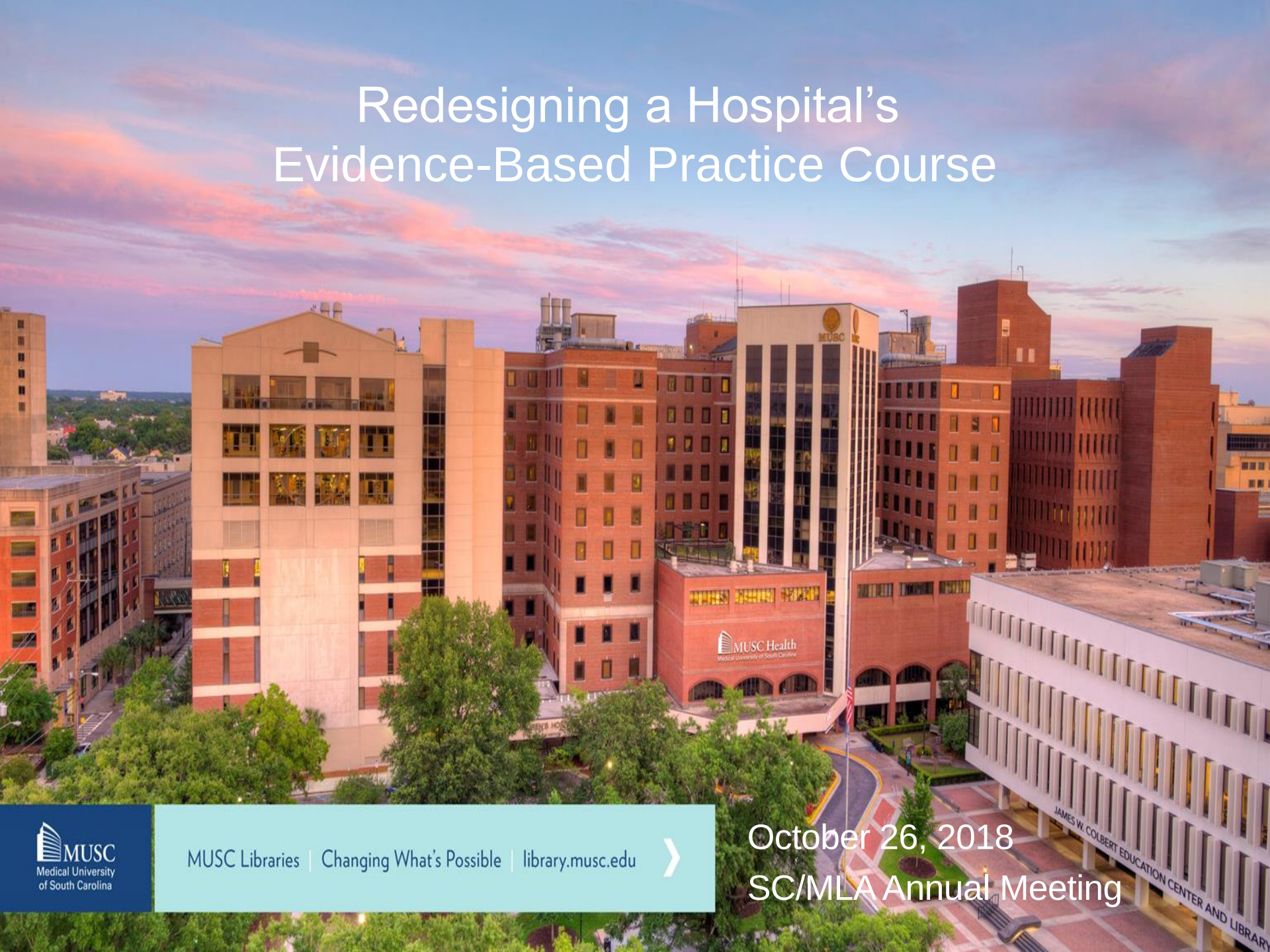
Redesigning a Hospital's Evidence-Based Practice Course



MUSC Medical University of South Carolina

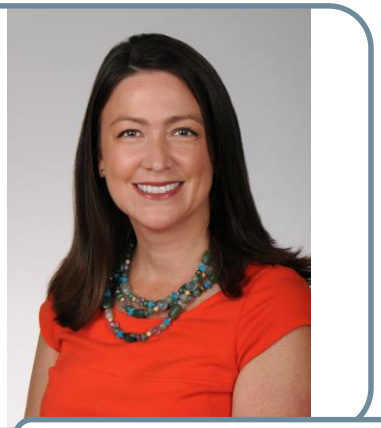
MUSC Libraries | Changing What's Possible | library.musc.edu

