



# **Defining Evidence-based Practice Across the Disciplines: First Steps for Interprofessional Education**

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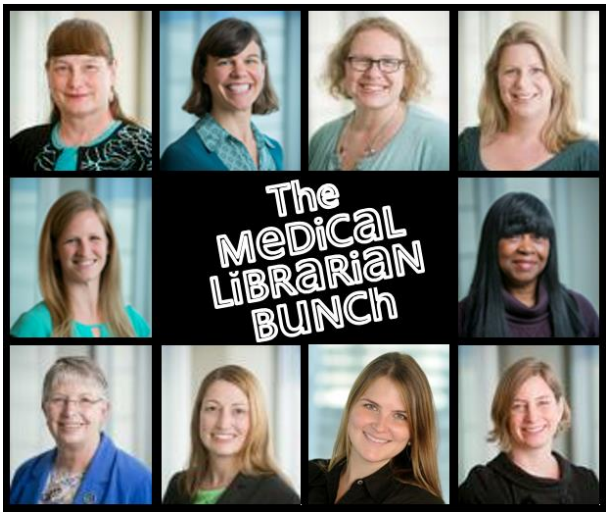
Megan von Isenburg – Associate Dean for Library Services & Archives



# Why EBP & IPE?



My students choose topics like hourly rounding. They aren't specific to a single patient.

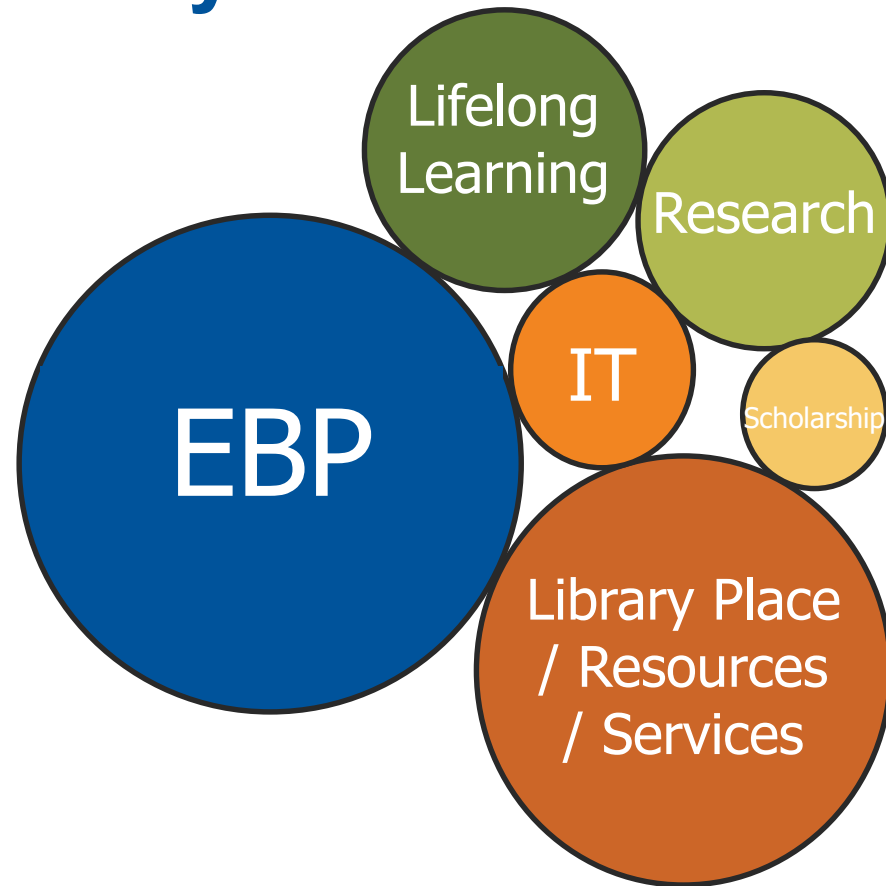


My students find and appraise an RCT, calculate NNT...



