

Partnering with the Library: An EBP Curriculum for Health Professionals

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PROBLEM: Mastering the evidence-based practice skills needed for research, critical thinking and clinical application is a component of national curricular guidelines for all health professional students and beginning practitioners. Integrating these skills into a meaningful curriculum is particularly challenging within the context of already full clinical and educational schedules.

EVIDENCE: An extensive literature search was conducted to determine existing EBP curricula and evaluation methods that could be adapted for use within the Third Year (MSIII) Surgery rotation at the Texas Tech University Health Sciences Center in Amarillo, Texas.

STRATEGY: The EBP seminar for the Surgery Clerkship has evolved into a total of 13 sessions (approximately 20 contact hours), spanning two Surgery rotations. It is a collaborative, team-teaching venture which brings together the research and retrieval skills of a TTUHSC librarian with the clinical expertise of a surgeon. Incorporating "EBP Rounds" in the SICU provides a direct clinical context, thereby integrating the theory and instruction into a practical, patient-oriented experience.

PRACTICE CHANGE: MSIII Surgical rotation students are expected to incorporate evidence-based practice [during teaching rounds, formal case presentations and discussions during required core learning modules.](#)—

EVALUATION: Each Surgical rotation student prepares a formal case presentation and is evaluated on the EBP components presented (PICO statement, search strategy, clinical application, etc.). All students are evaluated during the end-of-rotation OSCE (Objective Structured Clinical Examination) which includes an EBP segment with specific evaluative criteria.

RECOMMENDATIONS: This EBP curriculum can be adapted to meet the needs of many different groups of health professionals: residents, pharmacy students, practicing faculty. It could be used as a framework for teaching nursing students the principles and applications of evidence-based practice, reflecting current standards in nursing informatics, critical thinking and associated competencies.

BIBLIOGRAPHY: An extensive bibliography of relevant EBP articles will be available as part of the poster presentation.