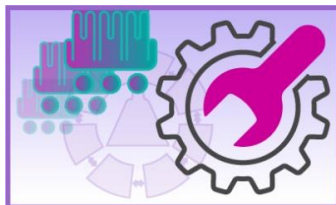


LEADING CHANGE TOOLKIT™

TO HELP CHANGE AGENTS AND
CHANGE TEAMS MAKE LASTING
IMPROVEMENTS IN HEALTH CARE



Summary Tables – Pragmatic and valid tools in the *Leading Change Toolkit*™ to support the implementation of the Knowledge-to-Action (KTA) Framework Action Cycle Phase(s)

Two summary tables are provided to support change teams' understanding of each tool and what it measures. Reviewing the tables can support a change team's decision-making regarding the selection of a tool.

- **Table 1** includes all of the KTA tools and is categorized according to what each tool measures in terms of factors impacting evidence-based practice (EBP) and implementation at the individual/provider level and at the organizational level. As indicated by the checkmarks,

some tools assess one factor (e.g., competency of EBP) while others measure multiple ones (competency and use of EBP). A legend is provided at the bottom of the table with examples of components of each factor.

- **Table 2** details the purpose of each tool, the applicable action cycle phases where it can be applied, and any additional considerations for its use.

Change teams are strongly encouraged to also read the tools’ development paper (see the summary page for the full citation and the link to the full-text, where available) to determine the suitability of the tool for your change initiative prior to use. Should change teams have further questions regarding the tool, the tool developer(s) can be accessed via email which is also provided on the summary page.

Once you and your change team have selected a KTA tool, click [here](#) to learn more about practical considerations for using it.

Table 1: KTA tools and factors impacting EBP and implementation at the provider and organizational levels

	Individual/provider factors impacting EBP and implementation*						Organizational context factors impacting EBP and implementation**	
	Competency in EBP	EBP education/ Training needs	Attitudes towards EBP	Self-efficacy	Use of EBP	Barriers and facilitators	Readiness for EBP	Barriers and facilitators
Name of the KTA tool								
Assessing Competency in Evidence-Based Medicine	✓							
Attitudes toward Evidence-Based Dentistry	✓		✓		✓			
Barriers to Research Utilization Scale (BARRIERS)						✓		
Clinician Guideline Determinants Questionnaire*	✓		✓			✓	✓	
Context Assessment for Community Health (COACH) tool								✓
Context Assessment Index (CAI)							✓	✓
Developing Evidence Based Practice (DEBP) Questionnaire	✓		✓		✓			✓

	Competency in EBP	EBP education/ Training needs	Attitudes towards EBP	Self-efficacy	Use of EBP	Barriers and facilitators	Readiness for EBP	Barriers and facilitators
Evidence Based Practice Competence in Nursing Students	✓		✓					
Evidence Based Practice Inventory			✓	✓	✓	✓		✓
Evidence-Based Concepts: Knowledge, Attitudes and Use Survey (EBCKAU)	✓	✓	✓		✓			
Evidence-based Nursing Attitude Questionnaire (EBNAQ)			✓					
Evidence-Based Practice Attitude Scale-36 (EBPAS-36)		✓	✓	✓				✓
Evidence-Based Practice Attitude Scale-50		✓	✓	✓				
EBP Knowledge and Attitudes and Behaviours Questionnaire (EBP-KABQ)	✓	✓	✓		✓			
EBASE	✓	✓	✓		✓	✓		✓
Evidence-based Practice Process Assessment Scale (EBPPAS)	✓	✓	✓	✓	✓			
Evidence-Based Practice Questionnaire: Attitudes to Evidence-Based Practice (EBPQ)	✓		✓		✓			
Evidence-Based Practice: Beliefs, Attitudes, Knowledge, and Behaviors	✓		✓		✓			✓
Healthcare EBP Assessment Tool (HEAT)	✓		✓		✓			✓
Implementation Climate Scale (ICS)		✓					✓	✓
Implementation Leadership Scale (ILS)	✓		✓		✓			✓

