A5-10: MESA interventions in a nursing research course improved evidence-based practice (EBP) readiness in undergraduate students

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Abstract:
Introduction: Evidence-based practice (EBP), defined as the integration of best research evidence with clinical expertise and patient values, has been widely endorsed by national, federal and local accrediting bodies, among others. The AACN’s Essentials document mandated Essentials III: Scholarship for EBP. Baccalaureate education is expected to provide students basic understanding of how evidence is developed, including the research process, clinical judgment, interprofessional perspectives and patient preference as applied to practice. This study investigated the effects of MESA (Mechanism for Enhancing Scholarly Achievements) interventions in an undergraduate (UG) nursing research course (NURS3203) on the EBP readiness of UG nursing students as measured by ACE-ERI (ACE Evidence-Based Practice Readiness Inventory). Interventions included interprofessional seminar series, faculty mentor pool, EBP courses and project. It was hypothesized that MESA interventions could influence students’ EBP readiness.
Method(s): This quasi-experimental non-equivalent control group design study was conducted on a cohort of UG students enrolled in NURS3203 for Fall 2008 (F08) and Spring 2009 (Sp09). ACE-ERI survey, a well-validated tool to measure EBP preparedness in nursing students and professionals, was conducted at the start (pre-test: F08 N=38; Sp09 N=112) and at the end (post-test: F08 N=42; Sp09 N=60) of the courses. Demographics, self-report on EBP confidence and knowledge base test were collected. Sp09 was the intervention group, while F08 was the comparison group. Independent t-tests were conducted (SPSS). Significance was set at p<0.05.

Results: For F08 and Sp09 groups, there was a significant increase in confidence rating at post-test (p<0.01). However, significant increase in EBP knowledge at post-test was only seen in Sp09 (p<0.05).

Discussion & Conclusions: EBP confidence self-rating for both F08 and Sp09 UG cohorts increased at the end of the courses. However, it was only Sp09 that showed related increase in EBP knowledge, indicating better overall EBP preparedness following MESA interventions. Interventions such as MESA are encouraged to prepare UG nursing students as future EBP practitioners.

Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

Financial Disclosure:
No, I (or a member of my immediate family) have not received something of value* from or own stock (or stock options) in a commercial company or institution related directly or indirectly to the subject of my presentation.

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