Organizational and Cultural Readiness for Integration of Evidence-based Practice into Graduate Nursing Education

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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.

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**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?

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**Conceptual Framework**

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

  (Fineout-Overholt & Melnyk, 2011)

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

**Demographics (n=20)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Years worked as an RN</td>
<td>M=10.5 years (SD=9.128) (Range 2-31 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Degree in Nursing</td>
<td>35% Associate</td>
<td>5% Diploma</td>
<td>60% BSN</td>
</tr>
<tr>
<td>Prior Exposure to EBP</td>
<td>85% Nursing School</td>
<td>35% Took CE Course</td>
<td>25% EBP mentor in organization</td>
</tr>
<tr>
<td>Number of hours you usually work per week</td>
<td>20% 20-29 hours/week</td>
<td>80% 30-45 hours/week</td>
<td>M=34.5 hours (SD=6.46)</td>
</tr>
</tbody>
</table>

**Results**

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

<table>
<thead>
<tr>
<th>EBPB Scale</th>
<th>Mean Score</th>
<th>SD</th>
<th>Range 16-50 Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summed Score n=20</td>
<td>60.63</td>
<td>6.954</td>
<td>51-73</td>
</tr>
<tr>
<td>Item Scores</td>
<td>3.79</td>
<td>n/a</td>
<td>1-5</td>
</tr>
<tr>
<td>Single Items &lt; 3.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am clear about the steps of EBP</td>
<td>3.45</td>
<td>.826</td>
<td>Neutral</td>
</tr>
<tr>
<td>I am sure I can implement EBP in a time-efficient way</td>
<td>3.40</td>
<td>.883</td>
<td>Neutral</td>
</tr>
<tr>
<td>I believe EBP is difficult**</td>
<td>3.00</td>
<td>.858</td>
<td>Neutral</td>
</tr>
<tr>
<td>I know how to implement EBP sufficiently enough to make practice changes</td>
<td>3.15</td>
<td>.875</td>
<td>Neutral</td>
</tr>
<tr>
<td>I am confident about my ability to implement EBP where I work</td>
<td>3.30</td>
<td>.801</td>
<td>Neutral</td>
</tr>
</tbody>
</table>

**Item reversed scored**

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

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

**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.

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