

# Teaching Evidence-Based Practice Through Faculty-Librarian Collaboration

**Ching-eng H. Wang, PhD, APN, ANP-C, FNP-C**  
 School of Nursing, North Park University, Chicago, IL  
 cwang@northpark.edu

**Marielle M. McNeal, MLIS**  
 Brandel Library, North Park University, Chicago, IL  
 mmmcneal@northpark.edu

## Background

Educating undergraduate students on evidence-based practice (EBP) has become an essential component of curriculum design at North Park University's School of Nursing and Health Sciences. In order to effectively teach EBP, nurse educators must integrate information literacy concepts into their courses. However, there is generally a lack of skills and expertise on how to teach these concepts.

## Faculty-Librarian Collaboration

In order to successfully educate undergraduate students on EBP, it is vital that nurse educators collaborate with librarians. Librarians are trained information professionals that are skilled at teaching students how to access, search and critically evaluate information sources. By forming partnerships with librarians, nurse educators are able to enhance the teaching and learning of EBP for undergraduate students. This partnership increases competency in information literacy concepts and provides undergraduate students with the knowledge and skills they need to be critical consumers of information.

## Pilot Project

### NURS 4240: The Research Process in Professional Nursing

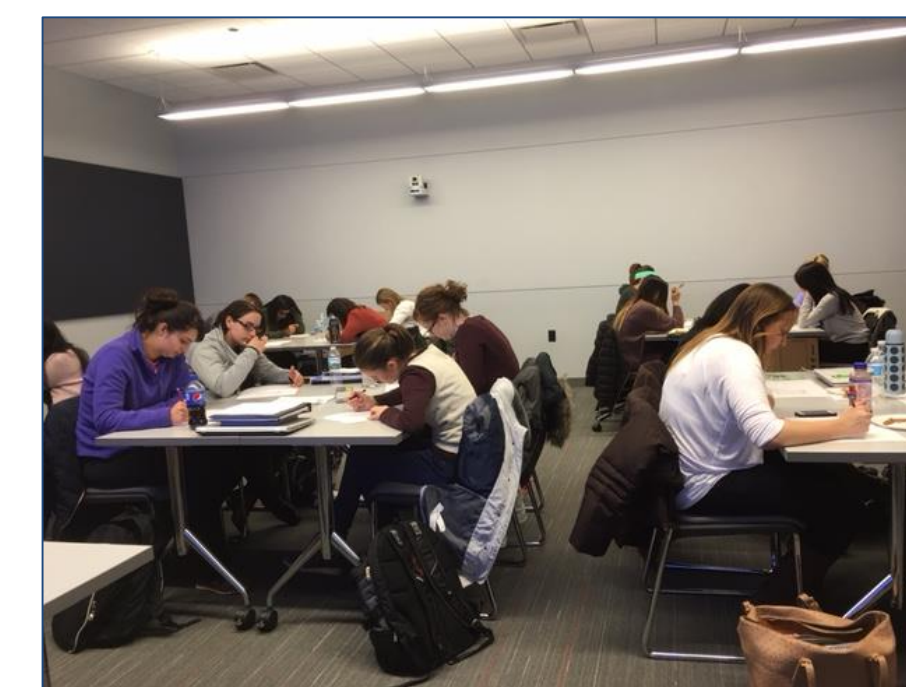
The nursing 4240 course was used as a pilot for this project. The course content was revised to integrate information literacy concepts and related assignments to improve student learning.

This project offers an example of a collaboration between a nursing educator and librarian to improve the teaching and learning of EBP for undergraduate students.

