

The Use of Evidence-based Practice in Nursing Education



TEXAS WOMAN'S
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Professional nursing standards at national and global levels mandate evidence-based practice (EBP) in nursing education (ANA, 2008; ICN, 2010; IOM, 2010; WHO, 2009)

Focus has shifted from inclusion of evidence-based practice (EBP) in nursing education and practice to actual implementation of EBP

“Begin at the beginning”

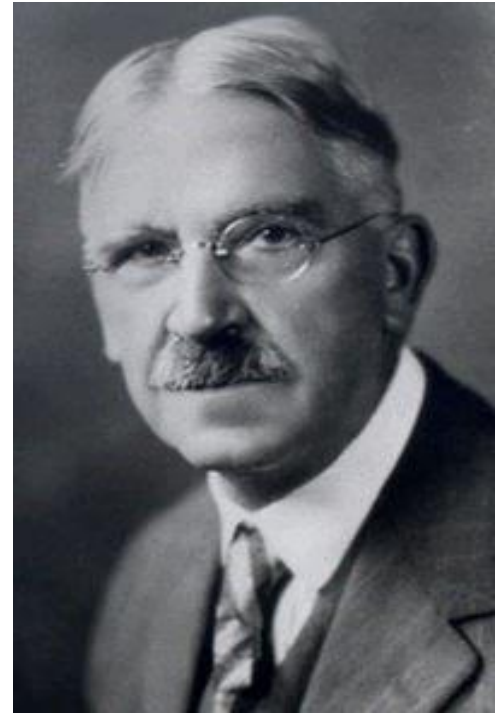


Nursing student's
self-perceptions of
practice, attitude,
knowledge and skill
of evidence-based
practice

John Dewey

Theory of Experiential Learning

- Reflective and active
- Best occurs in a social environment while interacting with others
- Enhanced by reflection, past understanding and experiences along with group process to critically solve real-life situational problems
- Applicable to today's healthcare education.



PURPOSE

To compare competency and perceived value of learning evidence-based practice (EBP) in TWU traditional undergraduate nursing students by cohort and ethnicity.

(Repeated didactic and active-learning is employed throughout the nursing program in relation to evidence-based practice)

Study Design and Participants

- Quantitative study conducted with TWU traditional program undergraduate nursing students on both Houston and Dallas campuses
- End of 2016 Fall semester.

Instruments

- Demographic questionnaire
- Student Evidence-Based Practice Questionnaire (S-EBPQ) (Upton & Upton)
 - 21 items, includes practice, attitude, retrieving and reviewing evidence, and sharing and applying EBP.
 - All four subscales - high inter-item reliabilities (Cronbach's alpha = .825 - .937) consistent with previous research.
 - Mean scores were calculated for each subscale and used as outcome measures.

Data Collection

Students were invited via email to participate in the research. Students who agreed to participate could voluntarily access the demographic questionnaire and S-EBPQ questionnaire by clicking on a Psychdata link embedded in the email. Participation was anonymous.

Analysis

- Inter-item reliability analysis using Cronbach's alpha
- Independent samples t-tests and one-way analysis of variance (ANOVA) to compare means and standard deviations for the four subscales by demographic variables. All analyzes were conducted with IBM SPSS v23. A $p \leq .05$ was set as significance.

Reliability for the four subscales

21 item survey

- Practice - 6 items: Cronbach's $\alpha = .907$
- Attitude 3 items: Cronbach's $\alpha = .825$
- Retrieving and reviewing evidence - 7 items: Cronbach's $\alpha = .937$
- Sharing and applying EBP - 5 items: Cronbach's $\alpha = .899$

