

Institutionalizing evidence-based practice: An organizational case study using a model of strategic change

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## **Abstract**

### **Background**

There is an expectation that health care organizations should use evidence-based practice (EBP) as an approach to improving the quality of patient care and service delivery. However, challenges exist about how to make EBP a reality, particularly at an organizational level and on a sustained basis.

### **Methods**

A mixed method explanatory case study was conducted to study context as a broad system property; i.e., in terms of the presence or absence of multiple, inter-related contextual elements and associated strategic approaches required for the integrated, routine use of EBP (“institutionalization”). The Pettigrew et al. Content, Context, and Process model of strategic management of change was used as the theoretical framework. Two sites in the United States were purposively sampled to provide contrasting cases; a ‘role model’ site for the institutionalization of EBP and a ‘beginning’ site early in the journey towards institutionalization. A case was a department of nursing within a hospital. Data collection methods included a multi-tool survey, key informant interviews, focus groups, focused group observations and review of documents.

### **Results**

The two cases were clearly different in terms of their organizational context, level of EBP activity and degree of institutionalization. The Role Model had a pervasive, integrated presence of EBP versus an isolated presence in the Beginner. The Role Model had a continuous record of nursing-initiated EBP projects and research, with considerable evidence of related practice changes, and a more discernible receptive context and minimal non-receptive conditions. It also

demonstrated a combination of receptive elements in its inner context that together appeared to enhance its ability to effectively and purposively lead and sustain EBP-related change. Together, these elements and a lack of negative factors found in the Beginner created a context supportive and facilitative of the routine implementation of EBP and related projects, over time, at multiple levels across the nursing organization.

## Background

Organizational context is receiving attention from researchers across multiple disciplines as a potential factor in the successful implementation of evidence into practice [1-5]. Although historically the individual determinants of research use have received primary emphasis, findings from the fields of quality improvement, research utilization, and evidence-based practice (EBP) increasingly are demonstrating that a number of contextual factors may also play an influential role. More specifically, contextual factors at micro, meso and macro levels, such as leadership [6-10], culture and climate [11, 12], access to resources [13, 14], team climate [15], organizational slack [16], and organizational support [17, 18] have emerged as potential mediators.

Despite this growing evidence base, we still do not know which contextual factors are more important or how they operate or inter-relate to result in the successful implementation and use of evidence in practice. Furthermore, much of the existing research has been conducted with a focus on isolated practices or on guideline and procedure-focused projects. There is little implementation research that focuses primarily on overall context or, more specifically, on contextual efforts related to institutionalization of EBP. (See definitions, Table 1.) While there are exceptions in the research literature [19, 20], and pragmatic cases can be found where selected organizations are moving forward to routinize EBP [21-23], rarely are rigorous evaluations of related strategic processes presented. As such we know even less about what specific contextual conditions facilitate the *institutionalization* of EBP [24].

Against this background there continue to be calls for more research. For example, there is a need to enhance our level of understanding of context sufficient both to guide *interventional* studies as well as improvement and implementation practices [1, 11, 25-27]. Additionally, there

is a need to better understand configurations and the combined presence or absence of contextual factors in relation to an organization's capacity to improve [28].

This paper presents the main findings from a case study addressing various gaps in the literature. Specifically, this theoretically-based study sought to identify key contextual elements and related configurations and relationships in an organization where EBP was perceived to be used routinely, in contrast to one in which it was not.

### ***Study purpose and framework***

A published protocol [24] provides in-depth information about this study's background, theoretical framework and methods. The following section provides a summary.

The study's primary research questions were:

1. What *key contextual elements* support and facilitate institutionalization, i.e., routine implementation of EBP and related projects, within a health care system at multiple institutional levels?
2. What *strategic processes* are used to create institutionalization of EBP within a health care system at multiple institutional levels?

The Content, Context, and Process model of the strategic management of change [29-34] was the study's theoretical framework. It has the following components:

- "Elements" or signs and symptoms of receptivity related to more successful strategic change
- "Essential dimensions" of strategic change; i.e., the WHY/motivation for change; the HOW/process of change, and WHAT/content of change.

The framework also allows differentiation between a receptive and a non-receptive context. A receptive context has "features ... (and also management action) that seem to be favourably

associated with forward movement”; and a non-receptive context has “a configuration of features which may be associated with blocks on change” [p. 268, [33]].

## **Methods**

The study was a multi-method explanatory case study [35], with a core qualitative component and supplementary simultaneous quantitative component [36]. It focused on exploring the role and evolution of context in the routine use of evidence into practice within targeted services (‘case’). A case was a department of nursing within a hospital.

### ***Sampling & recruitment***

**Sites:** Two cases from different regions of the US were purposively selected to provide contrasting results for predictable reasons [35]. First, a “Role Model” case was selected through a nomination process involving the American Organization of Nurse Executives (AONE) [24]. The selected department met the criteria of high ranking by the AONE panel; high self-rated level of institutionalization, with substantiating rationale; and willingness to participate in the study and facilitate site access.

Secondly, a “Beginner” case was selected from AONE member volunteers self-reporting their department as “early in the journey to institutionalization.” The selected case had low self-rated institutionalization as well as willingness to participate in the study and facilitate site access.

From among all volunteers, this case was a best match with Role Model hospital characteristics [Table 3]. (NOTE: For the remainder of the text, the cases/sites will be referenced as the Role or Beginner.)

**Participants:** Participants were identified in two ways. Three embedded units within each site (medical/surgical, specialty, critical care) provided a pool of staff nurse participants. Second,

within each site a list of members of the hospital-wide nursing leadership/management team and other relevant EBP key informants was created by the site facilitator and local study sponsor, in collaboration with the PI (CBS). This list included both formal leaders, i.e., those in managerial positions, and informal leaders, i.e., those in support/staff positions plus individuals perceived to influence EBP. For individual interviews, specific types of leaders were purposively sampled from the list to ensure inclusion of the following [24]:

- formal leaders at all levels of the hierarchy
- informal leaders at both centralized and unit-based levels, including staff nurses.

### ***Data collection methods***

1. *Individual interviews* with leaders and *Focus group interviews* with staff nurses: Interview questions were primarily developed within the framework's essential dimensions of the WHY, WHAT and HOW of strategic change [24].
2. *Focused observations* of pre-formed nursing and interdisciplinary groups relevant to EBP initiatives and naturally occurring at the time of the site visit; e.g., policy/procedure committee.
3. *Document review* of relevant EBP information, e.g., role descriptions [24].
4. *Field notes* from fieldwork investigator visits.
5. *Surveys* including Organizational Learning Survey/OLS for culture [37], Multi-dimensional Leader Questionnaire/MLQ [38], Nursing Work Index/Practice Environment Survey/PES [39], and a Research Utilization/RU tool [40]. Surveys were collated into a package and sent to all listed formal and informal leaders as well as all staff nurses on the embedded units. Leaders were asked to focus their responses based on assessment of the chief nursing office/CNO (MLQ), department as a whole (NWI/OLS) or staff nurses as a whole (RU). Staff nurses were asked to focus their responses based on assessment of their unit (NWI/OLS), nurse manager/ward sister (MLQ) and self behavior (RU).

## ***Analysis***

**Qualitative data analysis:** Data were analyzed within site and data sets and then triangulated across data sets before making comparisons across sites. Analyses focused specifically on content related to EBP and its institutionalization.

A beginning coding scheme was developed deductively based on i) basics of EBP change (e.g., definitions and barriers) and ii) elements and dimensions in Pettigrew [32, 33]. In terms of the latter, in addition to *WHY*, *WHAT* and *HOW* sub-categories under *Strategic management of essential dimensions*, eight receptive elements (Figure 1) formed the basis for another major coding category (*Receptive context for change*). An inductive approach also was used to allow for creation of emerging codes. Data were managed in NVivo.