# The Health Professions Education Program Standards Say\*...

\*See poster 112 tomorrow from 2:00 PM - 2:55 PM for more information

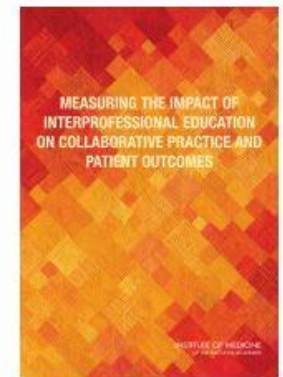




“Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.” (WHO, 2010)



## Measuring the Impact of Interprofessional Education on Collaborative Practice and Patient Outcomes



Nurse Education Today

Volume 33, Issue 2, February 2013, Pages 90–102



A systematic review of the effectiveness of interprofessional education in health professional programs ☆

Samuel Lapkin<sup>a</sup>,  , Tracy Levett-Jones<sup>a, 1</sup>,  , Conor Gilligan<sup>b, 2</sup>,  

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<https://doi.org/10.1016/j.nedt.2011.11.006>

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# Duke's Inter-professional Clinic Offers Unique Education for Students and Patients

Wednesday, March 8, 2017



## Health Professions Education Collaborative

Presents a Two Part Event



### Part One Interprofessional Collaboration and Networking

Wednesday **March 8<sup>th</sup>** • 4:30-6:30 pm  
UNC School of Nursing Room 217

### Part Two Interprofessional Team Building in Action

Tuesday **April 18<sup>th</sup>** • 1:00-5:00 pm  
Center for Nursing Discovery –  
Duke University School of Nursing



*Come learn about, from, and with each other as health care professionals so we can enable effective collaboration and improve health outcomes together.*



“Dramatically increase  
interprofessional  
education, research  
and practice.”  
(DukeHealth, 2016)

