Examining the Relationship Between Nursing Informatics Competency and Evidence-Based Practice Competency Among Acute Care Nurses

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The Institute of Medicine (IOM) released a report in 2003 entitled Health Professions Education: A Bridge to Quality. This report recommended that every nurse be educated to deliver patient-centered care as part of an interdisciplinary team, emphasizing evidence-based practice (EBP), quality improvement approaches, and informatics. Evidence-based practice represents an efficient and cost-effective infrastructure for ensuring quality of care and improving patient outcomes. Many healthcare information technology applications incorporate computerized decision-support systems that have been developed from EBP. Nurses, the largest group of healthcare providers, need to develop informatics competency to effectively translate and use or implement EBP. Yet there is limited research on the relationship between nursing informatics competency and EBP competency, with both competencies recommended by the IOM for all nurses. The purpose of this research study was to examine the relationship between nursing informatics competency and EBP competency among acute care nurses after controlling for age, nursing degree, years of nursing experience, clinical specialty, and general self-efficacy. Data were collected in a multihospital system using three established surveys measuring general self-efficacy, nursing informatics competency, and EBP competency. The convenience sample included 197 acute care nurses who participated in a survey conducted in January 2014 at a multihospital system. This study used descriptive statistics, bivariate correlation, and multiple regression to analyze the data. The findings from this study reveal that nursing informatics competency is related to EBP competency ($r = .548$, $p < .01$). There was also a weak but statistically significant correlation with self-efficacy and EBP competency ($r = .248$, $p < .01$). Furthermore, nursing informatics competency predicted EBP competency by accounting for 30% of the variance. This research also offered a starting point to determine acute care nurses' self-reported informatics and EBP competencies. Study findings will inform the design of interventions needed to enhance nursing informatics competency and EBP competency among acute care nurses.