

1-2016

Improving Capstone Papers for Baccalaureate Nursing Students: With an Evidence-Based Partnership Between a Health Sciences Librarian and a Nurse Educator

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Repository Citation

Goodman, X., Perna, C., Juniel, P. M., Weigel, R. (2016, January). Improving Capstone Papers for Baccalaureate Nursing Students: With an Evidence-Based Partnership Between a Health Sciences Librarian and a Nurse Educator. Presentation at In Tune with the Future through Vision, Visibility and Partnership Joint Meeting, Stanford University.

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Improving Capstone Papers For Baccalaureate Nursing Students: With an Evidence-Based Partnership Between A Health Sciences Librarian and a Nurse Educator

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University of Nevada, Las Vegas
In Tune with the Future through Vision, Visibility and Partnership
Joint Meeting 2016, Stanford University

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Purpose

- Describe partnership
- Describe Evidence-based project
- Outcomes

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This paper will describe the partnership between a nursing faculty member and a health sciences librarian.

The evidence-based project created to meet the needs of nursing students in their final capstone course, and the outcomes of the project.

University of Nevada, Las Vegas



In March of 2013 I was a new faculty member at UNLV. Right away I began to build relationships with faculty in the health sciences. I started with nurses, because I was most familiar with a nursing curricula having been a reference librarian for a nursing program prior to arriving at UNLV.

Conversation



This project began with a conversation. Situated within the broader context of the Institute of Medicine Mandate to improve the writing skills of baccalaureate Nursing students.

Photo source: Conversation at Caffee Nero by ktylerconk on Flickr

Instruction Intervention

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This project involved a targeted instruction intervention.
All students were required to attend a 1.5 hour information literacy instruction session about APA.



Source: static.nycwp.org/images/kenstein/IMG9645.jpg

The instruction intervention including five components: a lecture about APA, a comprehension check regarding understanding of APA, an active learning exercise correcting an APA paper, report out about the exercise. The report out allowed more in class discussion and guidance about APA.

In Class Assessment:
What remains unclear?
What did you learn today?
Two minute papers

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The intervention involved an instruction session, in class assessment in the form of a 2 minute paper with two questions.

Capstone Papers

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Capstone papers are evidence-based group projects. Students are required to use peer reviewed journal articles and standards to support their paper.

