Title:
Influencing Nursing Practice: Engaging New Graduate Nurses in Evidence-Based Practice

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Session Title:
Promoting Research in the Nursing Workforce

Slot:
A 01: Saturday, 28 October 2017: 2:15 PM-3:00 PM

Scheduled Time:
2:35 PM

Keywords:
evidence-based practice, nurse residency program and self-efficacy

References:


**Abstract Summary:**
Are new graduate nurses ready to engage in evidence-based practice (EBP)? This presentation will report on the evolution of an EBP curriculum within a nurse residency program and subsequent study to investigate the effect the curriculum has on the new graduate nurses’ EBP self-efficacy.

**Learning Activity:**

<table>
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<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tr>
<td>Describe lessons learned in implementing an evidence-based practice curriculum within a nurse residency program.</td>
<td>Review the evolution of the evidence-based practice curriculum components in response to evaluation measures and participant feedback.</td>
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<td>Discuss the concept of self-efficacy related to evidence-based practice engagement.</td>
<td>Describe the concept and measurement of self-efficacy related to evidence-based practice.</td>
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**Abstract Text:**

**Background:** The purpose of this presentation is to discuss the evolution of a structured nurse residency program evidence-based practice (EBP) curriculum and results of a longitudinal cohort study to determine the effect the program has on new graduate nurses’ EBP self-efficacy. Recommendations have been forwarded by the Institute of Medicine, the National Council of State Boards of Nursing and other literature sources that all new graduate nurses should participate in a transition to practice program or residency as they enter the nursing workforce (Spector & Echternacht, 2009, Goode, et al., 2009, IOM, 2010). Multiple national and independent nurse residency programs include an evidence-based practice project requirement as part of their transition to practice or residency programs (Dyess & Sherman, 2011, Kramer, et al. 2012, Goode, et al., 2013). New graduate nurses face a number of challenges with transitioning to the practice environment and may not be ready to engage in EBP due to lack of EBP knowledge, skills and confidence (Ferguson & Day, 2007). This project and subsequent study aims to evaluate the effects of a 12-month nurse residency program EBP curriculum and EBP project completion.

**Sample/Methods:** The Evidence-Based Practice Self-Efficacy Scale (Tucker, Olson & Frusti, 2009) was used to measure EBP self-efficacy among staff nurses and new participants in the Nurse Residency Program. Collection of the data from experienced staff nurses provided baseline data to evaluate EBP self-efficacy among more experienced nurses and compare to nurses who complete the nurse residency program.

**Results:** The study results demonstrated improved EBP self-efficacy for the nurse residents as demonstrated by a 25 percent increase in the average total EBPSE Scale score from pre- to post-program.
**Implications for Practice:** There are only a few studies published documenting effects of the curriculum components and EBP project development on new nurses’ confidence and skills in EBP. Research addressing this gap is needed to help guide residency program curriculum development to produce graduates capable of promoting and ensuring EBP.