The Role was coded first. The coding framework also applied to Beginner data but required addition of a few new sub-codes (e.g., *Magnet* and *Staffing*). The PI took the main role in analysis, with other team members continuously checking/validating the approach and emerging findings. This often necessitated revisiting raw and coded data as well as clarifying and operationalizing definitions of contextual elements. The latter were needed as some of the framework's elements (culture, leadership, and coherence [Table 2]) did not have sufficiently clear definitions to enhance consistent coding decisions. Through this iterative team approach, agreement was reached on key findings and comparisons for each case. An audit trail was maintained throughout the analysis process.

**Triangulation:** Within the qualitative data analysis process, triangulation was used to refute or confirm emerging findings within each data set. For example, as leadership began to emerge as a key issue within interview data, this also was explored within focus group data and field notes. Findings from our qualitative data helped provide a focus for what to report from survey data. For example, given leadership's emergence as a key qualitative finding; we were interested to

investigate MLQ findings. In this way triangulation provided us with a validation process, thereby increasing the trustworthiness of our findings.

**Quantitative data analysis:** Numeric data analysis was managed in SPSS, version 15. Analysis of each survey instrument was conducted separately and followed the analysis procedures recommended by the originators. Two-tailed, independent sample t-tests were used to test mean differences between cases overall and between their leadership. Staff nurse samples were not compared statistically between hospitals due to their small size.

## **RESULTS**

### ***Sampling***

Table 4 provides a description of the “sample” for each case for each type of data collection.

Greater participation was experienced in the Role Model, for example:

- Proportionally more staff attended focus groups and responded to surveys
- More staff nurses were available as informal leaders, given special staff nurse roles relevant to EBP
- More group observations with explicit links to EBP were possible

### ***Overview of each case***

**Role case:** Qualitative data showed that the Role had been deliberately and strategically building the capacity to successfully implement and institutionalize EBP over a 5-10 year period. Within interview, focus group, field note and document data there was evidence of an approach that encompassed the essential dimensions of strategic change relative specifically to EBP. This included attention to the WHY or motivation/rationale for and enablers/barriers to strategic EBP

change; the HOW or methods of strategic EBP change; and the WHAT or operationalized infrastructures of strategic EBP change [24] [Table 1].

Priority given to EBP at the Role was evidenced through verbal communications and recurrent EBP language; a multiplicity of key documents, e.g., a vision/mission statement and role/performance expectations; and a continuous record of nursing-initiated EBP projects and research, with considerable evidence of related practice change [Table 4]. As one interviewee commented, “EBP...in your face every day but in a good way” (*Formal leader 3*).

**Beginner case:** Qualitative data showed that the Beginner was a department in transition and, as initially self-reported, still early in the EBP institutionalization journey. Within interview, focus group, field note and document data there was evidence of a clear strategic intent to build capacity to successfully implement EBP. However, most attempts had yet to be realized as a routine, day-to-day operation.

EBP was rarely articulated by Beginner study participants as an ongoing explicit priority or vision. As one *Key leader* noted, “I don’t think we have a clear vision and strategic plan for how we are going to use this.” *Interviewer:* “In terms of evidence-based practice?” *Key leader:* “Exactly. Exactly.” Instead, a clear priority at the time of data collection was achievement of Magnet® recognition [Table 1]: “We’ve been doing Magnet rounds for, I don’t even know how long. We go on rounds to talk about Magnet, to answer any questions that they might have....” (*Informal leader 13*). Outcomes were also designated as a clear priority but not in a way that was clearly connected to EBP.

Relative to EBP, data showed that some key leaders focused more heavily on the conduct of research rather than its use. Additionally, the department tended to focus on an organization-wide priority of collecting quality improvement (QI) audit and outcome data, which was heavily

geared to externally defined performance indicators (e.g., from Centers for Medicare/Medicaid Services). Although intended to enhance quality, such data or related collection activities were perceived by multiple participants as problematic; “There was all this data out there and I didn’t know where it was coming from. And how it was collected. And what was the strength of this evidence; not evidence but data” (*Informal leader 9*).

### ***A general cross-comparison between cases***

The two cases were clearly different in terms of their organizational context, level of EBP activity and degree of institutionalization. The Role had a pervasive presence of EBP versus an isolated presence in the Beginner. Unlike the Role, the Beginner had only a handful of isolated nursing-led EBP projects or research, some still in the developmental stage. Additionally, nursing at this site seemed driven primarily by external demands, traditional QI, and physician-focused initiatives. This was in contrast to the Role’s focus, in addition to external demands, on EBP-related staff-driven issues and professional practice improvements.

Overall, little hard evidence existed that the Beginner’s department of nursing was *consistently* applying evidence to practice per our study definition; i.e., in terms of a clear search for and systematic *use* of research findings, as well as other evidence but particularly research, to improve identified practices or processes within nursing. Evidence suggested that the site was still, on the whole, in the awareness/beginning stages of EBP with a recurrent reference to “beginning” or “beginning shift” or “a ways to go.”

In terms of organizational context, the two sites were qualitatively different. Overall, the Role had a more discernible receptive context and a lower degree of non-receptivity than the Beginner. In contrast to the Beginner, the Role also demonstrated an interconnected combination of receptive contextual elements, which appeared to enhance its ability to effectively and

purposely institute and sustain EBP-related change. There additionally was a greater number of more positively linked signs and symptoms/elements of receptivity in the Role. In the Beginner, the elements of receptivity were not yet operationalized to a sufficient degree to create institutionalization, with the site demonstrating a mixed or patchy context relative to strategic EBP change. Specifically, it presented a moderate to high level of non-receptivity in some key contextual elements, along with a fairly low level of EBP receptivity in most of the elements. Additionally, there was a greater number of [and stronger] negative linkages than in the Role. While it was not possible to calculate precise degrees of receptivity, the team was able to consistently agree upon an estimate of the general level of EBP-related receptivity AND non-receptivity, per element, within each site. Figures 2 and 3 visualize these contrasting conditions. The box in the upper right corner of each Figure contains the level or “predominance” scale for receptivity/★ and non-receptivity/✘, as well as the meaning of symbols and arrows. A blank scale, as in the *Change agenda and its locale*, indicates no discernible data regarding the presence and/or influence of that element at the site.

Statistically significant cross-case differences were also evident in all but one of the survey findings [Table 5]. Overall and sub-scale scores of the practice environment scale/PES [39] were significantly higher in the Role. This is consistent with qualitative findings where the Role’s leadership, culture and related staff attitudes were found to be more developed in terms of supporting EBP. Trend-wise, further examination indicated that staff in the Role reported not only higher scores on the PES than staff in the Beginner but also higher than leaders in the Beginner. In terms of the OLS, used as a proxy for culture [37], the Role scored significantly higher than the Beginner —although no norm exists regarding a “role model” learning culture. This, too, is consistent with interview data and observations regarding a supportive culture.

As measured on the MLQ for the CNO and nurse managers (NMs), both sites overall demonstrated Transformational Leadership; but scores were significantly higher in the Role and in the 60<sup>th</sup> to 70<sup>th</sup> percentile for four of the five subscales. For the Beginner, scores were in the 50<sup>th</sup>-60<sup>th</sup> percentile on three scores and the 30<sup>th</sup>-40<sup>th</sup> for two, including Intellectual Stimulation. This pattern is consistent with and reinforces the qualitative data about EBP since transformational leaders define a vision, communicate organizational values, and work to get cohesion among employees [41].

The remainder of the Results section below provides further contrasts between the Role and Beginner in terms of key themes that emerged. They further illuminate the above general findings.

### ***Key contrasting themes***

Themes that emerged for the most part relate to elements from the Pettigrew et al. framework [32, 33]. Additional themes beyond that framework also emerged and are described last.

**Key people leading change:** There were several key roles at multiple levels in the nursing service at the Role Model leading change in relation to EBP; e.g., “I feel that our practice is evidence-based or that our environment is evidence-based because of our leadership, from the CNO [to] having a lot of experts that are really and truly willing to help and support--facilitate those kinds of activities” (*Informal nurse leader 4*). Identified by study participants and the research team at the Role, such key leaders included the CNO, research and education director (RED), clinical directors, NMs, advanced practice nurses (APNs) and staff nurses.

