Translation and Validation of the Health Sciences Evidence-Based Practice (HS-EBP) Questionnaire for Nurses in Taiwan

Bieng-Yi Chang, MS, RN.
Department of Nursing, Cheng Hsin General Hospital /NTUNHS, Taipei, Taiwan
Mei-Ling Yeh, PhD, RN.
College of Nursing, National Taipei University of Nursing and Health Sciences, Taipei, Taiwan
Hung-Da Dai, PhD, MSN, RN
Department of Nursing, Taipei Veterans General Hospital, Taipei, Taiwan

Purpose: To translate the Health Sciences-Evidence Based Practice (HS-EBP) questionnaire from English to Chinese and to examine the content and construct validity, as well as the internal consistency reliability of the Chinese version of the HS-EBP.

Methods: This is a methodological study. After obtaining the consent of the original author and also receiving approval from an ethics review board, the Health Sciences-Evidence Based Practice questionnaire was translated and then back translated systemically, and the content was carefully examined by three experts for the importance, appropriateness and text clarity to obtain the content validity. Two convenience samples of 165 and 235 clinical nurses from a regional hospital in northern Taiwan were recruited and the questionnaires were completed. Internal consistency was tested using the Cronbach’s alpha. Construct validity was assessed by using both of the exploratory and confirmatory factor analysis with 165 and 235 samples, respectively.

Results: Translation and back translation of the HS-EBP questionnaire, which consisted of 60 items and grouped into five facets, was completed. The content validity index was 0.97 overall. The confirmatory factor analysis revealed a fair fit of the model to the data and root mean square error of approximation (RMSEA) of 0.098 and a comparative fit index (CFI) of 0.824. After deleting the 5th and 7th items of the "Results from Scientific Research" facet, and also the first item of the "Development of Professional Practice" facet, the five-factor structure of the Chinese version HS-EBP questionnaire was explored well, with 64.12% explained variance. Cronbach's α was 0.97-0.99 for each individual facet of the instrument.

Conclusions: The 57-item Chinese version of the Health Sciences-Evidence Based Practice (HS-EBP) questionnaire showed to measure the attributes of the clinical evidence-based practice with acceptable reliability and validity. Therefore, healthcare institutes which value quality of care may use this instrument to evaluate the trans professional evidence-based practice.

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Abstract Summary:
Education projects of evidence-based practice have been widely adopted. However, to determine the nurses’ capability of implementing evidence-based practice clinically, a reliable and valid measurement tool is necessary. This study aimed to translate and validate an instrument for evaluating the clinical application of evidence-based practices among nurses in Taiwan.

References:

First Primary Presenting Author
Primary Presenting Author
Bieng-Yi Chang, MS, RN.
Cheng Hsin General Hospital /NTUNHS
Department of Nursing
Associate Director
Beitou
Taipei
Taiwan

Author Summary: Mrs. Chang has many years of working experience both in clinical and in administration. She had participated in many projects of quality improvement and committed herself to improving care quality and patient safety.
Corresponding Secondary Presenting Author
Mei-Ling Yeh, PhD., RN., RN, PhD
National Taipei University of Nursing and Health Sciences
College of Nursing
Professor
Taipei
Taiwan

Author Summary: Obtained Ph.D. in the United States and received clinical training for Chinese medicine. Director of the Graduate Institute of Integration of Traditional Chinese Medicine with Western Nursing, College of Nursing. Standing Director of Taiwan Evidence-Based Nurse Association. Director of Taiwan Evidence-Based Medicine Association.

Corresponding Secondary Presenting Author
Hung-Da Dai, PhD, MSN, RN
Taipei Veterans General Hospital
Department of Nursing
Nursing Supervisor
Peitaou
Taipei
Taiwan

Author Summary: Dr. Dai has many years of experience working with interdisciplinary team members from different levels, including clinicians, nurses, researchers, and nursing students on multiple funded-studies.