	Competency in EBP	EBP education/ Training needs	Attitudes towards EBP	Self-efficacy	Use of EBP	Barriers and facilitators to EBP	Readiness for EBP	Barriers and facilitators
NoMAD Tool							✓	
Organizational Readiness for Implementing Change (ORIC)							✓	
Organizational Readiness to Change Assessment (ORCA)							✓	✓
Outcome Expectations for EBP (OE-EBP)	✓			✓				
Programme Sustainability Assessment Tool								✓
Revised Professional Practice Environment (RPPE)								✓
Self-Efficacy in EBP (SE-EBP)	✓			✓				
Standard Scale for the Perception of EBP Attributes (tool also named Perceived Characteristics of Innovating (PCI))			✓					
Team Check-Up Tool (TCT)								✓
Training Needs Analysis Questionnaire	✓	✓						
Treatment Acceptability and Preferences Measure			✓					
Wilder Collaboration Factors Inventory								✓

Legend: *Individual factors impacting EBP and implementation: Competence of EBP – knowledge and/or skills of EBP or ability to plan care using EBP; **EBP education/Training needs** – educational needs to support EBP process and perceived importance/efficacy of training and education about EBP process; **Attitudes towards EBP** – including perceived value, relevance to clinical care, the importance of the practice change, intentions and readiness to use EBP and relevance to current work; **Self-efficacy** – perceived confidence or ability to conduct EBP or implementation; **Use of EBP** – use of EBP in practice; **Barriers and facilitators to EBP** – barriers and facilitators of EBP as experienced by an individual including use of research in practice, the innovation itself, the work culture or the context.

****Organizational context factors impacting EBP or implementation: Readiness for EBP** - targeting implementation activities or resources to improve success, staff's commitment to change, staff's capabilities to implement change; **Barriers and facilitators** – a broad category of factors including, but not limited to collaborations among and across teams, the presence of a QI team, structures to support sustainability, organizational support, access to resources, EBP work culture/practice environment, the status of the health system, context of care provision and presence of leadership in EBP.

Table 2 – KTA tools - Applicable action cycle phase(s), location in the *Leading Change Toolkit™*, tool’s purpose and additional considerations

Name of tool	Applicable KTA Action Cycle Phase(s) (Bolded action cycle phase indicates location in the toolkit)	Tool’s purpose	Additional considerations*
Assessing Competency in EBM (ACE)	<ul style="list-style-type: none"> • Assess barrier/facilitators to knowledge use • Monitor knowledge use 	To evaluate medical students’ competency in evidence-based medicine (EBM) across all examinable steps of the EBM process.	Tool developed for and initially validated by medical students
Attitudes toward Evidence-Based Dentistry	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assess the knowledge, attitudes and use of EBP in dentistry.	Tool developed for and initially validated by dentists
Barriers to Research Utilization Scale (BARRIERS)	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assess perceptions of barriers to using research findings in practice.	HCPs, Administrators, Researchers
Clinician Guideline Determinants Questionnaire	<ul style="list-style-type: none"> • Identify Problem - Determine the know/do gap • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To identify determinants of guideline use from HCP’s perspectives, including knowledge, skills, capacity to plan change and relevance to patient care.	HCPs
Context Assessment for Community Health (COACH) tool	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assess the effect of the health system context in implementing EBP.	Tool developed for low- and middle-income countries
Context Assessment Index (CAI)	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assesses the context in which care is provided and the readiness of this context to implement EBP.	HCPs
Developing Evidence Based Practice Questionnaire (DEBP) questionnaire	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To measure factors affecting nursing EBP, including knowledge, attitudes and behaviours.	Tool developed for and initially validated by nurses

Evidence Based Practice Competence in Nursing Students	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure nursing students' level of competence in EBP, including attitude, knowledge and skills.	Tool developed for and initially validated by for nursing students
Evidence Based Practice Inventory	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To evaluate evidence-based culture, including barriers and facilitators.	HCPs
Evidence-Based Concepts: Knowledge, Attitudes and Use Survey (EBCKAU)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To evaluate students' knowledge, attitudes and use of EBP and effectiveness of EBP education.	Tool developed for and initially validated by health discipline students
Evidence-based Nursing Attitude Questionnaire (EBNAQ)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure nurses' attitudes towards evidence-based nursing practice (EBNP), according to their beliefs, attitudes and intention to conduct EBNP.	Tool developed for and initially validated by nurses
Evidence-Based Practice Knowledge and Attitudes and Behaviours Questionnaire (EBP-KABQ)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To evaluate how EBP is taught in undergraduate medical education, including knowledge, attitudes and behaviours.	Tool developed for and initially validated by medical students
Evidence-Based Practice Attitude and Utilization survey (EBASE)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To assess attitudes, skills, and use of EBP as well as barriers and facilitators to implementing EBP.	Tool developed for and initially validated by complementary and alternative medicine (CAM) practitioners
Evidence-Based Practice Attitude Scale-36 (EBPAS-36)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure HCP's attitudes and readiness for EBP and organizational factors that impact EBP implementation.	HCPs

