Bridging the Gap: An Innovative Web-Based Approach for Evaluating EBP Readiness in Direct Care Nurses

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Introduction

Trends in Evidence-based Practice (EBP) Utilization

– Global evidenced-based practice movement

<div align="right">(Zachariah et al., 2012)</div>

– Timeline research practice integration

– Dilemma adding to the challenge

<div align="right">(Stevens, 2013)</div>

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Background

Barriers to EBP Uptake

- Nurses self-identify
  - lack of resources
  - time
  - critical appraisal skills to navigate current literature

- Limitations of baseline knowledge and readiness of frontline providers

(Yoder et al.,2014)

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Purpose

The purpose of this preliminary study was to determine the self-perceived online research and critical appraisal skills, EBP readiness and knowledge of front-line nurses from three care facilities in the southwest United States.

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Methods

Cross-sectional exploratory descriptive design

- *Stevens EBP Readiness Inventory (ERI)*
  - Likert-style 20 question instrument
  - Tested for reliability
- *EBP knowledge assessment* questionnaire
  - Likert-style 15 question instrument

(Stevens, 2013)

- Research skill measured by four questions adapted from Research Readiness Self- Assessment tool

(Ivanitskaya, et al. 2006; Ivanitskaya, et al. 2012)

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Methods

- Informed Consent - front-line nurses

- Study participants (n=23) volunteered from 22 nursing units from 3 facilities during a 3-week period

  – Participants accessed the survey online via the EBR Tool[©]

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Results

- Demographic, descriptive, and frequency distributions examined

- Data analyzed using *SPSS* version 25

- Direct care nurses expressed highest level of self-confidence in 4 areas related to use and implementation of clinical practice guidelines

ERI Survey Results

Question	N	Minimum	Maximum	Mean	S.D.
"Deliver care using evidence-based clinical practice guidelines"	23	1	6	4.39	1.5
"Use of agency-adopted clinical practice guidelines"	23	1	6	4.39	1.58
"Major facets to be assessed when using clinical practice guidelines"	23	1	5	2.70	1.18
"Ability to conduct expert search strategies using pre-constructed strategies in major databases"	23	1	6	2.83	1.26

*1=very little to 6=great deal

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EBP Knowledge Survey Results

Question	f	Percent (%)
Which form of knowledge is most useful in the clinician's practice setting? Answer: Evidenced- based clinical practice guidelines (CPGs)	n=21	91.3
Evaluation of impact of evidence-based quality improvement: Answer: Focuses on patient outcomes	n=21	91.3
According to the Stevens Star Model, what is the order of the five stages of knowledge transformation? Answer: Discovery, Summary, Translation, Integration, and Evaluation	n=4	17.4
Translating evidence summaries into clinical practice guidelines (CPGs) may require: Answer: Incorporating expert opinion when research is absent	n=3	13.0

*Multiple choice, one correct answer

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Research Readiness Results
EBR Tool© Results

Question #1 How do you rate your research skills overall?	N	Minimum	Maximum	μ	S.D.
	23	1	5	3.39	0.83
Question #2 Where would you look for scholarly information for your topic?	***f***		**Percent (%)**		
Search Engine (Google, Bing, etc.)	n=5		21.7		
Peer Reviewed Journal	n=18		78.3		
Question #3 When quoting information to support your viewpoint, it is best to use	***f***		**Percent (%)**		
A peer-reviewed journal article	n=19		82.6		
An abstract found in the library databases	n=4		17.4		

Question 1: 1=Excellent, 2=Very Good, 3=Good, 4=Fair, 5=Poor, 6=Non-existent

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Research Readiness Results
EBR Tool© Results

Question #4 What would you like to learn about how to improve your online research skills?	N = 23	
	f	Percent (%)
Knowing the steps, planning, understanding process, search tools, time saving, search tools	n=10	43.5
Starting point, narrow/broaden searches, targeting result, tips for searching	N=8	34.8
Credible papers, reliability, evaluating results	n=3	13
More confidence, comfortable searching	n=2	8.7

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Implications for Practice

- Need to strengthen online search skills

- Study descriptive data focused organizational education efforts to improve direct care nurses' use of EBP and research concepts

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Questions?

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