For both cases the CNO was a key leader but in a qualitatively different way. The CNO at the Role, who worked very closely with the RED, was viewed by participants as the key leader and driver of the strategic vision for *EBP*. As reported by both leaders and staff, this vision was clear

and consistent over time, as was the day-to-day priority given to EBP. For example, "...we had a vision with the CNO and the RED to really move our nursing department into a situation where there's gonna be realization of research, EBP" (*Informal leader 2*). This CNO also, in collaboration with other leadership, "stayed the course" of the EBP vision and its operationalization even through competing, major organizational change.

The CNO at the Beginner also was identified most frequently as the key leader for *change*, as occasionally was the site's nurse researcher. However, usually, such Beginner references to 'leading change' were not about EBP per se, but rather about the *Magnet Recognition Program*® initiative or the conduct of research. As one respondent suggested, the CNO "has a lot of experience with Magnet; and that was one of the main reasons I think they brought her on board. So she's been really instrumental in pushing the institution to pursue this" (*Informal leader 7*).

In comparison to the CNOs, operational actors such as clinical experts, APNs and NMs — identified consistently only in the Role — acted and had an impact at the unit/ward level site by:

- Providing day-to-day promotion, support, implementation and maintenance for EBP
- Acting as mentors to staff and operationalizing the expectations of the CNO and managerial team.

Formal leadership, at all levels in the Role Model, also actively engaged staff's participatory EBP involvement; "I think [*what helps make for high level of EBP is*] our [APNs] and managers. Our APNs are very forthright in coming up to nurses and saying, 'Hey, you know there's a good project for you, what do you think about running this or starting this project'" [*Focus group 1*]. This active EBP relationship, which included EBP project teams involving staff and leaders, is reflected in Figure 2 in the Managerial-Clinical Relations element. It is also reflected in the significant number of staff in informal leadership roles leading EBP-related change. This

included staff nurses encouraged and enabled to engage in EBP through facilitating/championing roles; special data/outcomes functions; and EBP project roles.

Within the Beginner, there were a few, relatively isolated people (e.g., a NM or clinical expert) within the nursing service described as specifically leading EBP. Those leading such change were doing so within individual EBP initiatives (e.g., regarding falls or other nurse-sensitive indicators), rather than within a broader mandate for strategically operationalizing EBP. In this site it also was difficult to identify informal leaders, with few staff nurses being described as leading change.

**A culture supportive of EBP:** At the Role, EBP was reported by leadership and staff to be engrained in the culture. EBP had become the norm or the “way things are done” at all levels, and the culture was strongly focused on expectations of, and values related to EBP. Artifacts of such a culture were evident in documents (e.g., philosophy), processes (e.g., recruitment/interview practices), behaviors (e.g., CNO’s EBP role modeling), structures (e.g., committees and funding mechanisms), and everyday language and discussions. For example, “since I walked in the door it has always been one of the number one focuses or priorities that we always talk about, and you hear it in orientation, on the units, everyday, everywhere you go, that we talk about, EBP ” (*Informal leader 1*).

More broadly, there was a clear orientation to knowledge and not just necessary tasks of clinical practice at the Role. An example of this culture of clinical inquiry/scholarship is as follows; “I believe that the difference here is they ask a huge amount of questions; because they know they don’t know something and they’re trying to integrate the evidence and they expect and we expect that they will get the evidence” (*Formal leader 1*). Additionally, there was an orientation towards integration of improvement goals with EBP in everyday practices such that EBP became routine and was not just a set of isolated projects; “What the CNO did was work on it [EBP] with the

nursing staff, developing it and very slowly and gradually built [it] in as a culture. And then, I can't tell you for sure at what point in time, but you know this whole big initiative with quality and quality initiatives, you could really begin to see the tie between the two" (*Formal leader 5*).

In contrast, at the Beginner the culture articulated by various participants can best be described as "mixed" or in transition. Some participants articulated a new, desired culture, which included EBP, best practice and a focus on outcomes; e.g., "I would like to see it be the culture of the organization. That everything we do is based on evidence-based practice. And it's a constant...journey that we're taking as far as the bedside" (*Formal leader 3*). Additionally, there was evidence in some documents (e.g., model of care), some processes (e.g., budgeting), and some behaviors (e.g., a unit's positive project response) that isolated EBP or research efforts were making progress. There were also isolated units wherein EBP-related evolution was evident; e.g., where the NM — herself engaged in an EBP-related project — saw her role as a "facilitator to make sure that we are constantly reassessing our standard of nursing care" through exploration of related evidence and "an expectation of staff to figure out good clinical care. ... ask questions and to wonder why" (*Formal leader 4*).

On the other hand, there was evidence that the Beginner's culture was more non-receptive than receptive [Figure 3]. In particular, issues concerning accountability and slowness/resistance to change were articulated recurrently:

- "And things move so slow... and other people have voiced that same sentiment around me so I don't think I'm isolated in my perspective." (*Informal leader 10*).
- "However, again because we've not been a culture that is very strong on accountability, if you don't hit that target again and again and again, what does that mean" (*Formal leader 2*).

Finally, there was a predominance of task-based nursing as opposed to knowledge orientation:

"We are a culture of task masters. I give the med at nine. I do the vital signs at ten. Oh, I've got

to empty the Foley, so they empty the Foley” (*Formal leader 2*); “They’re doing what they’re told by the doctor’s orders. And they feel like that’s, that’s enough type thing [to do]...a lot of them” (*Informal leader 7*).

**Coherence of policy:** The coherence of a policy/vision is operationalized through the methods or the ‘HOWs’ of strategic change — in this instance, what key people leading change did beyond setting the vision/priorities and creating a supportive culture. Again there were key differences between the two cases. In the Role, data show extensive and deliberate activities and mechanisms to further integrate and institutionalize EBP. Such efforts i) were clearly based on the established “Policy” [Table 2] and ii) primarily focused on the creation or refinement of the WHATs or departmental infrastructures [Table 1] needed to integrate EBP into the fabric of the department’s routine.

As stated above, the Role Model CNO was instrumental in developing the EBP vision; but she and the RED additionally were instrumental in strategically making those expectations operational and in sustaining them. This was accomplished through planned and responsive infrastructure changes over time, based on continual monitoring and refinements as needed. A sample of the changes made is detailed in Table 6 and under “Documents” in Table 4.

In one respect the Beginner was similar to the Role in that a number of EBP-related infrastructure activities and mechanisms were in progress [Table 6; Table 4/ “Documents”], albeit in many cases relative to conduct of research. Additionally, the development of evidence-based policies was progressing. However, the Beginner did not have *integrated* structures and processes to the same degree as the Role or, in a number of cases, were their infrastructures actually operationalized to a significant degree, e.g.:

- EBP was not clearly integrated within the spectrum of job descriptions.

- The concept of journal clubs had been created as a means to routinely engage staff in EBP activities (or conduct of research); however, i) their existence was variable across units and ii) most frequently, they were not existent nor well integrated with other infrastructure changes. For example, as staff nurses noted: *Nurse 1*: “I think that’s in the very beginning”; *Nurse 3*: “I don’t think we’ve actually had one”; *Nurse 2*: “I’ve never heard of it” [*Focus group 2*].
- The role of the unit-assigned APN, envisioned to routinely operationalize EBP at the unit level, was at an early stage of development; and although some APNs were engaged in EBP activities, they were not cited by participants as key leaders.
- The Beginner was experiencing challenges in engaging staff on the ground. While there was a push from the top for engagement through governance efforts, staff did not yet appear to be empowered relative to EBP or widely involved. This could be partly related to the fact that few EBP projects existed [Table 4].

**Non-receptivity:** At the Role, examples of non-receptivity were found, including identification of a scattered number of laggards who were resistant to change or not well engaged in EBP [Figure 2]. Additionally, there was evidence of a small number of non-receptive leadership or key people *not* leading change [Figure 2]. A minority of formal leaders was reported as having a managerial focus that did not sufficiently include EBP. For example, there were cases where new NMs were not yet achieving competence with administrative skills —with a resultant inability to focus on EBP.