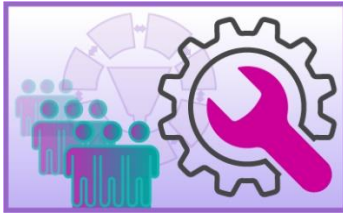
Evidence-Based Practice Attitude Scale-50 (EBPAS-50)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure HCP's attitudes to implementing EBP	Developed for and initially validated by mental health and social service settings
Evidence-Based Practice Process Assessment Scale (EBPPAS)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure attitudes, knowledge, skills, intentions and actual use of applying EBP; and To evaluate the impact of EBP training or education on health care provider's attitudes and implementation of EBP.	HCPs
Evidence-Based Practice Questionnaire: Attitudes to Evidence-Based Practice (EBPQ)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure the implementation of EBP including knowledge, attitudes, skills and use.	Tool developed for and initially validated by nurses
Evidence-Based Practice: Beliefs, Attitudes, Knowledge, and Behaviors	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To determine physiotherapists' knowledge, attitudes, beliefs, and behaviors regarding EBP.	Tool developed for and initially validated by physiotherapists
Healthcare Evidence Based Practice Assessment Tool (HEAT)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To estimate nurses' intention, ability to use EBP, barriers to use EBP and actual use of EBP; and To determine a baseline for planning interventions (e.g., educational activities) and to evaluate progress in developing an EBP work environment.	Tool developed for nurses
Implementation Climate Scale (ICS)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure staff perceptions regarding the importance of implementing and using EBP; and To measure the organizational context as a barrier or facilitator to using EBP.	HCPs
Implementation Leadership Scale (ILS)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To assess leadership pertaining to implementing EBP, or the degree that a leader performs actions demonstrating proactiveness, knowledge, support, and perseverance in creating a culture/climate that values EBP.	HCPs Note - There are two versions of this tool: one for staff to report about their supervisor/leader,

			and another for supervisors/leaders to report about themselves.
NoMAD Survey Instrument	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To assess, monitor, or measure factors likely affecting normalization including HCP's perceptions of value-add, differences from 'old' practice, capabilities and relevance to current work.	HCPs
Organizational Readiness for Implementing Change (ORIC)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure organizational readiness as per Weiner's theory of organizational readiness for change (2009), including staff's commitment to change and capabilities to implement change.	HCPs
Organizational Readiness to Change Assessment (ORCA)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To evaluate organizational readiness as per the elements of the PARISH Framework (Kitson et al., 1998): evidence, context and facilitation. To inform what implementation activities or resources should be targeted to improve the success of implementing change.	HCPs
Outcome Expectations for EBP (OE-EBP)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure HCP's confidence in improving patient care and care outcomes by implementing EBP.	HCPs
Programme Sustainability Assessment Tool	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use Sustain knowledge use 	To measure the presence of structures and processes that enable programs to sustain the development, implementation, and delivery of evidence-based policies and services in public health.	Tool developed for and initially validated by public health programs
Revised Professional Practice Environment (RPPE)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure HCP's perceptions of their practice environment according to the presence of transformational leadership, structural empowerment, exemplary professional practice, new knowledge, innovations and improvements and care outcomes.	Tool developed for and initially validated by acute care settings
Self-Efficacy in EBP (SE-EBP)	<ul style="list-style-type: none"> Assess barriers/facilitators to knowledge use Monitor knowledge use 	To measure HCP's confidence in their competency (knowledge and skills) of the EBP process steps.	HCPs

