

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



Context & History

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

Librarian Perspective

“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.”

“

Faculty Perspective

“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

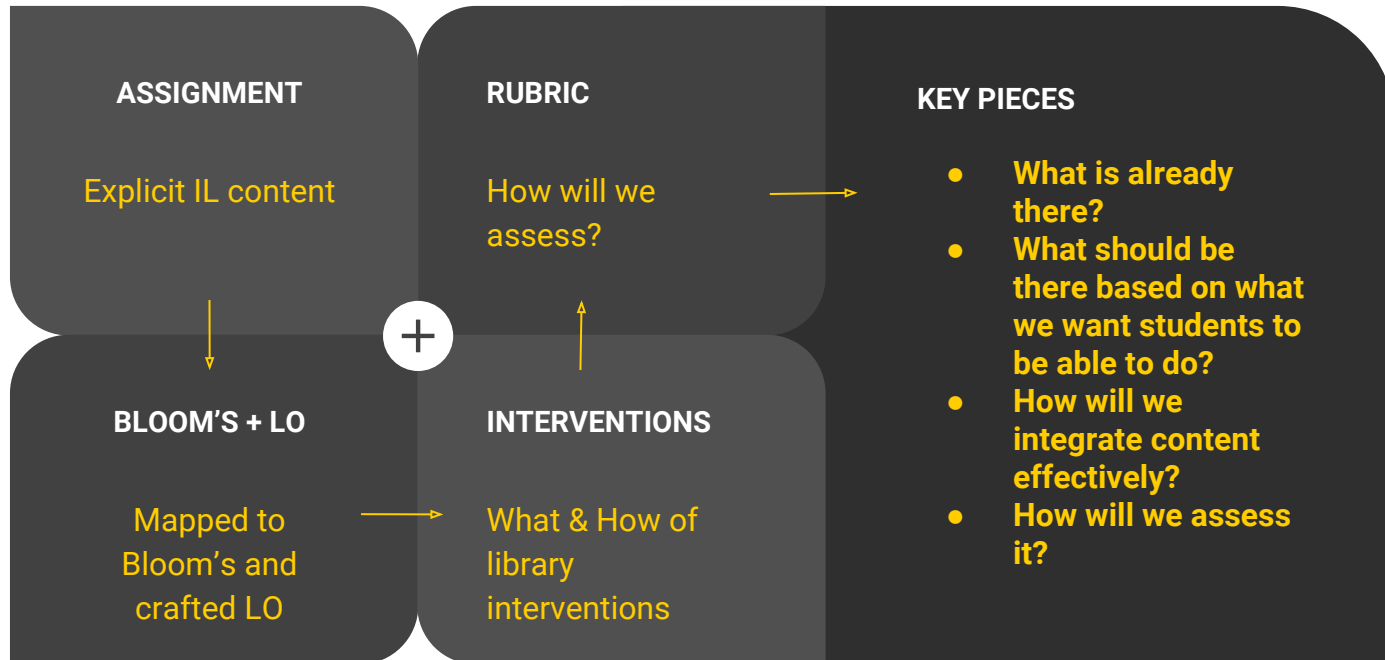
- Integration in SOCW is slow
- Opposite corners
- Qualitative research
- Student awareness

Scaffolding + Embedded Instruction

- General IL and SOCW specific IL
- EBP
- Limited scaffolding – usually BSW
- New vs. returning students



What did Sajni do?





What did Arielle do?

Literature Review

- CBL
- EBP
- PICO(T)

PICO(T)

- Legacy
- New template

LibGuide + Workshop

- Legacy
- Broke up lecture

Pre-Reading

Student-friendly chapter rather than article

Cases

Customized - no related social work examples

One-on-One's

- Mandatory
- Revisiting PICO(T)



Interventions - Questionnaires

01	Pre-course Questionnaire	<ul style="list-style-type: none">• Self-evaluated competencies• Past library instruction
02	Mid-course Questionnaire	<ul style="list-style-type: none">• Check-in for course
03	Post-course Questionnaire	<ul style="list-style-type: none">• Evaluating the session and structure of the term in relation to learning concepts or ameliorating their knowledge



Interventions - In-Person

Pre-Reading

- > Students were assigned a reading on systematic reviews to complete before the library workshop.
- > Limit introductory training
- > “Developing my search strategy and applying inclusion criteria”

Workshop + LibGuide

- > Three hour workshop by liaison librarian with library research guide as the supporting teaching and reference tool
- > Pre-created content for students to refer back to following the session
- > Stepped approach to provide clear goals

PICO(T)

- > Handout that students worked through in the workshop and in their groups to practice and develop research strategy
- > Designed as take-away

Cases + Activity

- > Example scenarios for students to use in the practice of PICO(T)
- > Related social work scenarios prevalent in the region and where they will practice

PICO(T)

W1 2017 - UBC Okanagan
SOCW 553 - Research Methods and
Evidence in Clinical Social Work Practice

EVIDENCE-BASED QUESTION WORKSHEET

Clinical Problem/Case

P

Patient, Population, or Problem

E.g.: age, sex, race, past medical history,
disease, condition, etc.