In contrast, the Beginner showed a moderate to high level of non-receptivity in several key contextual elements [Figure 3]. Problematic cultural aspects and lack of operational infrastructures account for part of that non-receptivity. Also, “leadership” was identified, to a more significant degree than in the Role Model, as a barrier to EBP by participants from multiple

levels of the organization; “but I think that the system has been stuck. I think there’s some managers that are clueless about evidence-based practice. It’s just like, the way we’re doing things, it’s just because I said so” (*Formal leader 4*). Some barriers related to leadership indirectly, e.g., the existence of role confusion. In other cases, negative aspects of the culture were connected to leadership: (*Interviewer*) “What do you think the factors are related to lack of accountability?” (*Response*) “It is definitely the management, the leadership” (*Formal leader 6*). In terms of their journey, however, “healthy turnover” was noted by key Beginner leaders as part of the change process

**Environmental pressure:** Although not a “key” theme, the existence of “negative” external *Environmental pressure* relative to EBP [Figure 2 and 3]) existed at both sites. At the Beginner, there was a strong focus on data collection linked to multiple regulatory and prominent benchmark pressures. This effort appeared to detract from other EBP activities, given that the high level of resources devoted to data collection was not always perceived as useful. These pressures were not a major issue at the Role. However, there was a discernible concern regarding the growing demand from external agencies; i.e., in that such pressure could increasingly impact the ability of key leaders to develop and support staff as facilitator/champions of EBP. At the Beginner, there was also a positive *Environmental pressure*; i.e., the professional value in the U.S. of Magnet® recognition.

**Other themes:**

Two other themes emerged inductively from the evidence; i) differential aspects of the cases’ *Internal Nursing and Hospital Environment* and ii) *Barriers* to EBP and its institutionalization. These relate to the “WHY” of change in terms of its enablers/barriers.

In terms of *Barriers*, the Role was struggling with a competing priority for time and attention at the organizational level, unrelated to EBP. This priority was absorbing an extraordinary amount

of time, and individuals were struggling to maintain various EBP activities. However, the sense was communicated that although “it’s unfortunate...(as) I have a number of people who really want to do some projects, but just can’t seem to get together and meet. ... At this point we need to get this done so we can get on with business. ...I think once that happens we’re gonna be in a good situation” (*Informal leader 2*).

A very different barrier was identified by nurses at multiple levels at the Beginner; i.e., lack of resources for EBP, research, education/practice and related, knowledgeable experts at the unit level; “Show me how it’s really going to better the patient and myself and, again, that visibility and someone who is approachable every day...and not that the people that are in place aren’t helpful, it’s again, probably having enough--availability of experts” (*Formal leader 7*).

In terms of the *Internal Nursing and Hospital Environment*, in the Beginner, staffing was viewed differently by staff versus key leaders. Staff nurses felt a lack of sufficient staffing resources while some key leaders felt otherwise. Additionally, interview data from various interviewees from all levels, except NMs, indicated a concern with poor practice; and in a few instances, interviewees reported multiple concerns. These concerns often related to the basics of nursing practice or on-going lack of adherence to good standards; and at times, concerns related to staff’s lack of basic knowledge, particularly new graduates; staffing; or lack of accountability. Neither environmental factor was noted at the Role.

## **Discussion**

Two sites were sampled to provide contrasting results for predictable reasons. As predicated, findings showed a difference between sites with respect to institutionalization of EBP and corresponding contextual features. While data were collected at a particular point in time, participants were able to provide historical and contemporary insights about EBP within their organizations. These resulted in a rich picture of their journeys to date. By comparing sites using

a strategic model of change [29-34], key contextual elements emerged that appeared to facilitate the on-going and integrated use of evidence in practice.

Given the patterns of positive connections between key elements [Figures 2 & 3], the most influential element that appeared to affect the institutionalization of EBP was that of multiple, *key people leading change*. Within the Role this referred to people in both formal and informal leadership positions, at all levels of the institution.

While “evidence into practice” planned action frameworks include the concept of leadership [42, 43], it has been only recently that evidence regarding the influence of leadership at multiple levels on EBP and related organizational change has been growing [7, 8, 25, 26, 44-46]. Our findings support such research exploring sustained use of research evidence in practice, which showed that multi-leveled leadership by managers, educators, senior leaders, staff nurses, advanced practice nurses and supervisors characterizes organizations that have successfully implemented evidence into practice [8, 47, 48]. Additionally, as our research also found, an integrated approach coordinated by these leaders towards a common vision and goal appears to be key [8, 46, 48].

As Gifford & Davies [48] point out, there is a debate in the literature about the differentiation between leadership and management. They state it is likely that both effective leadership and skilled management are necessary to effect change in nursing practice [8, 48]. Indeed our research, both in the qualitative and MLQ data, suggests that leadership behaviors *and* management practices had a key role to play in creating a context receptive to EBP. Specifically, *key leadership* behaviors included creating and sustaining a clear vision, role modeling, developing supportive relationships, and mentorship. The *management* practices went beyond a focus on isolated projects and included embedding/integrating EBP into the fabric of the

organization through building structures, providing resources, monitoring progress, providing feedback, and changing formal leaders who don't "fit" with the strategic change/vision.

To realize the sustained and routine use of evidence in nursing practice, our findings have implications for the development of leadership and management capacity and capability within the nursing workforce. However, such findings and the role of *key people leading change* are not confined to nursing. Other disciplines and health care organizations appear to have the same challenges and needs relative to EBP, innovation or strategic service change [5, 46]. For example, VanDeusen Lukas et al. [46] found that leadership from top to bottom of an organization is a critical "driver" of strategic organizational change.

A number of scholars have suggested that culture is a contextual mediator of EBP and related strategic service change [19, 42, 43, 46]. However, to date there has been little empirical evidence to support these assertions. Pepler et al [12], through case study research, found culture to be a key factor in the use of research evidence within clinical units. They nevertheless found it difficult to disentangle the elements of culture in various units such that identifying one particular configuration of a culture that enabled research use was not possible. VanDeusen Lukas et al. [46] also cite culture as a key organizational component in sustainability of organization transformation. Our findings suggest that organizational culture is a potential contextual determinant of EBP institutionalization. As such we argue that strategic leadership behaviors and management practices have the potential to create a culture of critical enquiry and scholarship in which EBP can become institutionalized.

As noted above, we found a pattern of positive connections between key contextual elements in the Role. However, this overall pattern of connections [Figure 2] is different from that found by Pettigrew et al. in their receptive sites [Figure 1] [32, 33]. Additionally, we did not find the *Change agenda/locale* element to be relevant, nor was the *Environmental pressure* [Table 2] as

significant as in Pettigrew et al [32, 33]. Newton et al [5], in an exploration of a stalled change effort in a general medical practice, had similar findings for these two elements. However, they had yet another pattern of connections. Pettigrew et al [32, 33] suggest that their receptive elements dynamically link and “form a pattern receptive to desired change or innovation” but without a “common, exact path or recipe by which these common factors come together to create success” [p. 13, [24]]. Given different organizations and health care professionals, patterns might naturally vary. So too might some of the elements when the target of change varies or is as broad as institutionalization of EBP. In any case, the relevance of various connections remains unclear and needs further research to better understand whether they are significant and if certain linkages create greater potential for success.

In summary, our research presented a ‘snap shot’ in time of both sites, albeit tapping into an historical context. In future research, tracking contexts over time would be useful; i.e., by taking a longitudinal perspective it would be possible to capture some of the complexities and dynamics occurring in contexts during the process of successful or unsuccessful transformation [46].

## **Limitations**

While this study provides a comprehensive, in-depth picture of the potential influences of context on the routine use of evidence in practice, findings should be considered in the context of some limitations. The study included only two sites. Therefore a consideration of the findings’ theoretical transferability to other contexts, rather than their generalizability, should be made. It is also possible that participants provided socially desirable responses. Potential threats to credibility were limited by data triangulation and researchers spending an intensive period of time in the field. Interview transcripts show that participants generally provided balanced and open accounts.

