A Global Approach to Promoting EBP Knowledge: Validating the Translated Version of EKAN into Spanish

Jan M. Nick, PhD, RNC-OB, CNE, ANEF, Loma Linda University, Loma Linda, CA, USA
Amy H. Wonder, PhD, RN, Indiana University School of Nursing, Bloomington, IN, USA
Alfa Suero, MD, MS, Adventist University of Dominican Republic, Santo Domingo, DR
Darrell Spurlock, Jr. PhD, RN, NEA-BC, ANEF, Widener University, Chester, PA, USA
Need to describe state of nursing globally

- No consistency
- Often Subjective
- No correlation subjective rating and objective results
Methods

• Evidence-based Practice Knowledge Assessment in Nursing (EKAN)
  • Objective measure
  • Use across levels of academe and practice
  • Documented validity evidence in baccalaureate nursing students\(^1\) and practicing nurses\(^2\)

• Translation and back-translation


Validation of the EKAN—Spanish Form

• IRB approval following training for: PI, Co-investigators, and onsite Co-investigator

• Recruited 139 junior- and senior-level students in a 4-year nursing program, Dominican Republic

• Proctored data collection session
Subjects

• Complete data were available from $N = 123$ subjects
• 93.5% female; age $M = 29.6$ ($SD = 7.8$)
• 92.7% were from Dominican Republic
Key Results

• The mean EKAN EBP knowledge score was 6.52 ($SD = 2.03$) out of 20 possible points, with scores ranging from 2-12 points.

• Validity (Rasch analysis)
  • Difficulty index range, $\Theta = -1.78$ to 2.22
  • Infit and outfit statistics narrowly center on 1.0
    \[ WMS \, M = .978; \, UMS \, M = .988 \]  Benchmark 0.6 – 1.4

• Reliability (Rasch analysis)  Results  Benchmark
  • Item separation  =  4.27  > 2.0
  • Item reliability  =  .94  > 0.80
  • Person separation  =  .38
  • Person reliability  =  .13  > 0.80
Key Results

• No difference in scores between Juniors and Seniors

• Current enrollment in statistics course helped

• No relationship between perceived ability and actual knowledge of EBP ($r = -0.041$)
Implications

• Potential use in 21 Spanish speaking countries

• Baseline measure to inform curriculum development

• Annual exit assessment of seniors to gauge the impact of enhancements

• Research trajectory at host institution

• Establish EBP concepts that transcend country boundaries

• Unified, standards-based approach to EBP assessment
Phase 1 Nearing Completion:
Dominican Republic, Japan, Korea, Haiti, Colombia, & Brazil