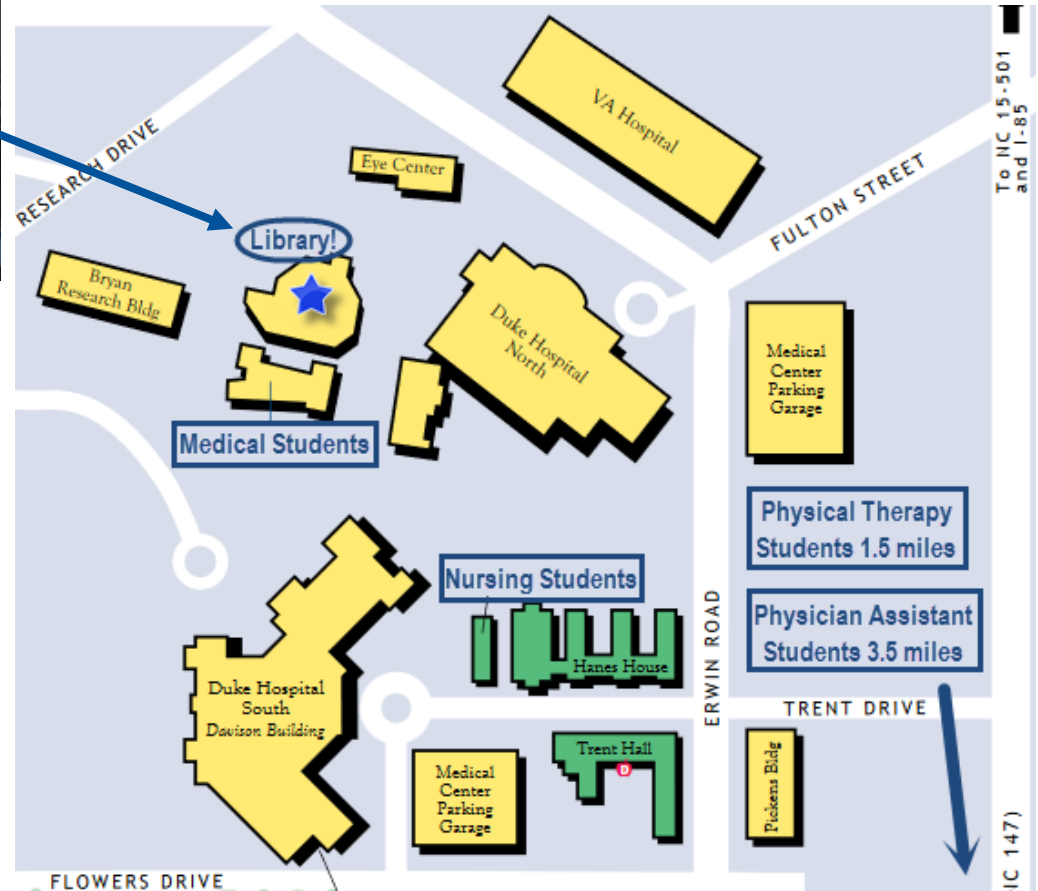


# METHODS





Medical  
Nursing  
Physical Therapy  
Physician Assistant





## Design

Thematic content analysis



## Investigators

Independently reviewed and then discussed as a group



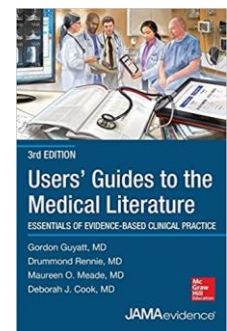
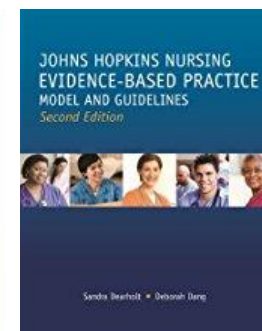
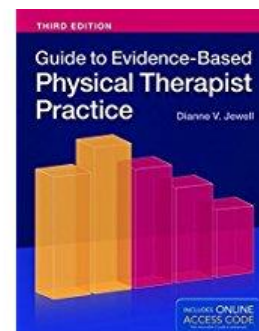
## Data Sources

Curricular material (e.g. textbooks, syllabi, student projects)



# What We Analyzed

- Timing
- Structure
- Librarian role
- Course objectives
- Context
- Teaching Methods
- Assessment
- Definitions
- Steps in the EBP process
- Question types





