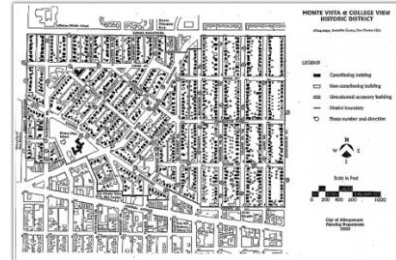


The Fork in the Road: Preparing Faculty to Support Evidence Based Practice Projects

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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

Year 1: Knowledge Acquisition



1. Clinical Problem & PICOT
2. Evidence Search Strategy
3. Systematic Evidence Evaluation Table
4. Evidence Synthesis & Presentation

"Learn how to do it"

Year 2: Knowledge Integration



1. 3 Case Narrative Reports
2. Abstract
3. Case Report Presentation
4. Poster Presentation

"Do it again"
(clinical application)



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)*



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



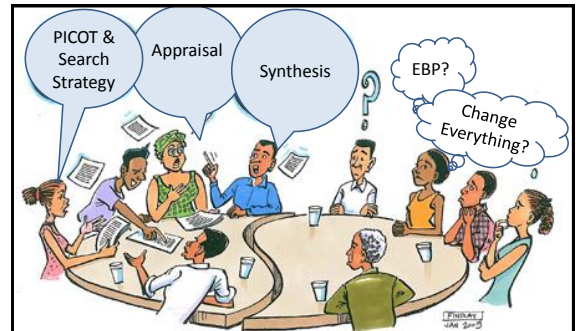
E_{Evaluation} → S_{Synthesis}



Clinical Decision



Complete Worksheet



Discussion



Questions