Evidence-Based Practice: Nurse Educators’, Clinical Coaches’ and Clinical Nurse Specialists’ Perceptions

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Evidence-Based Practice

(Newhouse et al., 2007)

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Background

Literature Review

- Lack of knowledge and critical appraisal skills towards evidence based practice (EBP) (Brown et al, 2008)

- Difficulty finding and appraising research reports (Adib-Hajbaghery, 2007)

- Websites and hospital policies are sources of information used more frequently (Majid et al, 2011)
Models of EBP suggest the need for facilitation by external/internal agents to support the process of change (Harvey et al, 2002).

There is a link between educators’ beliefs about evidence-based practice and the extent to which they teach and practice it (Melnyk et al, 2008).
Aim

The study aimed to investigate perceptions, attitudes, knowledge and skills of nurse educators, clinical coaches and clinical nurse specialists in fostering EBP in the clinical setting.
Study Questions

O What are nurse educators,’ clinical coaches’ and clinical nurse specialists’ attitudes towards evidence-based practice?

O What is their level of knowledge and skills in regard to evidence-based practice?

O What are the factors affecting the implementation of EBP in the clinical setting?
Methodology

The study used a descriptive exploratory design using a modified validated questionnaire.

The study tool consisted of 67 Likert-style, items asking participants’ responses towards:

- Sources of knowledge and knowledge practice gap
- Skills Rating
- Attitudes
- Facilitating Factors,
- Barriers to evidence-based practice
Results

435 questionnaires distributed

<table>
<thead>
<tr>
<th>Participants</th>
<th>Numbers</th>
<th>Responses</th>
<th>Response Rate%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Educators</td>
<td>79</td>
<td>41</td>
<td>52%</td>
</tr>
<tr>
<td>Clinical Coaches</td>
<td>12</td>
<td>10</td>
<td>83%</td>
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<tr>
<td>Clinical Nurse Specialists</td>
<td>349</td>
<td>84</td>
<td>24%</td>
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</tbody>
</table>

Overall N = 135 (31%) Received
Results

Demographic details

Gender

- Male = 22 (16.3%)
- Females = 113 (83.7%)

Highest Qualification

- Diploma (8%)
- Bachelor (36%)
- Grad Cert (29%)
- Grad Dip (18%)
- Master (8%)

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Results Cont.....

- **Years of nursing Experience**

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<thead>
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<th>Range</th>
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<tbody>
<tr>
<td>0-5</td>
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<tr>
<td>6-10</td>
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<td>11-15</td>
<td>18%</td>
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<td>16-20</td>
<td>16%</td>
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<td>35%</td>
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- **Years of Teaching Experience**

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<tbody>
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<td>4%</td>
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<tr>
<td>&gt;20</td>
<td>3%</td>
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Knowledge on EBP

- Nurse educator
- Clinical Coaches
- Clinical Nurse Specialists

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Sources of Knowledge

- Information from hospital policies and procedures = mean 4.35
- Personal experience in practice = mean 4.28
- Information gained through patient care = mean 4.10
- In-services/Trainings/conferences = mean 4.00
- Medical and research journals = mean 2.74
Skills in finding, reviewing and implementing evidence into practice
Knowledge and Critical Appraisal Skills
Attitudes to EBP

- Evidence-based practice is fundamental to nursing practice = mean 4.34 (97%)

- Benefits to changing their practice based on research = mean 4.19 (95%)

- Wanting to access evidence more often than they were = mean 4.10 (90%).

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Attitudes to EBP

- Insufficient time = mean 3.67 (73%),

- Poor understanding of research article = mean 3.16 (54%)

- Lack of knowledge in translating research findings into practice = mean 3.31 (70%)

“No time during patient care to find and read research articles” “Do not feel capable of evaluating evidence”
Facilitating Factors

Top Ranked Facilitators identified as:

- Organisational support (Nursing Colleagues, Management, Multidisciplinary team) = mean 3.59 (95%)

- Sufficient Resources = mean 3.62 (97%)

- Provision of continuing education = mean 4.40 (94%)
Facilitating Factors

“The organisation should support staff to practice EBP by allocating time for individuals to pursue it”

“In the past the network ran the ACE project i.e. Accessing Clinical Evidence. It was the short course to educate staff on how to access evidence- it would be great if this could be repeated for more staff”
Barriers to EBP

Top Ranked Barriers:

- Insufficient Time = mean 3.79 (69%)
- No Incentives = mean 3.61 (69%)
- Insufficient Resources = mean 3.42 (64%)
- Lack of Knowledge and Skills = mean 3.39 (60%)
- Lack of Authority = mean 2.94 (52%)
Barriers to EBP Cont....

“Do not know how to access EBP quickly.” “No recent education on EBP”

“Staff resistant to change-go back next week it is done the same way”

“I find the organisation voices support but when it comes to money/ resources to implement any change, the attitude changes”
Limitations

- Low response rate

- Self Reporting to assess knowledge, skills and attitudes may resulted in inflated or underestimated scores

- Nurses passionate either positively or negatively more likely to respond

- Limited to only one health care network
Recommendations

- An educational program promoting knowledge and skills towards EBP.
- Setting up a journal club or research discussion group.
- Introducing formal systems for in-house mentoring for beginners and novices.
- Joint appointments between the network and universities need to be continued.
Recommendations Cont...

- Multisite research/evidence-based projects could be initiated involving study groups.

- Authorization of non-patient care hours for CNS, clinical coaches and staff Nurses.

- Evidence-based practice needs to be ingrained from nursing curricula and incorporated as a component of the research process.
Acknowledgement

- Monash University, Australia
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- Participants of the study

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References


References


Questions?