

Knowledge Regarding Evidence Based Practice: A Descriptive Study to Assess the Knowledge Regarding Evidence Based Practice among the Nursing Students of CPMS College of Nursing, Guwahati, Assam

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Abstract: ***Introduction:** Evidence based practice is the integration of the best current evidence which serves as an approach for problem-solving and a framework for decision making to answer emerging clinical questions. The emerging future nursing students have a vital role in ensuring the promotion of health care and delivering better services through the knowledge of EBP. **Objectives:** To assess the knowledge regarding evidence-based practice among nursing students of CPMS College of Nursing, Guwahati, Assam. **Methodology:** The study adopted a non- experimental descriptive research design. Self-structured knowledge questionnaire was used to collect data from a sample of 110 nursing students studying in CPMS College of Nursing using non-probability purposive sampling technique. Data was analyzed by using descriptive and inferential statistics. **Result:** The findings of the study revealed that out of 110 nursing students, majority 50 (45.50 %) of the students had adequate knowledge, 44 (40%) had moderate knowledge and 16 (14.50 %) had inadequate knowledge regarding evidence-based practice. The mean score of the level of knowledge was 16 and standard deviation was 4.372. There was also significant association of knowledge regarding evidence-based practice with selected demographic variables. **Conclusion:** Findings of the study revealed that knowledge regarding evidence-based practice among nursing students of CPMS College of Nursing was adequate.*

Keywords: Assess, Knowledge, Evidence Based Practice, EBP

1. Introduction

“Let us never consider ourselves finished nurses. We must be learning all of our lives.”

- Florence Nightingale

Evidence based practice is foundational to nursing education and is a way for the nursing discipline to decrease the theory to practice gap. It initiated as an idea to deliver better outcomes for patients who experienced disgraceful and unhealthy conditions, and advanced into a foundation that nursing has adopted and maintained to provide safe and competent care.¹ Evidence based practice is the integration of the best current evidence for clinical decision-making process. It serves as an approach for problem-solving and a framework for decision making to answer emerging clinical questions.² The World Health Organization emphasized that health and social services should be based in the best research evidence.³

The goals of evidence-based nursing are the following: provide practicing nurses with evidence-based data to deliver effective care defined by the best research; to resolve problems in the clinical setting; to achieve excellence in delivering patient care, even exceeding quality assurance standards; and to introduce innovation.⁴ The emerging future nursing students have a vital role in ensuring the promotion of health care and delivering better services. EBP is

significant to the professional development, responsibility, and capabilities of nurses, and it has become an important subject in nursing and has integrated into daily practice. In addition, nurses who practice based on the scientific evidence have been able to make better decisions in services delivery.⁵

The demands of evidence-based practice (EBP) necessitate changes in both the healthcare system and the education of nursing students, emphasizing the importance of relevant research and strong collaboration between clinicians and researchers. The nursing profession has embraced this shift towards EBP in healthcare. Nursing students must learn to make independent, high-quality decisions based on research findings, fundamental scientific knowledge, and expert opinions, which will ultimately lead to improved patient outcomes. EBP consistently delivers high-quality care at the right time, to the right patient, in the right manner, ensuring the best possible outcomes. This approach is grounded in scientifically respected care that aligns with patient needs and demands.^{6,7}

2. Need of the Study

Nursing students acquiring essential competencies in evidence-based nursing, such as conducting literature reviews, analyzing research, applying research findings to clinical practice, and evaluating evidence will be crucial in

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driving their ability to implement these practices in their future professional careers.⁸ Raising awareness among future nurses and educating them about evidence-based nursing practices during their school years will have a direct impact on the quality of nursing care they provide to society.⁹ To achieve this, nursing students should be taught the principles and methodologies of evidence based nursing practices.⁸ In the present study, the knowledge level of nursing students regarding evidence based practice were identified.

3. Literature Survey

Study related to the knowledge regarding Evidenced Based Practice

Paulose B, Carvalho LS, Mathew B, Mani SR, D'souza DS, Bhattacharya C, et al (2016) conducted a study to assess the knowledge of Nurses on Evidence Based Practice among 175 staff nurses and faculty in selected setting at Mangaluru. A descriptive survey design was used for the present study. Random sampling technique was used to select the subject. A structured knowledge questionnaire was used to assess the knowledge of EBP among the samples. The result showed 50.3% of nurses have average knowledge on EBP, 42.9% of nurses have good knowledge on EBP and 6.8% nurses have poor knowledge on EBP.¹⁰

Al Qadire M (2016) conducted a study to assess the undergraduate student nurses' knowledge of evidence based practice: A short online survey. This study was an on-line

cross-sectional survey. The result showed that over half of the participating students were male (51.9%) and the average age was 21.6 years (SD 2.7). The mean total knowledge score as measured by the EBP knowledge test was low at 1.9 (SD 1.4) out of 10. This study demonstrated that student nurses had poor knowledge of EBP.¹¹

Problem Statement

A descriptive study to assess the knowledge regarding Evidence Based Practice among students of CPMS College of Nursing, Guwahati, Assam.

4. Methodology

In this study, Quantitative Research Approach was used. Non-Experimental descriptive research design was adopted for the study. A total of 110 nursing students were selected by using non probability purposive sampling technique. The tool used for the study were demographic variables and self-structured knowledge questionnaire. In order to determine the content validity, the research tools was validated by five experts. The reliability of the self-structured knowledge questionnaire was established by split half method and was calculated using Karl Pearson Coefficient Correlation formula. The analysis was done by using both descriptive and inferential statistics in terms of frequencies, percentages, mean, standard deviation and chi square test.

