATION
☑ Excellent
☐ Good
☐ Average
☐ Poor

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!)

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