



## Chapter Council Presents Sharing Roundtables

MLA Annual Meeting

Chicago IL

Sunday, May 18, 2008

Table #10

Table Topic: Evidence Based Nursing (EBN)

### Final Report Form

Participants: Peg Allen, Shelley Arvin, Elaine Attridge, Barbara Ballew, Keydi Boss (facilitator), Jiang Chen, Valerie Meyer, Debra Rand, Heidi Schroeder (recorder), and Tony Stankus

In a brief format, please list topics discussed and ideas shared. Use the back of this sheet or an extra sheet if necessary:

#### **What are the best database resources for EBN information (besides CINAHL)?**

- Cochrane, ACP, PubMed, Joanna Briggs Institute

#### **What about Point of Care Resources?**

- Different point of care resources, such as Nursing Consult, Nursing Reference Center, Nursing Skills, and Nursing and Allied Health Source, were discussed.
- Most claim to have some evidence-based content.
- How evidence-based is the information? Do we trust this information as evidence-based?
- It depends on the product. ProQuest, for example has some Joanna Briggs content, which is trustworthy. CINAHL's evidence-based care sheets seem less authoritative.
- Sometimes it's unclear who has authored the evidence-based information.
- It can also be unclear what source the information is coming from. Often it's coming solely from a publisher's/publisher partner's own content (books and journals).
- Mosby's Nursing Skills is good for students, even though it's advertised to administrators.

#### **What are some successful techniques for teaching EBN?**

- Make assignments and examples relevant to patient care or class assignments.
- Use and teach PICO. Have students/nurses practice placing clinical questions into PICO format.
- Emphasize evaluating search results (through the use of CINAHL headings, looking at research methodologies, applying limits, etc).
- Teach students about the different research methodologies.
- Use and distribute the EBM pyramid.
- Talk about the importance of appraising the literature.
- In PubMed, use Clinical Queries and show students how to limit to Nursing and Core Clinical journals.
- Some products (like DynaMed) divide results into the research question type (ex: diagnosis), which is really helpful.

- Emphasize that applying evidence and research can and should change behaviors. Discourage 'things have always been done that way' mentality.

### **What barriers do librarians face when teaching EBN?**

- Time – it is very difficult to cover all of the important aspects of EBN in a short session.
- Unrealistic faculty or assignment expectations.
- Some nurses and nursing students have a lack of understanding about nursing literature, EBN, and research methodologies.
- There tends to be more qualitative than quantitative research in Nursing.
- For Catholic Nursing schools/hospitals, some information and topics are ignored or suppressed.

### **Tips for teaching EBN.**

- Don't expect immediate results.
- Make assignments and examples relevant to patient care or class assignments.
- Get on faculty members' good sides.
- Emphasize time saving techniques (ex: Reference Management software).
- Get directly involved with curriculum and/or accreditation.
- Try teaching multiple sessions or for an entire semester.
- Start a journal club to help nurses/nursing students learn about literature appraisal.
- (also see section above on successful techniques for teaching EBN).

### **Recommended Books**

- Nursing Research: Generating and Assessing Evidence for Nursing Practice, by DF Polit and CT Beck, 2008. (for graduate students)
- Evidence-Based Nursing: The Research-Practice Connection, by SJ Brown, 2009. (for undergraduate students)

Recorder: Please send your report (MS Word file attachment preferred) by Monday, June 9, 2008 to:

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