5. Results/ Discussion

Table 1: Frequency and Percentage distribution of demographic variables, n = 110

Demographic variables	Group	Frequency	Percentage
Age in Years	18 – 25	86	78.1%
	26 – 35	23	20.9%
	36 – 45	1	1%
	> 45	Nil	Nil
Gender	Male	7	6.4%
	Female	103	93.6%
Academic year	M. Sc (N) 1 st Year	10	9.1%
	M. Sc (N) 2 nd Year	17	15.5%
	P.B. B. Sc (N) 2 nd Year	30	27.3%
	B. Sc (N) 3 rd Year	53	48.1%
Religion	Hindu	44	40%
	Muslim	24	21.8%
	Christian	34	31%
	Others	8	7.2%
Do you have previous knowledge on Evidence Based Practice	Yes	87	79.1%
	No	23	20.9%

The data in Table 1 showed that majority 86 (78.1%) of the students belonged to the age group of 18-25 years. Majority 103 (93.6 %) of the students were female. Majority of the participants 53 (48.1%) were studying in B. Sc (N) 3rd year.

Majority 44 (40%) of the students belonged to Hindu religion, and majority 87 (79.1 %) of the students had previous knowledge on evidence- based practice.

Table 2: Frequency, percentage, mean and standard deviation of level of knowledge of students regarding Evidenced Based Practice, n = 110

Level of Knowledge	Score	Frequency (f)	Percentage (%)	Mean	SD
Inadequate Knowledge	0 -12	16	14.50 %	16	4.372
Moderate Knowledge	13-18	44	40%		
Adequate Knowledge	19-24	50	45.50 %		
Total	24	110	100		

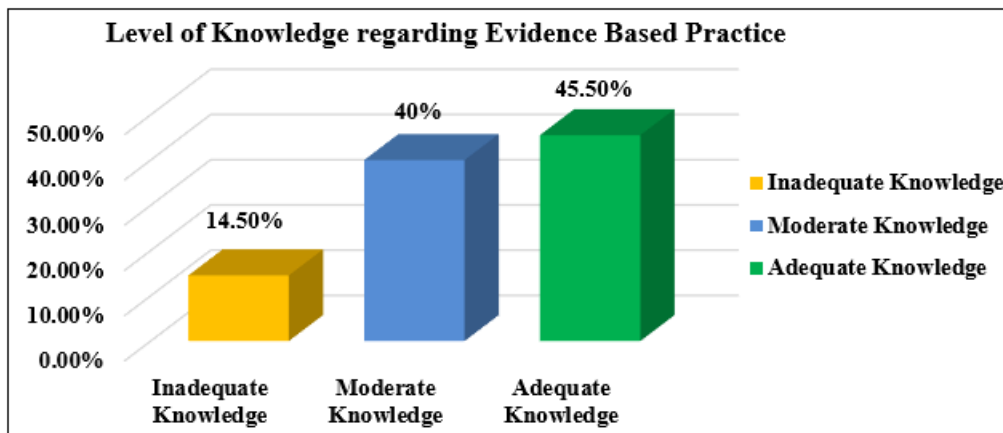


Figure 1: Bar Diagram showing percentage distribution of students according to level of knowledge, n=110

Table 3: Chi square test showing the association between level of knowledge regarding Evidenced Based Practice among the nursing students with demographic variables, n=110

Demographic variables	Group	Level of Knowledge			χ^2 value	df	Remarks
		Inadequate Knowledge	Moderate Knowledge	Adequate Knowledge			
Age in Years	18 – 25	15	40	31	14.31	4	S
	26 – 35	1	4	18			
	36 – 45	0	0	1			
Gender	Male	3	3	1	5.73	2	NS
	Female	13	41	49			
Academic year	M. Sc (N) 1 st Year	0	1	9	36.35	6	S
	M. Sc (N) 2 nd Year	0	1	16			
	P.B. B. Sc (N) 2 nd Year	6	11	13			
	B. Sc (N) 3 rd Year	10	31	12			
Religion	Hindu	4	13	27	20.71	6	S
	Muslim	6	14	4			
	Christian	5	17	12			
	Others	1	0	7			
Do you have previous knowledge of evidence-based practice?	Yes	8	33	46	13.67	2	S
	No	8	11	4			

The present study revealed that there was no significant association between knowledge regarding evidenced based practice among the nursing students with selected demographic variables with respect to gender but there was significant association between knowledge regarding evidenced based practice among the nursing students with selected demographic variables with respect to age, academic year, religion and previous knowledge at 0.05 level of significance. Hence the research hypothesis was accepted and null hypothesis was rejected for selected demographic variables. Therefore, it can be concluded that the knowledge regarding evidenced based practice among nursing students is dependent of their demographic variables.

6. Future Scope

- 1) The study can be replicated on large number of samples in a different setting to have wider generalization of findings.
- 2) Developing a self-instructional module could improve the knowledge and practice of nursing students in EBP.
- 3) A comparative study could be undertaken to discern any knowledge disparities between B.Sc.(degree) and GNM (diploma) nursing students.

7. Conclusion

The study concluded that knowledge regarding evidence based practice among nursing students of CPMS College of Nursing was adequate. EBP is a crucial competency for undergraduate nursing students. Nursing students who receive support throughout their education and acquire the requisite knowledge and experience in evidence-based nursing practices, alongside fostering a culture of integrating scientific knowledge into nursing practice, will contribute significantly to the advancement of the nursing profession and the enhancement of care quality.

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