

Attitude towards evidence based practice in nursing among the IV year BSc Nursing students: A descriptive study

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Abstract

Background: Nurses should make use of and apply the most recent research findings in their professional practice, in order to ensure safe and effective patient care that meets the highest quality standards.

Objectives: To assess the attitude towards Evidence based practice in nursing among IV year BSc Nursing students, in a selected College of Nursing, at Bangalore and to identify the association between the selected socio demographic variables and the attitude towards Evidence based practice in Nursing.

Method and Measures: The study used a descriptive research design. Convenient sampling technique was used to select 40 IV year B.Sc. Nursing students in the

selected college of Nursing, at Bangalore. The tools consist of section-A: Socio Demographic tool -8 items and section B Attitude scale.

Results: Nursing students had neutral attitude, 85% of them had positive attitude where as 0% of them had negative attitude. **Conclusions:** Lacking of time to search for evidence and lacking of resources are the major barriers for the student nurses to Access to the evidenced based practices.

Keywords: Attitude, opinion, nursing students, evidence based nursing practice (EBNP)

Introduction

Evidence-based practice (EBP) has developed from evidence based medicine and has taken the centre stage in health care delivery in the past two decades.^[1] Evidence-based practice is seen as the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients ^[1]. Evidence-based practice (EBP) has become a worldwide concern for healthcare staff and administrators as well as researchers ^[2]. In nursing profession, EBP has gained its importance by influencing the knowledge and practice of nurses ^[2]. It serves as an approach for problem- solving and a framework for decisionmaking to answer emerging clinical questions ^[2, 3]. EBP has been considered as critical element to improve quality of health services and achieving excellence in patient care ^[4]. Nurses have to master their professional skills in the face of increasing demands and challenges. Competence need great attention for the best care and it is very important that knowledge and tools that encourage learning are used ^[5]. To increase nurses' use of evidence-based practice within healthcare settings, the concepts and skills required must be introduced early in their career ^[6]. Modern nursing practice requires nursing students to expand their knowledge in various fields ^[7]. Nurses should make use of and apply the most recent research findings in their professional practice, in order to ensure safe and effective patient care that meets the highest quality standards. The ability to make correct

decisions in nursing practice means reaching the right clinical diagnosis but on the basis of one's knowledge about the scientific data and ability to determine whether it is credible enough. In a study nearly 30% of the respondents reported that they have never encountered Evidence Based Medicine or Evidence Based Nursing Practice during their time at the University ^[7]. The nursing curriculum should provide the acquisition and development of knowledge, attitudes and skills in EBP. For successful implementation in practice, EBP knowledge would need to result in skills, attitudes and appropriate changes in behavior ^[8]. Nursing students are strategically positioned to influence adoption of evidence-based practice within the nursing profession. The aim of the study was to analyze the Nursing students' attitudes toward evidence-based practice.

Objectives

To assess the attitude towards Evidence based practice in nursing among IV year BSc Nursing students, in a selected College of Nursing, at Bangalore and to identify the association between the selected socio demographic variables and the attitude towards Evidence based practice in Nursing.

Method and Measures

The study used a descriptive research design. Convenient sampling technique was used to select the IV year B.Sc.

Nursing students in the selected college of Nursing, at Bangalore. Student nurses who agreed to participate in the study and met the following inclusion criteria were included: 1) Students studying in 4th year Bachelor's degree in nursing 2) Students who signed the informed consent. Totally 40 student nurses participated in the study.

The tools consist of section –A: Socio Demographic tool -8 items and section B Attitude scale (Likert type). The attitude scale was Constructed by the investigator and validated by the experts. It consisted of 20 items with 5 point likert scale i.e. each item consisted of the responses of Strongly disagree, Disagree, Don't know, Agree and Strongly agree. The attitude scale consisted of 13 positive items and 7 negative items. Positive items were scored as 1, 2, 3, 4, and 5 where as reverse scoring was done for the negatives items. Total score ranged from 20 – 100 and it was categorized

into Negative, Neutral and Positive attitude in the range of 20 – 40, 41 – 60 and 61 – 100 respectively.

Procedures

Formal permission was obtained from the principal of the selected college of nursing, Bangalore. Data were collected from 40 nursing students of IV year Bsc Nursing. Informed consent was obtained. Validated and reliable tools were administered in the selected IV year B.Sc. nursing students. Anonymity and confidentiality was maintained. Participants took about 10-15 minutes to fill the questionnaire. Appropriate descriptive and inferential statistics were used to analyze the data.

