The Fork in the Road: Preparing Faculty to Support Evidence Based Practice Projects

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The Original Map
What did it look like before?

Year 1
• Deliverables integrated into course
  – Literature Review
  – Theoretical Framework Paper
  – Nonparametric and parametric outlines
  – Statistical homework
    • data sets
    • running analysis
    • writing interpretations
• Proposal Development

Year 2
• Two Scholarly Project Options
  – Faculty Defined
    • students participated in an ongoing faculty research project currently in progress
    • Students selected a project from faculty defined list of topics related to their program of study
  – Student Defined
    • students identified a topic area
• All students publicly presented and disseminated final results

Issues
• Engagement challenges
  – Students more interested in their specialty clinical courses and less interested in research process
  – Faculty challenged to develop innovative methods to deliver content highlighting relevance to clinical practice
  – Direct scholarly projects toward utilizing knowledge to analyze outcomes, initiate change or improve practice
• Intense workload for faculty

The New Map
What does it look like now?
Year 1: Knowledge Acquisition

- Theme identified & students assigned to faculty advisors
- Develop a Problem Statement and Clinical Question within the Topic Theme
- Create Systematic Evidence Evaluation Table
- Synthesize and Presentation of Evidence

Year 2: Knowledge Integration

- Identify Clinical Problems from Practice
- Apply process to Clinical Cases
- Write the Case Reports
- Dissemination
- Preparation of Portfolio

Portfolio Elements

<table>
<thead>
<tr>
<th>Year 1: Knowledge Acquisition</th>
<th>Year 2: Knowledge Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clinical Problem &amp; PICOT</td>
<td>1. 3 Case Narrative Reports</td>
</tr>
<tr>
<td>2. Evidence Search Strategy</td>
<td>2. Abstract</td>
</tr>
<tr>
<td>3. Systematic Evidence Evaluation Table</td>
<td>3. Case Report Presentation</td>
</tr>
</tbody>
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“The Fork in the Road”

Preparing faculty for change

Preparing Faculty

- Initiating the change
  - What’s driving it? (compelling?)
  - Have you identified the right change agents?
- Syllabus/deliverables/final product example
  - Gives faculty something to react to / look at
- Gathering faculty support
  - Prior to moving to a faculty vote
- Faculty development
  - Partner with experts (ASU, in our case)

“Learn how to do it”

“The Fork in the Road”

Preparing faculty for change

“Do it again” (clinical application)

Positioning Traffic Cones

Obstacles to changing the focus
Positioning Traffic Cones

• Managing change: adding on vs paradigm shift
  — We have to do what?!
• Lack of knowledge of EBP paradigm and process
  — We can’t teach what we don’t know
  — I’m supposed to chair an EBP committee!?
• Confusion between research and EBP
  — We already do this! OR
  — Research is being dumbed down!
• IRB issues
  — Do EBP projects need to go through IRB??

Managing Blind Corners

Faculty mentoring/support during transition

Faculty Mentoring

• Just in time training
  — USU and ASU
• Community of practice
• Champions
• Faculty mentors
• Forget the laggards

Bumps in the Road

Navigating unforeseen challenges

Challenges: PICOT Development

• Population too broadly described
• Comparison group too narrow
• Treatment too narrow
• Case scenario too broad

Challenges: Search Strategy

• Lack of knowledge about databases and what they focus on
• Not understanding how to "limit" (too big) and then they limit too much and get nothing
• It's really about experience/practice
• Demonstrating search strategy (print screen) challenging for some
• Use of MeSH terms
Challenges: Appraisal

- Statistics class is needed: basic introduction to research is not enough
- Basic concepts not well understood
  - 100+ subjects who completed 3 different survey instruments - one student thought was a "qualitative" study

Challenges: Synthesis

- The "PICOT is the Project" Mindset
- Clinical Decision

Complete Worksheet

Discussion

Questions