

Breathing life into outcomes: Information literacy for Respiratory Therapy students

Morgan Hordal



My goals

- Sequence IL instruction throughout the three year program
- Pair the assessments with the instruction
- Get the students excited about evidence-based practice!

National Competency Framework

Core Competency

B0: Provide evidence-informed, patient-centred, respiratory care

- B0.1** Demonstrate empathy and respect towards the patient and family
- B0.2** Establish partnerships with patients and families
- B0.3** Plan respiratory care
- B0.4** Apply evidence to practice

These elements of Competency apply to all the Clinical Competencies.

Information literacy based outcomes

2. Evaluate research in the health sciences. (NCF: B0.4.1, B3.2.1, B3.2.2)

Objectives:

- 2.1 Describe the basic concepts of research as they apply to health sciences.
- 2.2 Assess medical research sources for credibility and authenticity.
- 2.3 Explain how medical ethics and informed consent can affect research in a healthcare setting.
- 2.4 Differentiate between the types of research studies.
- 2.5 Identify the parameters for patient selection in research.
- 2.6 Identify the components of a medical research article.
- 2.7 Conduct a literature review in selected medical research.
- 2.8 Use a systematic approach to assess research articles.
- 2.9 Determine how to use evidence-based research in decision making and patient care.

5. Outline how evidence-based medicine is used to advance best practice in respiratory therapy.

Objectives:

- 5.1 Compare best practice, successful practice and current practice.
 - 5.2 Define evidence-based medicine.
 - 5.3 Describe how best practice is determined.
 - 5.4 Compare policy versus procedure and how they apply to respiratory therapy.
 - 5.5 Describe the processes used to develop policies and procedures.
- ## 6. Explain how research can impact the delivery of respiratory care.
- ### Objectives:
- 6.1 Identify current research studies in his/her area of work.
 - 6.2 Describe how patient participation in a study is determined.
 - 6.3 Discuss changes in practice and equipment required to deliver patient care while maintaining the integrity of the research study.
 - 6.4 Discuss relevant respiratory-related research studies that have impacted the practice of respiratory therapy.

Assignments - 2016 vs. 2018

	2016	2018
Year 1, Semester 1	Research paper	Article review, short research report
Year 1, Semester 2	Research paper	Annotated bibliography
Year 2, Semester 1	Research paper	Literature review
Year 2, Semester 2	Research paper	Research paper
Year 3, Semester 1	Research paper outline	Research paper outline
Year 3, Semester 2	Research paper	Research paper
Year 3, Semester 3	Poster presentation	Poster presentation

Library instruction - 2016 vs. 2018

	2016	2018
Year 1, Semester 1	3 hours	Two hours
Year 1, Semester 2		Two hours (<i>planned</i>)
Year 2, Semester 1		Four hours
Year 2, Semester 2		Two hours (<i>planned</i>)
Year 3, Semester 1		One hour
Year 3, Semester 2		Two hours
Year 3, Semester 3		n/a - on practicum

Successes

- Focused, intentional instruction
- Building relationship with students from their first semester
- Positive feedback from students

Challenges

- Resistance to change
 - Rush to complete assignment revision
 - Differences in the base knowledge of students
 - Overall volume of content in the program
- students

What I've learned...

- Make it easy for faculty
- Aim for everything and then be satisfied with mostly everything

Questions?

Morgan Hordal
morgan.hordal@sait.ca