Revisioning the Possible: Aligning Blended IL Instruction with Principles of Evidence-Based Practice for Meaningful Nursing Instruction

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Session Objectives

- Explore the impact of collaborative program assessment on IL revisioning
- Share our experience with reframing IL through a disciplinary lens.
- Discuss the impact of revisioning on future instructional practices

Background

- ◦ YR 2 BScN: IL instruction via BL model
- ◦ IL outcomes align with course & assignment
- ◦ ACRL IL Competency Standards for Nursing
  - ◦ Indicator 2.2 - *Constructs & implements efficient & effectively-designed* **search strategies**
  - ◦ Indicator 2.3 - *Selects information by articulating & applying criteria for* **evaluating**

Context

- FA 2018 - New Instructors (YR 1 & YR 2)
- Shift: Co-teaching vs. Library IL intervention
- Observations:
    - Struggling more with critical evaluation
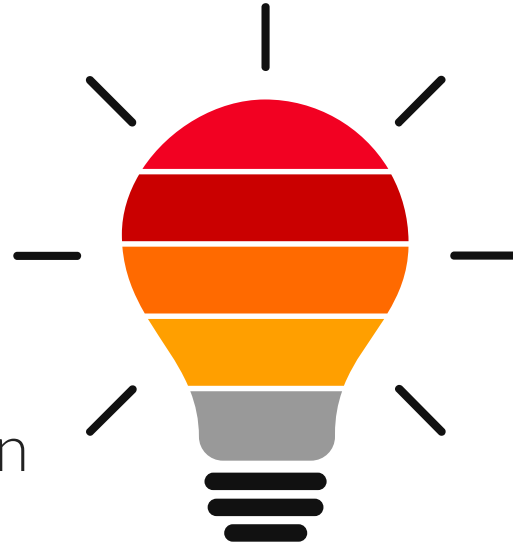   - Not seeing value in IL learning
    - Decreased engagement

Challenge

Improve the IL intervention to more meaningfully engage nursing students in the learning.
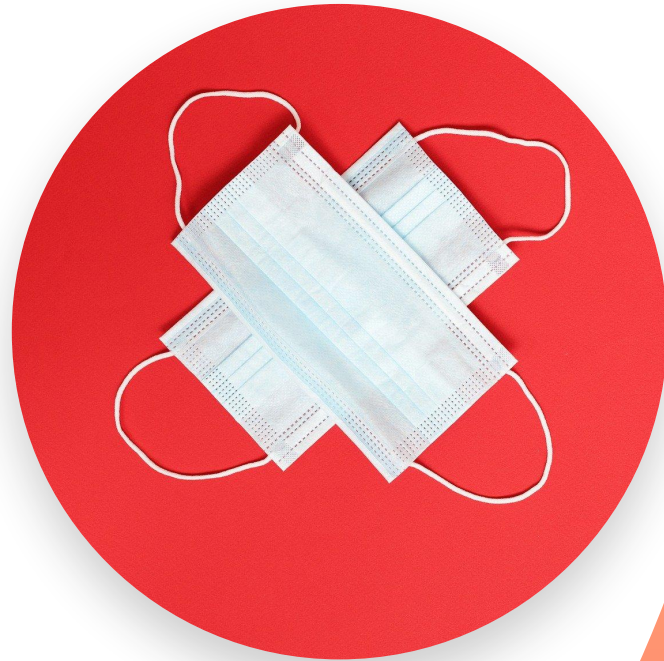
Opportunity

- **Reframe** IL intervention using disciplinary lens of EIP.

- **Collaborate** with instructors on lesson & assessment.

- **Assess** impact as REB study with the S-EBPQ (Upton, et al., 2015)

EBP vs. EIP

Evidence Based Practice

Evidence Informed Practice

➡

Ask
Acquire
Appraise
Apply

Process

- Collaborate
- Rebuild
- Implement
- Assess

1.

Collaborate

Key to effective redesign

Collaboration: Course Instructor, Nursing Librarian & ID Librarian

- Redesign IL tutorial with EIP / PICO review, formerly taught by course instructor
- Reframe entire intervention from IL to EIP
  - ✅ Greater perceived value for students
  - ✅ Free-up class time for instructor

2.
Rebuild

Don't reinvent the wheel

In-Class and Online Learning 2.0

- Modified the pre-existing learning to reflect EIP learning outcomes
    - Nursing Tutorial
    - CINAHL Scavenger Hunt → EIP Challenge

Nursing Tutorial Pre-Revision

Module A: CINAHL

1. CINAHL Basics
2. Finding Database Keywords
3. CINAHL Advanced
4. CINAHL Subject Headings
5. Using Find It

Module B: Sources

1. Types of Sources
2. Primary and Secondary Sources
3. Qualitative and Quantitative Sources
4. Peer Review Process

Module C: APA

1. APA Style
2. APA In-Text Citations
3. APA Reference Lists
4. Microsoft Word
5. Academic Integrity

Nursing Tutorial Post-Revision

Module A: Evidence Informed Practice

1. Steps to Evidence-Informed Practice
2. PICO Questions for Research
3. PICO and Search Strategies

Module B: Finding Sources using CINAHL

1. How to search and save results in CINAHL
2. Keyword Searching in CINAHL, Pt. 1: Basic Searching
3. Keyword Searching in CINAHL, Pt. 2: Subject Headings

Module C: Assess Scholarly Articles

1. Types of Sources
2. Qualitative and Quantitative Research in Nursing
3. The Peer Review Process

3.

