Our research in this area began following the development of the Evidence-based practice questionnaire (EBPQ), a psychometric measure designed to assess the uptake and implementation of EBP, attitudes towards EBP and knowledge and skills of EBP. Initially developed for use with nursing staff, the measure has subsequently been adopted by a number of other healthcare professions including dieticians, midwives, physiotherapists, speech therapists and occupational therapists and allowed for the success (or otherwise) of educational or policy developments to be assessed.

The EBPQ has received widespread international recognition, with requests to use the measure from the USA, Australia, Iran, Ireland, Canada, Philippines, China, Saudi Arabia, Philippines, Jordan and Oman which prompted a review of the reach, transferability and impact of the EBPQ since its publication in 2006.

Current projects

- Embedded or modular? Pre-registration nursing EBP teaching delivery methods
  
  This study explores the impact of teaching delivery method (embedded vs. modular) on undergraduate pre-registration nursing students' self-reported Evidence-Based Practice (EBP) implementation, attitudes, knowledge and skills. It will also provide further validation information for the EBPQ.

- Educational audit of the development of Nurse Prescribers’ Practice of, Attitudes towards and Knowledge/Skills in Evidence Based Practice across the duration of the V150 and V300 courses

- Patterns of adoption and implementation of Evidence-Based Practice amongst academic, adjunct and clinical adjunct nursing faculty involved in pre-registration/pre-licensure nursing students' undergraduate education: A cross-sectional survey of a UK and US sample

This study aims to explore patterns of self-reported practice of, attitudes towards and knowledge and skills in EBP between academic faculty, and adjunct faculty and clinical faculty involved in undergraduate teaching of pre-licensure/pre-registration nursing students. We are also interested in exploring barriers to and facilitators of the teaching and fostering of undergraduate nurses’ EBP.

Our publications

Our findings have been presented at national conferences including the British Psychological Society’s annual conference and Evidence Live in addition to a number of publications in peer reviewed journals.


