

Implementing Evidence-Based Practice: Evaluation of Professionals' Knowledge and Skills Development over Three Years

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Background

- 5-year strategy (2005-2009) for continuing clinical practice development and research to implement evidence-based practice (EBP)
- Six sub-projects:
 - Positioning and Co-operation
 - Competence Development
 - Infrastructure
 - Clinical Field Development
 - Research and Academic Career Development
 - Evaluation
- Focus throughout the project: ongoing evaluation
- Main focus in the finishing phase:
 - Evaluation of the sub-projects and overall project

Aims

- Evaluation of EBP-related knowledge and skills:
 - T1: 2006, beginning of the project
 - T2: 2009, finishing phase
- Comparison of data to determine development

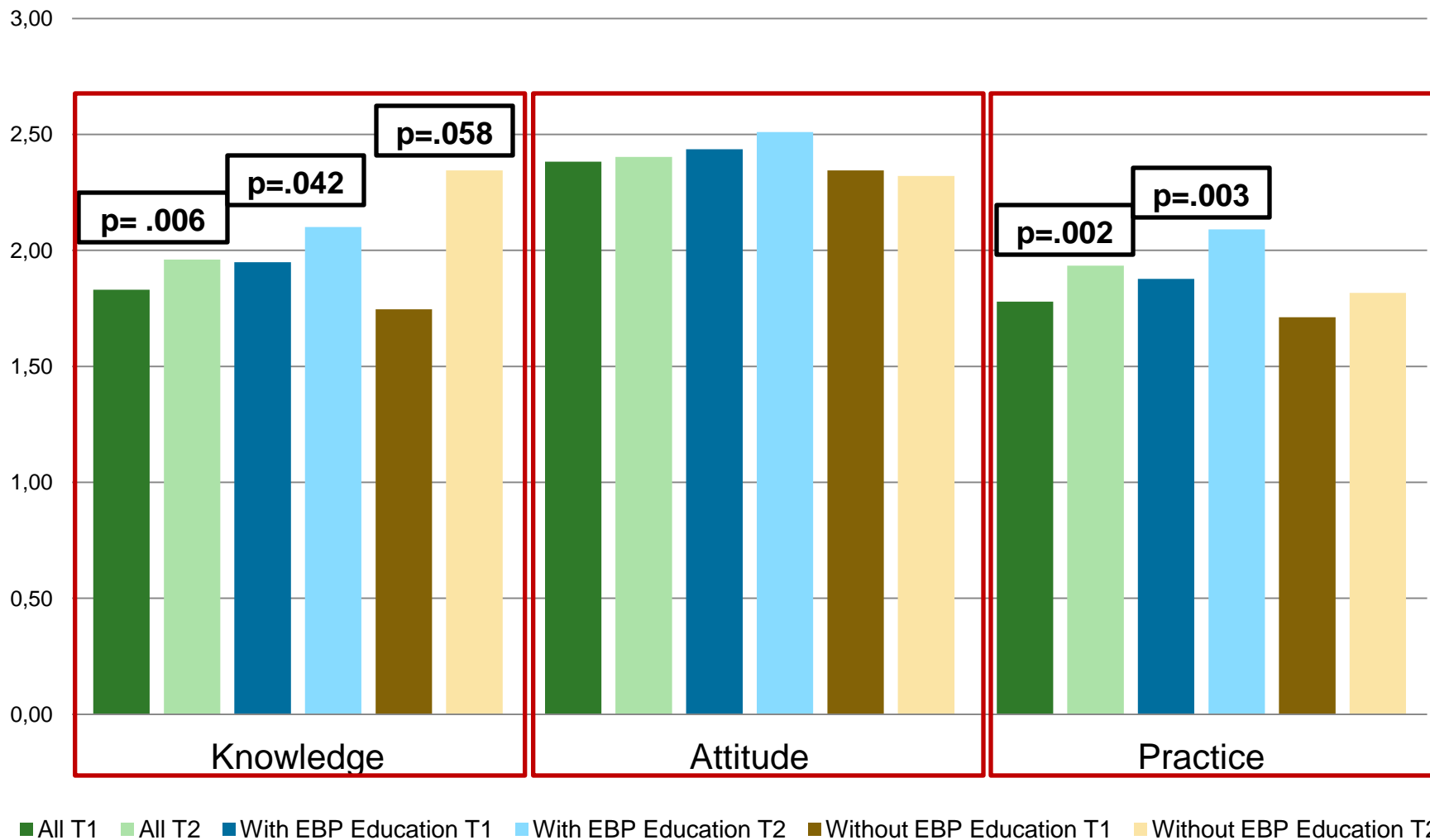
Methodology

- Data collection:
 - Survey using the following instruments:
 - Barriers to Research Utilisation Scale (BARRIERS)
 - Kind and Sources of Knowledge for Practice Scale
 - Level of English Knowledge Scale
 - Adapted Knowledge Attitude Practices Survey (KAP)
- Data analysis:
 - Inferential statistics