Implement

Putting it all together

Overview

- Brief in-class visit
    - Introduce the tutorial
    - Consent form & Pre-test (S-EBPQ)
- Students complete the tutorial
- Full in-class visit
    - Post-test (S-EBP)

In-Class session

- EIP group challenge via Google Forms
  - Review of EIP and PICO
  - CINAHL Scavenger Hunt
  - Bonus Challenge for 4 top teams
- Evaluating Sources group activity
- Wrap-up & Assessment
  - Post-Test (if in study)
  - Session Feedback (if opted out)

4.

Assess

Formal & informal assessment of impact

Student feedback

What was the most useful thing you learned today?

"

Learning more about the functionality of CINAHL

💬

Using the subject headings and limiters.

💬

Practice with using database ...

"

[Determining] the type of research

Identifying nursing research

*Evaluating research articles*

Pretest / Post-test S-EBPQ Survey

Student-Evidence Based Practice Questionnaire (S-EBPQ)

Upton, Scurlock-Evans, & Upton, 2015: http://ebpq.co.uk/

- REB Approved
- Course instructor, Mary Asirifi, as co-researcher
- Administered at start of BL lesson (pretest)
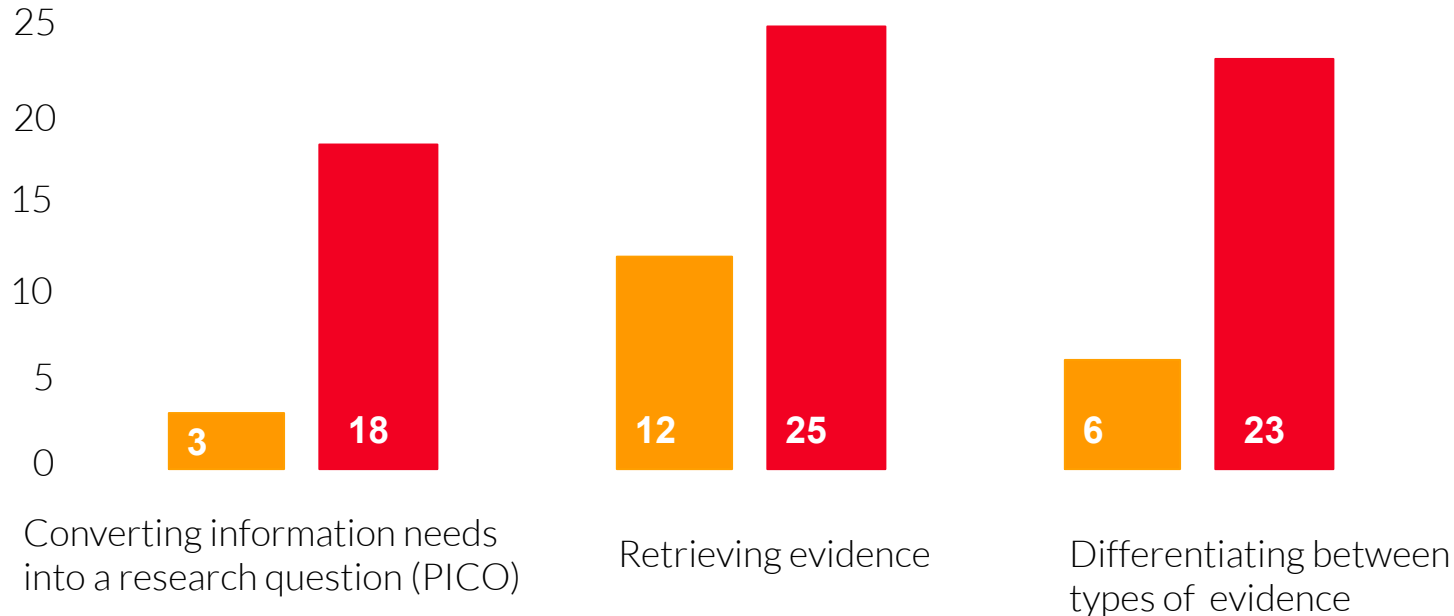- Administered at close of F2F class (post-test)

