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*

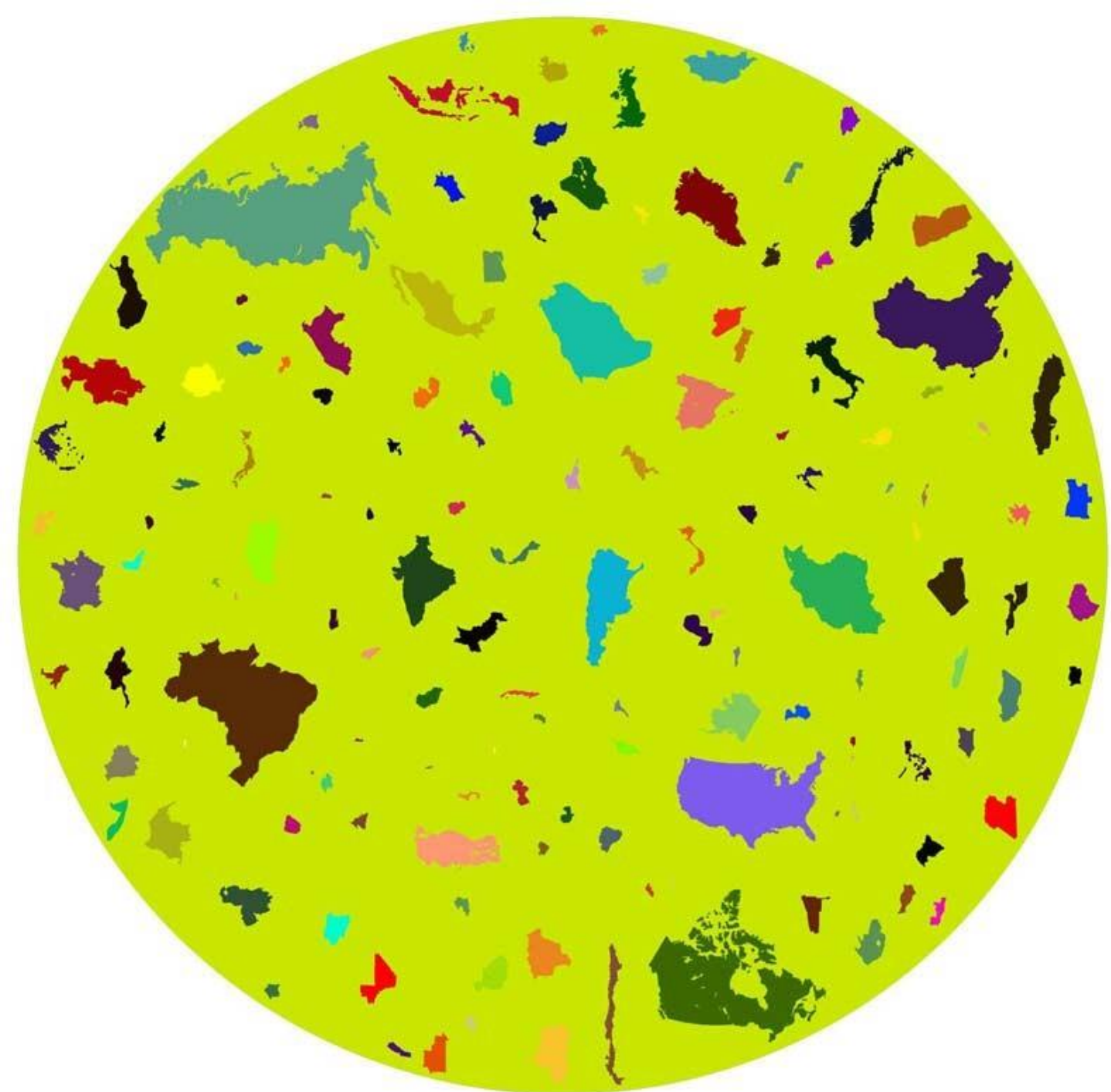Darrell Spurlock, Jr. PhD, RN, NEA-BC, ANEF, *Widener University, Chester, PA, USA*

Problem

- 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

[1] Spurlock, D., & Wonder, A. H. (2015). Validity and reliability evidence for a new measure: The evidence-based practice knowledge assessment in nursing. *Journal of Nursing Education, 54*(11), 605–613.

