

**Evaluating the Effectiveness of Educational Intervention on
Evidence-based Practice Knowledge, Attitudes and Beliefs among
Vietnamese' Nurses**

By

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Submitted for the degree of

Doctor of Philosophy



Dissertation Advisor: Dr. Shu Yuan Lin

School of Nursing

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ABSTRACT

Background: Evidence-based practice (EBP) has become an important element in delivering optimal quality of care. Barriers to the EBP implementation by nursing professionals include a lack of knowledge, less positive attitude and beliefs on EBP. However, few studies have been conducted to evaluate the effectiveness of educational interventions to improve their knowledge, attitudes and beliefs on EBP.

Objectives: To evaluate the effectiveness of multiple educational strategies on EBP knowledge, attitude and beliefs among Vietnamese nurses.

Methods: This study was an experimental study with an experimental group and a comparison group using a pretest-posttest design. Participants included head nurses, nurses and midwives who were enrolled from August to September 2020 at the national hospital in Vietnam. A total of 148 participants (76 in the comparison group and 72 in the experimental group) received four weeks of educational interventions. The experimental group received multiple educational strategies of EBP including face-to-face lectures, mentoring and online learning. The comparison group received Incentive spirometry educational intervention on the same date and same period of intervention. The effectiveness of educational interventions was evaluated at pretest and posttest using the Vietnamese version of the EBP Knowledge test, EBP Attitude scale and EBP Beliefs scale. The statistical software IBM SPSS 20 was used to analyze the data.

Results: A total of 136 participants (66 in the comparison group and 70 in the experimental group) completed four weeks of educational interventions. The attrition rate was 8%. The mean age of participants was 36.76 years and more than 77 % of them were females. Participants who had never participated in any EBP training course account for 72.2 %. There were significant differences between the experimental group and the comparison group in participants' EBP knowledge, attitude and beliefs at posttest. Participants' EBP knowledge, attitudes and beliefs in the experimental group were significantly improved at posttest compared to pretest.

Conclusions: Multiple educational strategies of EBP interventions were effectively improved nurses' EBP knowledge, attitude and beliefs. The findings can be used as an important reference for improving EBP knowledge, attitude and beliefs on nursing students and other healthcare professionals.

KEYWORDS: evidence-based practice, nurses, education, mentoring, knowledge, attitude.



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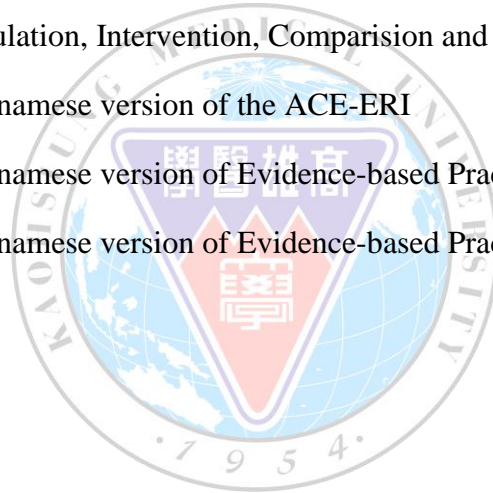
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LIST OF ABBREVIATIONS

ACE-ERI	Academic Center for Evidence-based Practice Readiness Inventory
CFA	Confirmatory Factor Analysis
EBP	Evidence-based Practice
EBP-A	Evidence-based Practice Attitude
EBP-B	Evidence-based Practice Beliefs
EBPQ	Evidence-based Practice Questionnaires
EFA	Exploratory Factor Analysis
PCA	Principal Component Analysis
PICO	Population, Intervention, Comparison and Outcomes
V-ACE-ERI	Vietnamese version of the ACE-ERI
V-EBPA	Vietnamese version of Evidence-based Practice Attitude
V-EBPB	Vietnamese version of Evidence-based Practice Beliefs



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