

# Evidence based study among Bachelor nursing students

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<b>Registration date</b> 28/02/2018	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 28/02/2018	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

## Plain English summary of protocol

### Background and study aims

Experts recommend that evidence-based practice (EBP) should be a core component of curricula for nurses at bachelor's degree level. However, little is known about the impact of standardized education programs on knowledge, beliefs, and implementation skills for EBP among undergraduate nursing students. The aim of this study is to assess the effectiveness of a standardized EBP teaching program on beliefs in the value of EBP and its implementation skills among undergraduate nursing students.

### Who can participate?

Full-time students beginning a Bachelor's Degree in Nursing Sciences and employed in the canton Valais

### What does the study involve?

The standardized EBP teaching program runs throughout the entire three-year undergraduate nursing course. After an introduction to the standardized teaching program and an assessment of belief in the value of EBP and of the skills required for its implementation, the first two EBP workshops are organized to include reflective practice and the construction of a PICOT/PEO question. This is followed by a second measurement of belief in the value of EBP and the skills required for its implementation. The third and fourth workshops cover literature reviews and the critical appraisal of the full texts selected following the literature search. This is followed by a third measurement of belief in the value of EBP and the skills required for its implementation. Finally, a journal club for student nurses and a workshop concerning nursing handoffs or handovers is organized. A final measurement of belief in the value of EBP and the skills required for its implementation concludes the standardized EBP teaching program. The EBP module uses a blended learning approach including lectures, small-group teaching, and inductive learning education strategies (with formative and summative assessments built in).

### What are the possible benefits and risks of participating?

The study's results will show the effects of a standardized EBP teaching program over three years and the changing beliefs about EBP and students' skills in its implementation. They will also reveal which skills have been suitably acquired and which require reinforcing in a Bachelor's Degree in Nursing Science. The possible benefits include increased EBP knowledge and skills to

implement EBP in daily practice for undergraduate nursing students at the end of their internship and education curriculum. The intervention is a teaching intervention, measured with two questionnaires taking about 15 minutes to fill in. Besides some fatigue there are no risks in this study.

Where is the study run from?

University of Applied Sciences and Arts Western Switzerland

When is the study starting and how long is it expected to run for?

December 2017 to December 2020

Who is funding the study?

University of Applied Sciences and Arts Western Switzerland

Who is the main contact?

Prof. Henk Verloo

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## Contact information

### Type(s)

Scientific

### Contact name

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## Additional identifiers

### Protocol serial number

Protocol version 1, November 15th 2017

## Study information

### Scientific Title

Effectiveness of a standardized evidence-based practice teaching program on beliefs in the value of evidence-based practice (EBP) and its implementation skills among undergraduate nursing students: a protocol for a quasi-experimental study

### Acronym

EBP-STUD17

### Study objectives

According to the latest research study reforms at this Swiss university, during their training, students of nursing sciences are supposed to use scientific research and reflective practices, critically search for, analyze, and evaluate the scientific literature, and share their knowledge with their peers. However, some literature documents students' negative attitudes and beliefs about research as well as how they question the utility of evidence-based practice (EBP) in clinical decision-making. Furthermore, different contemporary authors currently decry a lack of cohesion between training about EBP in nursing schools and its use practical training. Even though students of nursing sciences are regularly exposed to the concept of EBP during their academic studies, the effects of that exposure have been neither well explored nor fully documented. For these reasons, the proposed study will evaluate the effects of a standardized EBP teaching program on nursing students' beliefs about the value of EBP and on the skills and knowledge which they have acquired for its implementation throughout their three-year training period. Furthermore, the study will seek to understand how the nursing students experience the study intervention itself.

**Hypothesis:** A standardized, EBP teaching program for students studying for a Bachelor's Degree in Nursing Sciences in the canton Valais significantly increased their belief in the value of EBP, its practical day-to-day implementation, and the skills required to carry out that implementation by the end of their three-year course, as measured using Melnyk's EBP beliefs and implementation scales

### **Ethics approval required**

Old ethics approval format

### **Ethics approval(s)**

Internal research committee of the HES-SO Valais/Wallis, 22/09/2017, ref: IB-UAS-Nur&Phy/001/17

### **Study design**

Quasi-experimental pre- and post-program research design using a single non-randomized group

### **Primary study design**

Interventional

### **Study type(s)**

Other

### **Health condition(s) or problem(s) studied**

Evidence-based practice (EBP)

### **Interventions**

The standardized EBP teaching program will be a systematically applied core intervention involving all the eligible undergraduate nursing students recruited by the university. The program will run throughout the entire three-year undergraduate nursing course and will be composed of six interventions. After an introduction to the standardized teaching program and a baseline assessment of belief in the value of EBP and of the skills required for its implementation (T0), the first two EBP workshops are organized to include reflective practice and the construction of a PICOT/PEO question. This is followed by a second measurement (t1) of belief in the value of EBP and the skills required for its implementation. The third and fourth workshops cover literature reviews and the critical appraisal of the full texts selected following the literature search. This is followed by a third measurement (t2) of belief in the value of EBP

and the skills required for its implementation. Finally, a journal club for student nurses and a workshop concerning nursing handoffs or handovers will be organized. A final measurement of belief in the value of EBP and the skills required for its implementation (T3) will conclude the standardized EBP teaching program. The EBP module utilizes a blended learning approach including lectures, small-group teaching, and inductive learning education strategies (with formative and summative assessments built in)

**Intervention Type**

Behavioural

**Primary outcome(s)**

Beliefs and implementation of EBP skills and knowledge measured with the EBP beliefs and implementation scales of Melnyk et al., 2008 at baseline, 12, 24 and 36 months

**Key secondary outcome(s)**

Sociodemographic and academic characteristics (age, sex, place of education, type of education, number of internships, exposure) measured at the end of the study

**Completion date**

31/12/2020

**Eligibility****Key inclusion criteria**

Full-time students beginning a Bachelor's Degree in Nursing Sciences and employed in the canton Valais

**Participant type(s)**

Health professional

**Healthy volunteers allowed**

No

**Age group**

Adult

**Sex**

All

**Key exclusion criteria**

Postgraduate or Erasmus student

**Date of first enrolment**

01/12/2017

**Date of final enrolment**

01/07/2020

**Locations**

## Countries of recruitment

Switzerland

## Study participating centre

University of Applied Sciences and Arts Western Switzerland

5, Chemin de l'Agasse

CH-1951 Sion

Switzerland

1951

## Sponsor information

### Organisation

University of Applied Sciences and Arts Western Switzerland

### ROR

<https://ror.org/01xkakk17>

## Funder(s)

### Funder type

University/education

### Funder Name

University of Applied Sciences and Arts Western Switzerland

## Results and Publications

### Individual participant data (IPD) sharing plan

The data sharing plans for the current study are unknown and will be made available at a later date.

### IPD sharing plan summary

Data sharing statement to be made available at a later date

### Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Participant information sheet</a>	Participant information sheet	11/11/2025	11/11/2025	No	Yes