## Teaching and Learning Process

### Nursing Educator

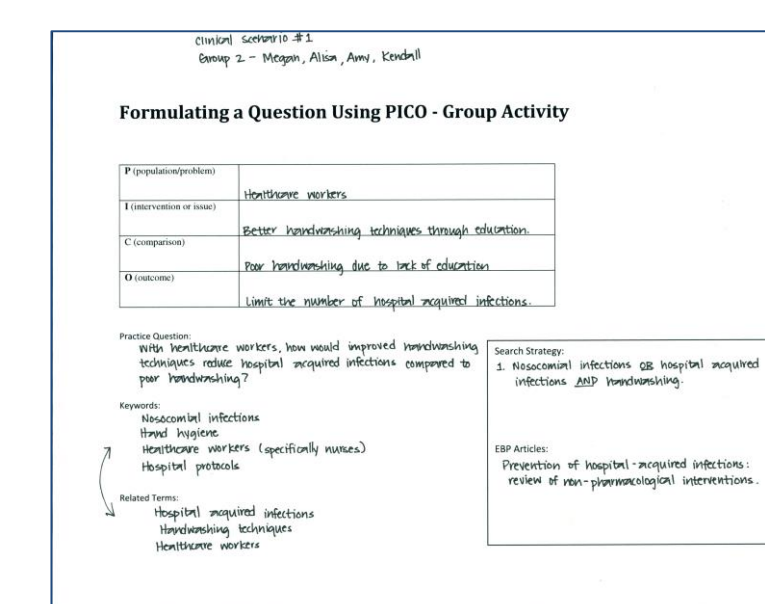
- Case study used to set the EBP context
- Discussion on the principles of EBP and PET process
- In-class practice on developing PICOT questions
- Kahoot (app) was used to emphasize EBP concepts
- Student consultations on practice problems
- Class practice on appraising research studies



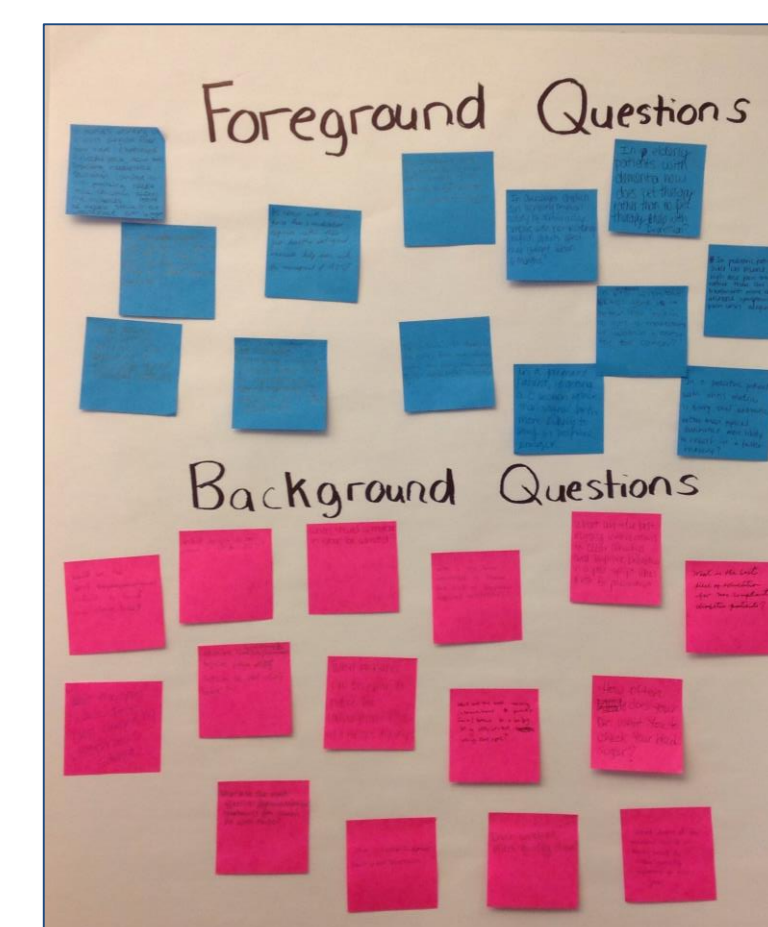
**PICOT Case Study Activity**  
 NURS 4240 students working on an evidence-based practice case study.

