

Barriers to Implementing EBP

Crystal S. Graening

University of Mary

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There are various barriers to implementing evidence-based practice (EBP). However, as Melnyk and Fineout-Overholt (2019) explained, EBP is needed so that the best patient outcomes can occur from the highest quality of care EBP will yield. Many other positives also result from EBP. These include feelings of empowerment and high job satisfaction of those who use it, which can help deter burnout and turnover rates within healthcare (Melnyk & Fineout-Overholt, 2019). Unfortunately, there are many barriers that stand in the way of clinicians being able to engage in EBP. The reasons referenced by Melnyk and Fineout-Overholt (2019) included a “lack of EBP knowledge and skills, time, and organizational culture” (Melnyk & Fineout-Overholt, 2019, p. 41). Many other studies looking at barriers support those reasons.

In one particular study, those surveyed indicated that while they believed in EBP and the positive influence it can have, many indicated that they did not have any knowledge on how to implement it (Warren et al., 2016). Therefore, it is imperative that education is provided to those in healthcare on not only what EBP is but also how to carry it out and apply it to their practice. Education on EBP should also include how it can be of benefit to those who practice it as well as their patients. As Warren et al. (2016) discussed, nurses and physicians need education on EBP, involvement of all within the facility to learn and apply EBP, and support for EBP that includes facilitation of activities and protocols and guidelines that are easily and readily accessible by all. This will help organizations change the culture within so that EBP may be implemented (Warren et al., 2016).

Education on EBP needs to be more available and also encouraged within healthcare. Many nurses learn about EBP in their undergraduate and graduate courses, however, like with other skills, if it is not practiced and more education is not given to it, it is difficult to carry out

when needed. Leaders within organizations should step up to the task of ensuring that both they and their staff are properly educated on the importance of EBP and how to implement it. There are various free online resources, as well as conferences that leaders and staff can participate in to achieve this (Warren et al., 2016)

Another barrier mentioned in that study was that nurses feel there is a lack of both human and financial resources to support and carry out the implementation of EBP, such as most organizations not having a librarian on staff to help find necessary research or the education needed to fully understand EBP (Warren et al., 2016). It was also found that while nurses reported being able to find resources and sought information from peers and the Internet, they rarely sought the assistance of a librarian (Warren et al., 2016). One way to overcome this would be to have individuals trained within an organization to be knowledgeable and confident in research.

It is important that organizations support both the use and conduct of research, which includes having advanced practice nurses, research mentors, educators, and nursing researchers to be role models to others (Black, Balneaves, Garossino, Puyat, & Qian, 2015) These individuals could also have access to a librarian that could assist with research when needed or instruct others in how to contact one. The person's role should also be made known to staff so that they know and feel they can approach someone. Research has found that employing role models of research, establishing relationships with those in collegiate academics, and participating in research groups can overcome the barriers to education on and implementation of EBP (Black et al., 2015). The Magnet Recognition Program, according to Black et al. (2015), also highlights using these approaches.

Multiple barriers exist to implementing EBP. However, there are multiple solutions to overcoming them. With the dedication of an organization, its leaders, and staff, EBP is possible.

References

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