Results

Socio demographic Data

Table 1: Socio demographic profile of the participants n= 40

Sl. No	Variables	Number	Percentage
1. Age	20	17	42.5%
	21	19	47.5%
	22	4	10%
2. Sex	Male	9	22.5%
	Female	31	77.5%
3. Religion	Hindu	31	77.5%
	Muslim	4	10%
	Christian	5	12.5%
4. Type of family:	Joint family	1	2.5%
	Nuclear family	39	97.5%
5. "Evidence based" related workshop	Attended	0	0
	Not attended	40	100%

Table 1 shows that Majority of the nursing students participated in the study were 21yrs of age (47.5%).42.5% were 20yrs and only 10% were 22 yrs.77.5% of the nursing students were females and 22.5% were males. More than three fourth of the students were Hindus (77.5%), 12.5%were Christians and 10% were Muslims. An

overwhelming percentage of 97.5% of the nursing students belonged to the nuclear family. And only 2.5% were in joint family. None of the IV year nursing students have attended any conferences or workshops on evidence based nursing.

Sources of knowledge on EBP

Table 2: Source of knowledge on EBP in nursing, n= 40

S. No	Variables	Number	Percentage
1	Sources of knowledge on EBP in Nursing		
	a. Original undergraduate training	7	17.5%
	b. Colleagues	5	12.5%
	c. Current research literature	6	15.5%
	d. Clinical experience	9	22.5%
	e. Information from continuing Education	4	10%
	f. Textbooks	9	22.5%

Table 2 explains that majority of the students reported that their source of knowledge on evidence based practice was text book (22.5%) and clinical experience (22.5%).17% of the students reported that their source of evidence based practice was the original clinical training, where as 15.5% of them reported current research literature.12.5% of the

nursing students reported that their source of information on evidence based practice was their classmates.

Barriers to implementing Evidence Based practice (EBP)

Table 3: Barriers to implementing EBP in nursing, n= 40

S. No	Variables	Number	Percentage
	Barriers to implementing EBP		
	a. Lack of time	3	7.5%

1.	b. Lack of computing resources	4	10%
	c. Not enough evidence	5	12.5%

d.	Lack of access to research literature	7	17.5%
e.	Lack of skills for locating best research evidence	12	30%
f.	Lack of skills for understanding research	7	17.5%
g.	Lack of incentive for using evidence based practice	2	5%

Table 3 depicts that majority of 30% of the student nurses reported that “lack of skills for locating best research evidence” is the barrier for implementing EBP. 17.5 % reported that “Lack of access to research literature” and 17.5 % reported that Lack of skills for understanding research as the barriers to implementing evidence based

practice. Also student nurses reported that barriers for implementing Evidence Based practice are Lack of time (7.5%) Not enough evidence 12.5% and Lack of incentive for using evidence based practice (5%).

Current use of health research literature

Table 4: Current use of health research literature, n= 40

S. No	Variables	Number	Percentage
1.	Current use of health research literature		
	a. Read professional literature every week	7	17.5
	b. Searched for literature more than once a week	15	37.5
	c. Searched for literature every 1-2 weeks.	6	15
	d. Have access to literature on the internet	5	12.5
	e. Have access to a library	7	17.5

Table 4 shows that, 37.5% of the nursing students reported that they have searched for literature more than once a week, 17.5% reported that they read professional literature every week and 17.5% of them reported that they have access to the library and 12.5% have access to the literature on the internet.

Attitude of nursing students towards EBP

The mean score of attitude of the IV yr Bsc nursing students was 67.15, which represents the Positive attitude with Standard Deviation of 45.325.

Quality of Attitude

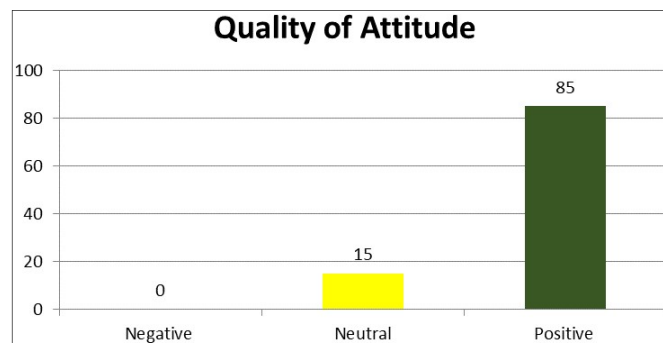


Fig 1: Quality of attitude of nursing students towards EBP

Figure 1 depicts that 15% of the IV yr B.Sc Nursing students had neutral attitude, 85% of them had positive attitude where as 0% of them had negative attitude. It represents that an overwhelming percentage i.e. 85% of Students have positive attitude towards the evidence based practice in nursing.

