Staff Nurses' Use of Research to Facilitate Evidence-Based Practice

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I have nothing to disclose
Acknowledgements

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The problem of staff nurses inability to implement EBP is not unique to the United States. Research has included nurses from:

- Australia
- Greece
- Northern Ireland
- Finland
- Great Britain
- Norway
- Korea
- Hong Kong
What Do We Know About Evidence-based Practice (EBP) and Direct Care Nurses?

- The issue of staff nurses use of research findings has been examined for well over 20 years.

- Much research has been done using the barriers scale. Barriers most often cited are:
  - Time
  - Lack of literature search resources
  - Lack of autonomy
  - Poor understanding of how to search the literature
  - Difficulty understanding research findings—statistics
Barriers

- Lack of support from nursing administration
- Lack of support from physicians
- Poor understanding of EBP implementation strategies
- Poor understanding of culture and change strategies

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Facilitators

- Educational opportunities to learn about EBP
- Favorable attitudes of nurses
- Favorable attitudes of senior nursing leaders in the setting
- Release time to work on EBP projects
- Help from Masters or Doctorally prepared nurses to facilitate the process
More recently, nurses responded to surveys with positive attitudes and comments about the notion of EBP but their behaviors don’t necessarily support their reported attitudes.

Are they just telling us what we want to hear?
Magnet vs. Non-Magnet Hospitals

- Magnet settings tend to promote EBP and Research Councils
- Magnet Hospitals tend to have APRNs that can assist with educational activities about EBP
- Urban hospitals tend to have more resources than rural hospitals
- The RWJ/IOM Future of Nursing Report indicates that EBP is a necessary competency—the assumption is that more BSNs will assist in accomplishing this goal

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Challenges for Academia

- BSN and Masters Essentials require that we teach nursing students how to read and understand research findings

- Masters students are expected to learn about change management and EBP implementation

- There is a range of how well EBP is taught in nursing schools

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## Characteristics of Sample

<table>
<thead>
<tr>
<th>Gender (n =788)</th>
<th>n</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>695</td>
<td>88</td>
</tr>
<tr>
<td>Male</td>
<td>93</td>
<td>12</td>
</tr>
<tr>
<td>Missing</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age in Years (n =771)</th>
<th>n</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 41.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-29</td>
<td>143</td>
<td>19</td>
</tr>
<tr>
<td>30-39</td>
<td>220</td>
<td>29</td>
</tr>
<tr>
<td>40-49</td>
<td>183</td>
<td>24</td>
</tr>
<tr>
<td>50-59</td>
<td>184</td>
<td>24</td>
</tr>
<tr>
<td>≥60</td>
<td>41</td>
<td>5</td>
</tr>
<tr>
<td>Missing</td>
<td>23</td>
<td>3</td>
</tr>
</tbody>
</table>
### Characteristics of Sample

#### Entry Nursing Education (n = 771)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>53</td>
<td>7</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>343</td>
<td>44</td>
</tr>
<tr>
<td>Baccalaureate (Nursing)</td>
<td>368</td>
<td>48</td>
</tr>
<tr>
<td>Master’s (Nursing)</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Missing</td>
<td>21</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Highest Nursing Education (n = 776)

<table>
<thead>
<tr>
<th>Education Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>46</td>
<td>6</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>295</td>
<td>37</td>
</tr>
<tr>
<td>Baccalaureate (Nursing)</td>
<td>380</td>
<td>49</td>
</tr>
<tr>
<td>Baccalaureate (Other field)</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>Master’s degree (Nursing)</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Master’s degree (Other field)</td>
<td>2</td>
<td>.3</td>
</tr>
<tr>
<td>Doctorate (Nursing)</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Missing</td>
<td>18</td>
<td>2</td>
</tr>
</tbody>
</table>
Current Beliefs

Describe your beliefs about research

- It takes too much effort to apply research to practice
  - n = 760/Missing = 34
  - 63% Disagree
  - 26% Strongly agree

- Research helps build a scientific base for nursing
  - n = 766/Missing = 28
  - 60% Agree
  - 39% Strongly agree

- Research is not applicable to my practice
  - n = 770/Missing = 24
  - 52% Disagree
  - 45% Strongly agree

- I would change my practice as a result of research findings
  - n = 751/Missing = 43
  - 52% Strongly agree
  - 46% Agree

- Research findings are too complex to use in practice
  - n = 758/Missing = 36
  - 70% Disagree
  - 18% Strongly agree