October 26, 2018

SC/MLA Annual Meeting

Value Institute

- Under the hospital's Quality Management department
- Provides education, evidence synthesis services, and development of clinical decision support tools



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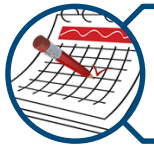
Previous Evidence-Based Practice Courses

Fall 2016, Spring 2017



10 weeks

Participants: Clinicians

8 in-person sessions, 3 consultations

Content: developing clinical question, searching literature, appraising evidence, and planning for implementation

Completion: evidence table, presentation, implementation plan, 12 hours CE credit

Fall 2016 & Spring 2017

EBP Courses

Barriers to success

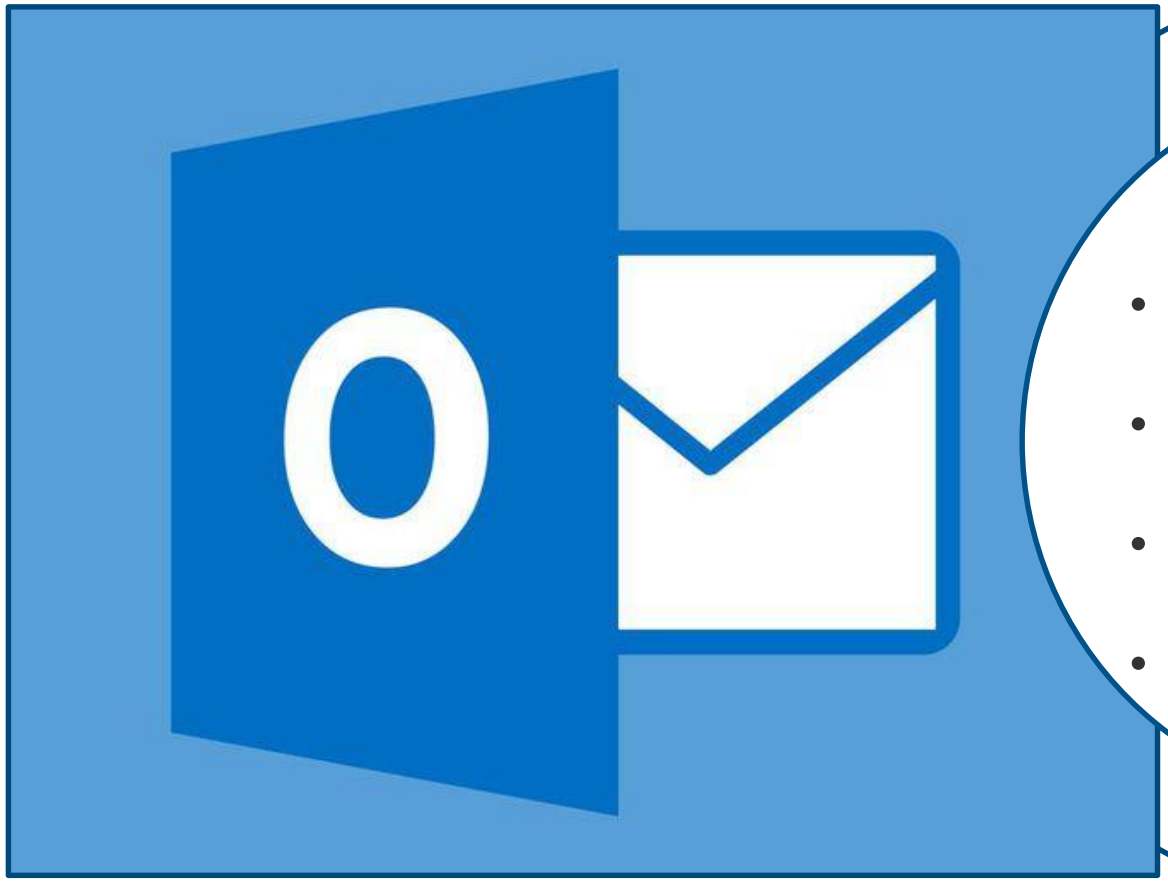
- Lack of time to complete coursework
- Cannot attend every/any class session(s)
- Difficult concepts to teach in short amount of time
- High drop-out rate

August 2017

Focus groups
with participants of Fall 2016 and Spring 2017 courses

Spring 2018

Redesigned EBP course
based on focus group feedback



Focus Group Invitations

- Choice of two focus group dates
- Challenge statement
- Point of View statement
- Syllabi of past EBP courses

Introductions

Challenge Statement

To redesign the EBP course to be more effective, engaging, and better meet the needs of MUSC health care team members.