Association between Selected Socio Demographic Variables and Quality of Attitude

Association between Selected Socio Demographic Variables and quality of Attitude towards evidence based nursing. Chi square test reveals that none of the socio-demographic variables were significantly associated with the attitude.

Discussion

This study was designed specifically to describe the quality of attitude of the nursing students about Evidence Based Practice. Majority of the nursing students participated in the study were 21yrs of age (47.5%). More than three fourth of (77.5%) them were females. An overwhelming percentage of 97.5% of the nursing students belonged to the nuclear family. None of the IV year nursing students have attended any conferences or workshops on Evidence Based Nursing. Majority of the students reported that their source of knowledge on Evidence Based Practice was text book (22.5%) & clinical experience (22.5%), followed by original clinical training (17%), current research literature (15.5) and classmates (12.5%). Similar complying result was given by Belowska J, Panczyk M, zarzeka A and GotliB J 2015 that nearly half of the students regarded clinical experience as more important source of EBP than the results of scientific studies; most students intend to use relevant scientific literature in order to update their knowledge [7]. This may be due to the questionnaire i.e. ‘text book’ as a source was explicitly enquired in this study.

Nearly one third (30%) of the student nurses reported that “lack of skills for locating best research evidence” is the barrier for implementing EBP, followed by “Lack of access to research literature” (17.5 %) & “Lack of skills for understanding research” (17.5 %). In addition to these factors, Lack of time (7.5%), Not enough evidence (12.5%) and Lack of incentive for using evidence based practice(5%) as additional barriers to use EBP. Similar findings of “lack of time” as a barrier was also reported by more than half of the subjects in a research study [7].

Thirty seven percent of the nursing students reported that they have searched literature for more than once a week, 17.5% reported that they read professional literature every week and 17.5% of them reported that they have access to the library and 12.5% have access to the literature on the internet. Similar findings were reported by Belowska J, Panczyk M, zarzeka A and GotliB J 2015 wherein 42% said that the read published scientific studies once a month but nearly 30% have never referred scientific findings to their own diagnosis (n=41) [7].

Mean score of attitude of the IV yr BSc nursing students was 67.15, which represents the Positive attitude. This means that the student nurses have positive attitude about EBP. More studies are needed to explore the quality of attitude of student nurses towards evidenced based practice. Study conducted by Ryan E J 2016 revealed that undergraduate nursing students are generally have positive towards using research for evidence-based practice, but experience a lack of support and opportunity. These students face cultural and attitudinal disadvantage, and lack confidence to practice independently^[9].

Students expressed their attitude about expanding their knowledge about EBP. All student nurses have declared that they are eager to upgrade their skills related to Evidence based practice. Similar report was given by Belowska J, Panczyk M, zarzeka A and Gotlib J 2015^[7].

Most of the research articles published are focused on everyday clinical practice or primary health care, instead of educating Nursing students about EBP^[10, 11]. Previous studies findings focused on the need of adopting teaching strategies of EBP approach via nursing school curriculum plans to encourage nurses in implementing EBP within their work^[2, 12].

A study conducted by Morris 2007 confirmed that students' participation in EBP classes boosts their opinion about their own skills and confidence, especially regarding their preparation for clinical classes and performing work-related tasks^[13]. It is worth emphasizing that factors responsible, in students' opinion, for the limitation of the application of EBP assumptions in work with a patient include lack of time and organization culture which make it impossible for student nurses to fully apply the latest scientific research findings in everyday clinical practice.

The dynamic development and improving competences made it necessary for the student nurses, to permanently promote their professional skills and expertise. Expansion of these students' knowledge of methodology of scientific research, critical analysis of its results or their ability to critically read scientific texts, that is all the key elements of Evidence-Based Practice, can have a significant impact not only on the development of competences of students and specialists in this field but also on the future development of the whole nursing as a science^[2].

Other possibly useful strategies include the implementation of an evidence-based nursing committee, clinical coaching, poster presentations, journal clubs, and collaboration between nursing students and clinical staff^[9].

Conclusions

Lacking of time to search for evidence and lacking of resources are the major barriers for the student nurses to access to the evidenced based practices. The findings of Leach M J, Hofmeyer A and Bobridge A 2016 suggested that undergraduate research education may have a significant effect on nursing students' research skills and use of evidence-based practice, and minimise barriers to evidence-based practice uptake post education^[6]. This study concludes that the majority of the IV year BSc Nursing students are having positive attitude towards the evidence based practice in Nursing. Attending conferences and workshop related to evidenced based nursing may still

improve the neutral attitude to more positive attitude towards the evidence based practice in nursing.

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