Triumphs and pitfalls of leading social work students through EBP

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Us!

**Arielle Lomness**
- Collections Librarian
- Social Work Liaison
- At UBCO for 5 years

**Sajni Lacey**
- Learning + Curriculum Support Librarian
- At UBCO for 1.5 years
History with SOCW553:
- Started 2008 as HINT
- Moved 2014 to SOCW
- Intensive workshop + libguide
- Strong faculty + librarian relationship
- Yearly increase of student & librarian meetings

Context for this project:
- Desire to better understand effectiveness of EBP + CBL
- New learning + curriculum support librarian position
- Enthusiastic instructor + move to CBL
“Upgrading our existing instructional workshop for the Social Work students has been a priority each year I’ve delivered it. This year, I wanted to focus on tying this session to the case-based learning integration happening in the rest of the course – emphasizing that this approach will help them to develop concrete research and appraisal skills they will utilize in practice with clients.”
“Over the years, students come to the course proficient in using the internet to conduct random searches. However, when tasked to use more formal, rigorous information systems designed to tap into the latest and superior evidence available, many students struggle with the logic of conducting effective and efficient searches. The ability to search effectively for information and then critically appraise the information is vital to ethical and transparent decision making with service users in the care of social work practitioners.”
Literature

Case Based Learning
- Well used in SOCW
- Focus on practice + ethics
- Very lengthy
- Limited for PICO(T) training

Evidence Based Practice
- Integration in SOCW is slow
- Opposite corners
- Qualitative research
- Student awareness

Scaffolding + Embedded Instruction
- General IL and SOCW specific IL
- EBP
- Limited scaffolding – usually BSW
- New vs. returning students
What did Sajni do?

ASSIGNMENT
Explicit IL content

RUBRIC
How will we assess?

KEY PIECES
- What is already there?
- What should be there based on what we want students to be able to do?
- How will we integrate content effectively?
- How will we assess it?

BLOOM’S + LO
Mapped to Bloom’s and crafted LO

INTERVENTIONS
What & How of library interventions
What did Arielle do?

- **Pre-Reading**
  - Student-friendly chapter rather than article

- **LibGuide + Workshop**
  - Legacy
  - Broke up lecture

- **PICO(T)**
  - Legacy
  - New template

- **Cases**
  - Customized - no related social work examples

- **One-on-One’s**
  - Mandatory
  - Revisiting PICO(T)

- **Literature Review**
  - CBL
  - EBP
  - PICO(T)
<table>
<thead>
<tr>
<th></th>
<th>01 Pre-course Questionnaire</th>
<th>02 Mid-course Questionnaire</th>
<th>03 Post-course Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-evaluated competencies</td>
<td>Check-in for course</td>
<td>Evaluating the session and structure of the term in relation to learning concepts or ameliorating their knowledge</td>
</tr>
<tr>
<td></td>
<td>Past library instruction</td>
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## Interventions - In-Person

<table>
<thead>
<tr>
<th>Pre-Reading</th>
<th>Workshop + LibGuide</th>
<th>PICO(T)</th>
<th>Cases + Activity</th>
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<tbody>
<tr>
<td>&gt; Students were assigned a reading on systematic reviews to complete before the library workshop.&lt;br&gt; &gt; Limit introductory training&lt;br&gt; &gt; “Developing my search strategy and applying inclusion criteria”</td>
<td>&gt; Three hour workshop by liaison librarian with library research guide as the supporting teaching and reference tool&lt;br&gt; &gt; Pre-created content for students to refer back to following the session&lt;br&gt; &gt; Stepped approach to provide clear goals</td>
<td>&gt; Handout that students worked through in the workshop and in their groups to practice and develop research strategy&lt;br&gt; &gt; Designed as take-away</td>
<td>&gt; Example scenarios for students to use in the practice of PICO(T)&lt;br&gt; &gt; Related social work scenarios prevalent in the region and where they will practice</td>
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## PICO(T) Evidence-Based Question Worksheet

**Clinical Problem/Case**

### P (Patient, Population, or Problem)

- Example: age, sex, race, past medical history, disease, condition, etc.

### I (Intervention)

- Example: what interventions are being considered - treatment, diagnostic, test, etc.? OR is there a specific issue you would like to investigate?

### C (Comparison)

- Example: other therapies, drugs, a placebo, no medication

### O (Outcome)

- Example: what is the outcome? What are you trying to do for the patient? E.g.: relieve/eliminate symptoms, reduce adverse events, etc.

