Increasing Nursing Leaderships’ Knowledge and Support of Nursing Research

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Increasing Nursing Leaders’ Knowledge and Support of Nursing Research

Marietta Sperry, MSN, RNC-MNN, CLC/CLE
INDIANA STATE UNIVERSITY DNP Project

Background
- Nursing leaders at acute care hospitals often lack knowledge on how to engage nurses in clinical inquiry such as research and evidence-based practice (EBP).1,2.

Objectives
- Describe barriers to engaging nurses in clinical inquiry as perceived by nurse leaders.
- Test whether an interactive learning module improves nurse leaders’ knowledge of clinical inquiry.

Methods
- Nurse leaders (n=300) at 6 mid-size hospitals recruited via email.
- Participants completed the “Barriers to Nurses’ Participation in Research Questionnaire3”, a valid and reliable 34-question (10-minute) pre-test and 26-question (5-minute) post-test; both with 3 open-ended questions were provided:
  - At baseline
  - After completing a 45-minute module on research designed by a Regional Nurse Researcher
  - Quantitative data were analyzed in SPSS with descriptive statistics and t-tests.
  - Qualitative data were analyzed with content analysis

Results
- A total of n = 17 nurse leaders completed the pre-survey.
- N = 8 completed the post-survey.
- Participants were both unit and executive-level nurse leaders.
- A majority of the sample was female (76%) aged between 20 and 70 years
- 65% reported a specialty nurse certification, 18% had an Associate’s, 24% had a Bachelor’s degree, 59% had a Master’s. Zero had a Doctor of Nursing Practice or nursing PhD.

Pre-test group (n = 17) reported several barriers to engaging nurses in clinical inquiry (Table 1).
- Qualitative responses further identified lack of:
  - Administrative support
  - Data collection
  - On-site research mentor
  - Training on how to develop and execute research projects.

Outcomes

<table>
<thead>
<tr>
<th>Table 1. Pre-intervention Barriers</th>
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</thead>
<tbody>
<tr>
<td>PRE-TEST Research Hindrances “Lack of:”</td>
</tr>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Incentives</td>
</tr>
<tr>
<td>Mentors</td>
</tr>
<tr>
<td>Infrastructure</td>
</tr>
<tr>
<td>Financial resources</td>
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</tbody>
</table>

Post-test group, (n = 8) half of the nurse leaders indicated that the module improved confidence to support future nurse research.
- A paired-samples t-test suggested reduced barriers to engaging nurses in research activities for several items among participants (Table 2).

<table>
<thead>
<tr>
<th>Table 2. Post-intervention Comparison</th>
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<tbody>
<tr>
<td>POST-TEST Research Hindrances</td>
</tr>
<tr>
<td>Lack of knowledge</td>
</tr>
<tr>
<td>Felt intimidated</td>
</tr>
<tr>
<td>Not my job</td>
</tr>
<tr>
<td>P &lt; .05 (two-tailed)</td>
</tr>
</tbody>
</table>

While not statistically significant:
- More felt financial hindrances, lack of time, and more training was needed.
- Less had no ideas and less felt research was not interesting.

Discussion
- Nurses need to be involved in research to generate and apply best evidence to the bedside1,2,3,4.
- This project supports literature that nurse leaders report barriers to engaging nurses in research.
- Nurse leaders may benefit from participating in an online module on how to engage in clinical research.
- Participation was low in this project, potentially due to implementation during the peak of COVID-19 hospitalizations
- Future work is needed to support nurse leader research activities.

Conclusions
- Online modules may be a low-cost method boosting nurse leaders’:
  - Confidence in supporting nurse research activities
  - Perceived facilitators for involving clinical nurses in research projects.
- Future work should focus on supporting nurse leaders to enhance nurse research activities in their individual hospitals.

References
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- This project supports literature that nurse leaders report barriers to engaging nurses in research.
- Nurse leaders may benefit from participating in an online module on how to engage in clinical research.
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