# RESULTS



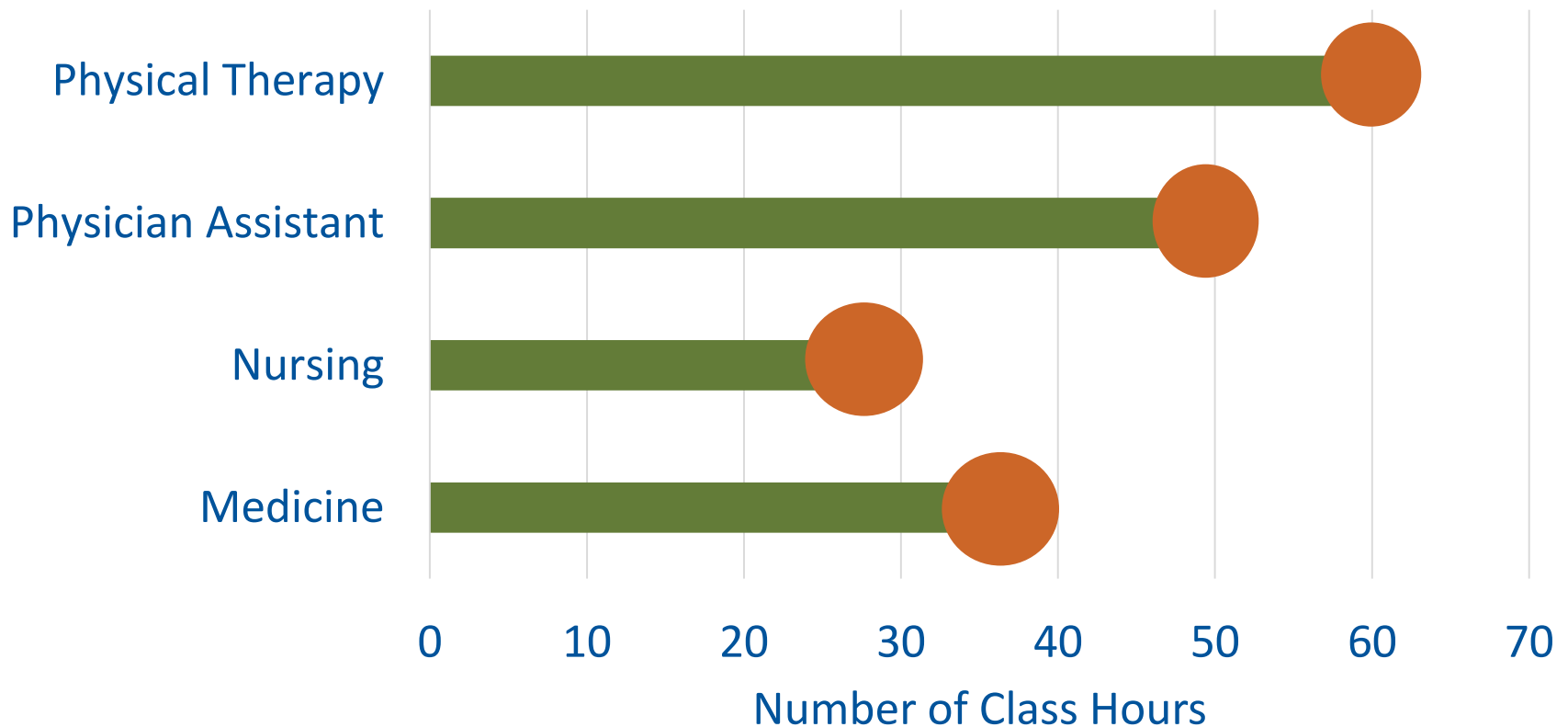
# Timing

- EBP Course time ranged from 12-24 weeks
- Credits ranged from 2-4 hours per program
- Half were pre-clinical and half were clinical year
- SOM, DPT, and PA programs required 2 EBP-related courses; SON required one





## Number of EBP Class Hours by Program





# Main Course Objectives

- recognize relevance and skills needed for EBP
- formulate questions
- construct searches and access evidence
- critically appraise evidence





# Course Context & Objectives

## MD & PA

Clinical skills & statistics

- Interpret statistics
- Apply to patient scenario

## PT & SON

Professional Identity

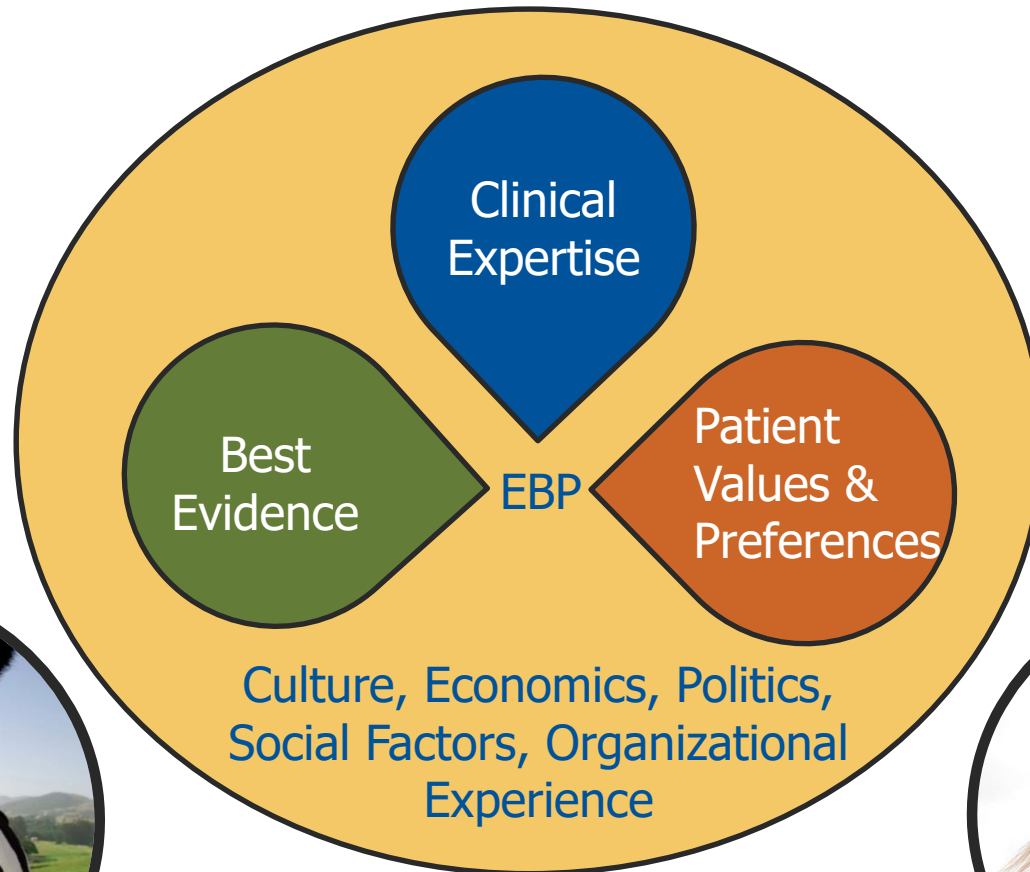
- Distinguish among research methodologies
- Understand human subject protections