Problem Statement

Busy clinicians who do not have much time outside of class to complete coursework; may not always be able to attend class; and difficult concepts to teach in a short amount of time.

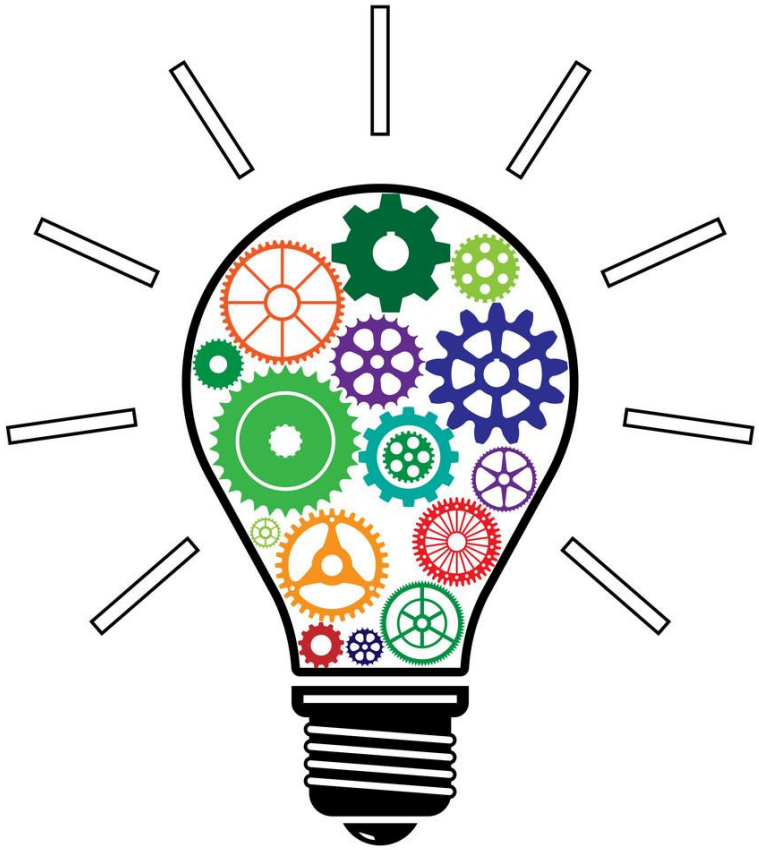
Silent Brainstorming

- How could the content be more "user friendly"?
- What worked well?
- What would make course more attractive to take?
- What is the most effective way for you to learn the course content?

Group Discussion

Focus Group Feedback

- Create visual **roadmap** that that illustrates what participants have already accomplished and what still needs to be completed.
- Provide more one-on-one **check-ins** throughout the course.
- Teach using **multimedia** presentations; less lecture.
- **Change dates/times** (classes interfere with clinic duties, procedures).
- Make **tutorials** for each session for use as an after-class review supplement.
- Develop **cheat sheets** for each session.
- Create shared **Box folder** for each person to upload documents throughout the course.
- Highlight **successful past projects**. Show what types of projects can be completed.



Shared Governance New Knowledge and Innovation Council

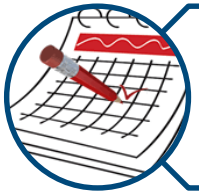
RN III certification

- EBP project that seeks to improve patient outcomes on their unit and within the organization

Changes Based on Focus Group Feedback

- Create visual roadmap that that shows what participants have already accomplished and what still needs to be completed.
- Provide more one-on-one check-ins → EBP navigator.
- Teach using multimedia→ Hybrid (mostly online) course with videos.
- Change dates/times → Hybrid, self-paced course.
- Tutorials for each session → Hybrid course with brief videos for each module.
- Develop cheat sheets → Printable cheat sheets for each module.
- Create shared Box folder for each person to upload documents throughout the course.
- Highlight past projects → We will illustrate types of projects can be completed (next cohort).

