**Title:** DNP Students Knowledge of Evidence-Based Practice

**Purpose:** Identify the knowledge of DNP students regarding the process of evidence-based practice (EBP) and determine the impact of an EBP methods course on this knowledge base

**Objective 1:** Define evidence-based practice.

**Objective 2:** List steps in the evidence-based process.

**Abstract:**

The purpose of this study was twofold: (a) to identify the knowledge of DNP students regarding the process of evidence-based practice (EBP) and (b) to determine the impact of an EBP methods course on this knowledge base. DNP students (N=37) enrolled in the doctoral course, Methods for Evidence-Based Practice, were asked to complete a 15 item pre-test prior to the course orientation. All full-time students completed the course during the first term of the program, while part-time students enrolled during the fourth term. The questionnaire was developed by one of the investigators with extensive knowledge and practice in EBP. Reliability for internal consistency was established using the Kuder-Richardson 20 (KR 20=.524 for the pre-test and .529 on the post-test). Students then completed a series of 8 online classes which included content related to (a) formulation of clinical questions in the PICOT format, (b) identification of best evidence to address the question, (c) evidence appraisal, (d) models and strategies for implementing EBP, and (e) the integration of evidence into clinical practice. Course assignments involved the completion of an environmental assessment, analysis of a clinical practice guideline, change project proposal, as well as homework and online discussions. Upon completion of the course students completed the post-test. Descriptive statistics indicated a mean pre-test score of 9.19 and post-test score of 11.08. Data analysis using the dependent t-test with an alpha level of .05 indicated a statistically significant increase in knowledge (t=-4.639; df=36; p<.001). Based upon these findings, the researchers concluded that DNP students have a knowledge deficit regarding EBP and that a course focused on the process resulted in increased knowledge.