[2] Wonder, A.C., McNelis, A.M., Spurlock, D.R., Ironside, P.M., Lancaster, S., Davis, C. R., Gainey, M., & Verwers, N. (2017). Comparison of nurses' self-reported and objectively measured evidence-based practice knowledge. *Journal of Continuing Education in Nursing, 48*(2), 65-70.

# *Validation of the EKAN—Spanish Form*

- IRB approval following training for: PI, Co-investigators, and <u>onsite</u> Co-investigator

- Recruited 139 junior- and senior-level students in a 4-year nursing program, Dominican Republic
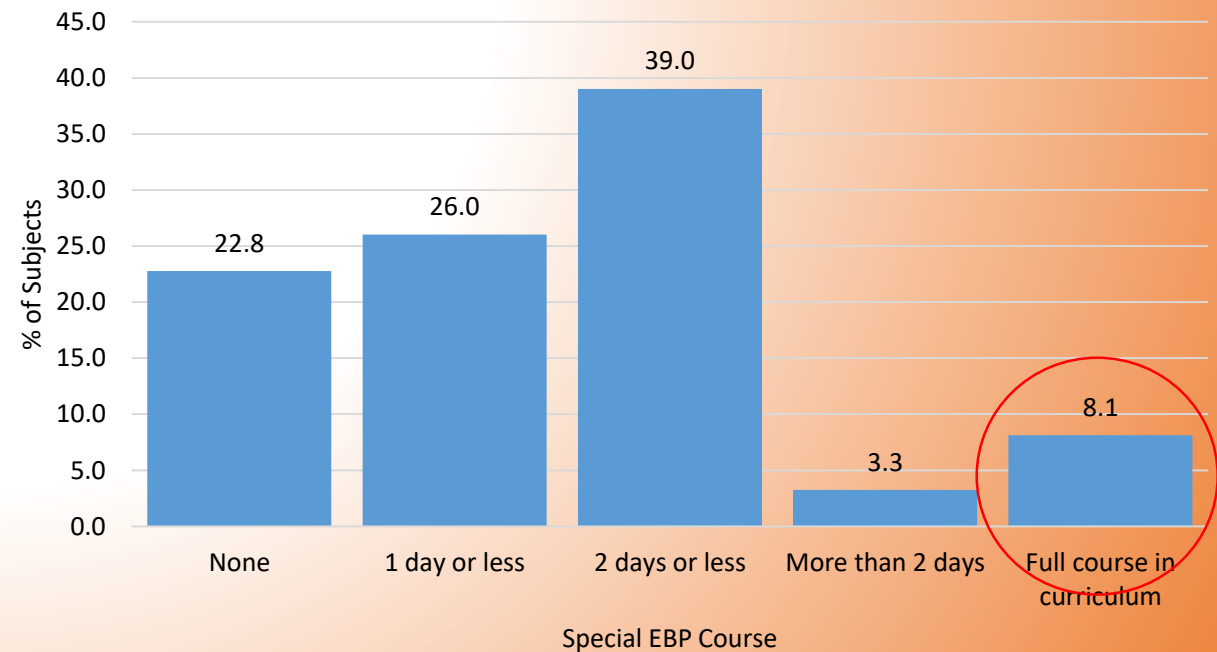
- <u>Proctored</u> data collection session