Project Design

- Artifacts
- Rubrics
- Scoring

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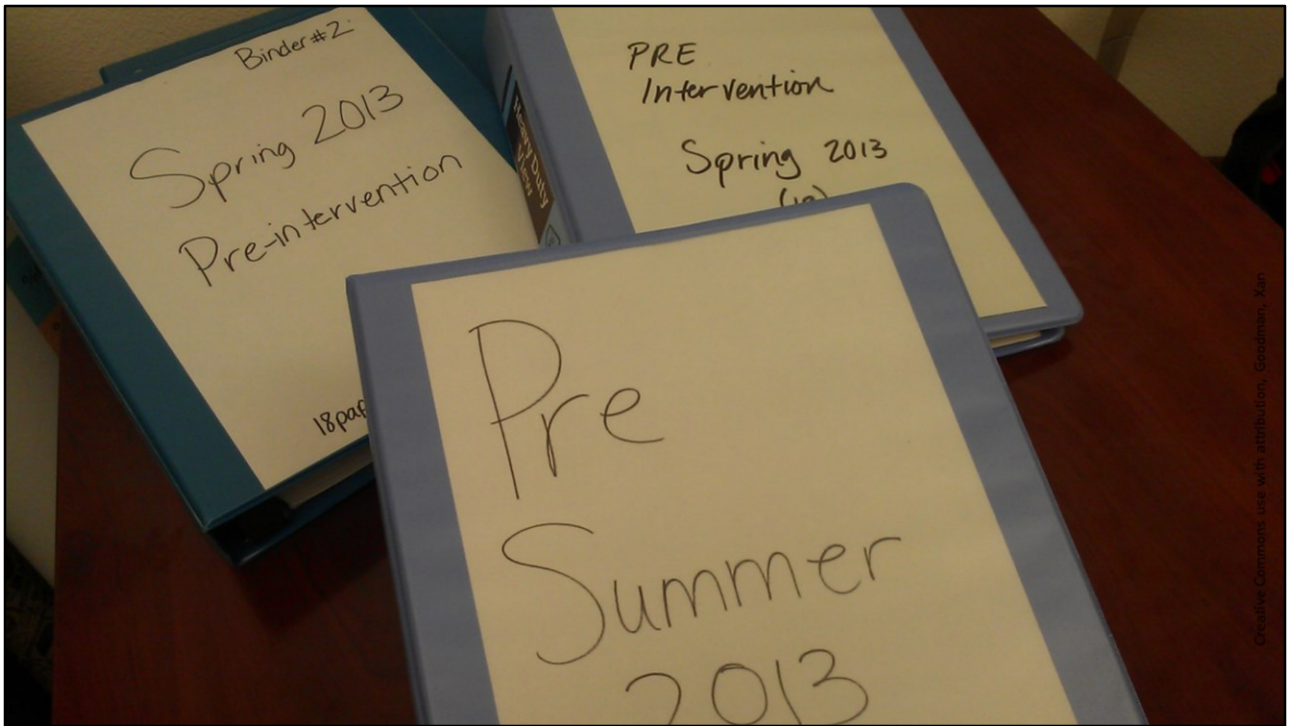
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Our project design involved collecting student work, artifacts. These artifacts included: two minute papers, to give us an idea of where the students thought they were with their APA knowledge. We also collected the final capstone papers. A team of researchers including the health sciences librarian created two rubrics to score capstone papers. Scoring required training on the rubric, recalibrating and norming the rubric for use to score capstone papers.



The research team hired an Information Literacy fellow in the summer of 2015 to organize our work and begin the process of implementing our project design full-blast. The fellow helped to organize the capstone papers in a manner that made the research using these papers possible.



The number of papers collected overall gave us an N of 95. However, when we began to score some cases, we discovered missing information that made some cases ineligible for scoring. For example a missing reference page. If pages were missing cases were eliminated.

We ended up with an N of 90 , 54 pre-intervention and 36 post intervention papers.

Five Point Rubric – Quality

- Quality of sources
- Standards
- Peer reviewed journals



We developed two five point rubrics. A quality rubric to assess the quality of sources selected and quality of standards selected. The standards were verified by the nurse educator. As you read each paper it was clear whether or not a standard or journal source cited was appropriate for the paper topic.

Five Point Rubric – APA

- Title page, running head, page number, title of paper
- In-text citations
- Reference page

