

Nurses' Willingness toward Implementing Evidence Based Practice

Thesis submitted for partial fulfillment of the
requirements of the Master Degree in Nursing
Sciences (Nursing administration)

By

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2018*

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Acknowledgement

*First and foremost, I feel always indebted to **Allah** to whom I relate any success in achieving any work in my life.*

*I would like to express my deep appreciation to **Prof. Dr. Samah Faisal Fakhry**, Professor of Nursing administration, Faculty of Nursing, Ain Shams University, for her precious help, moral support, fruitful advice, kind attitude and her valuable remarks that gave me the confidence and encouragement to fulfill this work.*

*I am immensely indebted and deeply grateful to **Assist. Prof. Dr. Nema Fathy Saad**, Assistant Professor of Nursing Administration, Faculty of Nursing, Ain Shams University, for her great encouragement, Excellent guidance, powerful support, valuable constrictive advices and generous help, precious time, relentless mentoring and valuable support.*

Special thanks are also extended to all the participants in this study who gave their time and cooperation during data collection.

Dr. Yasmin Ibrahim Mahmoud

Dedication

This Thesis is dedicated to my family.

First and foremost to my father who had
always been the greatest by-my-side
multitalented resource one could
ever imagine having.

My mother

&

My sister

for their love, care and support that allowed
me to accomplish this work.

Yasmin Ibrahim Mahmoud

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List of Abbreviations

Abb.	Full Term
AAP	American Academy of Pediatrics
ACE	Academic Center for Evidence Based Practice
ARCC	Advancing Research and Clinical Practice
CS	Clinical Scholar
EBP	Evidence Based Practice
EBPQ	Evidence Based Practice Questionnaire
IOM	Institute Of Medicine
JHNEBP	Johns Hopkins Nursing Evidence-Based Practice
MeSH	Medical Subject Headings
PARIHS	Promoting Action in Research Implementation in Health Services
PICOT	Population ,Intervention ,Control ,Outcome ,Time.
RCTs	Randomized Controlled Trials
RN	Registered nurse
RU	Research Utilization
SI	Successful implementation
SIDS	Sudden Infant Death Syndrome

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Abstract

Background: Evidence-based practice (EBP) has gained increasing importance in the nursing profession. The barriers limiting EBP use must be identified and addressed. **Aim:** assessing the awareness and willingness of nurses toward implementing EBP in their daily nursing practice. **Subjects and Methods:** The study was conducted at Ain-Shams University Hospitals using a descriptive cross-sectional on 45 head nurses and 130 staff nurses. A self-administered questionnaire including the nurse demographics and the Evidence Based Practice Questionnaire (EBPQ) was used to assess nurses' awareness and willingness toward implementing EBP. The fieldwork lasted from January to March 2017. **Results:** Head nurses' median age and experience were 42.0 and 18.0 years respectively. Staff nurses' median age was 33.5 years, and median experience was 12.0 years. Significantly more head nurses (66.7%) were having high awareness of EBP compared with staff nurses (47.7%), $p=0.03$. Only 35.6% of the head nurses and 27.7% of the staff nurses had adequate EBP skills, 40.0% and 33.1% respectively had positive attitude, 24.4% and 30.8% respectively had high willingness. A significant positive correlation was revealed between the awareness and willingness scores ($r=0.520$). In multivariate analysis, the attendance of training courses in EBP was the independent positive predictor of the awareness, skills, and willingness scores. **Conclusion and Recommendations:** The head and staff nurses in the study settings have low willingness towards EBP while their awareness is relatively fair. The training courses in EBP is the most important factor with positive influence on their awareness, skills, and willingness. The study recommends regular hand-on training courses in EBP with follow-up. Further research is proposed to investigate the effectiveness of a multifaceted intervention for training nurses in EBP on their related competencies.

Keywords: Awareness, EBP, Head nurse, Staff nurse, Willingness

Introduction

Public authorities and professional organizations, international and national organizations have promoted making evidence-based practice the standard for health services (*Dalheim et al., 2012*). The benefit is that evidence-based health services will be better able to meet the challenges of improving patient safety and the quality of services. The need for systematic information literacy is necessary because of an increasing amount of formal and informal health information, expectations related to new treatments and patient extended role related to clinical decisions (*Straus et al., 2009*).

Evidence-Based Practice (EBP) is defined as a responsible, accountable, and professional method for nurses to perform care. EBP is the use of effective decision-making, avoidance of habitual practice patterns, and application of proven clinical guidelines (*Mantzoukas, 2008*). Evidence-based nursing is intended to standardize health care practices to the latest and best science available in order to minimize variations in care and avoid unanticipated health outcomes (*Correa-de-Araujo, 2016*).

Due to the increasing internal and external expectations of higher quality nursing, it is no longer acceptable for nurses to deliver nursing care only on experience and textbook knowledge. Clinical nurses are expected to systematically gather the best research evidence, draw from nursing experience, and consider patient's preferences when they are making professional decisions. That approach is defined as evidence-based practice (EBP) (*Zhou et al., 2016*).

Internationally, evidence-based practice (EBP) has been a priority for many years. Both the World Health Organization and the European Commission emphasize that health and social services should be based on the best research evidence (*World Health Organization [WHO], 2011*). EBP is an approach that requires that decisions about health care should be based on the best available, current, valid and relevant evidence. In addition, evidence-based decisions should be made by those receiving care, informed by the tacit and explicit knowledge of those providing care, within the context of available resources (*Dawes et al., 2005*).

Evidence Based Practice (EBP) has become a major focus for healthcare policymakers, practitioners and

researchers. It has gained momentum as an approach that can influence knowledge and practice within the nursing profession (*Ammouri et al., 2014*). The barriers limiting EBP use in a profession must be identified to propose strategies facilitating EBP use once a person has qualified as a registered nurse (*Ramírez-Vélez et al., 2015*).

Significance of the study:

Extensive research is needed to develop sound empirical knowledge that can be synthesized into evidence for use in nursing practice; otherwise valuable treatments may never be utilized in patient care. Not only will the patients suffer, but also the staff will not have the opportunity to learn a new skill. Every patient deserves care that is based on the best scientific knowledge and that ensures high-quality, cost-effective care. Thus, nurses need applicable teaching strategies to provide them with adequate evidence-based practice knowledge and skills with positive beliefs (attitudes) toward integration within evidence-based practice activities.