## **Conclusion**

Our findings provide evidence of some of the key contextual elements that may require attention if the institutionalization of EBP is to be realized. The critical element in this study appeared to be key people leading change, which impacted on the operationalization of the other elements of the strategic change model. A number of propositions [Table 7] have been developed from our findings, which could be tested in future research and/or considered by those embarking on the institutionalization of EBP. Importantly, our findings indicate that there are a number of contextual factors that are modifiable; they also show that any modification requires strategic intent, which needs to be sustained over time.

## **Competing interests**

The authors declare that they have no competing interests.

## **Authors' contributions**

All of the authors take responsibility for the findings reported in this work. CBS took the main role in implementation of the study plan, including site visits, analysis, and drafting of the manuscript. JR and AS briefly participated in the site visits. All other authors (JR, JR-M, AS, and MC) actively participated in analysis of data, interpretation of data, revision of the manuscript, and support of overall implementation. The home sites of investigators (JR, JR-M, AS, and MC/CBS) contributed not only the anticipated in-kind support but in two cases (JR and MC/CBS) provided extensive additional resources to enable completion of the project. See Protocol [24] for additional contributions.

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Table 1 – Refined study definitions\*

- **Context/organizational context:**
  - **Overall:** The health care environment in which practice takes place; characterized by *organizational culture, leadership, basic organizational components, and type of clinical setting.*
  - **Pettigrew/Whipp:** an essential dimension or the **WHY**/motivation behind strategic change to EBP and related enablers/barriers.
- **Content:** One of Pettigrew/Whipp’s essential dimensions, in this case the **WHAT** of strategic change; i.e. the organizational elements or processes in the system changed to enhance or support the use of evidence.
- **Evidence based practice (EBP):** Practice derived from the best available evidence to achieve positive outcomes; this practice may range on a continuum from implementing a discrete practice (e.g. consistently using an evidence-based scale to assess the situation and implementing research-based interventions) to consistent ways or patterns of decision-making and practice (e.g. consistently seeking the best evidence in all decision-making to achieve positive outcomes).
- **Evidence:** Knowledge derived from a variety of sources that has been subject to testing and has been found to be credible. This includes:
  - Research,
  - Patient experiences and preferences, and
  - Practical knowledge and local data (e.g. audit, quality assessments, planning and project data)
- **Infrastructure:** Organizational structures, systems, roles, processes, relations, alignments, and capabilities.
- **Levels within the institution/institution levels:** Individual, group/team, organization, larger external system . In this study, these levels refer to individual clinicians and leaders; EBP-related project teams or committees; clinical units; clusters of units within a service; department of nursing; hospital; and external health care-related environment.
- **Magnet Status:** The Magnet Recognition Program for Excellence in Nursing Services®, provided by the American Nurses Credentialing Center (ANCC), recognizes outstanding healthcare facilities and systems that demonstrate excellence in patient care and work environments that attract and retain nurses, primarily in the US. Facilities are evaluated on their excellence in nursing leadership,

shared governance, staff decision-making, the generation of new knowledge through nursing research, and the use of best evidence to support nursing practices and improve patient outcomes [<http://www.nursecredentialing.org/Magnet.aspx>]. Magnet has 14 forces; i.e., Quality of Nursing Leadership, Organizational Structure, Management Style, Personnel Policies and Programs, Professional Models of Care, Quality of Care, Quality Improvement, Consultation and Resources, Autonomy, Community and the Healthcare Organization, Nurses as Teachers, Image of Nursing, Interdisciplinary Relationships, Professional Development. Expectations for the use of evidence are threaded (integrated) throughout the forces.

- **Non-receptive context for change:** “A configuration of features which may be associated with blocks on change” [p. 268, [33]].
- **Norm or Routine per EBP:** Integrated into the everyday work of the clinical setting, in the policies, in the practices, in documentation, in the infrastructure, etc.
- **Nurse manager:** The leader on a particular patient care unit/ward. Such a role has direct responsibility and accountability for 1-2 clinical units or wards in terms of budget, hiring, firing, evaluation, quality and daily operations.
- **Institutionalization:** Integration of evidence-based practice into the routine fabric of the organization [43]; also known as **institutionalization**.
- **Process:** One of Pettigrew/Whipp’s essential dimensions [29], in this case the **HOW** of strategic change; i.e. the methods, strategies, or implementation interventions used to try to enable the use of evidence.
- **Receptive context for change:** “A combination of factors from both the inner and outer context that together determine an organization’s ability to respond effectively and purposively to change. ... [p.373, [2]].”
- **“Strategic”:** Refers to planned, organizational approaches to change and its deliberate management.
- **Sustainability:** Changes (practice and outcomes) based on evidence that continue over time as related to specific projects.

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\*See reference 24 for related citations.

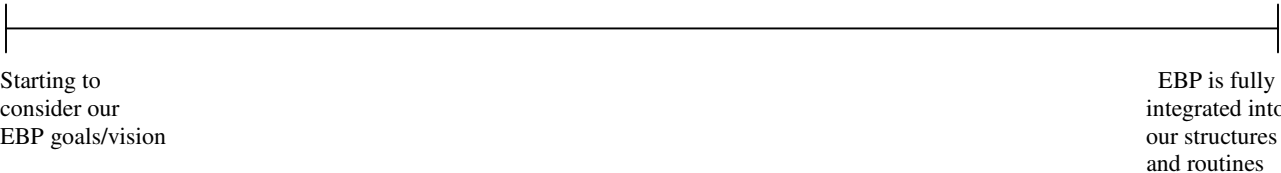
Table 2 – Elements of receptivity	
Pettigrew et al Elements	Study Definition and Observations
<ul style="list-style-type: none"> <li>• Change agenda &amp; its locale</li> </ul>	<ul style="list-style-type: none"> <li>• The element’s focus is on the <i>fit</i> between the agenda and factors in the local, external environment that might influence internal change efforts.</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperative inter-organizational networks</li> </ul>	<ul style="list-style-type: none"> <li>• Development and management of <i>links</i> with other agencies, e.g., through boundary spanners.</li> </ul>
<ul style="list-style-type: none"> <li>• (Long term) Environmental pressure</li> </ul>	<ul style="list-style-type: none"> <li>• The intensity and scale of <i>pressures</i> from influential agents external to the organization.</li> </ul>
<ul style="list-style-type: none"> <li>• Key people leading change</li> </ul>	<ul style="list-style-type: none"> <li>• Defined by the team in terms of <i>roles</i> in which an individual influences others, more specifically, in terms of <i>strategic</i> versus operational influence, i.e., influencing others to behave in certain ways toward preconceived group goals [Schein] — in this case EBP in a department of nursing.</li> <li>• Types of roles were defined as formal, or managerial and related to positions of authority at all levels; or informal. Informal leaders included both clinical support personnel, such as APNs [Advance Practice Nurses] and special types of staff or EBP roles, either formal or informal.</li> </ul>
<ul style="list-style-type: none"> <li>• Quality and coherence of policy</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of <i>Policy</i> is broad, e.g., in the form of <i>a broad vision</i>, and not specifically about local policies and procedures.</li> <li>• More focused on <i>strategic</i> decisions relative to change, with <i>Quality</i> referring to the related evidence base, related conceptual thinking about such decisions, and eventual buy-in</li> <li>• <i>Coherence</i> reflects initial exploration of a vision’s congruence among related “goals”; attention to politics and needed negotiation with key stakeholders; feasibility; and skill in terms of how the targeted strategic change was managed [51,278]. In this study such congruence was defined as not only including development/refinement of organizational components on paper but the actual operationalization of such infrastructures for EBP; i.e., organizational structures, systems, roles, processes, relations, alignments, and capabilities.</li> </ul>
<ul style="list-style-type: none"> <li>• Managerial-clinical</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of the <i>interface</i> between staff and</li> </ul>

relations	management.
<ul style="list-style-type: none"> <li>• Simplicity and clarity of goals</li> </ul>	<ul style="list-style-type: none"> <li>• The ability “to narrow the change agenda down into a set of <i>key priorities</i>, and to insulate this core from the constantly shifting short-term pressures” [51, p. 285].</li> <li>• Demonstrates managerial “...persistence and patience in pursuit of objectives over a long period” [51, p. 285].</li> </ul>
<ul style="list-style-type: none"> <li>• Supportive organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>• Defined by the study team as <i>the way things are done</i> in an organization that is supported by its values, norms and expectations. Such forces in an organizational social system affect behavior of individuals.        Culture can be characterized as strong or weak. In an organization with a strong culture there is high agreement among individuals regarding expectations and values, whereas the level of agreement regarding values and expectations is low or highly variable in a weak culture.        Regarding EBP, values and expectations regarding use of evidence are direct aspects of a culture supporting evidence based practice. Related characteristics of a culture, such as values supporting collaboration and teamwork, are expected to support evidence based practice.</li> </ul>

