Efficacy of the ACEStar Model® and Essential Competencies in a MSN Program
Mary D. Bondmass, PhD, RN, CNE
Georgetown University - School of Nursing
Karen S. Kesten

Problem: Data related to an effective framework for teaching/learning evidence-based practice (EBP) and a measure of students’ EBP competency at the MSN level are needed.

Evidence: Data support the ACEStar Model® as an effective framework for teaching/learning EBP at the undergraduate and doctoral levels. Additionally, content and construct validity have been reported for the Essential Competencies for EBP in Nursing (ECEBP) at all educational levels.

Strategy/Practice Change: The purpose of this study is to demonstrate the effect of the ACEStar Model® as the framework for teaching EBP and the masters level ECEBP as an outcome measure of learning EBP in a MSN Program.

Procedure: A new EBP course was developed for a well-established MSN program which recently transitioned to include an online delivery modality; the ACEStar Model® was used as the framework for this new course. Modules and learning activities center on the five ‘star points’.

Evaluation: The masters level ECEBP was formatted into a 28-item, self-rated measure of EBP competency. The items reflect the masters level ECEBP. A rating scale of 0 – 4 is used ranging from ‘No Competence’ to ‘Expert Competence’. The five star-points serve as subscales, scored as the average of the responses within each subscale; a total score will be achieved by summing the subscale scores (thereby converting ordinal into interval level measurement data). Competency is being measured before and after the EBP course.

Results: Data are being collected from January - June 2012. Students (N = 61) are from the Family Nurse Practitioner, Nurse Midwifery/Women’s Health, and Nurse Educator tracks. Descriptive statistics, Repeated ANOVA, and internal consistency reliability testing are planned.

Lessons Learned: While post-course data will not be available until June of this year, based on previous studies by these investigators with undergraduate and doctoral students, the use of the ACEStar Model® and the ECEBP is expected to demonstrate efficacy as a framework for teaching and learning EBP at the MSN level.
Bibliography:


Bondmass, M (2012). Application of the ACEStar Model and Essential Competencies in a DNP Program. Abstract. 2011 Summer Institute on Evidence-Based Practice


Stevens, K. R. (2005, 2009) Essential Competencies for Evidence-Based Practice in Nursing. 1st and 2nd Ed. Academic Center for Evidence-Based Practice: The University of Texas Health Science Center at San Antonio.