Nursing Research: Getting Started

Nursing Research Academy
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Nursing Research Academy

- Response to Survey by Staff Nurses

- Goal: Opportunity for nursing staff to learn the fundamentals of nursing research. Enable nurses to participate more fully in the conduct and utilization of research, foster professional growth and advance nursing research at DH

- Ten hourly sessions offered monthly by experienced research faculty.

- Web streamed and archived

Objectives

- Discuss the development of research in nursing.
- Discuss the steps in the research process.
- Discuss the relationship of research to nursing practice.
What is Nursing Research?

- Systematic inquiry designed to develop knowledge about issues of importance to the nursing profession.

(Polt & Beck, 2008)

Research vs. QI

- Quality Improvement:
  - systematic, data-guides activities designed to bring about immediate improvement in particular settings
  - Plan, Do, Study Act methodology
  - Examples:
    - Nurse sensitive indicators – NDNQI
    - Performance measures
    - Compliance checks

Evidence-Based Practice

- Conscious use/ integration of the best research evidence with clinical expertise and patient preferences in nursing practice.

- Examples:
  - Use of Evidence based standards from a professional organization
  - Pressure ulcer prevention protocol
Areas of Focus for Nursing Research

• Clinical Practice:
  Understanding human responses
  Determining the best interventions to promote health, prevent illness and manage illness

• Nursing education
• Administration
• Health Services
• Nurses characteristics and roles
• Informatics

Importance of Nursing Research

• Broad support for evidence based practice
  — Provides strong evidence to inform nurses decisions and actions
  — Practice changes based on evidence

• Builds a body of scientific knowledge for the nursing profession

• Nurses are in a unique position to ask clinically relevant questions

• Improves patient outcomes

Examples of Research Studies

• The effect of a standardized heart failure education and discharge protocol on patient outcomes.

• Effects of Nursing rounds on patients’ call light use, satisfaction, and safety [27 units- 14 hospitals, 1 & 2 hour rounds]
Where Did We Come From and Where are We Going?

Florence Nightingale (1820-1910)

Research Trends

- Nightingale —
  - “Notes on Nursing” describes environmental factors that promote well being
- 1900 to 1960s—
  - educational training of nurses
- 1970s—
  - Improvement in client care
  - 1976- first article (Stetler & Marram) on assessing research for application in practice settings.
- 1980s—
  - Nursing groups with priorities, start of EBM
Research Trends

- 1990s - National Center for Nursing Research elevated to Institute (NINR)
- Future directions -
  - Promotion of excellence in nursing science
  - Heightened focus on EBP
  - More rigorous methods
  - Greater emphasis on systematic reviews
  - Expanded local research in health care settings
  - Multidisciplinary collaboration

National Institute of Nursing Research

Priorities & Funding

- Advances in nursing science
  - Symptom management
- Care management of patients during illness and recovery
- Reduction of risks for disease and disability
- Promoting healthy lifestyles
- Improving quality of life with chronic illness
- Care for individuals at end-of-life
- Palliative care

Professional Expectations for Research

- The registered nurse integrates research findings into practice.
  - Utilizes the best available evidence, including research findings to guide practice decisions
  - Actively participates in research activities at various levels of nurse’s education and position

JANA Scope and Standards of Practice, 2010
Professional Expectations for Research

• Advanced Practice Registered Nurse:
  – Contributes to nursing knowledge by conducting or synthesizing research that discovers, examines, and evaluates knowledge, theories, criteria, and creative approaches to improve healthcare.
  – Formally disseminates research findings through activities, such as presentations, publications, consultation, and journal clubs.

    [ANA Scope and Standards of Practice, 2010]

Research and EBP in the New Magnet Model

Getting Started

• Inspiration
• Passion
• QI data
• Organizational imperatives
Sources of Evidence in Nursing

- Tradition and authority
- Clinical experience, trial & error, intuition
- Logical reasoning
- Assembled information
  - Benchmarking
  - Cost
  - QI and Risk Management data
  - Disciplined research

Research Process Overview

Phase 1
Selecting & Defining the Problem

Phase 2
Selecting a Research Design

Phase 3
Methods

Phase 4
Data Analysis

Phase 5
Utilizing Research

Fain, J. (2009)
Research Process Overview

Phase 5: Utilizing Research

Phase 4: Data Analysis

Phase 3: Methods
- Data Collection Methods

Phase 2: Selecting a Research Design
- Identifying Sample and Setting
- Defining All Measurements

Phase 1: Selecting & Defining the Problem
- Identify Problem and Purpose statement
- Review of Related Literature
- Identifying Pertinent Variables
- Formulating Research Questions and Hypotheses

Fain, J. (2009)
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Phase 1
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Utilizing Research

Identify Problem and Purpose statement
Review of Related Literature
Identifying Pertinent Variables
Formulating Research Questions and Hypotheses
Identifying Sample and Setting
Defining All Measurements
Data Collection Methods
Interpreting Findings
Analyzing Data
Disseminating Research Findings

Fain, J. (2009) Translating Research into Practice

Research and Evidence Based Practice
Evidence Based Practice Models

- Discovery
- Summary
- Translation
- Integration
- Evaluation

JHN Evidence-based Practice Model

Quality of Research Evidence
Conclusion

- Nurses can engage in research with any level of academic preparation.
- Nurses can engage in research at any point along the continuum from consumer to researcher.
- Research provides the foundation for evidence-based practice and improved patient outcomes.

Questions ??

References