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

Distribution of Subjects (*N* = 123) by Term of Enrollment
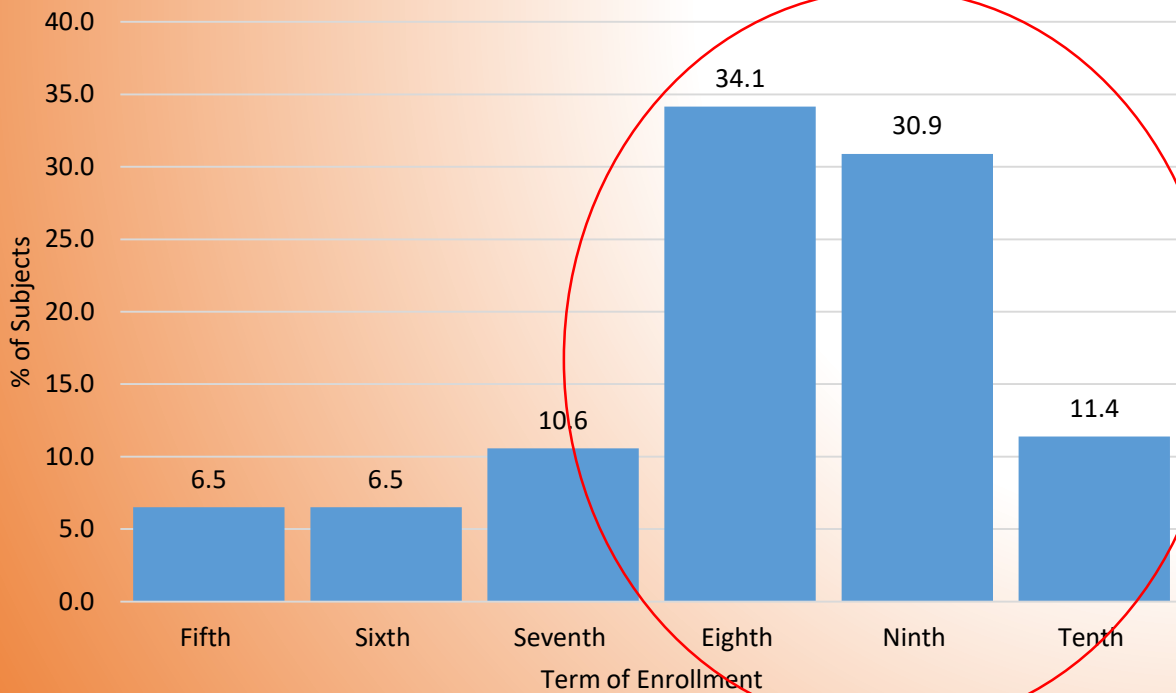
Distribution of Subjects (N = 123) by Type of Special EBP Course