Standard Scale for the Perception of Evidence Based Practice Attributes (also known as Perceived Characteristics of Innovating (PCI))	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assess HCP's attitudes regarding a change initiative as per Roger's Diffusion of Innovation Theory (2003), including relative advantage, compatibility, complexity and observability.	HCPs
Team Check-Up Tool (TCT)	<ul style="list-style-type: none"> • Identify Problem - Determine the know/do gap • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To measure elements of quality improvement (QI) teams including team processes, team composition, psychosocial factors, and goal agreement as well as their implementation of QI activities.	Tool developed for and initially validated by HCPs engaged in QI initiatives
Training Needs Analysis Questionnaire (World Health Organization)	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assess training needs and determine the areas where further education and skill development is indicated.	HCPs
Treatment Acceptability and Preferences (TAP) // Treatment Perceptions and Preferences (TPP) Measure	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To aid persons/patients to assess the acceptability of treatment options according to their appropriateness, suitability, effectiveness, and practicality as well as questions regarding preference or choice of a particular treatment.	Tool developed for and initially validated by persons/patients
Wilder Collaboration Factors Inventory	<ul style="list-style-type: none"> • Assess barriers/facilitators to knowledge use • Monitor knowledge use 	To assess elements of collaborations including membership, process, structure, communication, purpose and resources.	Tool developed for and initially validated by not-for-profit organizations, government agencies and other organizations

Legend: HCPs is referring to all health-care providers in any sector or setting.

*End-users are encouraged to reach out to the tool's developer via email (see summary page per tool) for any questions regarding a tool's relevance to other groups/populations.



KTA Tools References

Aarons, G. A. (2004). Mental health provider attitudes toward adoption of evidence-based practice: The Evidence-Based Practice Attitude Scale (EBPAS). *Mental health services research, 6*(2), 61-74. <https://doi.org/10.1023/B:MHSR.0000024351.12294.65>

Aarons, G. A., Cafri, G., Lugo, L., & Sawitzky, A. (2012). Expanding the domains of attitudes towards evidence-based practice: the evidence based practice attitude scale-50. *Administration and policy in mental health and mental health services research, 39*(5), 331-340. <https://doi.org/10.1007/s10488-010-0302-3>

Aarons, G.A., Ehrhart, M.G. & Farahnak, L.R. (2014). The Implementation Leadership Scale (ILS): Development of a brief measure of unit level implementation leadership. *Implementation Science, 9*, 45. <https://doi.org/10.1186/1748-5908-9-45>

Bergström, A., Skeen, S., Duc, D.M., Blandon, E.Z., Estabrooks, C., Gustavsson, P., Hoa, D.T.P., Källestål, C., Målqvist, M., Nga, N.T. and Persson, L.Å., 2015. Health system context and implementation of evidence-based practices—development and validation of the Context Assessment for Community Health (COACH) tool for low-and middle-income settings. *Implementation Science, 10*(1),1-15.

Chang, A., & Crowe, L. (2011). Validation of scales measuring self-efficacy and outcome expectancy in evidence-based practice. *Worldviews Evid Based Nurs, 8*(2), 106-115.

Erickson, J. I., Duffy, M. E., Ditomassi, M., & Jones, D. (2009). Psychometric evaluation of the revised professional practice environment (RPPE) scale. *Journal of Nursing Administration, 39*(5), 236–243.

Ehrhart, M.G., Aarons, G.A., & Farahnak, L.R. (2014). Assessing the organizational context for EBP implementation: the development and validity testing of the Implementation Climate Scale (ICS). *Implementation Science, 9*, 157. <https://doi.org/10.1186/s13012-014-0157-1>

Funk, S.G., Champagne, M.T., Wiese, R.A., & Tornquist, EM. (1991). BARRIERS: the barriers to research utilization scale. *Appl Nurs Res*, 4(1), 39-45.

Gagliardi, A.R., Armstrong, M.J., Bernhardsson, S., Fleuren, M., Pardo-Hernandez, H., Vernooij, RW., Willson, M., Brereton, L., Lockwood, C., & Amer YS. (2019). The Clinician Guideline Determinants Questionnaire was developed and validated to support tailored implementation planning. *Journal of clinical epidemiology*, 1(113), 129-36.