### Information Literacy Librarian

- Team-based active learning strategies
- Clinical scenarios used to set the context
- In-class practice on developing PICOT questions
- PICOT used to develop keywords and search terms
- Class demonstration on advanced search techniques
- Hands-on practice in searching for evidence
- Group consultations on finding relevant literature
- Customized online research guide for EBP resources



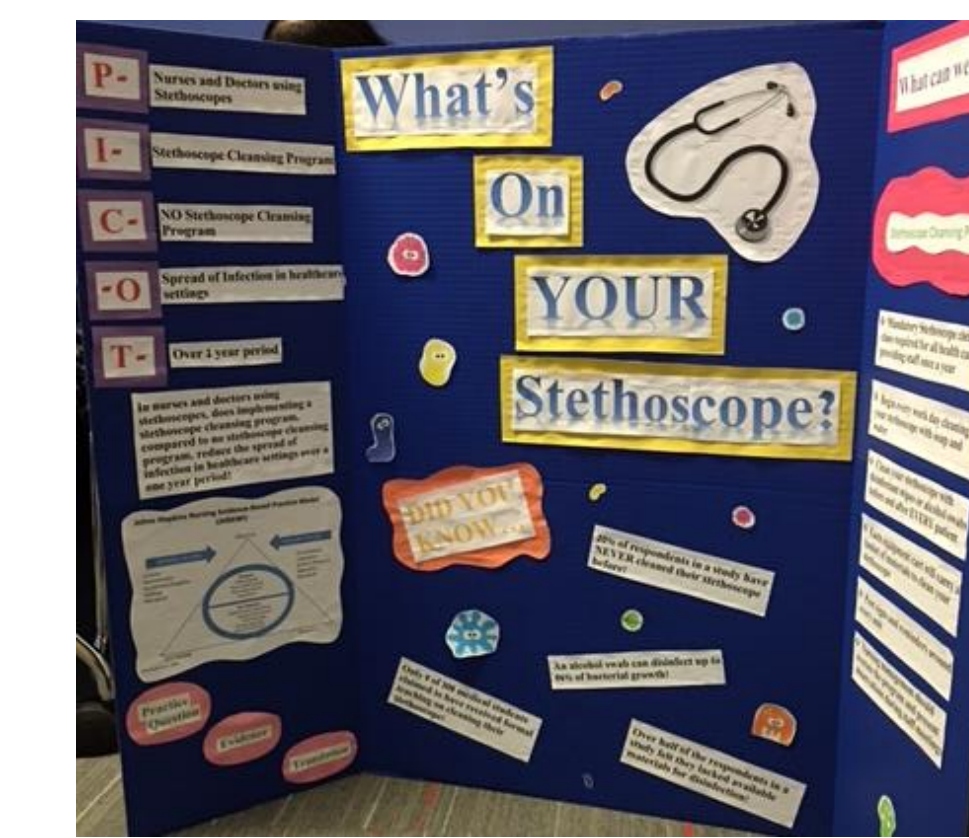
**Formulating Questions Using PICO**  
 Students used the PICO worksheet to develop a search strategy.



**PICO Parking Lot**  
 Students developed background and foreground practice questions.

## Assessment

- Take-Home Exercises
- Search Strategy Worksheet
- Two-Stage Quizzes (individual and group)
- Group EBP Project
- Poster Presentation
- One-Minute Paper
- Learning reflection using open-ended questions



