

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 – Development – Implement – Evaluation (ADDIE) model

Research Steps & Results

Step I. Analysis

1) Need Assessment

Student

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

Faculty

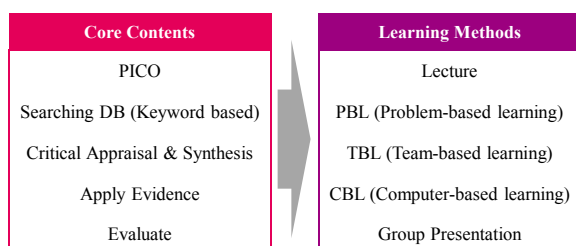
- 73 nursing faculties from 54 universities in Korea
- Open-ended questions including: Necessity, pre-requisites, and appropriate grade for EBP courses, effective teaching method, etc.

Clinical preceptor

- 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 PICOs ~ Clinical implement & evaluation
 - ✓ Research Method: Quantitative, Qualitative, Mixed method
 - ✓ Ethics of Research
- Main method for teaching **Blended learning method**



Key point 1. EBP course is integrated with related courses

Key point 2. Multiple learning method is needed

Research Steps & Results

Step II. Design & Development

➢ EBNP course syllabus

3 credit, 15 weeks, 45 hours/semester

Week	Contents	Learning Activity
1	Overview/Introduction of EBP	Lecture
2	EBP Process	Lecture
3	Defining Clinical Questions (PICO)	Lecture/ PBL
4	Presenting PICOs with Clinical Scenario	PBL/Group Activity
5	Finding Evidences: Searching Literature	Lecture/CBL
6	Searching Evidence with Web Database	CBL/Group Activity
7	Level of Evidences & Critical Appraisal	Lecture/CBL
8	Understanding of the Research Design and Systematic Review	Flipped learning/Lecture
9	Translation Evidence into Practice	Group Presentation
10	Assessing Outcomes of the EBP Nursing Sensitive Outcomes	Lecture
11	Barriers & Facilitators of the EBP	Lecture/Group Activity
12	Planning EBP at Organizational-level	Lecture
13	Resources for Evidence Based Nursing	Lecture
14	EBP actions in hospital: examples	PBL/Lecture
15	Group Presentation on EBP Translation Plan	Group Presentation

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.89)

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 PICOs
- Mean time on defining PICOs were 9.6 minutes (SD=2.0)/group, and accuracy was 75.0%.



▪ Problem-Based Learning



▪ Computer-Based Learning

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 exam the effects of the developed program.