

# Communicating Evidence-Based Practice

Using standards to find common ground

# Do you teach EBP as part of your library work?

- How do you familiarize yourself with EBP in your program?
- How does EBP in your program align with library expectations?
- Do you work with multiple programs with different EBP standards?

# EBP in different fields and institutions

- Nursing
- Medicine
- Pharmacy
- Dental
- Pre-Med programs
- Health-focused Gen Ed
- Etc.!

# EBP/library teaching challenges

- No instruction
- Too much instruction
- Instruction at the wrong time
- Irrelevant Instruction

# Who needs to understand EBP + Library connection?

- You
- Health Sciences department(s)
- Library

# Accreditation and other standards

- Inform program requirements
- Inform curriculum design (provide a big picture view)
- Tend to be taken seriously at some point

# Caveats

- This is not about quality of standards
- This is not suggesting that only what is standardized/measurable is important
- Standards change all the time

# Accrediting standards for health professions education

- Health Professions Accreditors Collaborative (HPAC)
- <https://healthprofessionsaccreditors.org/members/>



# Some examples

- Essentials of Baccalaureate Education for Professional Nursing Practice\*
- CODA Standards For Dental Education Programs
- AAMC Entrustable Professional Activities for Entering Residency

# Nursing Standards and Information Literacy

- <https://www.ala.org/acrl/standards/nursing>
- <https://acrl.libguides.com/health/framework>

# Essentials of Baccalaureate Education for Professional Nursing Practice: III - Scholarship for Evidence-Based Practice (2008)\*

The baccalaureate program prepares the graduate to:

1. Explain the interrelationships among theory, practice, and research.
2. *Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.*
3. Advocate for the protection of human subjects in the conduct of research.
4. *Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.*
5. *Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.*
6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
7. *Collaborate in the collection, documentation, and dissemination of evidence.*
8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.
9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.

# CODA Standards For Dental Education Programs (2022)

2-22: Graduates **must** be competent to access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care.

Intent:

*The education program should introduce students to the basic principles of clinical and translational research, including how such research is conducted, evaluated, applied, and explained to patients.*

# AAMC EPA 7

- Combine curiosity, objectivity, and scientific reasoning to develop a well-formed, focused, pertinent clinical question (ASK)
- Demonstrate awareness and skill in using information technology to access accurate and reliable medical information (ACQUIRE)
- Demonstrate skill in appraising sources, content, and applicability of evidence (APPRAISE)
- Apply findings to individuals and/or patient panels; communicate findings to the patient and team, reflecting on process and outcomes (ADVISE)

# EBP standards

- How does your program meet them?
- Which outcomes lend themselves to library support?
- Where in the curriculum are these outcomes introduced, reinforced, and assessed?

# Back to those challenges

- No instruction – *“here’s how the library can support [outcome] in [class]”*
- Too much instruction – *“here’s how we are already supporting [outcome] in [other class]”*
- Instruction at the wrong time – *“this will be more meaningful if it aligns with [outcomes] when they are introduced, reinforced or assessed”*
- Irrelevant Instruction – *“this does not align with [outcomes]”*

# Isn't this just basic curriculum mapping/instructional design?

- Yes
- But we are often working on a request-by-request basis, and understanding the big picture can really help to manage expectations
- (Also sometimes library curriculum mapping is prescriptive in a way that doesn't neatly align with changing program standards)
- (Also also accreditation standards for libraries don't always overlap with standards for EBP)



# Discussion

- What are your strategies for keeping current with program objectives?
- Describe relevant experience with curriculum committees and/or accreditation
  - What opportunities exist to get involved?
- What communication strategies have worked best for you in managing expectations for teaching EBP?