

Increasing Nursing Scholarship Through Dedicated Human Resources

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Purpose

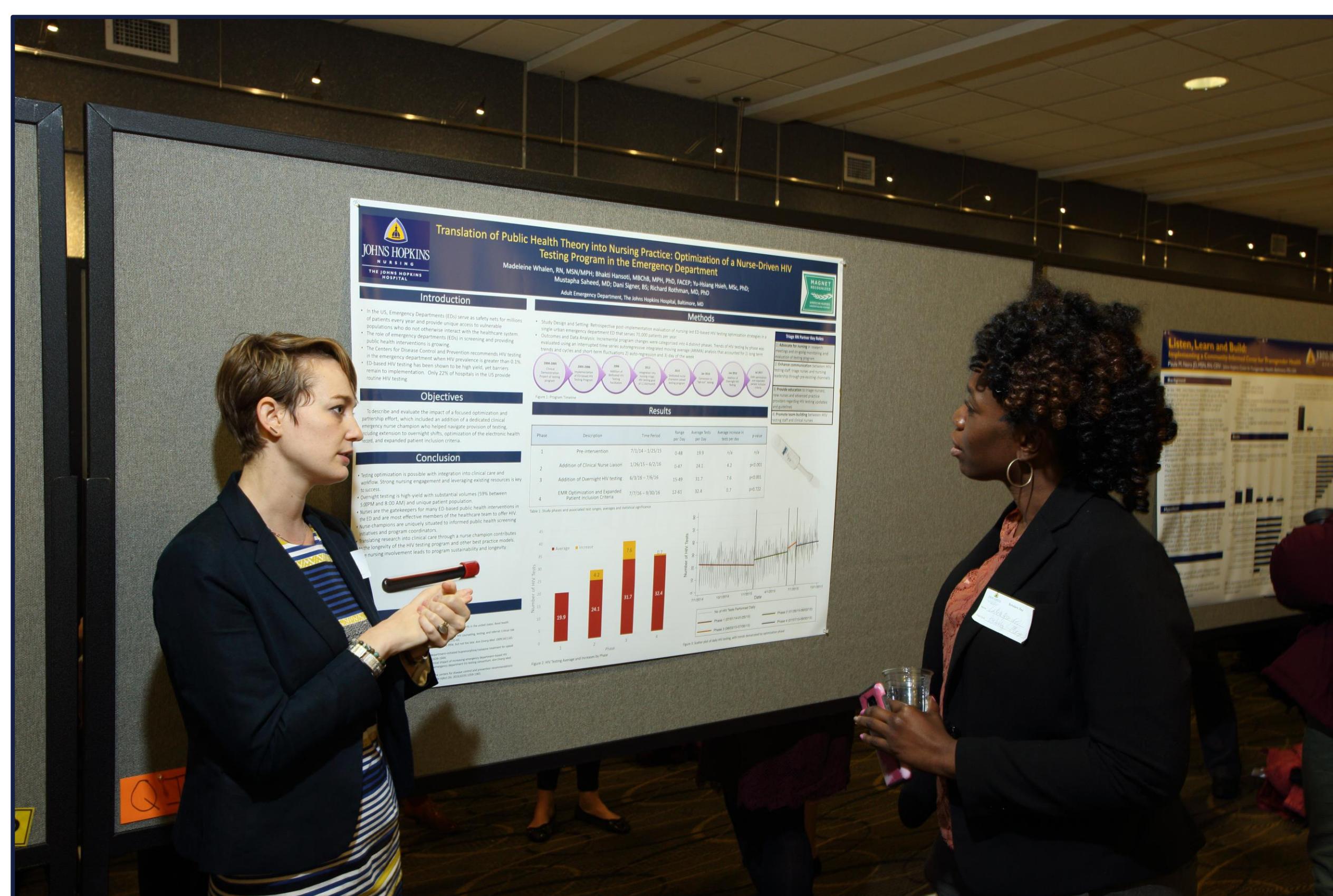
As the role of nursing grows in healthcare, the engagement of bedside nurses in evidence based practice (EBP) and clinical research is becoming the rule and no longer the exception. Clinically practicing nurses are in a unique position to inform scholarly projects and implement them into practice. However, nurses face barriers to engagement in scholarship including lack of time, knowledge, and institutional leadership support. The purpose of this project was to increase the output of scholarly work among emergency department (ED) bedside nurses through the formalization of nursing inquiry support via designated nursing inquiry project coordinators.

Design

A staff development project was implemented to increase scholarly output among nurses in an adult ED.

Setting

The project took place in an urban academic medical center's adult ED, that employs approximately 100 full time nurses. This ED has established collaborations with Johns Hopkins University Schools of Nursing, Medicine and Public Health, as well as the Department of Emergency Medicine's Operations Research Group.



Participants

Two nurses, one full-time clinical ED nurse, and one full-time School of Nursing faculty member were given protected time to devote to scholarly activities in the department (8 hours and 4 hours per week, respectively). All nurses in the department were invited to utilize these dedicated nursing inquiry resources.