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, Ɵ = -1.78 to 2.22
    - Infit and outfit statistics narrowly center on 1.0
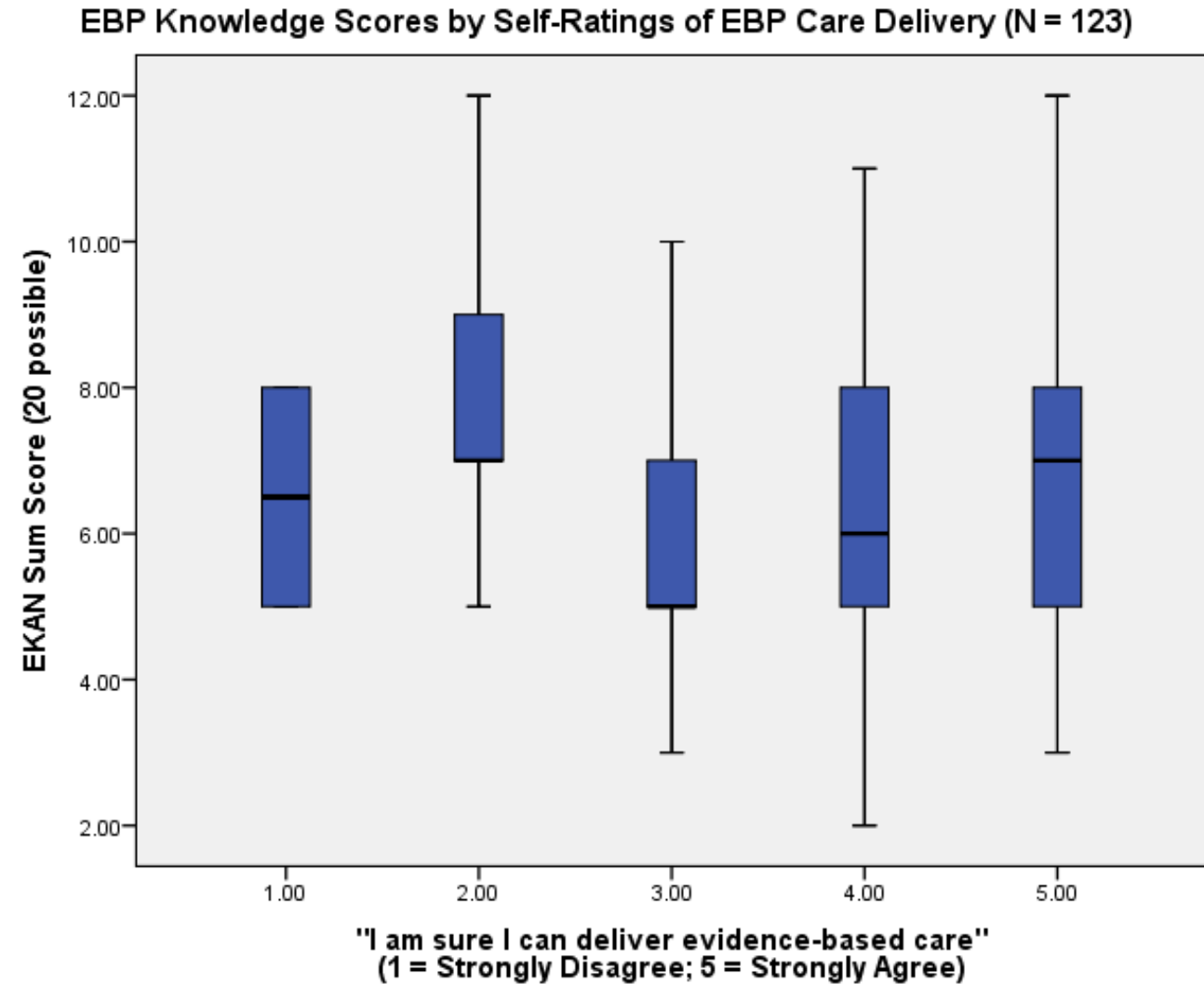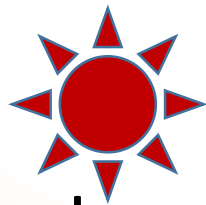   WMS *M* = .978; UMS *M* = .988   Benchmark 0.6 – 1.4

- 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 ($r = -.041$)

EBP Knowledge Scores by Self-Ratings of EBP Care Delivery (N = 123)

EKAN Sum Score (20 possible)

"I am sure I can deliver evidence-based care"
(1 = Strongly Disagree; 5 = Strongly Agree)

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
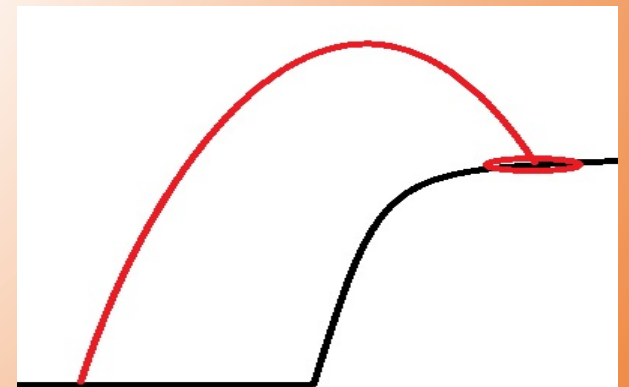
Phase 1 Nearing Completion:
Dominican Republic, Japan, Korea, Haiti, Colombia, & Brazil