Findings

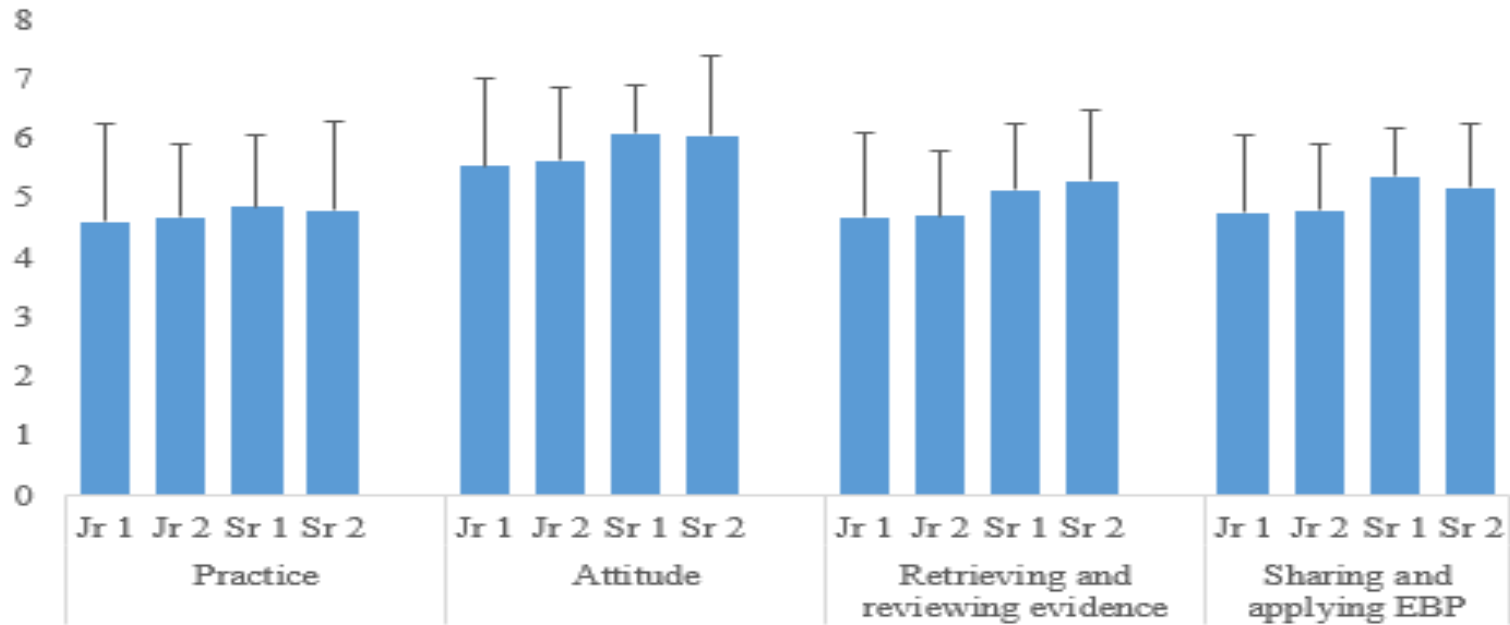


Figure 1. Outcome comparisons by Cohort. All values are in Mean \pm SD.

Findings (continued)

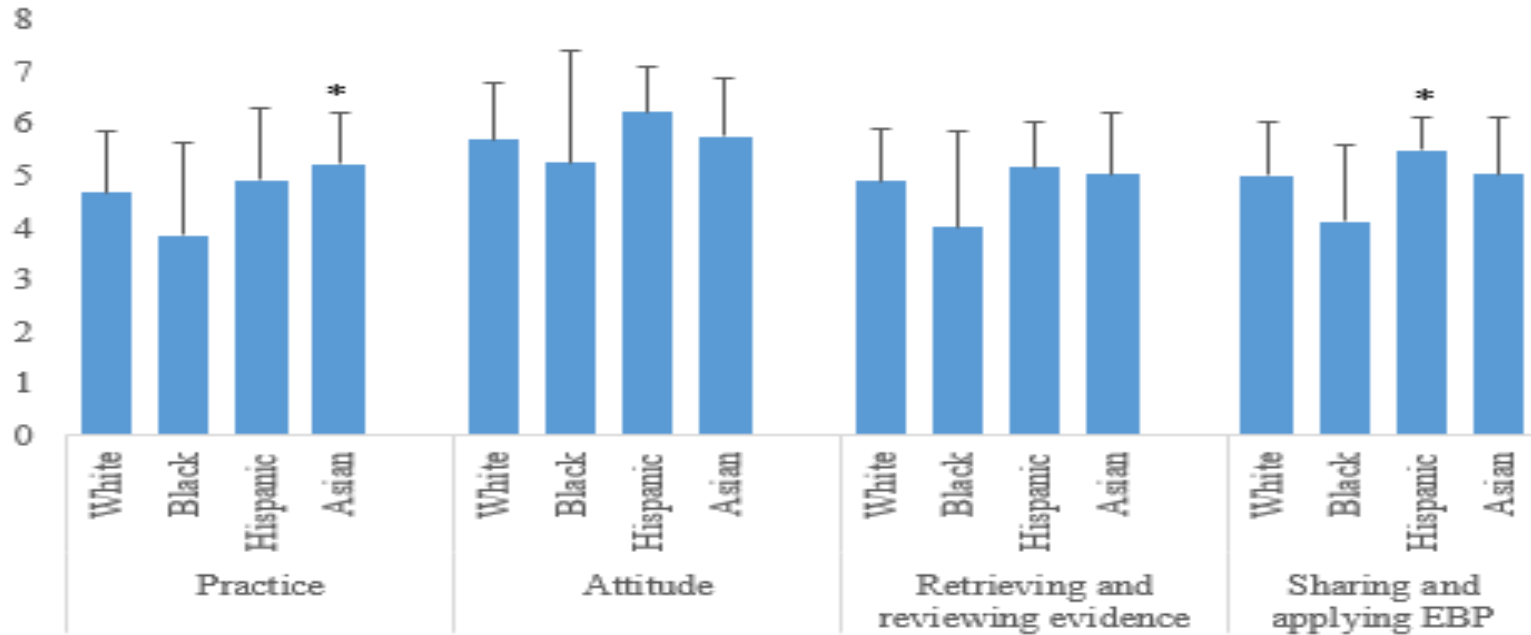


Figure 2. Outcome comparisons by Ethnicity. All values are in Mean \pm SD. *, $p \leq .05$ vs. Black.

Conclusions

Black students appear to have lower level of EBP practice than Asian, and a lower level of sharing and applying EBP than Hispanic. No differences on EBP learning outcomes were observed between junior and senior students.

Limitations

- Participants only from one university system in one area of the United States.
- Most participants were from Houston campus (87.7%), and the sample size is uneven.
- Sample sizes are small.
- Some conflicting demands on potential participants' time.

Future research plans

- Imbed the research into one course in each level of program, allowing for larger 'N' along with tracking and trending
- Conduct a global study with various universities around the world to compare findings from various countries

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Teşekkür ederim

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Köszönöm

Sağol

Alomte

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Merci

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Thank you

Danke

Gracias

Спасибо

Ob

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Terima kasih

謝謝

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