**CNE Quiz: Evidence-Based Practice Education for Better Knowledge, Attitudes, and Practices in Nurses and Midwives**

1. Nurses may experience difficulty with evidence-based practice (EBP) due to the:
   A. Lack of appropriate EBP-specific education.
   B. Inexperience in understanding the EBP concepts.
   C. Expectation that nurses chart using the EBP format.
   D. Necessity of following EBP clinical procedures.

2. Research translation and use are:
   A. More important for nurses in managerial positions.
   B. Correlated with nurses’ performance evaluations.
   C. Associated with having received EBP education.
   D. Less important than conducting primary research.

3. The study design was a:
   A. Clinical trial.
   B. Cohort study.
   C. Case–control study.
   D. Cross-sectional study.

4. The study survey instrument:
   A. Was developed specifically for the study.
   B. Had been tested in previous studies.
   C. Collected objective data.
   D. Measured actual EBP use in practice.

5. A goal of the workshop was to introduce:
   A. Searching nursing research.
   B. Understanding EBP research.
   C. Synthesizing evidence.
   D. EBP processes.

6. Systematic reviews were included in all workshop sessions because they are the:
   A. Most reliable source of evidence.
   B. Easiest to learn.
   C. Most available for clinical topics.
   D. Evidence for all clinical interventions.

7. The statistically significant difference between the groups was:
   A. Level of education.
   B. Length of employment.
   C. Age and nursing position.
   D. Gender and salary.
8. The factor associated with higher total knowledge, attitudes, and practice (KAP) scores was:
   A. Practice specialty.
   B. Workshop participation.
   C. Gender.
   D. Age.

9. Attendance at the EBP workshop was associated with statistically significant:
   A. Collective implementation of EBP into practice.
   B. Higher overall KAP scores.
   C. Lower overall KAP scores.
   D. Differences between the groups of knowledge and attitudes.

10. The most effective teaching–learning strategy for enabling practice change is:
    A. Bedside discussions.
    B. Collaboration that decides specific interventions.
    C. Interactive and didactic strategies.
    D. Small-group workshops.

11. A weakness of using self-report for data collection is:
    A. Respondents may give “best” replies, not honest opinions.
    B. Self-report data cannot be accurately analyzed.
    C. Respondents may submit more than one survey.
    D. Self-report data are inherently unscientific.

12. To increase the number of respondents to answer all survey questions, the authors could have:
    A. Given an inducement for participation.
    B. Used forced-response questions.
    C. Collected the surveys in person.
    D. Made the surveys mandatory.