Nursing Students' Knowledge, Attitudes, and Application of Evidence-Based Practice at the University of Rwanda

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### Faculty Disclosure

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Goals and Objectives

Session goal
- To describe the knowledge of, attitudes towards and application of evidenced based nursing by nursing students from the College of Medicine and Health Sciences at the University of Rwanda.

Session Objectives
- to describe the knowledge and attitudes of nursing students towards EBP
- to describe the application challenges of nursing students with respect to EBP
- recommendations for education and practice
Introduction

- Evidence-based practice (EBP) improves health care outcomes.
- There is a lack of understanding and application of EBP among nurses in Sub-Saharan Africa.
- Nursing students should be introduced to EBP during their pre-registration programmes.
- EBP teaching input should be both theoretical and practical with a continuity throughout the whole nursing programme.
Problem statement

- A four-year-bachelor’s degree curriculum in which EBP is listed among the programme’s expected outcomes.
- EBP is only allocated a three-hour teaching input at the beginning of the second year of the four-year programme.
- The theoretical teaching component is not evaluated.
- It is not known whether students receive enough theoretical guidance.
- Absence of defined strategies to guide the practical teaching/learning component.
Methodology

- The study design was quantitative, descriptive and non-experimental.
- An anonymous, self-reported questionnaire was used to collect data.
- The study population was third- and fourth-year nursing students from the College of Medicine and Health Sciences.
- Ethical approval was obtained from the University of Cape Town and the Rwandan Ministry of Education.
- The response rate was 96% with 82 questionnaires returned from 85 students.
- Data were analysed by means of descriptive statistics.
Knowledge and Attitudes

- Most of the third- and fourth-year nursing students at the University of Rwanda had some knowledge of EBP.
- No relationship between the respondents’ knowledge and their year of study was noted.
- Respondents reported some negative attitudes towards EBP.
- No relationship between the respondents’ attitudes and their year of study was noted.
I have a clear understanding of what EBP is

Research using clinical trials is generally more reliable than research using observational...

Effective searching/easy access to bibliographic databases and evidence sources are essential...

The evidence-based practice process requires the appropriate identification and formulation...

Evidence-based practice requires the use of critical appraisal skills to ensure the quality of all...
Attitudes

Previous work experience is more important than research findings in choosing the best...
Nurses, in general, should not practice EBP because nursing is about people and patients,...
If EBP is valid, then anyone can see patients and do what nurses do
EBP ignores the 'art' of nursing
There is no reason for me personally to adopt EBP because it is just a “fad” (or “fashion”) that will...
Evidence-based practice is “cook-book” (or guidebook”) that disregards clinical experience
Application and Challenges

- Only 12% (n=10) of the respondents reported accessing evidence every day.
- Most respondents reported using the Internet (google) as their primary source of evidence.
- Limited use of best evidence databases such Cochrane and Medline.
- The most common barriers were;
  - lack of knowledge
  - lack of time
  - lack of examples or role modelling from lecturers, clinical instructors and nurse
How frequently do you access research evidence in general?

- How frequently do you access research evidence from MEDLINE and CINAHL?
- How frequently do you access research evidence from the Cochrane database?
- How frequently do you access research evidence from original research papers?
- How frequently do you access research evidence from a textbook?
- How frequently do you access research evidence via the internet?
- How frequently do you access research evidence in general?

0% 20% 40% 60% 80% 100% 120%

Never  Every month  Every week  Every other day  Every day
Sources of evidence

- Internet: 80%
- Textbook: 40%
- Original research papers: 10%
- Cochrane database: 5%
- MEDLINE and CINAHL: 0%
Barriers

- Because my lectures, clinical instructors, and qualified nurses don’t
- Because I don’t know how
- Because I don’t believe in it
- Because my colleagues don’t
- Because I don’t have time
- Because of procrastination habits
- Because of limited resources
Recommendations

- EBP should be an integral part of the nursing curriculum throughout the four-year programme with emphasis on both theory and practice.
- Practical application of EBP should be included in clinical teaching and in assessment.
- Evidence-based teaching of theoretical and practical inputs should be formally assessed regularly.
- It is important for the University to provide essential resources so the students can access the most current evidence.
Recommendations cont’d

- EBP may be a new or unfamiliar concept to many nursing educators and clinical instructors. The University therefore needs to ensure learning opportunities.
- Education managers should collaborate with clinical managers to promote EBP application policies in clinical settings.
- Evidence seminars and journal clubs should be initiated because these play an important role in increasing levels of EBP knowledge and EBP application.