P1-28: Establishing Consensus for Evidence-Based Practice Competencies in Associate Degree Programs

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Abstract:
Introduction: Professional nurses are being called upon to provide care that is evidence-based (IOM, 2001). To fulfill this professional role, the need to develop a consensus of evidence-based practice (EBP) nursing competencies was addressed by the first national consensus on competencies for EBP in nursing (Stevens, 2005) guided by The University of Texas Health Science Center at San Antonio Academic Center for Evidence-Based Practice (ACE). There is a large gap between basic preparation and current nursing workforce needs; this affects basic education and professional development programs. While the 2005 panel established EBP competency statements for undergraduate and graduate nursing education, no ADN competencies were articulated. Acknowledging that the majority of the nurse workforce is ADN-prepared, there is an urgent need to define expected EBP skills in this role.
Method(s): The purpose of the project was to establish national consensus on essential competencies in ADN education. The research question addressed was “What are the agreed-upon essential competencies for EBP to guide inclusion of EBP skills and content in ADN education programs and provide a basis for professional competencies in clinical practice?” Using the Essential EBP Competencies for undergraduate nursing (Stevens, 2005) as the starting point, a Delphi approach was used to address the research question. Purposive sampling was used by the research investigators to identify 18 panel members. Multiple iterations were accomplished with the expert panel over a one-year period. Content analysis and a consensus-forming expert panel approach were used to identify, verify, and gain 90% agreement on consensus on statements of EBP competencies for ADN education programs.

Results: Descriptive statistics and content analysis were used to analyze the survey data and roundtable discussion. The roundtable panel proposed 10 EBP competencies for the ADN level that articulate with the previously-developed set of competencies.

Discussion & Conclusions: Incorporating EBP competencies in ADN education programs will help prepare the future nursing workforce by identifying EBP competencies faculty will incorporate into the educational curriculum and needed basic EBP skills used in clinical practice.

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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