Gerrish, K., Ashworth, P., Lacey, A., Bailey, J., Cooke, J., Kendall, S., & McNeilly, E. (2007). Factors influencing the development of evidence-based practice: a research tool. *Journal of Advanced Nursing*, 57(3), 328–338.

Helfrich, C.D., Li, Y.F., Sharp, N.D. & Sales, A.E. (2009). Organizational readiness to change assessment (ORCA): development of an instrument based on the Promoting Action on Research in Health Services (PARIHS) framework. *Implementation science*, 4(1), 1-13. <https://doi.org/10.1186/1748-5908-4-38>

Hicks, C., Hennessy, D., & Barwell, F. (1996). Development of a psychometrically valid training needs analysis instrument for use with primary health care teams. *Health Services Management Research*, 9(4):262-72.

Ilic, D., Nordin, R. B., Glasziou, P., Tilson, J. K., & Villanueva, E. (2014). Development and validation of the ACE tool: assessing medical trainees' competency in evidence-based medicine. *BMC medical education*, 14(1), 1-6. <https://doi.org/10.1186/1472-6920-14-114>

Jette, D.U., Bacon, K., Batty, C., Carlson, M., Ferland, A., Hemingway, R.D., Hill, J.C., Ogilvie, L. & Volk, D. (2003). Evidence-based practice: beliefs, attitudes, knowledge, and behaviors of physical therapists. *Physical therapy*, 83(9), 786-805.

Johnston, JM., Leung, GM., Fielding, R., Tin, KY., & Ho, LM. (2003). The development and validation of a knowledge, attitude and behaviour questionnaire to assess undergraduate evidence-based practice teaching and learning. *Medical Education*, 37(11):992–1000.

Kaper, N. M., Swennen, M. H., van Wijk, A. J., Kalkman, C. J., van Rheenen, N., van der Graaf, Y., & van der Heijden, G. J. (2015). The “evidence-based practice inventory”: reliability and validity was demonstrated for a novel instrument to identify barriers and facilitators for Evidence Based Practice in health care. *Journal of clinical epidemiology*, 68(11), 1261-1269.

Leach, M. J., & Gillham, D. (2011). Are complementary medicine practitioners implementing evidence based practice?. *Complementary therapies in medicine*, 19(3), 128-136.

Luke, D. A., Calhoun, A., Robichaux, C. B., Elliott, M. B., & Moreland-Russell, S. (2014). Peer Reviewed: The program sustainability assessment tool: A new instrument for public health programs. *Preventing chronic disease, 11*.

Manspeaker, S. A., Van Lunen, B. L., Turocy, P. S., Pribesh, S., & Hankemeier, D. (2011). Student knowledge, attitudes, and use of evidence-based concepts following an educational intervention. *Athletic Training Education Journal, 6*(2), 88-98.

Marsteller, J. A., Hsu, Y. J., Chan, K. S., & Lubomski, L. H. (2017). Assessing content validity and user perspectives on the Team Check-up Tool: expert survey and user focus groups. *BMJ quality & safety, 26*(4), 288-295.

Mattessich, P. W., Murray-Close, M., & Monsey, B. R. (2001). *The Wilder Collaboration Factors Inventory: assessing your collaboration's strengths and weaknesses*. Fielstone Alliance.

Moore, GC., & Benbasat, I. (1991). Development of an instrument to measure the perceptions of adopting an information technology innovation. *Information System Research, 2*(3):192–222. doi: 10.1287/isre.2.3.192.

Navabi N, Sharavan A, Pourmonajem S, Hashemipour MA. (2014). Knowledge and use of evidence-based dentistry among Iranian dentists. *Sultan Qaboos Univ Med J. 14*(2),e223-e230.

Oh, E. G., Yang, Y. L., Sung, J. H., Park, C. G., & Chang, A. M. (2016). Psychometric properties of Korean version of self-efficacy of evidence-based practice scale. *Asian nursing research, 10*(3), 207-212.