Fall 2016, Spring 2017



10 weeks

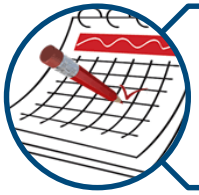
Participants: Clinicians

8 in-person sessions, 3 consultations

Content: developing clinical question, searching literature, appraising evidence, and planning for implementation

Completion: evidence table, presentation, implementation plan, 12 hours CE credit

Spring 2018



12 weeks (somewhat self-paced)

Participants: Nurses applying for Registered Nurse (RN III) certification

Hybrid model: 2 in-person sessions, 7 online modules, 3 consultations

Content: developing clinical question, searching literature, appraising evidence, and planning for implementation

Completion: evidence table, presentation, implementation plan, 15 hours CE credit

Evidence-Based Practice for Health Care Professionals

A project-based EBP course offered by the Value Institute

Search this Guide

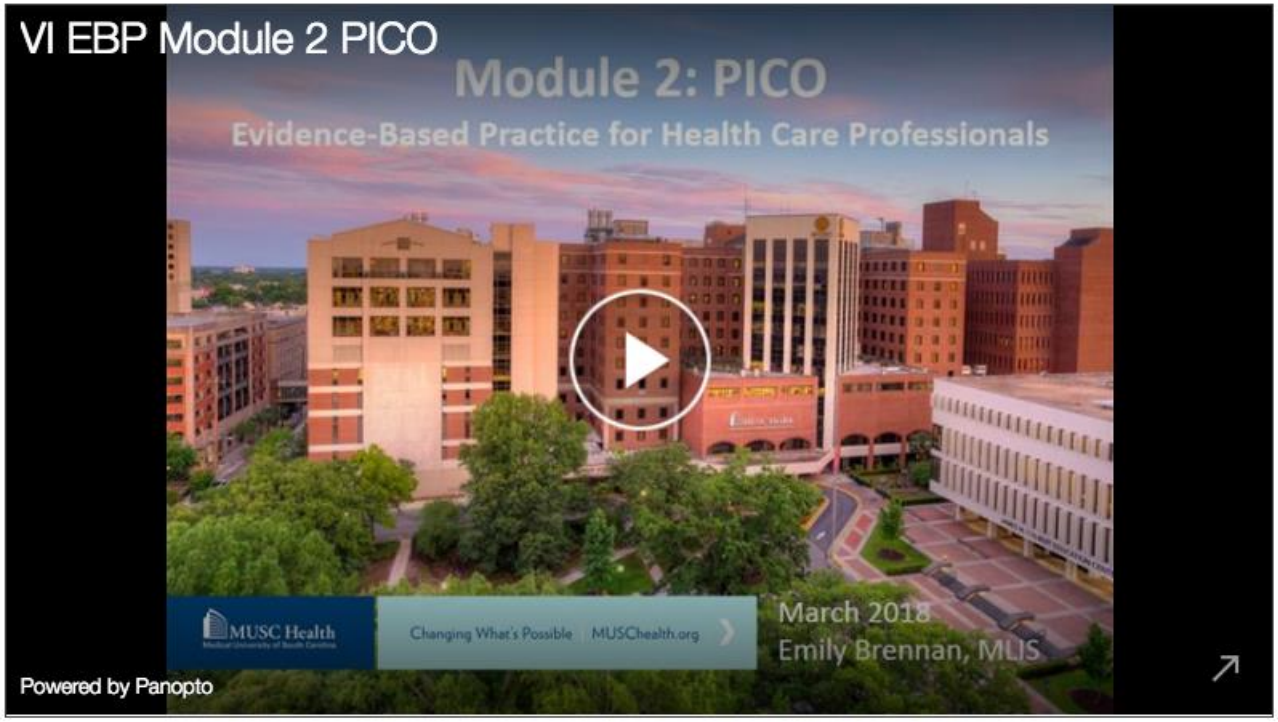
- General Course Info
  - EBP Course Agreement and Roadmap
  - EBP Summary
- Module 1: Introduction to EBP and How to Define Your Project
- Module 2: PICO and Initial Searching
- Module 3: Searching Databases
- Module 4: Study Design & Descriptive Statistics
  - Module 4: Additional Resources
- Module 5: Inferential Statistics & Experimental Studies
  - Module 5: Additional Resources
- Module 6: Observational Studies & Systematic Reviews
  - Module 6: Additional Resouces
- Module 7: Implementation and Metrics
- Course Evaluation

Contact Me

Module 2 Coursework

PICO | Background Info and Guidelines | Developing Search Strategy, and PubMed

Please watch all three tutorials (see three tabs above).