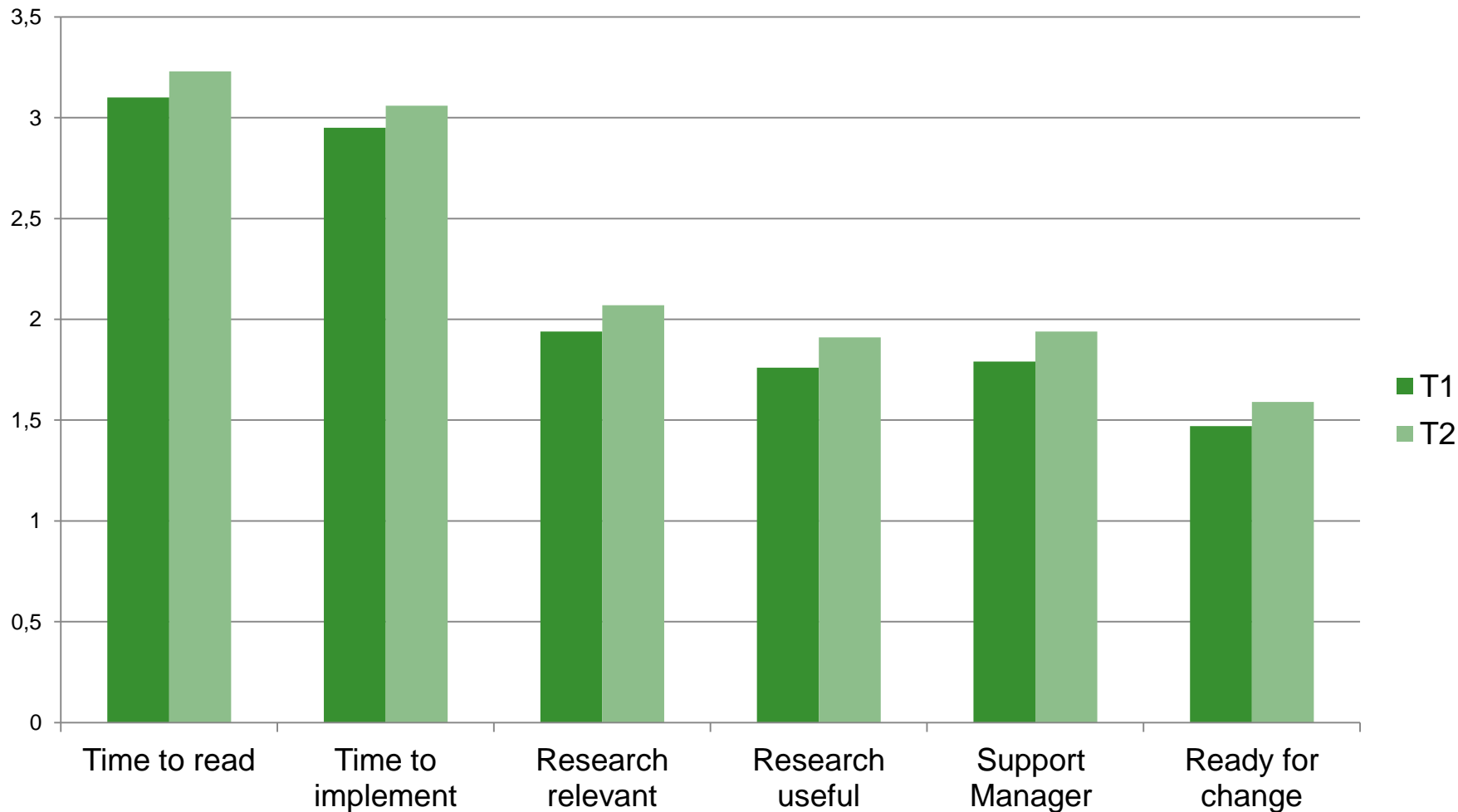
Results: Demographics

	2006	2009
Return rate	39.6% (n=991)	43.4% (n=910)
Gender	93% female (n=942)	94% female (n=894)
Age	Mean 37.7 / SD 9.6 (n=975)	Mean 38.4 / SD 10.2 (n=898)
Experience	Mean 13.4 / SD 9.4 (n=959)	Mean 14.1 / SD 9.9 (n=907)
Profession	92% Nursing 8% Allied Health Professionals (n=948)	91% Nursing 9% Allied Health Professionals (n=895)

Results: KAP T1 / T2 (n=300) (Rand Test for homogeneity)



Results: Barriers to Research Utilisation (n=991/910)



Score > 3: seen as a high barrier
Score < 2: seen as a low barrier

Information Sources (all participants n=1800)

- “Used often” (equal in T1 and T2):
 - Information from individual patients
 - Personal experience
 - Guidelines and standards
- “Used rarely”:
 - None (only T2)
- Changed from “used rarely” to “used sometimes”:
 - As I have always done it
 - Quality management reports
 - Information from the internet

Conclusions

- Development of knowledge and skills in Evidence Based Practice
- Attitude towards EBP high at beginning and end
- Attitude/motivation of professionals - an important resource for implementing EBP
- Time as the most important barrier to research utilisation
- Little changes regarding information sources
- Positive trend regarding the effect of the educational interventions on use in Evidence Based Practice