Application of EBP Process in an Undergraduate Gerontological Clinical Practicum
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Problem: The EBP (evidence based practice) process was integrated into the undergraduate gerontological practicum to improve EBP competency of the undergraduate nursing students; however, few data are available supporting how EBP is taught and integrated in undergraduate programs in Korea.

Evidence: Previous data have demonstrated the EBP process (PICO, literature search, critical appraisal, application, and evaluation) can be an effective framework for teaching EBP at the undergraduate level in nursing.

Strategy/Practice Change: The purpose of this study is to demonstrate the effect of integrating EBP process into clinical practicum for gerontological nursing and nursing students' access & use of evidence resource and the level of EBP competencies as outcome variables were measured.

Procedure: A gerontological clinical practicum was developed for an undergraduate program based on the EBP process. The program was 6 full days of clinical practicum in geriatric hospitals with EBP education. Group & individual training on EBP skills, lectures, small group discussion and conferences were provided. The undergraduate level EBP competencies were formatted into a 16-item, self-rated measure of EBP competency using a 0 – 4 rating scale. Competency was measured before and after the clinical practicum.

Evaluation: Data were collected March 2011 – June 2011. Descriptive statistics, paired t-test, and internal consistency reliability testing were utilized.

Results: The scores of evidence based practice competency increased significantly (p<.001) showing significant improvement in searching and classifying the evidence. Nursing students' access and use of research evidence was improved significantly (p=.004).

Lessons Learned/Recommendations: This study showed that the integration of EBP into a clinical practicum was effective to improve accessibility and usefulness to research evidence such as guideline and research article and to increase EBP competency in undergraduate students.

Bibliography:


Stevens, K. R. (2005). Essential Competencies for Evidence-Based Practice in Nursing. San Antonio: University of Texas Health Science Center Academic Center for Evidence-Based Practice.