Preliminary results

- 72 / 105* consented to participate
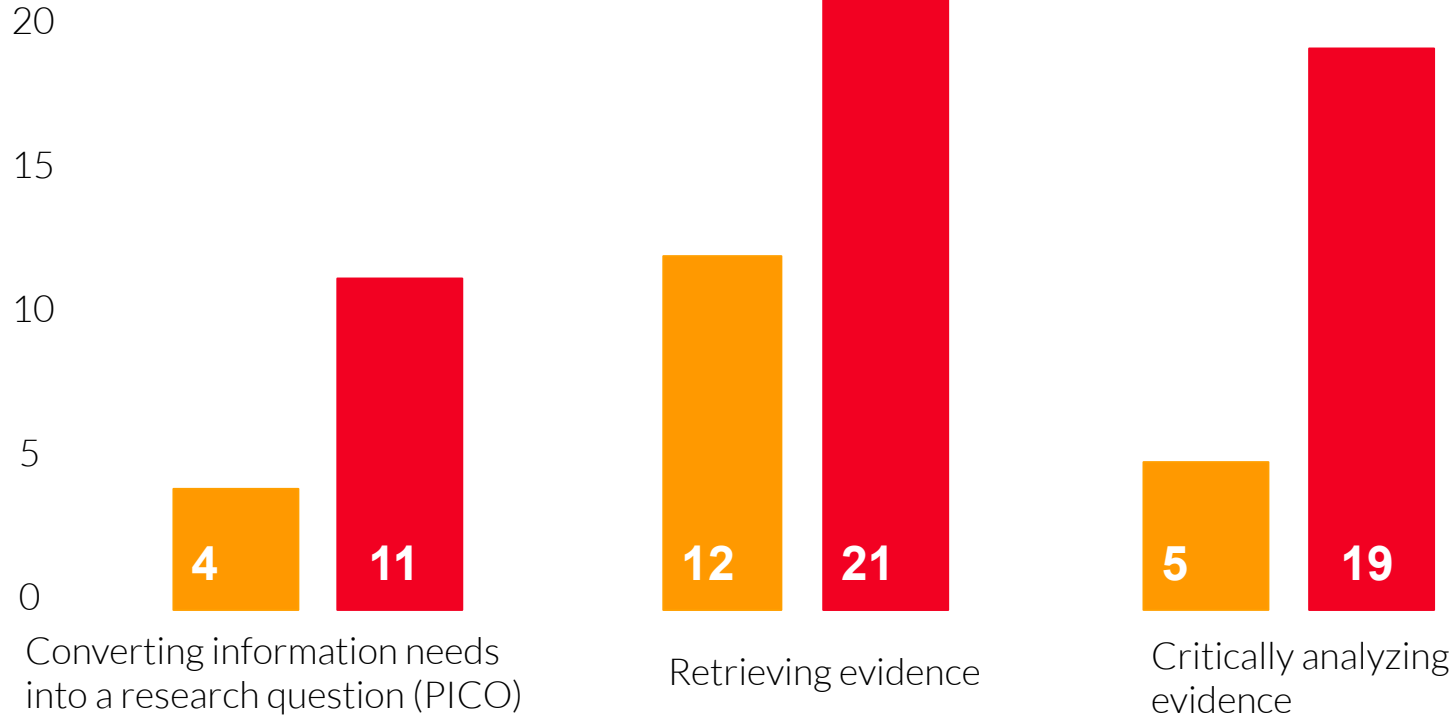- 46 students completed the study
- Improvement across all measures
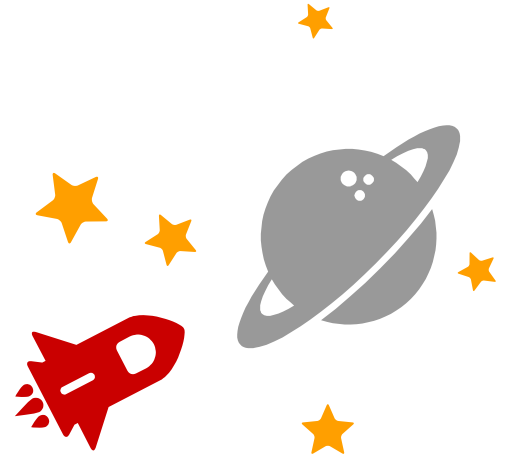
Perceived Confidence: Pretest & Post-test
Total count: Confident or Very Confident

Self-rated Ability: Pretest & Post-test
Total count: 6 or 7 from a scale of 1-7

Converting information needs into a research question (PICO): 4, 11

Retrieving evidence: 12, 21

Critically analyzing evidence: 5, 19

reflections

Blended learning
Applications to online teaching context

Reframe as EIP
Disciplinary context & purpose

Robust Collaboration
With instructional faculty

Evidence
Build upon success of model!

Thank you!

Questions?

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