### T (Time, or Type of Study)

- Example: the time it takes for the intervention to achieve an outcome
Example Case

You have recently started working at the local high school as their School Social Worker. As part of this new position, you've first been tasked with investigating and submitting recommendations for possible mental health awareness programs that you could start in the school, as there currently is none and there are a number of students discussing inaccurate treatments/resources around the school. Additionally, your new supervisor has indicated that they would like to see any information about whether providing a program actually works in a high school setting.
Interventions - Post-Session

One-on-One Meetings
> Each group met with the liaison librarian to review search strategies, key terms, synonyms, and completion of the PICO(T) handout
> Feedback from librarian
> Review workshop topics

Rubric Evaluations
> Used to evaluate the presentations and paper for these information literacy and research library skills
> Using the LO as well as competencies from the assignment itself
<table>
<thead>
<tr>
<th>LO 1: PICO(T) chart is not completed</th>
<th><strong>Below Expectations (1)</strong></th>
<th><strong>Meets Expectations (2)</strong></th>
<th><strong>Exceeds Expectations (3)</strong></th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PICO(T) chart is completed but with incorrect/missing variables in more than one the section</td>
<td>PICO(T) chart is completed correctly all relevant variables</td>
<td>PICO(T) chart is completed correctly and relevancy is articulated either verbally or in writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO 2: No clinical question is completed</td>
<td>Clinical question is completed or partially completed, but is not clearly defined using the PICO(T) variables</td>
<td>Clinical question is completed using defined variables of the PICO(T) chart</td>
<td>Clinical question is completed with explanation for inclusion and/or exclusion of variables</td>
<td></td>
</tr>
<tr>
<td>LO 3: No search terms are listed or identified on the PICO(T) handout</td>
<td>A few search terms are listed but not for all concepts. Search terms do not include synonyms or related terminology.</td>
<td>Each concept has related search terms when appropriate</td>
<td>Each concept has related search terms when appropriate indicating consultation with external sources</td>
<td></td>
</tr>
<tr>
<td>LO 4: No library databases are listed for finding scholarly resources</td>
<td>Not all relevant library databases for finding scholarly resources are listed</td>
<td>Library databases that are relevant are listed</td>
<td>Library resources above required in assignment are listed in addition to required scholarly resource sources</td>
<td></td>
</tr>
<tr>
<td>LO 5: No use of Boolean search strategies, limiters, or truncation</td>
<td>Minimal or incorrect use of Boolean search strategies, limiters, or truncation</td>
<td>Correct use of Boolean search strategies, limiters, or truncation</td>
<td>Extensive and developed use of Boolean search strategies, limiters, or truncation</td>
<td></td>
</tr>
<tr>
<td>LO 6: No assessment is done on search results to select studies</td>
<td>Some assessment is done on search results to select studies by specifically referencing some of the following: relevance and applicability to clinical question as well as to specific components of the studies such as design, methodology, sample, results and conclusion</td>
<td>Detailed assessment is done on search results to select studies by specifically referencing all of the following: relevance and applicability to clinical question as well as to specific components of the studies such as design, methodology, sample, results and conclusion</td>
<td>Detailed assessment is done on search results to select studies by specifically referencing all of the following: relevance and applicability to clinical question as well as to specific components of the studies such as design, methodology, sample, results and conclusion. Also included is an assessment of the interrelation between the selected studies.</td>
<td></td>
</tr>
<tr>
<td>LO 7: No conclusion or justification from selected studies support of clinical question and research strategy given</td>
<td>Minimal conclusions and justifications from selected studies support of clinical question and research strategy given</td>
<td>Conclusions and justifications from selected studies support of clinical question and research strategy given</td>
<td>Conclusions and justifications from selected studies support of clinical question and research strategy given including how the strategies and studies could have been adjusted for future research</td>
<td></td>
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Timeline

1. Pre-Survey + Consent Form
2. Pre-Reading
3. Library Session + Case Study Activity
4. One-on-One’s with Librarian
5. Midpoint Survey
6. Final Presentations + Projects
7. Final Survey
Triumphs & Pitfalls

**Triumphs:**
- Change in student perception of research
- Seeing applicability to real world
- Awareness of issues with controlled vocabulary for marginalized and vulnerable populations

**Pitfalls:**
- Ethics timelines
- Lack of applicable cases
- Execution of student consent
- Where this course is placed in the curriculum
Anecdotal + Confirmed Results

- Critical appraisal
- Synthesize information
- “What was I doing before??”
“Developing PICO, critical appraisal (further advanced as a result of this course), various ways to search library databases (further advanced).”

“Zero! Didn't know we could meet with the librarian more than once.”
Conclusion + Next Steps

Conclusions:
- Better plan for study participation
- Seeing all the groups was incredibly valuable (for both librarian and students)

Next Steps:
- Thinking about position within the program
- Split classes
- Running it again!
If you want to see the stuff:

Thanks!

Any questions?

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