Faculty-Librarian Collaboration Teaching Evidence-Based Practice

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Unique

This presentation describes the collaboration of physical therapy faculty and university librarian in teaching elements of evidence-based practice in Scientific Inquiry 1 in the DPT curriculum including:

- Write a patient-centered clinical question

  P: Patient/Problem/Population
  I: Intervention
  C: Comparison
  O: Outcome

- Develop an effective search strategy
- Search electronic databases for articles

Although the literature contains examples of faculty-librarian collaboration in other disciplines, reports about the collaboration in physical therapy programs are scarce and this collaborative teaching model is unique

Purpose

➢ Combine the clinical and research expertise of PT faculty with the information retrieval expertise of the librarian

➢ Provide learning experiences to prepare DPT students to **find, evaluate, and use information** from the literature to inform clinical decisions

Foundation

➢ *Evaluative Criteria for the Accreditation of Education Programs for the Preparation of Physical Therapists* – C.A.P.T.E.

➢ *Literacy Competency Standards for Higher Education* – A.C.R.L.
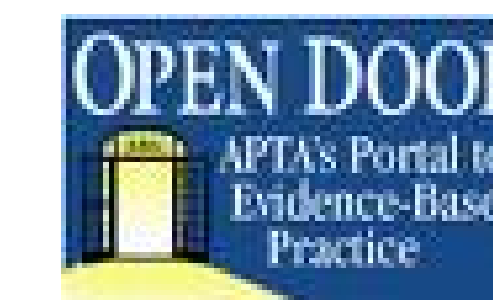
Description