Table 3- Chief characteristics of the case study sites		
CHARACTERISTIC	ROLE MODEL SITE	BEGINNER SITE
1. BED SIZE	Over 350	Approximately 400
2. IN-PATIENT UNITS	20	24
3. TYPE OF HOSPITAL	Academic medical center	Community hospital (With multiple nursing school affiliations)
4. CHIEF NURSING OFFICER AUTHORITY	Full administrative authority, with financial resources control	Full administrative authority, with financial resources control
5. CHIEF NURSING OFFICER TYPE OF POSITION	A vice president of patient services in general, with responsibilities beyond nursing	A vice president of patient services in general, with responsibilities beyond nursing
6. MAGNET STATUS	Magnet designated hospital	Magnet application hospital
7. OTHER STATUS	Non-Union	Non-Union
8. SELF-PERCEIVED EBP STATUS UPON SELECTION	More than ¾ progress* along the scale toward full EBP integration  Also self-reported: “an intense focus on EBP”	Not even 1/5 progress along the scale* toward full EBP integration:  Also self-reported: “implemented some EBP initiatives... basic, nothing high level”
9. CASE MIX INDEX, ALL PAYORS	At the time of their site visit, both hospitals reported case mix indices in the low to medium intensity of resource use, with the role site** reporting lower resource needs more similar to that of community hospitals and the beginner site experiencing resource use suggesting moderate needs, higher than most community hospitals but lower than	

	tertiary medical centers.	
10. NURSING EDUCATION MIX	The Role Model case had a very high proportion of BSN nurses, virtually double that of the Beginner case site.	
11. HOURS PER PATIENT DAY (HPPD)	<ul style="list-style-type: none"> <li>▪ Critical care: Last quarter [Jan-Mar 07] 19.89</li> <li>▪ Med-surg: 9.92</li> </ul>	<ul style="list-style-type: none"> <li>▪ Critical care: 14.62</li> <li>▪ Med-surg: 5.22</li> </ul>

**\*EBP Journey Scale**



**\*\*Role Model CMI:** The Role Model site described a concern that their CMI did not reflect their level of patient acuity. After our study, the site had its CMI reassessed by DRG specialists and recently reported to us a new CMI, which is considerably higher than that used above and is now at a level consistent with their status as an academic medical center and their HPPD.

Table 4 – Summary of case site samples

SOURCES OF DATA	ROLE MODEL	BEGINNER
<p>FOCUS GROUPS: 3 UNITS:</p> <ul style="list-style-type: none"> <li>• General med/surg unit; specialty unit; and a critical care unit.</li> <li>• All staff, per unit, invited to one of several sessions.</li> </ul>	<p>Focus Group interviews = 9</p> <p>Total staff nurse participants, multiple shifts = 27</p>	<p>Focus Group interviews = 5</p> <p>Total staff nurse participants, multiple shifts = 14</p>
<p>LEADERSHIP INTERVIEWS:</p> <ul style="list-style-type: none"> <li>• Primarily formal leaders within nursing but also physicians, allied health and non-nursing top leaders.</li> <li>• Informal leaders, primarily nursing</li> </ul>	<p>Total leadership interviews = 30</p> <p>Number of individual leaders = 26</p> <ul style="list-style-type: none"> <li>• FORMAL: 14 <ul style="list-style-type: none"> <li>–Top organizational leaders, e.g. chief nurse; her “supervisor”; and chief MD</li> <li>–Nursing clinical directors &amp; nurse managers; &amp; non-nurse clinical director and non-nurse manager, e.g. allied health</li> <li>–Nursing support or clinical resource services manager and non-nurse support service director</li> <li>–Some also chairs of EBP–related committees/groups</li> </ul> </li> <li>• INFORMAL: 12 <ul style="list-style-type: none"> <li>–Nursing support or clinical resource staff, such as researchers, APNs, or other various specialists relevant to EBP</li> <li>• Special staff nurse roles relevant to EBP on non-embedded units such as champion/ facilitators or data/outcome specialists; some were also charge nurses</li> </ul> </li> </ul>	<p>Total leadership interviews = 29</p> <p>Number of individual leaders = 28</p> <ul style="list-style-type: none"> <li>• FORMAL: 14 <ul style="list-style-type: none"> <li>–Top organizational leaders, e.g. chief nurse; her “supervisor”; and chief MD</li> <li>–Nursing clinical directors &amp; nurse managers; &amp; non-nurse clinical director and program leader, e.g. allied health</li> <li>–Nursing support or clinical resource services manager and non-nurse support service director</li> <li>–Some also chairs of EBP–related committees/groups</li> </ul> </li> <li>• INFORMAL: 14 <ul style="list-style-type: none"> <li>–Nursing support or clinical resource staff, such as researcher or APN</li> <li>–Other various specialists relevant to EBP either within or outside of nursing, such as condition-specific educator or data/outcome specialists</li> <li>• Staff nurses involved in a special project or governance-related group; and an expert nurse</li> </ul> </li> </ul>
<p>GROUP OBSERVATIONS</p>	<p>Groups = 5; Total participants = 74</p> <ul style="list-style-type: none"> <li>• Policy/procedure-related &amp; interdisciplinary</li> <li>• Interdisciplinary clinical group</li> <li>• 2 special EBP groups, one interdisciplinary</li> <li>• Shared governance [PI invited]</li> </ul>	<p>Groups = 3; Total participants = 16</p> <ul style="list-style-type: none"> <li>• Policy/procedure &amp; interdisciplinary</li> <li>• Special QI group</li> <li>• Nursing leadership group</li> </ul>
<p>EBP -RELATED</p>	<ul style="list-style-type: none"> <li>• A multiplicity related to</li> </ul>	<ul style="list-style-type: none"> <li>• Some related to infrastructures,</li> </ul>

DOCUMENTS	<p>infrastructures, including, e.g.:</p> <ul style="list-style-type: none"> <li>-Philosophy and mission</li> <li>-More than a dozen on role descriptions &amp; appraisal; clear focus in career ladder program</li> <li>-Materials and minutes from multiple committees and interest groups heavily or specifically focused on EBP, some present for over 5 years</li> <li>-Descriptions of governance groups, with EBP included in the expectations or activities of the majority</li> <li>-Educational and orientation materials, including EBP-related tools, presentations, skill sets</li> <li>-Policy/procedure algorithm, researcher audit of related EBP status, and multiple Ps seen linked to evidence; clinical forms for documentation said to be E-B</li> <li>• Dozens related to EBP project activity and related dissemination efforts, internal and external: <ul style="list-style-type: none"> <li>-Proposals for the human subjects committee decision</li> <li>-PowerPoint (PP) presentations on EBP process and projects</li> <li>-EBP-related project reports, program evaluations, &amp; an EBP newsletter</li> <li>-Publications, including multi-disciplinary ones; and evidence of co-operative networking</li> </ul> </li> </ul>	<p>including, e.g.:</p> <ul style="list-style-type: none"> <li>-Philosophy</li> <li>-A few nursing role descriptions; roles in QI department; included in career ladder program</li> <li>-A research group with materials, minutes and reference to EBP; QI groups, some clearly evidence-focused</li> <li>-Descriptions of governance groups, with EBP or data included in the expectations or activities of most</li> <li>-Journal club material, PowerPoint presentation, and orientation description [e.g., re: library services]</li> <li>-Policy/procedure algorithm, and Ps seen being linked to evidence; clinical documentation forms said to be E-B</li> <li>• List of nursing research activity, including students and outside researchers; a PP hospital-based multidisciplinary project; a few single page PI outline for a improvement activities</li> </ul>
SURVEY* FOR STAFF NURSES ON 3 EMBEDDED UNIT, with a focus on their unit or self:	Respondents = 39 Response rate = 34%	Respondents = 21 Response rate = 20%
SURVEY* FOR ALL IDENTIFIED MEMBERS OF THE LEADERSHIP TEAM, with a focus on the department	Respondents = 104 Response rate = 56%	Respondents = 65 Response rate = 50%
*Tools in surveys: Organizational Learning[ ]; Multi-factor Leadership [ ]; Practice Environment [ ]; & Research Utilization [ ].		