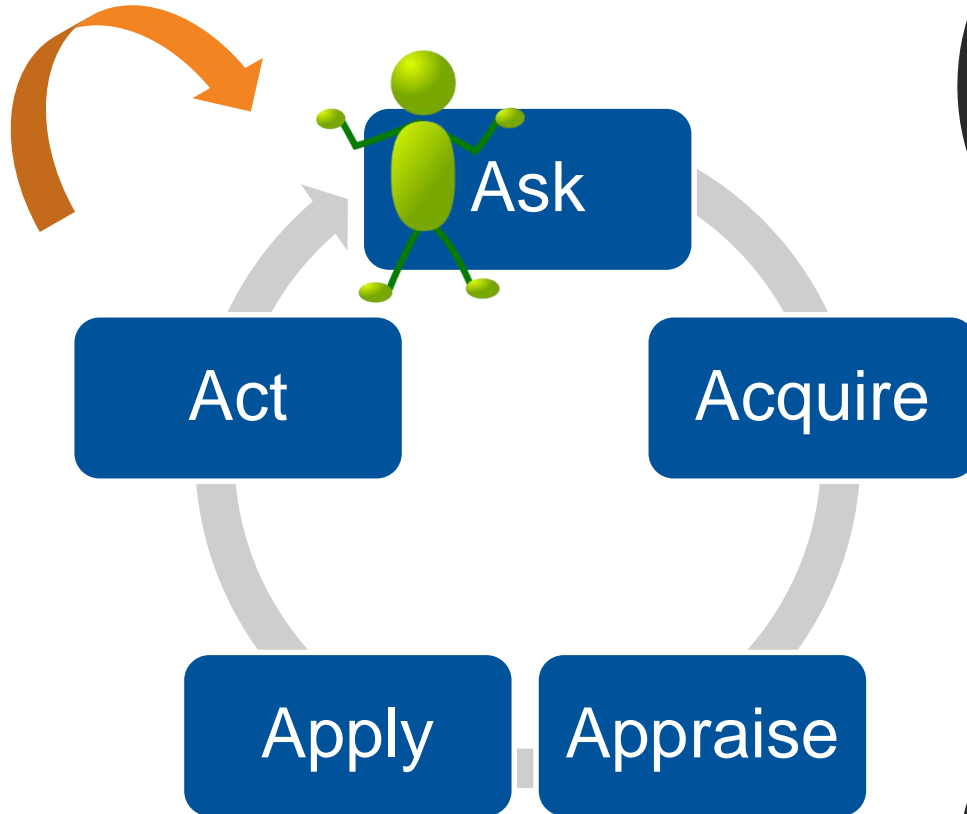
# EBP Definitions





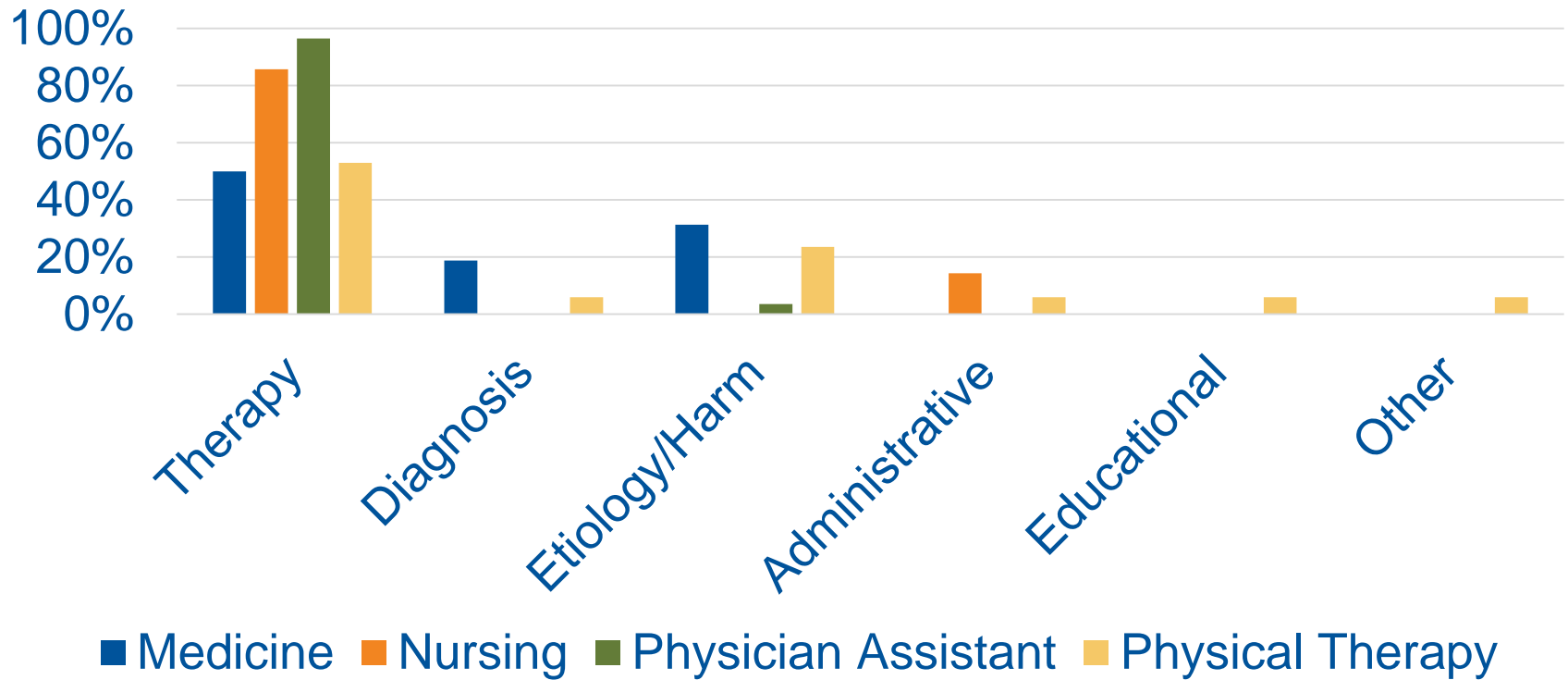
# Steps of EBP

- Recruit Team
- Identify Stakeholder
- Identify Leadership
- Evaluate Outcomes
- Report to Stakeholder
- Disseminate Findings





## Student Assignment Question Types by Program





# Challenges

- Will require some coordination with timing to make it work
- Instruction delivery may need to differ based on context
  - MD & PA teach EBP skills similarly.
  - SON and DPT teach EBP in a broader context. SON introduces more steps, while DPT focuses on patient preferences throughout. **This affects the student question choices, as well as faculty support.**



# Opportunities

- EBP is not limited by context – it can be folded in many places
- Some programs are willing to do a deeper dive led by the librarian
  - Let's use those examples to improve our contact time in other classes!
- Focusing on a therapy assignment would hit all learner types
- Acknowledge/value other question types



