

## Sigma's 29th International Nursing Research Congress

### Understanding the Factors That Influence School Nurses' Implementation of Evidence-Based Practice

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**Purpose:** The demand for and interest in applying evidence to nursing practice has grown in the past decade. Evidence-based practice (EBP) provides nurses with methods that use critically appraised and scientifically proven evidence for delivering quality health care to a specific population. Little research has been done regarding the adoption and implementation of EBP by school nurses in Taiwan. It is necessary to explore the factors that influence the implementation of EBP in the field of school nursing. The purpose of this study was to investigate the factors that influence the implementation of EBP in school nursing as well as provide guidance to school nurses on better implementing EBP in their professional practice.

**Methods:** A survey of a random sample of school nurses who were members of the National Association of School Nurses (NASN) resulted in a 45.2% response rate and a sample of 1,211 that was fairly representative of the national membership. Participants completed a questionnaire designed to determine factors associated with the implementation of EBP.

**Results:** The mean age of participants was 41.95 years and the range was from 31 to 62 years. Their mean duration of employment as a school nurse was 8.4 years. The majority of participants had a bachelor's degree (83.3%). Results showed that participants' practical knowledge was obtained mainly through their work experience and they relied heavily on the Internet to obtain empirical information. Factors influencing EBP implementation included insufficient time for its implementation, frequency of reading journals, years of work experience, age, continuing education, and lack of resources and awareness regarding EBP. School nurses stated that they had a positive attitude about EBP and were interested in learning the skills necessary for its implementation.

**Conclusion:**

This study presents important information on variables that affect EBP in school nursing. Strategic approaches to provide resources and create a supportive environment for EBP in the school setting are recommended for further studies. The results of this study can be used as a basis to develop a comprehensive strategy for building EBP competencies through proper training.

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**Title:**

Understanding the Factors That Influence School Nurses' Implementation of Evidence-Based Practice

**Keywords:**

evidence-based practice, factor and school nurse

**References:**

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### **Abstract Summary:**

The learner will be able to understand the context for evidence-based practice into school nursing in Taiwan. The learner will be able to understand factors that influence the implementation of evidence-based practice in the field of school nursing.

### **Content Outline:**

#### **Introduction**

The demand for and interest in applying evidence to nursing practice has grown in the past decade. Evidence-based practice (EBP) provides nurses with methods that use critically appraised and scientifically proven evidence for delivering quality health care to a specific population. Little research has been done regarding the adoption and implementation of EBP by school nurses in Taiwan. It is necessary to explore the factors that influence the implementation of EBP in the field of school nursing. The purpose of this study was to investigate the factors that influence the implementation of EBP in school nursing as well as provide guidance to school nurses on better implementing EBP in their professional practice.

#### **Body**

##### Attitudes and beliefs

- The results of this study showed that school nurses had a generally positive regard for EBP.
- Our results suggest they believe that the use of evidence in practice is necessary, that the literature is helpful to them in their practice and decision making.

##### Factors associated with the implementation of EBP

- Several factors have been identified as insufficient time for its implementation, frequency of reading journals, years of work experience, age, continuing education, and lack of resources and awareness regarding EBP.

#### **Conclusion**

Although school nurses had a positive attitude toward EBP and stated that they were interested in learning the skills in their practice, factors that influence the implementation of EBP were highlighted.

Strategic approaches to provide resources and create a supportive environment for EBP in the school setting are recommended for further studies. The results of this study can be used as a basis to develop a comprehensive strategy for building EBP competencies through proper training.

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