- Research is needed to improve nursing practice
  - n = 772/Missing = 22
  - 64% Agree
  - 35% Strongly agree
Overall, in the past year, how often have you used research in some aspect of your nursing practice?  n =794
Basis of Practice Knowledge

The knowledge I use in my practice is based on:

- Personal experience: 75%
- Conferences: 69%
- Policy and Procedures: 58%
- Physicians: 57%
- Nursing school: 55%
- Peers: 55%
- New therapies: 45%
- Nursing journals: 39%
- Intuition: 32%
- Textbooks: 29%
- What has worked for years: 25%
- Internet: 25%
- Medical journals: 23%
- The way always done: 18%
- The media: 12%
- Other: 10%
**Journals Read in the Last Year**

How often have you read nursing journals in the past year?

<table>
<thead>
<tr>
<th>Journal</th>
<th>1 issue yearly</th>
<th>2-5 issues yearly</th>
<th>≥ 6 issues yearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJN</td>
<td>274</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN</td>
<td>95</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Nursing 2010</td>
<td>132</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Nursing Management</td>
<td>31</td>
<td>27</td>
<td>5</td>
</tr>
<tr>
<td>JONA</td>
<td>20</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Nursing Research</td>
<td>28</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>J of Nsg Scholar</td>
<td>18</td>
<td>25</td>
<td>4</td>
</tr>
</tbody>
</table>
Available Lit Search Tools

Select the tools *available to you* at work and/or home

- **Internet**: 85%
  - Yes = 678
  - Not selected = 116

- **CINAHL/MEDLINE**: 63%
  - Yes = 497
  - Not selected = 297

- **Google**: 79%
  - Yes = 624
  - Not selected = 170

- **Librarian Available**: 30%
  - Yes = 239
  - Not selected = 555

- **Lit Search Support**: 30%
  - Yes = 237
  - Not selected = 557
To what extent are organizational factors present in your workplace?

- Nurse with research skills: 31% present
  - Not at all: 4%
  - Rarely: 4%
  - Sometimes: 14%
  - Frequently: 25%
  - Always: 28%

- Paid time for research: 25% present
  - Not at all: 6%
  - Rarely: 6%
  - Sometimes: 2%
  - Frequently: 22%
  - Always: 4%

- Encouragement to attend conferences: 32% present
  - Not at all: 10%
  - Rarely: 6%
  - Sometimes: 6%
  - Frequently: 22%
  - Always: 20%

- Group to review research: 20% present
  - Not at all: 16%
  - Rarely: 4%
  - Sometimes: 16%
  - Frequently: 10%
  - Always: 4%

- Funding to support research: 24% present
  - Not at all: 17%
  - Rarely: 4%
  - Sometimes: 14%
  - Frequently: 4%
  - Always: 1%
Supportive People

To what degree are the following people supportive of you using research?

- Other nurses in your area: 45% extremely supportive, 16% moderately supportive, 15% minimally supportive, 2% not supportive
- Your immediate supervisor: 31% not supportive, 35% supportive
- Nursing admin: 31% not supportive, 26% supportive
- General admin: 30% not supportive, 20% supportive
- Physicians: 32% not supportive, 15% supportive
How is your unit or work area best described in terms of innovation?  

<table>
<thead>
<tr>
<th>Description</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very traditional</td>
<td>27</td>
<td>4%</td>
</tr>
<tr>
<td>Quite traditional</td>
<td>59</td>
<td>7%</td>
</tr>
<tr>
<td>Somewhat traditional</td>
<td>135</td>
<td>18%</td>
</tr>
<tr>
<td>Somewhat innovative</td>
<td>315</td>
<td>41%</td>
</tr>
<tr>
<td>Very innovative</td>
<td>234</td>
<td>30%</td>
</tr>
</tbody>
</table>

n = 770  Missing = 24
Expectations

- The expectation is that help will be provided by nurse managers, clinical nurse specialists and/or nurse educators.

- Nursing leaders are expected to support EBP activities if they want to see them flourish.
Current Reality

- We cannot expect staff nurses to implement EBP without education, help, and support
- APRNs must be prepared to assist staff nurses with EBP
- Nurses Executives must provide organizational support

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Faculty in academia must ensure nurses know how to conduct a comprehensive search of the literature.

Bedside nurses must be helped in terms of reading and synthesizing the literature—they generally don’t have the skills to do this on their own.

Nurses must be made aware of resources available to them and how to access those resources (e.g. librarians).
Questions ???