Table 5 – Survey results						
	OVERALL COMPARISON <sup>@</sup>			LEADERS ONLY		
INSTRUMENT		Role Model	Beginner		Role Model	Beginner
MLQ: Multifactor Leadership Questionnaire [#], Transformational Leadership Subscales <sup>&amp;</sup> : 0-4 scale	▪ Ideal attributes*	3.41	3.16	▪ Ideal attributes*	3.53	3.24
	▪ Ideal behavior*	3.26	3.04	▪ Ideal behavior	3.38	3.19
	▪ Inspirational motivation**	3.49	3.24	▪ Inspirational motivation*	3.58	3.34
	▪ Intellectual stimulation**	3.05	2.71	▪ Intellectual stimulation**	3.08	2.75
	▪ Individual consideration*	2.88	2.59	▪ Individual consideration	2.89	2.62
NWI PES: Practice Environment Scale of the Nursing Work Index [#]: 1-4 scale	Overall score***	3.20	2.85	Overall score***	3.23	2.89
OLS: Organizational Learning Survey [Goh #]: 1-7 scale	Overall score**	4.73	4.38	Overall score*	4.86	4.60
RESEARCH UTILIZATION: 1-7 scale [Estabrooks #]	Overall score	3.69	3.58	Overall score	3.74	3.55
<sup>@</sup> Total sample, including staff and leaders <sup>&amp;</sup> Most applicable subscale; further data available from PI * p<.05 **p<.01 ***p<.001 one-tailed t-test						

Table 6 – Sample infrastructures of strategic EBP change in nursing department	
ROLE MODEL	BEGINNER
<ul style="list-style-type: none"> <li>▪ Building EBP capacity (e.g., extensive orientation/education/skill development; EBP model review; active journal clubs; multiple research/EBP experts and mentors)</li> <li>▪ Providing enablers of EBP activity (e.g., internet resources; project funding; EBP-related councils)</li> <li>▪ Creating special EBP-related roles and functions, including for staff nurses (e.g., facilitator/champions and data/outcome specialists)</li> <li>▪ Creating broad-based EBP-related incentives and expectations (e.g., career ladders; clear performance expectations for roles and within governance structures)</li> <li>▪ Integrating EBP into practice processes (e.g., policy/procedures and documentation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Building mostly research capacity (e.g., some orientation/education; some journal clubs; a research expert)</li> <li>▪ Providing enablers of activity (e.g., internet resources; research funding; a research champion)</li> <li>▪ APN role created to enhance EBP/research**; a central “EBP” role focusing on Magnet overall</li> <li>▪ Creating incentives (e.g., career ladder and Magnet status)</li> <li>▪ Integrating EBP into practice processes (e.g., policy/procedures and documentation)</li> </ul> <p>**NOTE: QI department has special roles that work collaboratively with nursing, particularly around performance indicators and hospital-wide initiatives; some expertise in EBP.</p>

Table 7 – Propositions

GENERAL PROPOSITIONS:

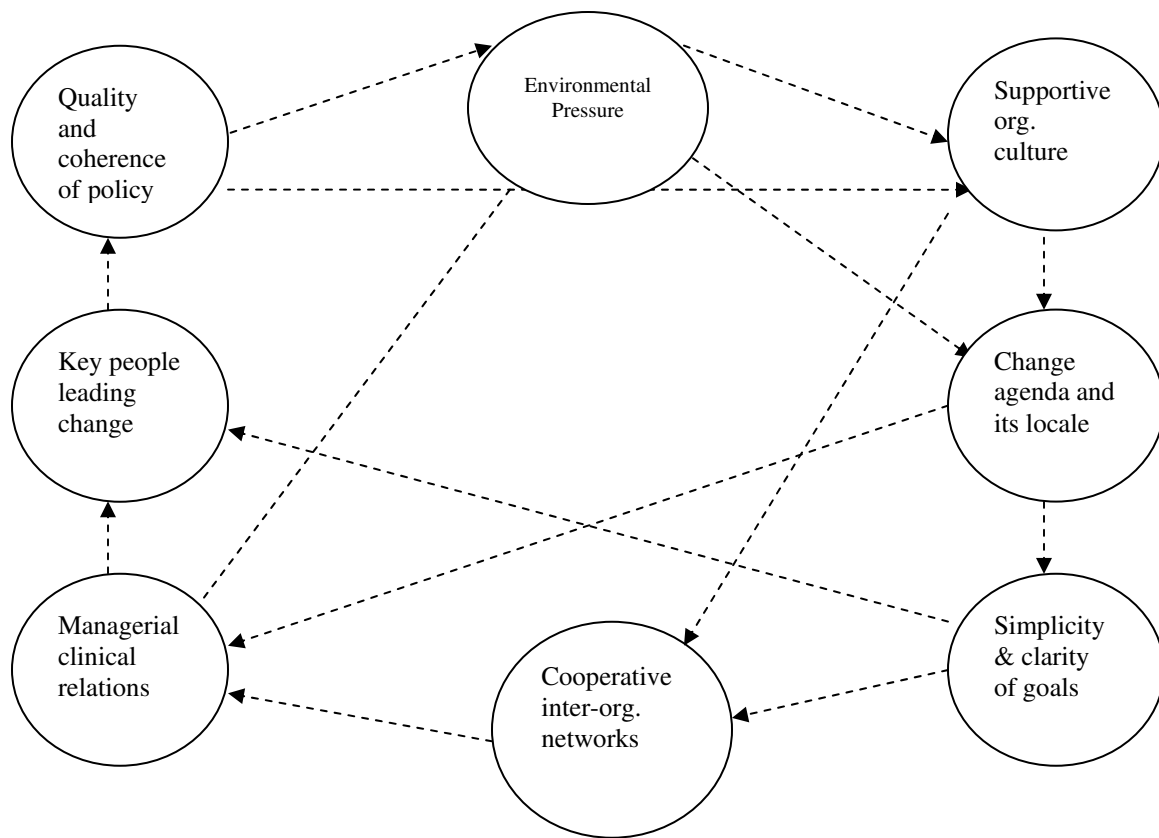
1. Organizations that achieve a highly receptive context for EBP with a minimal level of non-receptivity are more likely to enable institutionalization.
2. Organizations that have key contextual elements in place and/or strategically organize change in relation to key contextual elements are more likely to have a high level of EBP activity and successfully institutionalize EBP.
3. A greater number of two-way inter-connections between key contextual elements will enhance an organization's potential for institutionalization.

SPECIFIC PROPOSITIONS

1. The widespread, routine use of EBP is dependent on proactive formal and informal *leadership* at multiple organizational levels.
2. More connections between leadership and other key contextual elements will positively impact on the capacity of an organization to institutionalize EBP.
3. The extent of EBP institutionalization will be influenced by a predominant level of key organizational elements including: *supportive organizational culture*, a simple and clear *goal/vision*, *quality/coherence* of local policy/vision, and *key people leading change*.
4. The institutionalization of EBP is dependent on the extent to which strategic change is consciously created, planned, strategically managed and protected by formal leadership.
5. Key top formal leaders can significantly influence an organization's culture to support EBP.

