



Using Mobile Devices to Access Evidence-Based Information in a Rural Health Clinic

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Many reliable and credible evidence-based electronic repositories are available for download to mobile devices, providing quick access to valuable nursing information. Nurses proficient at using mobile devices outfitted with these resources can gain rapid access to relevant knowledge, and as a result may bestow more suitable and efficient care to their clients. Thus, mobile devices appear to offer an opportunity to connect learning and evidence to clinical care. The literature, however, contains few reports of systematic roll-outs of mobile devices providing evidence-based resources. Moreover, the literature offers little guidance for teaching nurses how to use mobile devices and applications within the clinical setting. The specific aim of this study was to describe the feasibility and usability of a mobile device and selected electronic evidence-based information programs (EEBIP) for supporting clinical decision making in a rural health clinic. This qualitative, descriptive study focused on the nurses' descriptions of their experience with the selected mobile device and EEBIP. The investigators recruited a purposive sample of seven nurses providing direct patient care at a rural healthcare clinic in the southern region of the United States. Data collection was divided into three phases. Baseline, formative, and summative interviews were conducted with each participant. After the baseline interview, each participant received a 1-hour training program delivered by the PI and a health science librarian. Audio-taped interviews used a standardized, open-ended format with follow-up and probing questions. The transcribed interviews were read and re-read, with identification of key words, phrases, and statements for each question, then organized into themes. Similar themes were then grouped into categories across interviews for each phase of the data collection process. Descriptive statistics were used to report on participants' demographic characteristics. These data were used to compare and contrast demographic information among participants. Data analysis was completed in May 2014. Preliminary findings include (a) perceptions that nurses demonstrated limited use of EEIBP via mobile devices, (b) differences in interpretations of information literacy and evidence-based practice, and (c) past experience with mobile devices as an indicator of how enthusiastically EEIBP is embraced. The training session created awareness of the usefulness of mobile device through demonstration of their applicability to actual clinical settings. Access to evidence-based information at the point of care is often necessary for nurses to apply up-to-date approaches. Implications of the use of EEIBP in nursing practice will be discussed, including recommendations for administrators, IT staff, and educators to facilitate its use in the clinical setting. The process of developing the teaching plan for educating the nurses how to use mobile devices, process of application selection, and lessons learned will be shared. Disclaimer: Intramural funding was provided for this project

