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Promoting translation: A quasi-experimental study on the impact of an educative intervention on continuous improvement of quality of nursing care

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Purpose of the study: Evaluate the impact of an educative intervention as an implementation strategy of Evidence-Based Practice among nurses.

Methods: We promote an educative intervention on 414 RN in Portugal. Overall we carried out 6 educative sessions. Each session represented an 8 hours course based on the following main subjects: Evidence-based Nursing – Concepts; Implications and Recommendations; Stages and Evidence-Based Practice Resources. Data were collected before educative intervention (paper support) and after intervention – at least 2 months (online survey). Both moments of data collection were based on the Portuguese versions: “Questionnaire Barriers and Facilitators to Using Research in Practice (BARRIERS)”; “Clinical Effectiveness and Evidence Based Practice Questionnaire (EBPQ)”; and the “Attitudes to Evidence-Based Practice Questionnaire (AEBPQ)”. Overall we study a merge convenience sample with 650 valid questionnaires.

Results and Discussions: The assessment of unpaired samples demonstrated significant relations in the following evaluation scales and subscales: EBPQ – Practices t (650) = 3,33; p = 0,001. BARRIERS – Organization = t (650) = 2,63; p = 0,009. BARRIERS – Communication = t (650) = 4,86; p = 0,0001. BARRIERS – Nurse = t (650) = 2,37; p = 0,018. BARRIERS – Research = t (650) = 2,58; p = 0,01. The results reveal that the educative intervention contributes to a higher awareness of EBN deficits and gaps among nurses. Study findings have implication for nurses in several dimensions: education, ongoing training and nursing accountability. Nurses’ perceptions of barriers, attitudes, and practice level in incorporating EBN into their practice is crucial in ensuring positive patient outcomes.

Conclusions: A short education programs is an effective approach that can be used to engage nurses in Evidence-Based Nursing and research utilization. Nevertheless and according to evidence review, multi-mixed methods approaches are the most successful ones. Tailored interventions according to specific contexts, settings and staff should be considerate primarily.

A face-to-face interview study of the attitudes towards living wills among older nursing home residents

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(a) Purpose of the study/project
To examine the older residents’ opinion of living wills and the factors influencing their view.

(b) Methods
A cross-sectional quantitative study using a structured questionnaire to collect data by face-to-face interview was employed in this study. Older people who were living in nursing home and aged >65 with Abbreviated Mental Test Score (AMT) >6 and able to communicate with Cantonese were recruited.

(c) Results and Discussion
A total of 317 residents (248 women and 69 men) aged 65 to 99 were participated in this study. Among them, 88% (n=279) agreed if there was a living will, doctors should follow the instructions in the will. Most of the participants revealed they would not need a living will as their loved ones would know what to do when they were at end of life. In addition, if they were asked whether they would like a living will so that doctors and nurses knew exactly what care they wanted, over 60% (n=197) chose to have a living will. Multivariate analysis showed education, old age and health condition were significant factors associated with choosing a living will.

(d) Conclusions
A significant proportion of older nursing home residents tend to opt for living will. Education of living will among older people and caregivers is beneficial. Further study to understand perspectives of caregivers and health care professionals is recommended.
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