



Faculty Awareness when Teaching Transforming Evidence-based Literature into Practice

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Background

- There is no doubt that the academic and clinical healthcare communities have historically not utilized evidence-based practice (EBP); this being lethal when identifying interventions to impact patient/family outcomes, **(Melnyk, 2017)**.
- Using translational science competencies has replaced the antiquated clinical research utilization process.
- EBP competencies should focus on appraisal of the evidence for feasibility and applicability when analyzing population specific healthcare delivery problems.
- Let's look at the patient problem first, if we can not solve it with a proper evidence-based updated standard and or procedure, then lets go to the literature for consultation!
- The National Academy of Medicine recommended that 90% of clinical decisions should be evidenced based by 2020.
- Both the NAM and the American Association of Critical-Care Nurses identified evidenced-based practice (EBP) as a core competency for practice, **(Orta, R., Messmer ,R. P, Valdes, G. R., Turkel, M., Fields, S. D.,& Wei, C., C., 2016)**.
- EBP can reduce costs, improve patient outcomes, and ensure optimal nursing interventions. Because nursing faculty may have deficits in knowledge, attitudes, and competencies to teach EBP, few nursing students conduct EBP reviews

Defining the Problem Historically

There is no doubt that the academic and clinical healthcare community has historically heard of the need to address evidence-based practice (EBP) for possible improvements in patient and family centered outcomes, **(Melnik & Fineout-Overholt, 2005)**.

The old research utilization of the past has been replaced with translational science competencies that focus on appraisal of the evidence for feasibility and applicability to the specific patient healthcare delivery problem, within the context of the best available empirical evidence to reflect improvements in population specific patient-family driven interventions.

Problem

- Although many faculty members understand the value of empirical review, not all faculty are able to integrate EBP for clinical practice.
- Barriers include inadequate conceptual knowledge, unrealistic pedagogical beliefs, inadequate EBP skills, lack of training in electronic database search competencies and evidence appraisal.
- The problems inhibit nurses' ability to analyze the literature in connection to the clinical practice dots using best practice interventions.

Purpose

The purpose of the literature inquiry was to highlight the importance of faculty integrating EBP concepts when addressing practice problems.

The goal was to clarify and help advance translational science competencies for faculty to identify academic teaching standards

Methods

The literature review was conducted using the following:
electronic databases published between January 2010-June 2016
Pubmed
CINAHL plus
Proquest of doctoral dissertations,
Peer-reviewed journal articles books focusing on nursing education
Best practices in Translational Science.

Leveling of evidence was completed with peer-reviewed research journals and systematic reviews to establish the strengths and weakness of each study.

Research articles were found using keywords: **faculty awareness, translational science and nursing students.**

(Polit & Beck, 2016)

Findings

- Patterson & Klein (2012):

The benefit of engaging in evidence-based teaching practice (EBTP) is to identify and implement best practices in nursing education.

Unfortunately, nursing education has made little forward movement in identifying the evidence upon which faculty base their teaching practices.

Faculty were teaching research concepts without integrating EBP strategies, such as developing a PICO to identify the clinical problem, best practice interventions and outcomes to measure for clinical problems.

- Integrating teaching competencies when developing EBP competencies into clinical and nonclinical courses and acting as a faculty role model related to EBP is important to consider.
- As individual patient-family and community preferences are consistently being considered, teaching strategies should not vary from clinician to clinician or from facility to facility to ensure that patients receive healthcare based on best practice evidence

Helpful Strategies to Evidence Based Translational Science

The strategies can be used by faculty and nursing preceptors who are teaching acute and critical care content in undergraduate and graduate nursing programs.

Grounded work should be done on theoretical and methods component of research towards appraisal competency of the evidence to most efficiently support applicability and practicality towards effective translation and dissemination of the evidence to knowledge in practice.

“Sucessfully improving a standard, a policy, a procedure and or protocol”

“PICO or PDSA’s and or others”

The steps are presented as follow with the first step encouraging situational inquiry by fostering a spirit of analysis and intellectual appeal towards practice in all levels of the nursing student experience while they are inductively exploring EBP.

The second is teaching students to frame clinical questions in the PICOT format (P: Population of interest; I: Intervention or area of interest; C: Comparison intervention or group; O: Outcome; T: Time to improve the benchmark) format as a corrective scientific based intervention, a cue used to describe the five elements of a thorough clinical question that will help the nursing student clarify the key elements of the clinical question.

Winters & Echeverri (2012)

Conclusions

The use of EBP is a national imperative (**Craig & Smith, 2012**)

The time has come to enhance faculty knowledge of translational science as a teaching competency. All health professionals must be adequately educated how to utilize EBP.

Faculty awareness and competencies about EBP when teaching nursing students is crucial to nursing education.

Nursing education should focus on translational knowledge and EBP skill acquisition.

It is insightful to move forward EBP academic standards equitably; with a greater perspective on the translational science process, in order to most effectively target the potential quality problems addressed in healthcare delivery today.

Nurses and the inter-professional team, must understand EBP initiatives, appraisal of such evidence, and clinical translational implications for healthcare practice.

Significance of the Literature Inquiry

Significance of the Study

- Challenges on helping faculty and nursing students grasp critical EBP competencies is of most urgency.
- The curriculum needs to be re-directed towards the development of translational knowledge and EBP skill acquisition.
- The EBP educational paradigm using the translational process with clinical application based on population specific healthcare problems and practices is paramount.
- It is insightful to move forward EBP academic standards equitably; with a greater focus on the translational science process, in order to most effectively target the potential quality problems addressed in the inter-professional team, must healthcare delivery today.
- Nurses and the entire profession understand the urgent need to guide EBP practice, appraisal of such evidence, and its clinical translational implications for best and safe healthcare practices.



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Results

Faculty were teaching research concepts without integrating EBP strategies, such as developing a PICO to identify the clinical problem, best practice interventions and outcomes to measure for clinical problems. Integrating teaching competencies when developing EBP competencies into clinical and nonclinical courses and acting as a faculty role model related to EBP is important to consider. As individual patient-family and community preferences are consistently being considered, teaching strategies should not vary from clinician to clinician or from facility to facility to ensure that patients receive healthcare based on best practice evidence.



Conclusions

The use of EBP is a national imperative (Craig & Smith, 2012). The time has come to enhance faculty knowledge of translational science as a teaching competency. All health professionals must be adequately educated how to utilize EBP. Faculty awareness and competencies about EBP when teaching nursing students is crucial to nursing education. Nursing education should focus on translational knowledge and EBP skill acquisition. It is insightful to move forward EBP academic standards equitably; with a greater perspective on the translational science process, in order to most effectively target the potential quality problems addressed in healthcare delivery today. Nurses and the inter-professional team, must understand EBP initiatives, appraisal of such evidence, and clinical translational implications for healthcare practice.

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