**EBP Poster Presentation: What's on your Stethoscope?**  
 Students created posters for the EBP group projects.

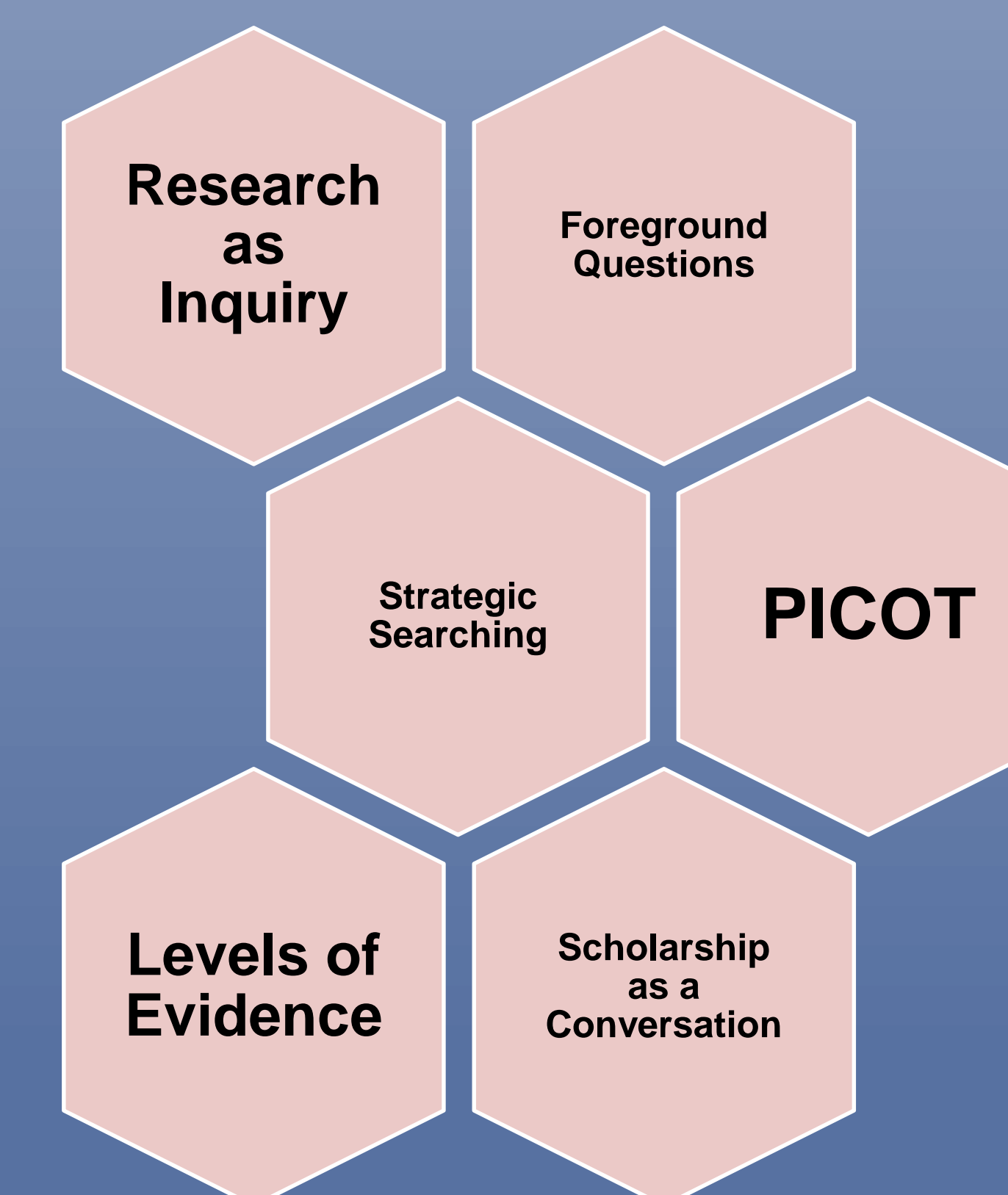
## Next Steps

**Case Study:** Create a more streamlined approach to using case studies to teach PICOT and EBP.

**Tutorials and Lecture Capture:** Create short tutorials that teach the EBP process and advanced search techniques.

**Lesson Study:** Collaboratively plan, research, and study our lesson plans in order to improve the EBP teaching and learning process.

## Information Literacy Concepts



### References:

Hallyburton, A., & St John, B. (2010). Partnering with your library to strengthen nursing research. *Journal Of Nursing Education, 49*(3), 164-167.

Miller, L., Jones, B., Graves, R., & Sievert, M. (2010). Merging silos: collaborating for information literacy. *Journal Of Continuing Education In Nursing, 41*(6), 267-272.

Phelps, S. F., Hyde, L., & Wolf, J. P. (2015). Introducing information literacy competency standards for nursing. *Nurse Educator, 40*(6), 278-280.