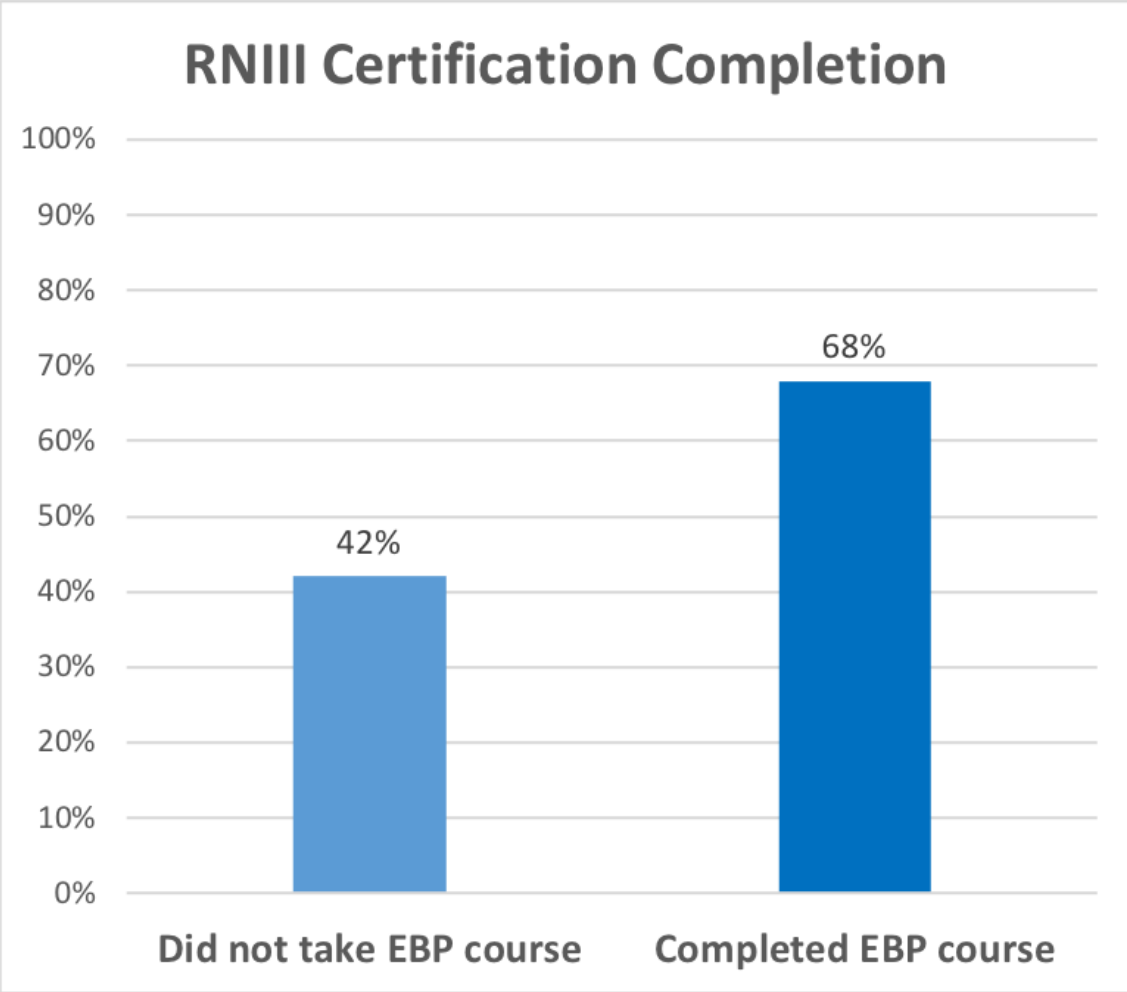


Phrase the Clinical Question Using PICO

PICO questions are phrased in a standardized way based on question type.

Diagnosis	Are (is) _____ (I) more accurate in diagnosing _____ (P) compared with _____ (C) for _____ (O)?
	In _____ (P), what is the effect of _____ (I) on _____ (O) compared with

As of October 2018, the overall rate of completion of the RNIII certification process was 44%.
Of that 44%....



How could we make the content more "user friendly"?

What worked well?

How might we make the course more attractive to take?

What would be the most effective way to learn course content?

I think it is already user friendly for sure - the online presentations are fabulous, and meeting with the mentors was so helpful!

I loved the online modules that you can do on your own time around work schedules or at home. Also, the mentors were all very available and responsive to questions when things weren't clear to me.

It wasn't clear to me when I took it that it can be useful for ANY RN III project. I thought it was only for Research Studies or Evidence Based Practice projects. If somehow you could let folks know this walks them through the majority of/the difficult part of the RN III process.

Just the way you did it - the modules online were perfect so I wasn't distracted and could choose a time to do them instead of trying to make it to a class around clinic schedules.

Next Steps

MYQUEST

Course offered through university compliance training program software

Spring 2019: Courses for RNIIIs and Registered Dieticians

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