Title:
National Survey Indicates Low Levels of Readiness for EBP Among Nurses at Finnish University Hospitals

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Teaching and Learning Strategies

Keywords:
competency, evidence-based practice and knowledge transformation

References:


Abstract Summary:
Finnish Registered Nurses’ readiness for evidence-based practice is described nationally at university hospitals in terms of their self-efficacy in employing evidence-based practice and their perceived and actual evidence-based practice knowledge, and compared with those of nurses at some other English- and non-English-speaking countries.

**Learning Activity:**

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
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<tr>
<td>The learner will be able to describe Finnish Registered Nurses’ evidence-based practice readiness in terms of their evidence-based practice knowledge and their self-efficacy in employing evidence-based practice.</td>
<td>Finnish Registered Nurses’ self-efficacy in employing evidence-based practice, as well as their perceived and actual evidence-based practice knowledge are described nationally at university hospitals.</td>
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<td>The learner will be able to compare the levels of Finnish nurses’ actual and perceived evidence-based practice knowledge levels to those of nurses at some other countries.</td>
<td>Finnish Registered Nurses’ readiness for evidence-based practice is compared and contrasted with that of nurses at some other English- and non-English-speaking countries.</td>
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**Abstract Text:**

**Aims:** To determine Registered Nurses’ readiness for evidence-based practice nationally at university hospitals in Finland.

**Background:** Systematic implementation of evidence-based practice is essential to effectively improving quality and consistency of care as well as patient outcomes. However, previous studies have shown that nurses do not consistently use evidence in practice. Major factors hindering uptake are lack of nurses’ individual readiness as well as organizational readiness for evidence-based practice. Although nurses’ competencies for evidence-based practice have been broadly studied in countries leading the global evidence-based practice movement, less is known about nurses’ individual readiness for evidence-based practice in the non-English-speaking world. The goal of this study was to provide a baseline measurement of the state of Finnish RNs’ readiness for evidence-based practice at university hospitals, a benchmark for international comparisons of nurses’ evidence-based practice readiness, and a guide to develop and test strategies that promote nurses’ evidence-based practice competencies in daily healthcare delivery.

**Design:** A cross-sectional descriptive survey design.

**Methods:** The research study was conducted at the end of 2014 in every university hospital in Finland with a convenience sample (n=943) of practicing Registered Nurses. The electronic survey data were collected using the Stevens’ Evidence-Based Practice Readiness Inventory (ERI), which was translated into Finnish according to international standardized guidelines for translation of research instruments. The data were analyzed using descriptive and inferential statistics.

**Results:** Registered Nurses reported low to moderate levels of self-efficacy and perceived evidence-based practice knowledge, as well as low levels of actual evidence-based practice knowledge. A statistically significant, direct correlation was found between Registered Nurses’ self-efficacy in implementing evidence-based practice and their actual evidence-based practice knowledge level. Several significant differences were found between Registered Nurses’ socio-demographic variables and their self-efficacy in employing evidence-based practice, actual evidence-based practice knowledge, and perceived evidence-based practice knowledge.

**Conclusions:** Registered Nurses at university hospitals in Finland are not ready for evidence-based practice. Although the majority of Registered Nurses were familiar with the concept of evidence-based
practice, they lacked both the actual and perceived evidence-based practice knowledge as well as self-efficacy in employing evidence-based practice required for successfully integrating best evidence into daily clinical care delivery.