

Advancing Evidence-Based Practice & Quality: Factors Related to Uptake of Evidence-Based Clinical Practice Guidelines

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Problem

There is a gap in our knowledge about factors related to the registered nurse's (RNs) uptake of evidence-based clinical practice guidelines (CPGs). Exploring this gap is vital since CPGs are one of the most promising approaches to advancing evidence-based practice (EBP) and quality in healthcare.

Evidence/Strategy

A review of research was performed to establish the state of the science on factors related to uptake of CPGs.

Practice Change

Expanding the understanding of the relationships among the variables reviewed will assist in developing a successful implementation process of evidence-based CPGs.

Evaluation

A descriptive, correlational, cross-sectional design was used to describe the relationships among factors related to uptake of evidence-based CPGs by RNs. The independent variables of interest were (1) select nursing characteristics, (2) sources of knowledge used in clinical practice, (3) attitudes toward CPGs, (4) perceived competency to perform EBP tasks relating to CPGs, and (5) the RN's perception of organizational culture for change. The dependent variable of interest was the RN's self-reported uptake of evidence-based CPGs. A 108 item questionnaire was used with descriptive statistics describing the demographic variables and results from open-ended questions were analyzed with content analysis. Linear, multiple and logistic regression were used to investigate the predicted relationships being studied.

Results

Reliability analyses of the four instruments used in this study had Cronbach's alpha that ranged from .80 - .95. Statistically significant relationships were found among the variables of interest.

Recommendations

Institutional leadership is crucial to create and promote an EBP culture that fosters quality health care. The state of the science in the new EBP paradigm is that not much is known about the relationships of attitudes, knowledge, and behavior of nurses regarding EBP. Educational curriculum in nursing schools and health care organizations must incorporate EBP definitions, concepts, resources, and competencies in professional development and training.