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THE EFFECT OF AN EVIDENCE-BASED PRACTICE (EBP) MODULE ON THE EBP BELIEFS AND EBP IMPLEMENTATION OF UNDERGRADUATE NURSING STUDENTS

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Content: Evidence based practice is utilization of most recent research together with clinical expertise while adhering to patients preference. EBP must be incorporated into the curriculum of undergraduate nursing students. The fostering of research review skills from an early age is essential to empower nurses to apply the newest research in practice.

Aim: The aim of this study was to educate final year undergraduate nursing students in EBP and give them the skills to implement EBP in practice.

Objectives: The objectives of the study were to: evaluate the EBP modules effect on the beliefs of undergraduate nursing students regarding EBP and to evaluate the EBP module's effect on the implementation of EBP by undergraduate nursing students.

Methodology: A quantitative quasi-experimental non-equivalent group design was used. Census sampling used all final year nursing students for two consecutive years. The EBP beliefs

scale and the EBP implementations scales were used in the pre and post-test of students before and after the facilitation of the EBP module.

Results: Using the software package SPSS for Windows an overall measure of the impact of the EBP module was determined by counting the frequencies in which the post score was greater than the pre-score. This indicated a highly significant difference between 9.21 for the intervention group and 5.37 for the control group. Results depicted as graphs for individual questions answered by students.

Discussion: EBP in the curriculum will prepare students to know and implement the process of EBP. EBP would positively affect patient outcomes. The module embedded in EBP showed a positive impact regarding undergraduate nursing students EBP beliefs and implementation skills

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