Development and Evaluation of EBP Course in a Doctoral Program
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Problem: EBP competency is a core element for nurse leaders and researchers. Doctoral students need to be prepared to apply evidence based practice (EBP) in their research and clinical practice; however, few data are available supporting how EBP is taught in doctoral programs in Korea.

Evidence: Previous data have demonstrated the EBP can be taught at the undergraduate level and graduate level and competencies for EBP in nursing can be improved effectively.

Strategy/Practice Change: The purpose of this study is to demonstrate the effect of EBP course in a doctoral program.

Procedure: An EBP course was developed for a doctoral program. The doctoral level EBP competencies were formatted into a 16-item, self-rated measure of EBP competency using a 0 – 4 rating scale reflecting ‘No Competence’ to ‘Expert Competence’. Competency was measured before and after the EBP course.

Evaluation: Data were collected August 2010 – December 2011. Critical care clinical practicum combined with EBP was 6 full days of clinical practicum in intensive care units with EBP education. Lectures for EBP process, group discussion and EBP project were provided. Descriptive statistics, paired t-test and internal consistency reliability testing were utilized.

Results: Twenty one doctoral students comprised the EBP course. Following the EBP course, significant improvement in the total EBP competency score and all subscale scores was demonstrated (p< .001). In addition, the use of evidence resources was improved.

Lessons Learned/Recommendations: The EBP course was effective to improve EBP competency and use of evidence resources.

Bibliography:


