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ORGANIZATIONAL AND CULTURAL READINESS FOR INTEGRATION OF EVIDENCE-BASED PRACTICE INTO GRADUATE NURSING EDUCATION

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Introduction

- ❑ The adoption of EBP is fundamental to the reform of healthcare outcomes.
- ❑ The IOM suggests 90% of all healthcare decisions should be evidence-based by 2020.
- ❑ One viable solution is through the realignment of the educational curriculum for healthcare professionals (IOM, 2003).
- ❑ However, many nursing programs continue to teach standalone research design & method courses.

Purpose

- ❑ Conduct a survey to understand graduate nursing students' beliefs, barriers and facilitators towards EBP. In an attempt to assist faculty towards improvement of EBP content in graduate nursing curriculum.

Research Questions

1. What are graduate students' beliefs regarding evidence-based practice?
2. What are graduate students' perceived barriers and facilitators to learning evidence-based practice?

Conceptual Framework

- ❑ ARCC-E (Advancing Research & Clinical practice through close Collaboration & Education) Conceptual Model for Teaching

(Fineout-Overholt & Melnyk, 2011)

Methods

- ❑ Descriptive survey design

Sample & Setting:

- A purposive, convenience sample of 71 graduate nursing students entering a combined graduate research/EBP course.

- Public University

Instruments

- EBP Beliefs Scale (EBPB) 16-item
(Melnyk & Fineout-Overholt, 2003)

- Organizational Culture and Readiness for School-wide Integration of EBP Survey for Students (OCRSIEP-ES) 19-item
(Fineout-Overholt & Melnyk, 2005)

Demographics (n=20)

Year Born	32% 1960-1969 26% 1970-1979 42% 1980-1989
Number of Years worked as an RN	M=10.5 years (SD=9.128) (Range 2-31 years)
First Degree in Nursing	35% Associate 5% Diploma 60% BSN
Prior Exposure to EBP	85% Nursing School 35% Took CE Course 25% EBP mentor in organization 35% Member of shared Governance involved in EBP 15% Member of a current EBP project 20% Member of a past EBP project 5% Do not know much about EBP
Number of hours you usually work per week	20% 20-29 hours/week 80% 30-45 hours/week M=34.5 hours (SD=6.46)

Results

- RQ1) What are graduate students' beliefs regarding evidence-based practice?

EBPB Scale	Mean Score	SD	Range 16-80 Possible
Summed Score n=20	60.63	6.954	51-73
Item Scores	3.79	n/a	1-5
Single Items < 3.5			
I am clear about the steps of EBP	3.45	.826	Neutral
I am sure I can implement EBP in a time-efficient way	3.40	.883	Neutral
I believe EBP is difficult**	3.00	.858	Neutral
I know how to implement EBP sufficiently enough to make practice changes	3.15	.875	Neutral
I am confident about my ability to implement EBP where I work	3.30	.801	Neutral

**Item reversed scored

- ❑ Graduate student nurses' beliefs that EBP results in the best clinical care for patients was high (M=4.50, SD=.607)
- ❑ Graduate student nurses' believed that critically appraising evidence is an important part of the EBP process (M=4.50, SD=.607)
- ❑ Graduate student nurses' are sure that evidence-based guidelines can improve clinical care (M=4.60, SD=.503)

- RQ2) What are graduate students' perceived barriers and facilitators to learning evidence-based practice?

OCRSIEP-ES Scale	Mean Score	SD	Range 25-125 Possible
Summed Score n=9	104.44	14.65	69-116
Summed Score n=18	-	-	26-116
To what extent is EBP practiced in your organizations? n=18	4.0	1.209	Moderately
How ready is your institution for EBP? n=18	4.25	1.0	Ready to go

- ❑ Only 9/20 respondents completed the OCRSIEP-ES scale in it's entirety.

Conclusion

- ❑ Findings from this study are limited due to the low response rate (28%).
- ❑ Graduate student nurses' beliefs about EBP were high, but their perceived ability to implement EBP is neutral.
- ❑ Findings suggest the number of missing responses on the OCRSIEP-ES indicates students may not know what is occurring within the organization related to EBP curricular integration.
- ❑ Prior research suggests when EBP beliefs are high, implementation will increase with EBP mentorship.
- ❑ Nursing faculty need to provided students' with mentorship for implementation of EBP within healthcare organizations.
- ❑ EBP should be integrated into all graduate nursing courses for continuity.