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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.