Validity describes an assessment’s successful function and results. A valid tool must be implemented to determine if the knowledge and skills demonstrated during an Evidence-Based Practice (EBP) course will transfer to their professional practice once students become licensed Registered Nurses.

The Evidence-Based Practice Competence Questionnaire (EBP-COQ) developed by Ruzafa-Martínez is a 25-item tool clustered to 3 subscales: attitudes (13 items) skills (6 items) and knowledge (6 items), specifically for nursing students which captures each of the EBP outcomes university level courses are intended to meet.

Currently this tool is written in the Spanish language and has also been successfully translated into the Turkish language. Thus far, an English translated version has not been reported or validated.

Objective. The purpose of this study was to evaluate the psychometric properties (validities) and the ease of use of instruments among nursing students.

METHODS

A total of 93 undergraduate nursing students in a university located in the metro-Denver area of Colorado participated in this study.

The tool was translated using a back-translation technique. Some items in the first English version were modified to better correspond to the meaning of the original item in the EBP-COQ. The content of the final EBP-COQ was further verified by back translation until both translated and back-translated versions are considered completely interchangeable, conceptually and linguistically.

To ensure that the degree of instrument covers the content that is supported to be measured and corresponds to the original work.

To assess the ability and the validity of the scale by using exploratory factor analysis.

Six experts were identified and invited to review the instrument for face and content validity, as well as for internal consistency (Cronbach’s alpha for three subscales >0.70). The correlation coefficient between the items and the total scores were 0.33-0.66. The exploratory factor analysis method generated 3 factors that accounted for 65.78%.

1. Content Validity Result

Based on feedback from the experts and the results of CVI of each item.

16 items were revised with significant rewording to remove ambiguity of the phrasing.

3 items had the sentencing structure rearranged to increase clarity.

Content validity comparisons (1st vs. 2nd).

<table>
<thead>
<tr>
<th>Clarity</th>
<th>Relevance</th>
<th>Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes</td>
<td>2.94</td>
<td>3.85</td>
</tr>
<tr>
<td>Skills</td>
<td>3.03</td>
<td>3.75</td>
</tr>
<tr>
<td>Knowledge</td>
<td>2.90</td>
<td>3.75</td>
</tr>
<tr>
<td>Total</td>
<td>2.94</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Note: CVI_Overall CVI_3.39 (94.74%); CVI_2nd CVI.3.88 (96.16%)

2. Construct Validity Result

The results indicated the tool had acceptable internal consistency (Cronbach’s alpha for three subscale >0.70).

The correlation coefficient between the items and the total scores were 0.33-0.66.

The exploratory factor analysis method generated 3 factors that accounted for 65.78%.

Instrument translation process involves cultural equivalency of original instrument which can be a challenge to translate into another language.

Used multicultural bilingual translators who are fluent in Spanish and English.

Considered semantic equivalence to ensure translated terms can be understood as close to the same meaning for the targeted cultural group.

Content validity applied to ensure that the degree of instrument covers the content that is supported to be measured and corresponds to the original work.

To assess the ability and the validity of the scale by using exploratory factor analysis.

Our findings appear to have adequate validity of this 25-item questionnaire and a need to establish its reliability.

The results of this study can be used among nursing students as a standardized assessment tool.

DISCUSSION

REFERENCES