Methods

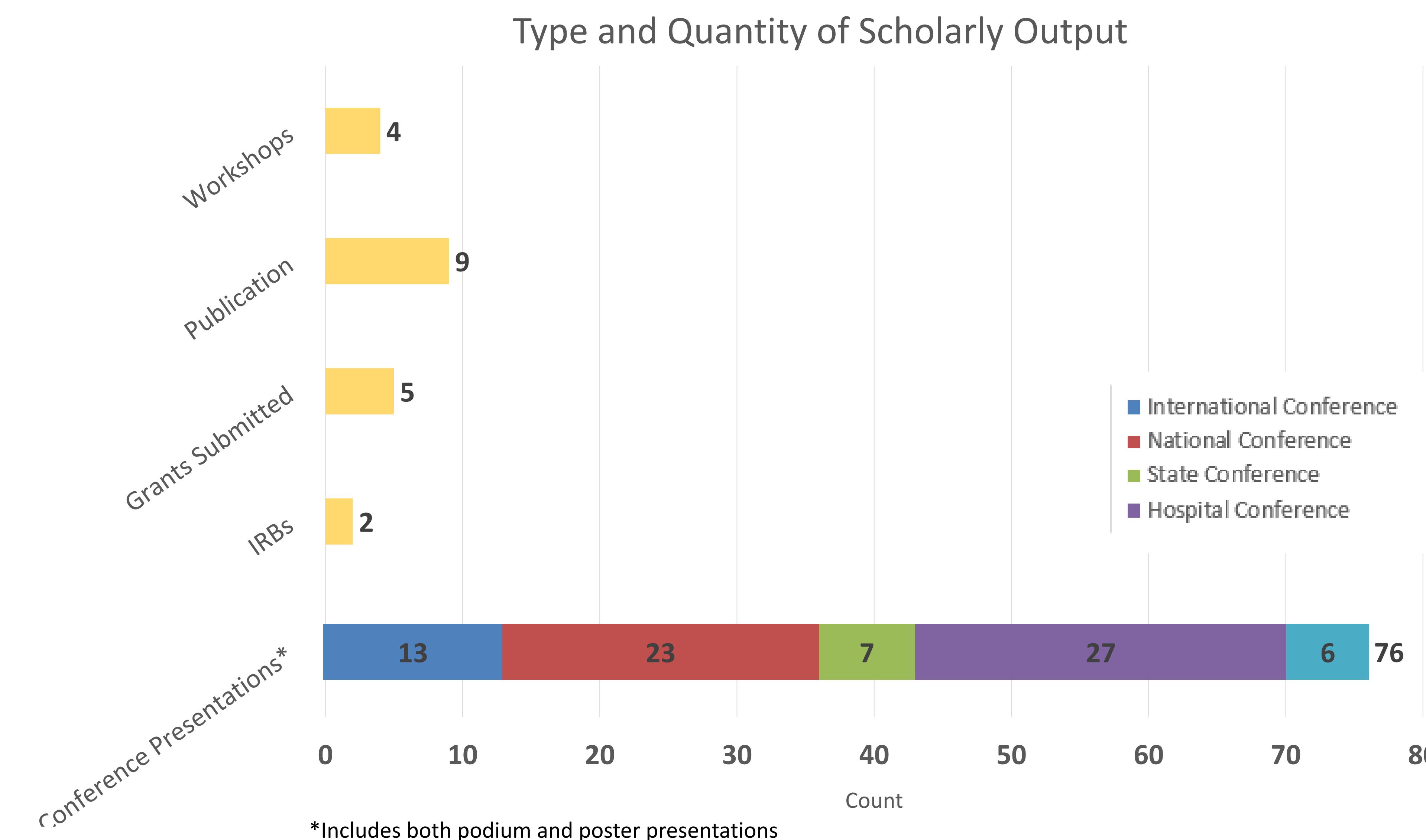
In August of 2015, we designated 2 nurses to devote a portion of their weekly work to the cultivation of nursing scholarly activities in the department. By establishing a Nursing Inquiry Coordinator (clinical nurse) and a Clinical Research Liaison (faculty member), leadership formalized their support for nursing inquiry and created resources for frontline staff to participate in nursing scholarship. The Inquiry Nurses were available during scheduled office hours, via email and in real-time in the clinical setting. Outcomes include scholarly output such as presentations and publications. Nurse-led projects included multidisciplinary collaboration with physicians, nursing assistants, financial analysts, biostatisticians, and medical engineers.

Mentorship Activities

- Scholarly inquiry workshops
- Assistance with abstract preparation and submission
- Tracking of scholarly projects and dissemination opportunities
- Workshopping of QI and EBP projects
- Guidance on manuscript preparation, from structure to content
- General editing, adherence to publication standards (eg SQUIRE 2.0)
- Assistance with scholarly poster design
- Guidance on ethical review board requirements
- Statistical support
- Guidance on research methodologies
- Improved communication with affiliate departments

Results

From September 1, 2015 to September 30, 2018 nursing inquiry activities greatly increased. Scholarly output for the department is displayed in Figure 1. Many frontline staff members, who had not previously participated in inquiry projects or scholarly work, took advantage of these new resources and became first-time presenters and authors. Prior to these formalized resources, scholarly output was not rigorously tracked, but was primarily limited to those in leadership positions.



Implications

Provision of mentorship has been continuously identified as a facilitator to EBP and research activities by clinical nurses. Our creation of dedicated nursing part-time inquiry roles addressed barriers bedside nurses face (time, knowledge, leadership support deficits), and dramatically increased our department's scholarly output. This development project provides a tangible solution to engaging nurses as local, national and international leaders in the advancement of high quality patient care.