Background

- The culture of healthcare is shifting to decision-making on the basis of best scientific evidence.
- To enhance nurses’ competency of evidence-based nursing practice (EBNP), effective education should be provided at the undergraduate level.

Purpose

To develop educational program of EBNP for undergraduate nursing students.

Conceptual Framework

- Analyze – Design – Develop – Implement – Evaluation (ADDIE) model

Research Steps & Results

Step I. Analysis

1) Need Assessment

- 213 newly graduate nursing students from 74 universities in Korea
- Assessed EBP knowledge, self-efficacy, and attitude
- Self-questionnaire with 57 items

- 73 nursing faculties from 54 universities in Korea
- Open-ended questions including: Necessity, pre-requisites, and appropriate grade for EBP courses, effective teaching method, etc.

- 23 clinical nursing preceptors from 3 hospitals in Korea
- Open-ended questions including: Necessity, pre-requisites, preceptor-competency, resources, effective teaching method, etc.

2) Core contents of EBP program

- Literature reviews were conducted to derive core contents
  - 19 published textbooks of EBP
  - 9 EBP course syllabi

- EBP core contents
  - the process of EBP: Defining PICO – Clinical implement & evaluation
  - Research Method: Quantitative, Qualitative, Mixed method
  - Ethics of Research

- Main method for teaching: Blended learning method

Step II. Design & Development

- EBNP course syllabus

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Step III. Evaluation

1) Experts’ contents validity of the EBNP education program

- Total 10 nursing experts were included in validity test
  - 6 nursing faculties
  - 4 Clinical nursing directors
- Content Validity Index were high (CVI > 0.9)

2) Users’ validity of the EBNP education program

- Total 12 nursing senior students were included in validity test
  - 3 students/group, total 4 groups
  - Developed scenarios were given to each group
  - Time & Accuracy on defining PICO
- Mean time on defining PICO was 9.6 minutes (SD=2.0)/group, and accuracy was 75.0%.

Key point 1. EBP course is integrated with related courses
Key point 2. Multiple learning method is needed

Core Contents

- PICO
- Searching DB (Keyword based)
- Critical Appraisal & Synthesis
- Apply Evidence
- Evaluate

Learning Methods

- Lecture
- PBL (Problem-based learning)
- TBL (Team-based learning)
- CBL (Computer-based learning)
- Group Presentation

Research Steps & Results

The developed module could be utilized to the undergraduate nursing students and the effects in EBNP competency need to be investigated. Further study may required to examine the effects of the developed program.

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