➢ 2-credit course spring semester of the first DPT year

➢ Students learn:
  - concepts of evidence-based practice
  - to evaluate RCTs, Systematic Reviews, Meta-analysis, Case report through examination of the methods used to conduct clinical research in physical therapy
  - to access the professional literature using electronic databases:
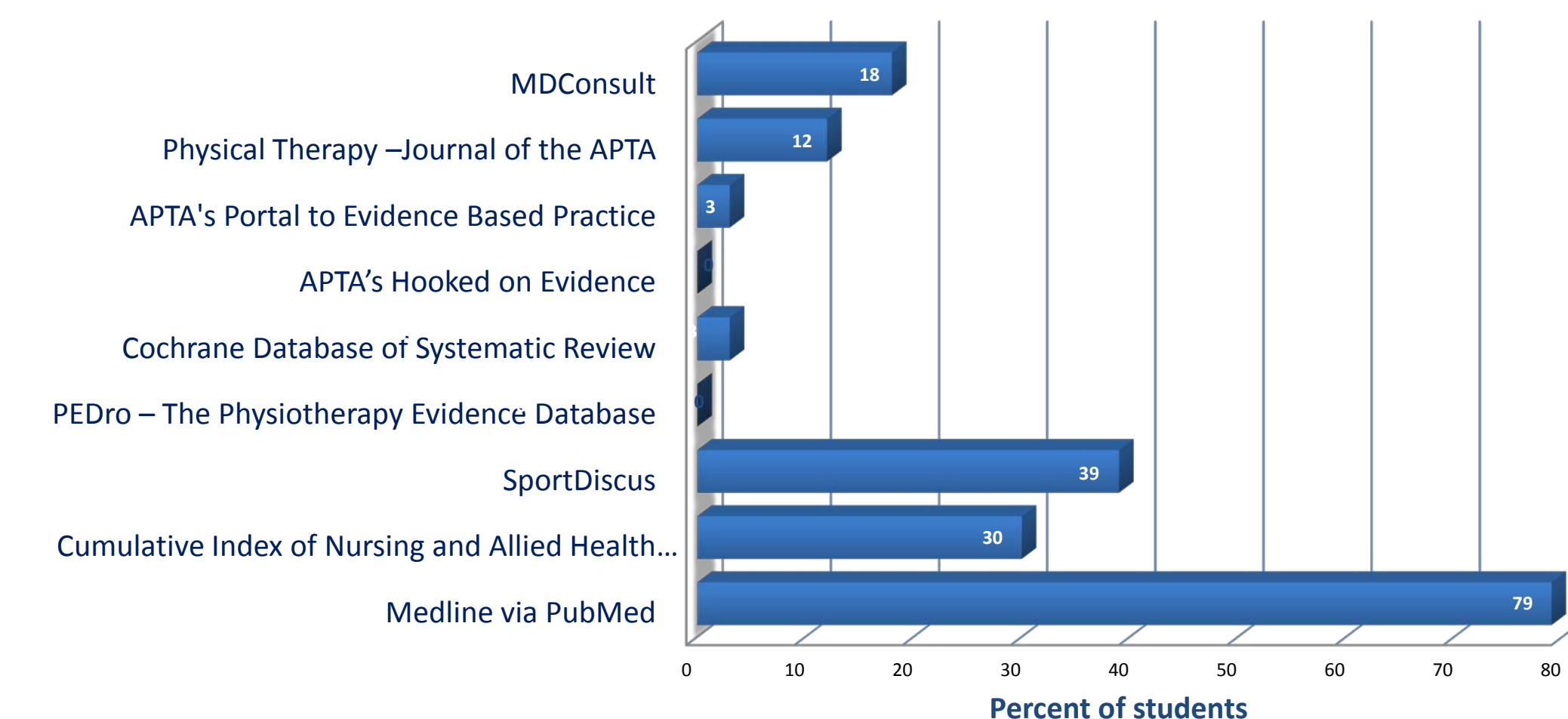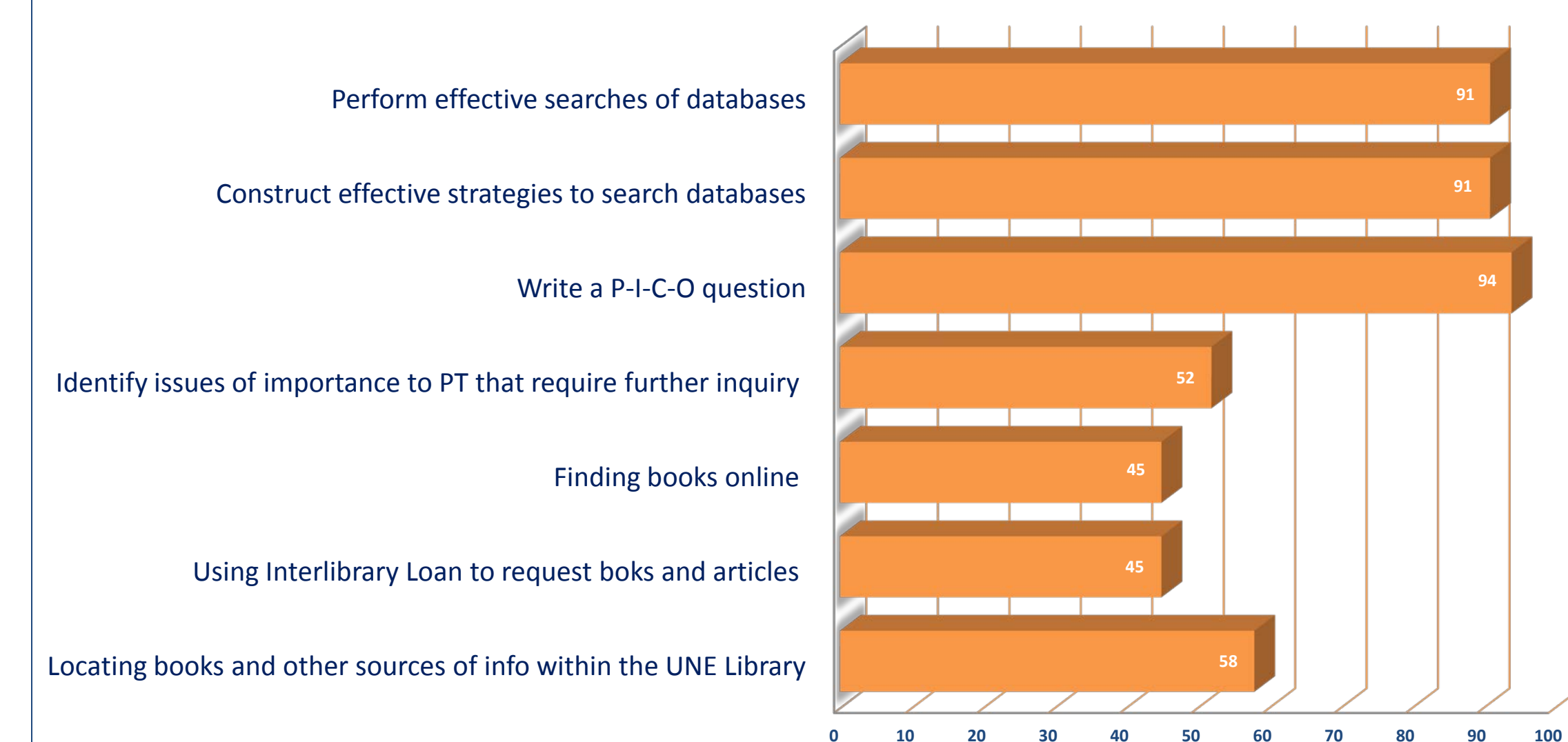
CINAHL® Plus with Full Text
SPORTDiscus™ with Full Text
PubMed
MD CONSULT
PEDro PHYSIOTHERAPY EVIDENCE DATABASE
The Cochrane Library Evidence for healthcare decision-making Visit thecochranelibrary.com
OPEN DOOR APTA's Portal to Evidence-Based Practice