Parrish, D. E., & Rubin, A. (2011). Validation of the Evidence-Based Practice Process Assessment Scale-Short Version. *Research on Social Work Practice, 21*(2), 200–211. <https://doi.org/10.1177/1049731510389193>

Ramis, M. A., Chang, A., & Nissen, L. (2019). Factors Influencing Undergraduate Students' Intention to Use Evidence-Based Practice After Graduation: Development and Validation of a Theory-Based Prediction Model. *Worldviews on Evidence-Based Nursing, 16*(5), 397-407.

Rapley, T., Girling, M., Mair, F.S., Murray, E., Treweek, S., McColl, E., Steen, I.N., May, C.R. and Finch, T.L., 2018. Improving the normalization of complex interventions: part 1-development of the NoMAD instrument for assessing implementation work based on normalization process theory (NPT). *BMC medical research methodology, 18*(1), pp.1-17. <https://doi.org/10.1186/s12874-018-0590-y> NPT toolkit and tool found at <http://www.normalizationprocess.org/>

Rubin, A., & Parrish, D. E. (2010). Development and validation of the Evidence-Based Practice Process Assessment Scale: Preliminary findings. *Research on Social Work Practice, 20*(6), 629–640. <https://doi.org/10.1177/1049731508329420>

Leach, M. J., & Gillham, D. (2008). Evaluation of the Evidence-Based practice Attitude and utilization Survey for complementary and alternative medicine practitioners. *Journal of evaluation in clinical practice*, 14(5), 792-798.

Rubin, A., & Parrish, D. E. (2011). Validation of the Evidence-Based Practice Process Assessment Scale. *Research on Social Work Practice*, 21(1), 106–118. <https://doi.org/10.1177/1049731509347851>

Ruzafa-Martinez, M., Lopez-Iborra, L., Moreno-Casbas, T., & Madrigal-Torres, M. (2013). Development and validation of the competence in evidence based practice questionnaire (EBP-COQ) among nursing students. *BMC Medical Education*, 13, 19. <https://doi.org/10.1186/1472-6920-13-19>

Ruzafa-Martínez, M., López-Iborra, L., & Madrigal-Torres, M. (2011). Attitude towards Evidence-Based Nursing Questionnaire: development and psychometric testing in Spanish community nurses. *Journal of Evaluation in Clinical Practice*, 17(4), 664-670.

Rye, M., Torres, E., Friberg, O., Skre, I., Aarons, G.A. (2017). The Evidence-based Practice Attitude Scale-36 (EBPAS-36): a brief and pragmatic measure of attitudes to evidence-based practice validated in US and Norwegian samples. *Implementation Science*, 12(44). <https://doi.org/10.1186/s13012-017-0573-0>.

Shea, C. M., Jacobs, S. R., Esserman, D. A., Bruce, K., & Weiner, B. J. (2014). Organizational readiness for implementing change: a psychometric assessment of a new measure. *Implementation science*, 9(1), 1-15. <https://doi.org/10.1186/1748-5908-9-7>

Shi, Q., Chesworth, B. M., Law, M., Haynes, R. B., & MacDermid, J. C. (2014). A modified evidence-based practice- knowledge, attitudes, behaviour and decisions/outcomes questionnaire is valid across multiple professions involved in pain management. *BMC medical education*, 14, 263.

Sidani, S., Epstein, D. R., Bootzin, R. R., Moritz, P., & Miranda, J. (2009). Assessment of preferences for treatment: validation of a measure. *Research in nursing & health*, 32(4), 419-431.

Sleutel, M. R., Barbosa-Leiker, C., & Wilson, M. (2015). Psychometric Testing of the Health Care Evidence-Based Practice Assessment Tool. *Journal of nursing measurement*, 23(3), 485-498. doi: 10.1891/1061-3749.23.3.485

Upton, D., & Upton, P. (2006). Development of an evidence-based practice questionnaire for nurses. *Journal of advanced nursing*, 53(4), 454-458.

van der Zwet, R. J., Kolmer, D. M. B. G., & Schalk, R. (2016). Social workers' orientation toward the evidence-based practice process: A Dutch survey. *Research on Social Work Practice, 26*(6), 712-722.

Wilkinson, S. A., Hinchliffe, F., Hough, J., & Chang, A. (2012). Baseline evidence-based practice use, knowledge, and attitudes of allied health professionals: a survey to inform staff training and organisational change. *Journal of Allied Health, 41*(4), 177-184.