# Should we teach EBP in IPE?



**YES!**





# Teach with a Case Study

A 50 year old male with recent stroke has been in the hospital for 24 hours. He arrived within the tPA window and received treatment and a stent within hours of his arrival to the ED. He is in the Neuro ICU but is improving more quickly than the typical patient. He has no modifiable risk factors, is not obese, exercises regularly, and eats a healthy diet.

**What questions do you have?**



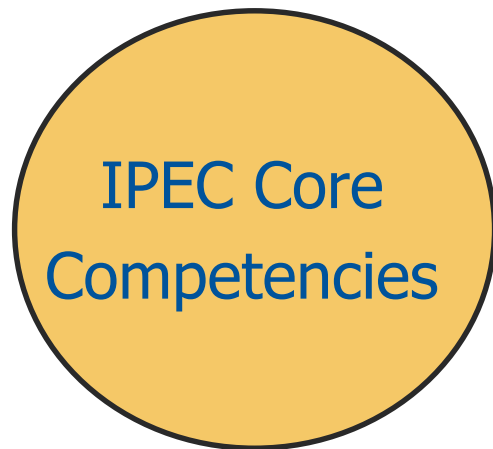


# We can teach...

- Importance of EBP
- Question formation
- Search techniques
- Study types
- Critical appraisal
- Possibly some QI and patient safety



# Focus on...





# Students can learn...

- Interrelationship among information needs of professions
- Importance of consulting other disciplines
- Value of each discipline's expertise
- Limits of a profession's role
- Clinical decision making in a team environment
  - Actions team members must take based on evidence



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# Photo Credits and Textbooks

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# Thoughts or questions?



Quack!

Quack!



# Thank You!