Strategies to Promote Student Publication in an Evidence-Based Practice Course

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Purpose and Objectives

The purpose of this session is describe innovative teaching strategies the nurse educator may employ to facilitate and enhance student manuscript preparation, submission, and publication of scholarly work.

- Describe the rationale for exploring innovative approaches to teaching EBP in graduate nursing education.
- Design/plan an effective and innovative EBP course
- Summarize the findings of this descriptive study
- Interpret the limitations and recommendations of this study
Need to transform nursing education with an emphasis on evidence-based practice and integrating scholarship into practice.


**Recommendation:**

Expand opportunities for nurses to lead and diffuse collaborative improvement efforts.

ex. Complex care systems drive the need for nurses to attain requisite competencies such as research and evidence-based practice, and teamwork and collaboration.
Background and Significance

- Need to transform nursing education with an emphasis on evidence-based practice and integrating scholarship into practice.

The Essentials of Masters Education in Nursing (2011). AACN
1. Essential IV: Translating and Integrating Scholarship into Practice
   a. Communicate, analyze and evaluate evidence base for practice decisions and the relevance.
   b. Work and lead in collaborative teams to improve care outcomes through knowledge generation and dissemination.
   c. Critique evidence from multiple databases.
2. Essential V: Informatics and Technology
   a. Become proficient in statistical principles and analyses of outcome data, online review and resources for evidence-based practice.
Background and Significance

- Overview of scientific inquiry at the masters level
  - Research utilization: Past
    - Heavy emphasis on the scientific method
  - Evidence based practice: Present
    - External evidence, clinical expertise, patient preferences and values

Melnyk & Fineout-Overholt (2015)
Background and Significance

- Overview of scientific inquiry at the masters level

Method of Scholarly Inquiry

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<tr>
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<tbody>
<tr>
<td>Literature review</td>
<td>35</td>
<td>33</td>
</tr>
<tr>
<td>Other</td>
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<tr>
<td>Quantitative primary</td>
<td>13.5</td>
<td>8</td>
</tr>
<tr>
<td>Evidence – based practice outcomes</td>
<td>12.5</td>
<td>-</td>
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Scholarly Outcome

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<tr>
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<tr>
<td>Scholarly paper</td>
<td>28.6</td>
<td>8</td>
</tr>
<tr>
<td>Educational material</td>
<td>15.3</td>
<td>9.8</td>
</tr>
<tr>
<td>Study reports</td>
<td>15.3</td>
<td>2.5</td>
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<tr>
<td>Program development</td>
<td>14.3</td>
<td>9.8</td>
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Dobratz, Primomo, and Delo. (2012)
Background and Significance

- Existing MSN research sequence
  - Statistics in Healthcare Research > Advanced Nursing Research > Research Applications
- Research Applications
  - Course objectives revised to transition from RU to EBP
  - Developed updated scholarly products that incorporated systematic inquiry and evidence based practice
    - Publishable quality paper/Systematic review
    - Conference grade poster/Abstract
Methods

- Design: Descriptive, pretest/post-test assessment, n = 29
- Sample: Students enrolled in graduate EBP course
- Innovative strategies
  - Team based approach PICOT questions
  - Web based bibliography citation manager
  - EBP curriculum based on Melnyk and Fineout-Overholt, 2015
Methods: Innovative Strategies

- Team based approach to developing PICOT questions
  - Small group selected based on practice area
  - Group size 4-5
  - Collaborated on developing and refining common PICOT question
  - Active use laptops during face to face class time to conduct literature searches

- Jackson, et al, 2014

- Group work and collaboration are emphasized by the IOM in “The Future of Nursing Report”
Methods: Innovative Strategies

- Citation Manager
  - Free web based
  - https://www.myendnoteweb.com/EndNoteWeb.html

- Literature search criteria developed

- Export relevant articles from library to citation manager
  - http://www.uthsc.edu/

- Each group has access to all articles saved in one common folder
Methods: Innovative Strategies

Getting Started with EndNote Web

1. Collect
   Collect references from electronic and traditional sources.
   - Search online databases
   - Create a reference manually
   - Import references

2. Organize
   Organize your references for your research topics and papers.
   - Create a new group
   - Share a group
   - Find duplicate references

3. Format
   Create a formatted bibliography for your paper or cite references while you write.
   - Create a formatted bibliography
   - Cite While You Write™ Plug-In
   - Format a paper
Methods: Innovative Strategies
Methods: Innovative Strategies
Methods: Course Design and Deliverables

- Group selection
- Develop PICO question
- Review the literature
- Critically appraise articles
- Create tables and grids for study summaries
- Identify target journal
- Prepare manuscript using target journal guidelines
- Submit abstract to relevant clinical conference
- Prepare conference grade poster
Results

- Posters
  - 100% acceptance rate
- Local
  - Nursing Excellence Night
- Regional
  - Cleveland Clinic Nursing Research Conference
- National
  - STTI: Rising Star of Research and Scholarship: 43rd Biennial Convention
    - Probiotics for the prevention of Recurrent UTI’s in Women: A Systematic Review
- International
  - STTI Research Congress
Results

- A 12 item survey was developed to assess the knowledge, skills, and attitudes of student’s attitudes toward scholarship and ability to prepare and submit a manuscript based on a clinically relevant PICOT question (Cronbach alpha .76)

- Seven of the 12 survey items addressing student confidence in appraising the literature, effective team work, and ability to translate research in to evidence based protocols were statistically significant (paired t test, p < 0.05)

- There was no difference in scores related to future plans to submit posters and manuscripts or improved ability in using the web based citation manager.

- Of the seven manuscripts, five were submitted for publication, two were rejected, two were accepted for publication with minor revisions and one was accepted pending major revisions. All of the abstracts were accepted by national conferences for poster presentation.
Benefits and Limitations

- Inspires life long learning
- Opportunity to engage in EBP and systematic inquiry in a meaningful way
- Positive reinforcement to actively participate clinical scholarship
- Student resume
- Faculty time and commitment
- Appropriate journal selection
- Submission guidelines
- Resources for travel to conferences
Conclusions

- Employing a small group approach with faculty guidance can enhance student manuscript preparation and publication.
- There were some technical issues with the web based citation manager that limited its usefulness.
- Major obstacles were found during the revision process for those manuscripts originally accepted due to time restraints and faculty work load issues.
- Submitting only one exemplar manuscript for publication and focusing on poster development and presentation is a more strategic and effective learning strategy in this setting.
References