➢ Assignments complement instruction about each database

➢ Survey assessed student confidence in formulating clinical questions, searching and locating information, and to ascertain the effectiveness of the course pedagogy

Observations

### Information Resources Used by Students BEFORE Scientific Inquiry 1

Bar chart: Percent of students
- MDConsult: 18
- Physical Therapy –Journal of the APTA: 12
- APTA's Portal to Evidence Based Practice: 8
- APTA's Hooked on Evidence
- Cochrane Database of Systematic Review
- PEDro – The Physiotherapy Evidence Database
- SportDiscus: 39
- Cumulative Index of Nursing and Allied Health...: 30
- Medline via PubMed: 79

Skills developed or enhanced

Bar chart: Percent of students
- Perform effective searches of databases: 91
- Construct effective strategies to search databases: 73
- Write a P-I-C-O question: 94
- Identify issues of importance to PT that require further inquiry: 52
- Finding books online: 45
- Using Interlibrary Loan to request boks and articles: 45
- Locating books and other sources of info within the UNE Library: 58

Percentage of Student Responses about Computer Classroom Activities from Course Evaluations

EVALUATION PROMPT	SA	A	N	D	SD
The classes developed my awareness of the range of library resources available to me in physical therapy (N =33)	72	27	0	0	0
The hands-on practice with the computer was effective in helping me learn how to use the resources (N =33)	58	39	3	0	0
The amount of time dedicated to instruction and practice of each database was adequate (N =33)	52	33	12	3	0
The homework assignments related to searching the databases reinforced my learning (N =33)	45	49	3	3	0
The peer teaching activity of students demonstrating their search strategies in class reinforced my learning (N =33)	15	42	30	9	3
I am confident accessing full-text articles, books, e-books, images, interlibrary loan, and other resources using the UNE libraries (N =33)	61	36	3	0	0
The collaboration of PT and Library instructors was effective (N =29)	76	24	0	0	0
I feel comfortable asking for help from a librarian if I need help searching for information (N =29)	79	21	0	0	0
I am confident writing a patient-centered question using P-I-C-O (N =29)	72	28	0	0	0
I am confident in my ability to perform effective literature searches using:					
Medline via PubMed (N = 29)	86	14	0	0	0
CINAHL (N = 29)	83	17	0	0	0
SportDiscus (N = 29)	66	34	0	0	0
PEDro (N = 29)	31	59	10	0	0
Cochrane Database of Systematic Reviews (N = 29)	69	31	0	0	0