6. An inconsistent operationalization of EBP-related infrastructures (*coherence*) by all levels of formal leadership will negatively impact on an organization's ability to institutionalize EBP.
7. The greater number and engagement of staff in EBP activity, roles and functions will positively impact on institutionalization.
8. The receptive status of an organization to institutionalize EBP may be influenced by negative events such as the loss of a key individual with non-replacement or replacement by an unskilled and/or uncommitted leader or competing external forces.

Receptive Contexts for Change [32]:



# ROLE MODEL

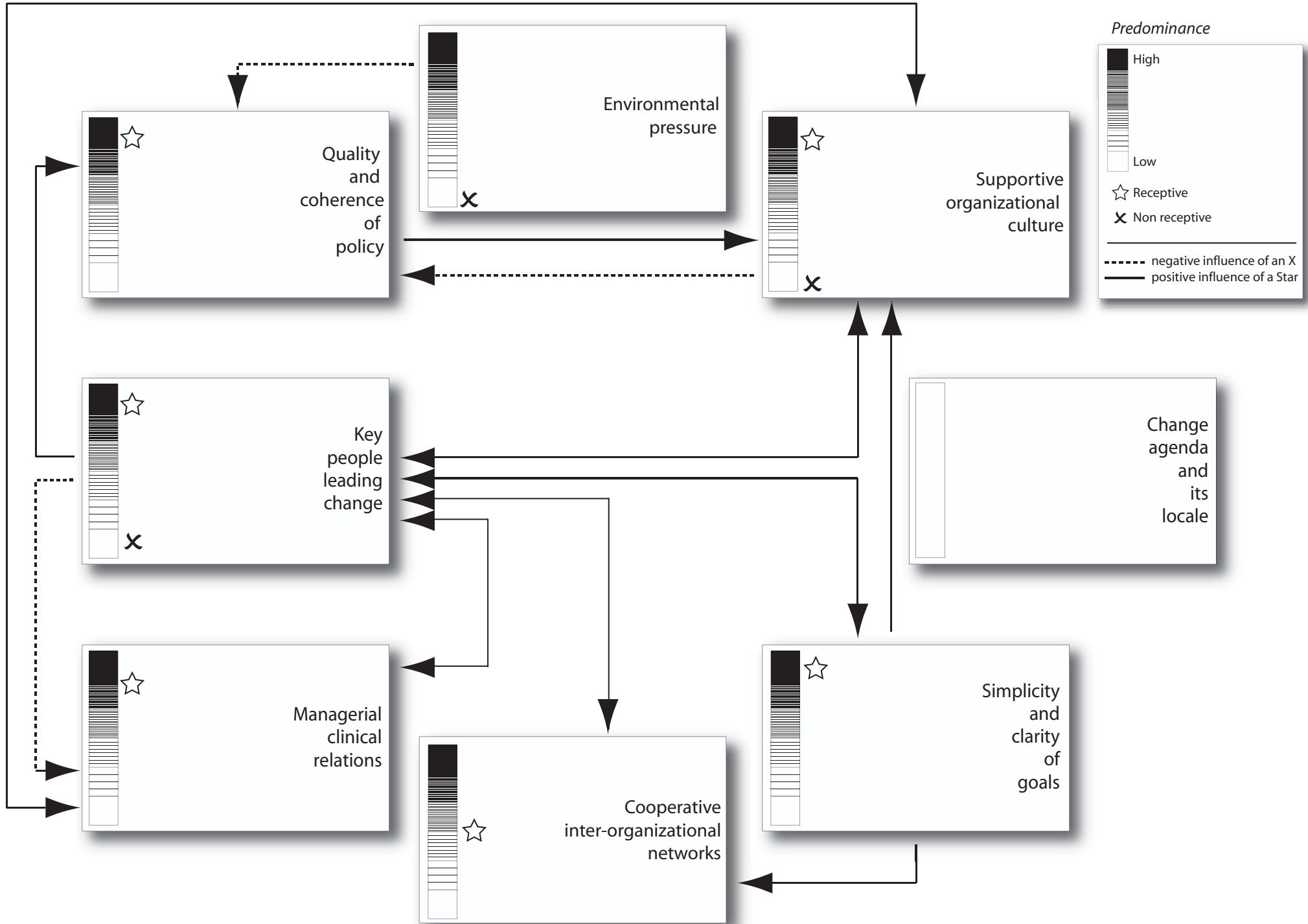


Figure 2

# BEGINNER CASE

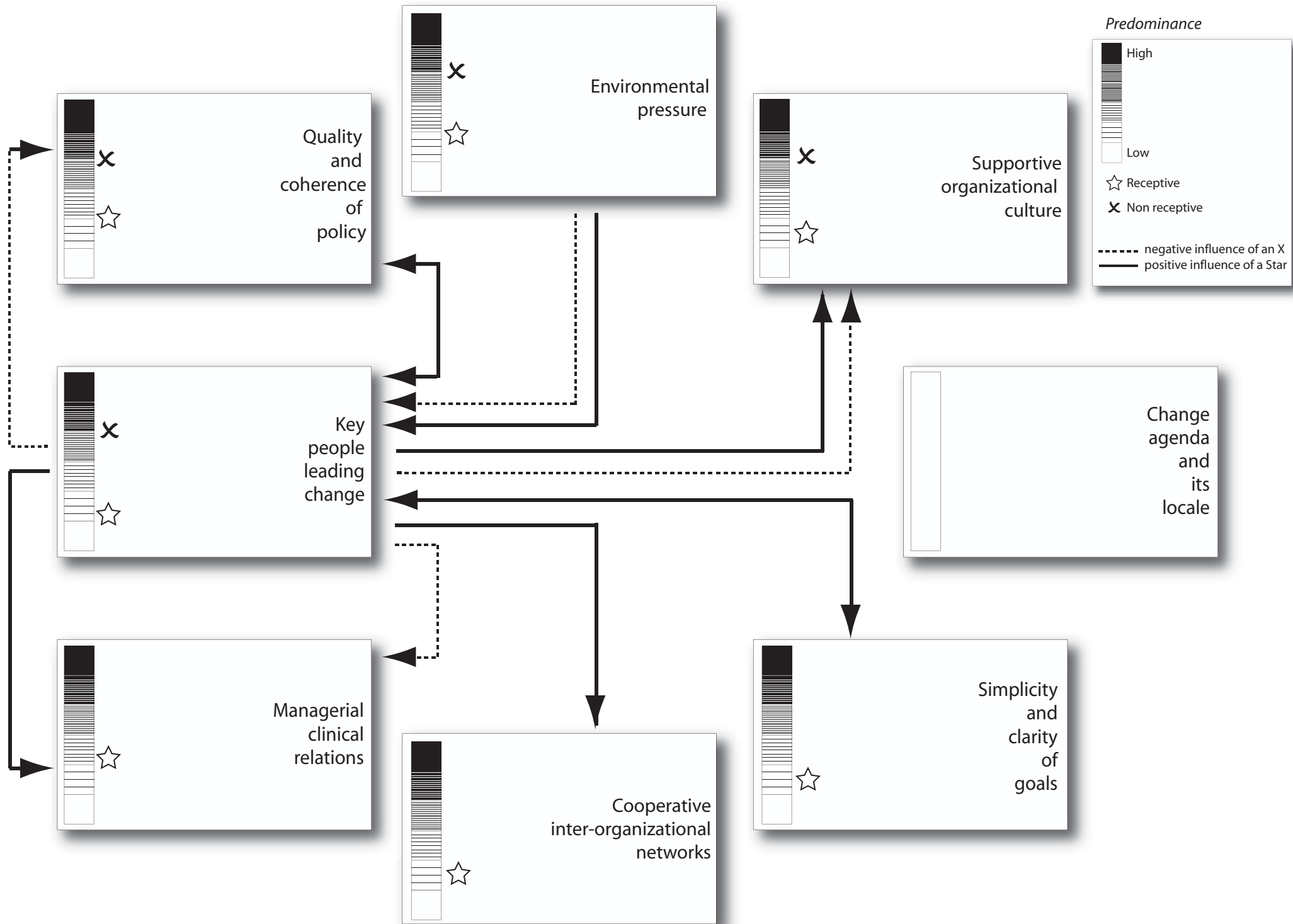


Figure 3