**Evidence-based practice skill retention and use by dietetic interns: Did library instruction have an impact?**

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**Purpose**  
Objective: To determine if dietetic interns retain the evidence based practice (EBP) knowledge and skills that they were taught in three library instruction sessions in the fall by the end of the internship, and whether there is a change in their EBP behaviors.

**Questions:**  
- Is three library EBP instruction sessions early in the internship enough to influence dietetic interns’ EBP behavior throughout their internship?  
- Is the EBP knowledge librarians teach (i.e., PICO, literature searching, critical appraisal) retained by the students to the end of their internship?

**Methods**  
EBP instruction sessions used a flipped classroom approach.

<table>
<thead>
<tr>
<th>EBP Knowledge Question (max pt)</th>
<th>Fall mean score</th>
<th>Spring mean score</th>
<th>Difference between scores</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify valid EBP resources (4)</td>
<td>3.1</td>
<td>3.3</td>
<td>+.20</td>
<td></td>
</tr>
<tr>
<td>PICO refers to…(1)</td>
<td>2.6</td>
<td>2.7</td>
<td>+.10</td>
<td></td>
</tr>
<tr>
<td>Critical appraisal tools (1)</td>
<td>8.6</td>
<td>9.0</td>
<td>+.07</td>
<td></td>
</tr>
<tr>
<td>Identifying database limiters (1)</td>
<td>8.6</td>
<td>9.0</td>
<td>+.07</td>
<td></td>
</tr>
<tr>
<td>EBP behaviors</td>
<td>2.6</td>
<td>2.7</td>
<td>+.10</td>
<td></td>
</tr>
</tbody>
</table>

**Results**  
Interns’ (n=14) EBP knowledge scores show a very slight downward trend for most questions, though only total score is statistically significant.

**Access Modules & Assessment**  
1. If you have Canvas at your institution, access the three EBP modules by going to Canvas Commons.

**Conclusions**  
Despite the three library sessions occurring early in the internship, these results suggest that:

1. The interns retained information on PICO, MeSH, and the evidence pyramid, but not on statistics or complex Boolean searching. It is possible that these skills were not used as frequently throughout the internship.

2. Interns more frequently performed all evidence-based behaviors including searching PubMed and critically appraising articles, which were both statistically significant, while decreasing their use of textbooks.

**Implications**  
This study suggests that even when library EBP instruction is conducted early in the internship program, students retain most of the information despite a slight downward trend, and do make use of the EBP resources and skills demonstrated by the librarian during their internship.

**Limitations**  
- Small sample size
- Not necessarily generalizable to other populations (i.e., medical or nursing students)

**Suggestions for Future Studies**  
- Replicate study using different populations (i.e., medical or nursing students)  
- Increase the external validity of the study by repeating it with multiple dietetic internships in different regions  
- Test whether spreading library sessions across the internship further increases retention and EBP behaviors  
- Follow-up with interns a year after the internship, and see if they still use and retain the information.

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