Student Ratings of E.B.P. Activities

Pie chart:
- EXCELLENT: 30%
- ABOVE AVERAGE: 64%
- AVERAGE: 6%
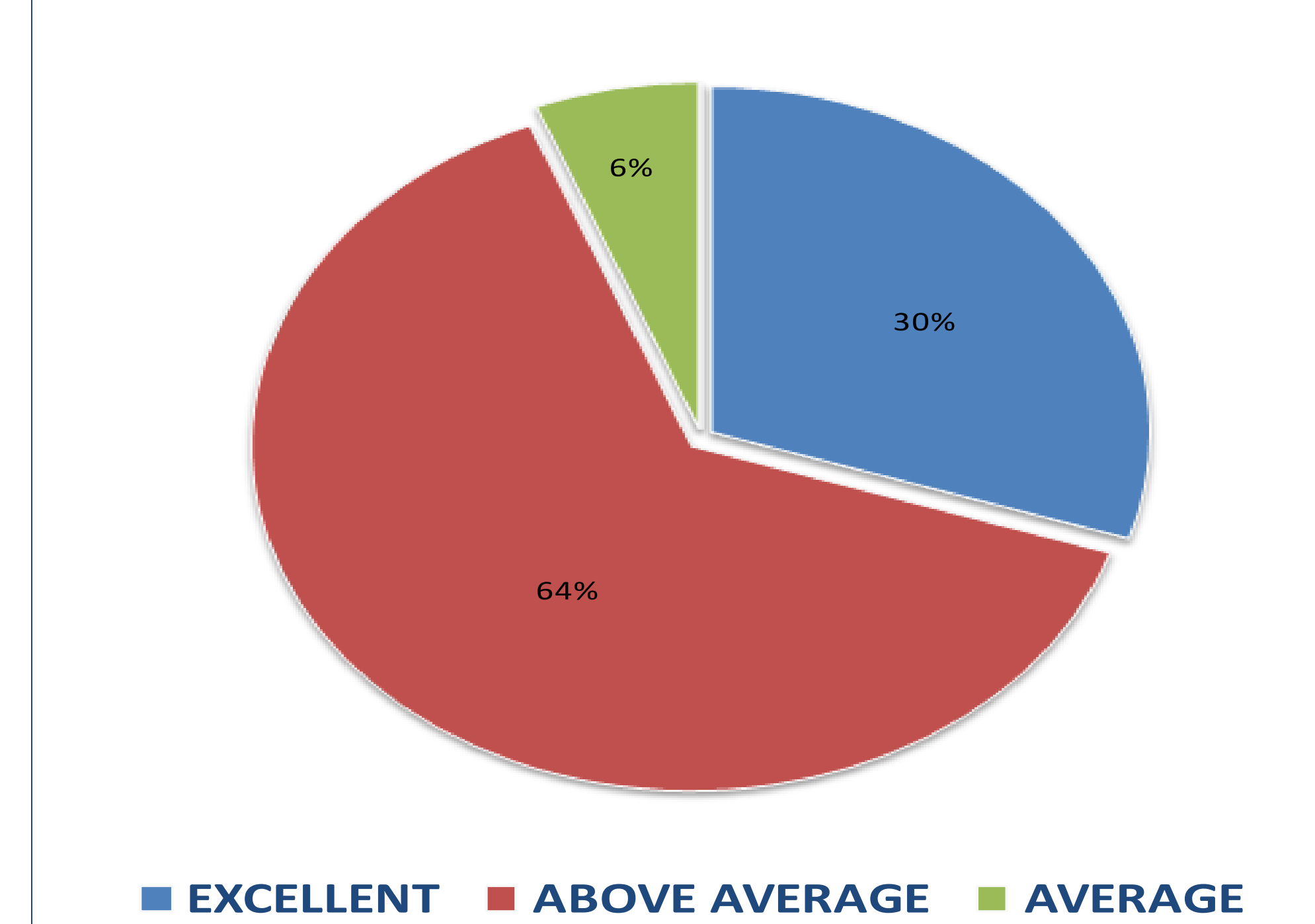
Conclusion

➢ Overall course design and delivery were successful and well received by students

➢ PT faculty & librarian agree the collaboration was successful based on their experiences in the classroom and the quality of the students' work

➢ Results of the survey will be used in the ongoing evaluation of SI 1:
  1) provide information about the need for and effectiveness of the training
  2) decide if future collaboration is warranted
  3) suggest ways to improve instruction

The faculty worked well with each other
I found this (librarian & PT faculty) to be very helpful
I believe both faculty added a great deal to the class

I am a very hands on learner, so it helped me learn and retain the information
I know how to use and search databases which was a skill I didn't have prior to this class
It helped me build on skills I already had

I liked the alternate searching methods demonstrated by my peers
It was educational to hear other students' strategies; a learning process I might have overlooked
It was interesting to see what my peers had searched

Assignments were designed to practice what was taught previously
I had to be able to recall what we learned in class, which reinforced it
Assignments are necessary, but sometimes they just felt like busy work
Tedious

Previously unaware of all the resources that are available
I never knew we had such a vast array of search engines to use