

Integrating Biomedical Librarians into Online EBN courses: One University's Experience

Linda A. Roussel, RN, DSN, roussel@usouthal.edu
University of South Alabama, College of Nursing

PROBLEM:

With nursing courses and curriculums being totally online, the need to provide searching and critical appraisal resources were re-visited. Students required online access as well as the ability to partner with our biomedical librarians.

EVIDENCE:

The Institute of Medicine's document (2003) on educating health care professionals underscores the need to practice using the best evidence. Additionally, the Essential Competencies for Evidence-Based Practice in Nursing provides a framework for incorporating Primary Research (Star Point 1) and Evidence Summary (Star Point 2) into our Undergraduate and Master's research and EBP courses (Stevens, 2005).

STRATEGY:

Biomedical librarians attended classes and provided a variety of PowerPoint presentations. Additionally, biomedical librarians were available at the library. With the move to online programs, other methods were required to meet accreditation requirements as well as student needs.

PRACTICE CHANGE:

The practice change focused on integrating the biomedical librarians through an online "Reference Desk." The biomedical librarians prepared PowerPoint presentations included in the online Reference Desk within the research and evidence-based practice courses. Students were "sent" to the Reference Desk to review the prepared material as well as ask questions re: their burning clinical question, identifying key search terms and best databases to access the evidence. Ongoing dialogue in the threaded discussion as well as Chat Rooms provided ready access for students.

EVALUATION:

Outcomes were measured by feedback from student evaluations as well as how often they accessed the Reference Desk and the kinds of questions and responses made in the online setting.

RESULTS:

Preliminary results reveal frequent visits to the Reference Desk with questions to the biomedical librarians ranging from help with refining PICO question, key search terms as well as best databases to access.

RECOMMENDATIONS:

With positive outcomes from students, faculty and our biomedical librarians, the Reference Desk will continue along with future development of tutorials.

BIBLIOGRAPHY:

Institute of Medicine (IOM). (2003). Greiner, AC & Knebel, E. (Eds). Health Professional Education: A Bridge to Quality. National Academies Press: Institute of Medicine.

Stevens, K. (2005). Essential Competencies for Evidence-Based Practice in Nursing. First Edition. San Antonio, TX: Academic Center for Evidence-Based Practice, UTHSCSA.