I

Intervention

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

C

Comparison (OPTIONAL)

I.e.: what are you trying to compare/control for?
E.g.: other therapies, drugs, a placebo, no
medication

O

Outcome

I.e.: 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 (OPTIONAL)

I.e.: 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

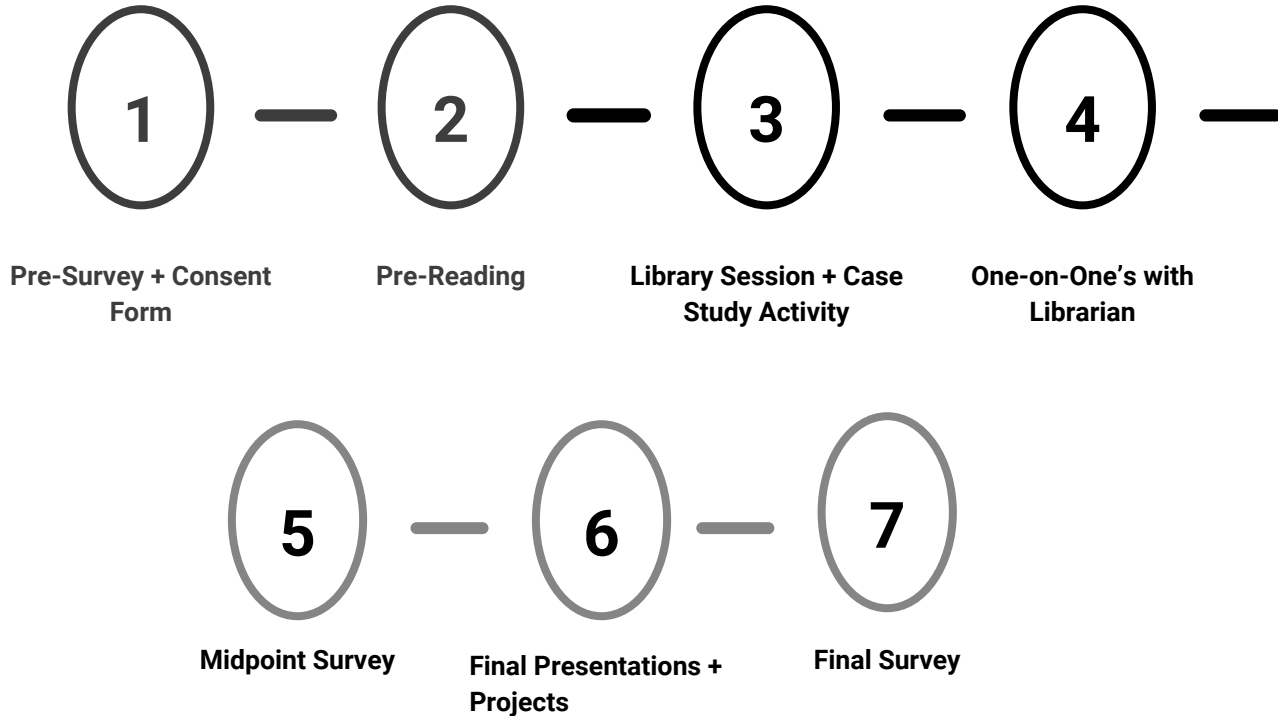
Rubric Evaluations

- > 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

Meets no criteria (0)	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Notes
LO 1: PICO(T) chart is not completed	PICO(T) chart is completed but with incorrect/missing variables in more than one the section	PICO(T) chart is completed correctly all relevant variables	PICO(T) chart is completed correctly and relevancy is articulated either verbally or in writing	
LO 2: No clinical question is completed	Clinical question is completed or partially completed, but is not clearly defined using the PICO(T) variables	Clinical question is completed using defined variables of the PICO(T) chart	Clinical question is completed with explanation for inclusion and/or exclusion of variables	
LO 3: No search terms are listed or identified on the PICO(T) handout	A few search terms are listed but not for all concepts. Search terms do not include synonyms or related terminology.	Each concept has related search terms when appropriate	Each concept has related search terms when appropriate indicating consultation with external sources	
LO 4: No library databases are listed for finding scholarly resources	Not all relevant library databases for finding scholarly resources are listed	Library databases that are relevant are listed	Library resources above required in assignment are listed in addition to required scholarly resource sources	
LO 5: No use of Boolean search strategies, limiters, or truncation	Minimal or incorrect use of Boolean search strategies, limiters, or truncation	Correct use of Boolean search strategies, limiters, or truncation	Extensive and developed use of Boolean search strategies, limiters, or truncation	
LO 6: No assessment is done on search results to select studies	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	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	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.	
LO 7: No conclusion or justification from selected studies support of clinical question and research strategy given	Minimal conclusions and justifications from selected studies support of clinical question and research strategy given	Conclusions and justifications from selected studies support of clinical question and research strategy given	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	



Timeline





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:**

<https://bit.ly/2HriaEp>



Thanks!

Any **questions** ?

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