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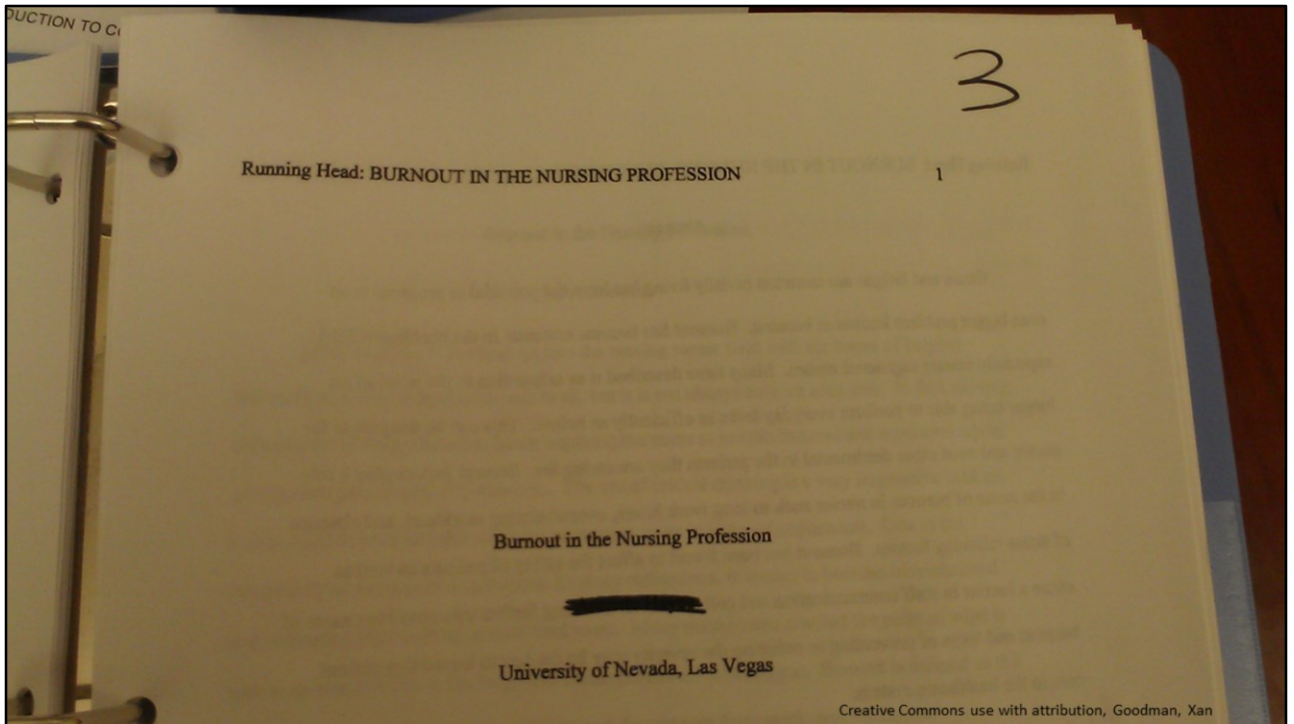
We also developed a 5 point rubric to assess APA formatting within each case. There were three elements to this rubric.

The running head as it appeared on all pages and the title page, the page number.

Page number is tricky with APA style because the first page differs from second page protocol that requires you to insert the page number at, current position, and then number the other pages consecutively, some students used textboxes for their page numbers.

In-text citations were judged on APA standards, did the students correctly use the right format, sometimes we noticed items cited in the paper that were not on the reference page and vice versa, we also noticed difficulty with students using in-text parenthetical citation correction, and listing the correct number of authors.

The reference page is complex . If students made a mistake they seemed to make the same mistake throughout their reference page.



Capstone paper topics ranged from warming blankets for newborns to burnout among nurses. Each case was numbered, and student identity was obscured to make the cases anonymous.

Capstone papers are group projects, so multiple students worked on a single project.

Outcomes

- An increase in mean scores was found between pre- intervention (1.48) and post -intervention (2.39) **title page**.
- An increase in mean scores was found for pre-intervention (1.48) and post-intervention (2.23) **in-text citations**.
- There were no significant changes in mean scores for reference page, journal sources and external sources.



Our outcomes showed improvement in mean scores for each case for the: title page and in-text citation. The mean scores improved enough to show some significance.


- Running head
- In-text citations
- Reference Page



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Running head all caps
Page number on title page
Phillips, 2013 (Phillips, 2013)
Number of authors first time cited



Where
are we
now?

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Common Credible Sources

Common Credible Sources in Nursing Education Programs

Acronym	Name	Purpose	Website	Agency Type
AHA	American Hospital Association	Since 1899, this organization's goal was to lead, represent, and serve hospitals, health systems, and other related organizations in maintaining accountability to the community while keeping its commitment to health improvement.	http://www.aha.org/	P
ANA	American Nurses Association	The focus of this organization is to advance the nursing profession by fostering high standards of nursing practice, promoting the rights of nurses in the workplace, and provide a positive and realistic view of nursing.	http://nursingworld.org/	P
ADNE	American Organization of Nurse Executives	Since 1967, the American Organization of Nurse Executives (ADNE) has provided leadership, professional development, advocacy and research to advance nursing practice and patient care, promote nursing leadership excellence and shape public policy for health care nationwide. ADNE is a subsidiary of the American Hospital Association .	http://www.aone.org/	P
AMA	American Medical Association	American Medical Association has promoted scientific advancement, improved public health, and invested in the doctor and patient relationship along with illustrating the important role the institution and its members have played in the development of medicine in the United States.	http://www.ama-assn.org/	P
APA	American Psychological Association	The American Psychological Association is the largest scientific and professional organization representing psychology in the United States, that advances the creation, communication and application of psychological knowledge to benefit society and improve people's lives.	http://www.apa.org/	P
JCI	The Joint Commission (formerly JCHAD)	The Joint Commission accredits and certifies more than 20,500 health care organizations and programs in the United States to ensure an organization's adherence to certain performance standards in the improvement health care for the public.	http://www.jointcommission.org	P
IDM	Institute of Medicine	The IDM is a division of the National Academies of Sciences, Engineering, and Medicine. This organization provides independent, objective advice on issues that affect people's lives worldwide by providing evidence to make informed health decisions.	http://iom.nationalacademies.org	P
CMS	Centers for Medicare and Medicaid	The Centers for Medicare & Medicaid Services (CMS) is a geography-based structure that enforces standard operations of Medicare health plans, Medicare financial management, Medicare fee for service operations, Medicaid and children's health, survey & certification and quality improvement.	http://www.cms.gov/	G

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One is a list of common credible sources, that includes standards making agencies like, QSEN or CDC. The nurse educator verified that these sources were credible. We based this list on conversations with the nurse educator to determine what types of credible sources are acceptable.

APA Style: Do This, Not That

What to do and what not to do in APA

(Quick checklist before you turn your paper in)

Another research team member, Created an APA PowerPoint show based on the format of “Eat this, Not that” with tips based on those common errors we saw in papers. We will make this available to students via a Course LibGuide.

Commonly Cited Journals

Journal Title	Times Cited in separate cases
American Journal of Critical Care	2
American Journal of Health System Pharmacy	2
American Journal of Nursing	4
Annals of Internal Medicine	3
BMC Health Services	2
Critical Care Medicine	3
Critical Care Nurse	2
Health Affairs	3
Hospital Topics	2
Infection Control and Hospital Epidemiology	4
Intensive Care Medicine	2
Journal of Advanced Nursing	4
Journal of American Medical Association	2
Journal of Clinical Nursing	4
Journal of Nursing Management	2
Medsurg Nursing	3
Nephrology Nursing Journal	2
Nursing	3
Nursing Forum	2
Nursing Standard	2
Urologic Nursing	3

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We also developed a list of commonly cited journals. There were 21 commonly cited journals from the set of 36 - Post Intervention Papers.

Takeaways



There are three main takeaways with this project.

#1 There is value in teaching APA. In 2015 on the ILI-listserv there was a debate, questioning if librarians should be teaching APA or if someone else should do it. The collaborative perspective of this project has found value in teaching APA.

#2 Relationships with disciplinary faculty are key. We know this as librarians, however, it needs to be stressed again. Buy-in for a librarian to teach in a disciplinary faculty members class is a must. Relationship building takes time, and requires the use of soft skills.

#3 Lastly, designing and implementing evidence-based IL projects also has value and meaning for disciplinary faculty and their teaching practice, as well as for librarians and our teaching practice.

Thank You

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Special thanks to: Ashley Hernandez-Hall and the UNLV Libraries, Library Advisory Board

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This project could not have been completed without the support of the UNLV Libraries, Library Advisory Board, the board funded our Information Literacy Fellow, Dr. Pamela Juniel.

Nor could our mean analysis have been completed without the help of Ashley Hernandez-Hall.