**Sigma's 30th International Nursing Research Congress**

**Engagement of Scholarly Inquiry for Frontline Clinicians: A Literature Review**

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**Purpose:** A review of the literature was conducted to explore the current state of scholarly inquiry in nursing and its relevance to research and EBP with the goal to develop an evidence-based intervention to improve engagement of scholarly inquiry among clinical nurses.

**Methods:** In order to provide context for the term scholarly inquiry, an abbreviated concept analysis was conducted based on the model by Walker and Avant (2011). Concept was also evaluated against terms of research and inquiry for comparison and relativeness. Once an operational definition was established, a literature review was conducted using key terms of research, scholarly inquiry, evidence-based practice, clinical nurse, engagement, and practice. The online databases for the search consisted of Cumulative Index to Nursing and Allied Health Literature (CINAHL®), Medline, ProQuest, PsychInfo, Business Source Elite, and Academic Search Premiere. A secondary search of reference lists from highly relevant articles was also completed to ensure coverage of applicable publications. Search was limited to peer reviewed academic journals, research-based articles were considered more relevant.

**Results:** A total of 174 articles were selected for full text review and 110 were deemed relevant and included in the literature synthesis. Articles spanned reportings across the globe and settings from academia to patient care settings. Literature was synthesized into three key areas of focus: Clinical nurses’ engagement of scholarly inquiry, organizational support of the engagement to scholarly inquiry, and state of the science. Clinical nurses’ engagement of scholarly inquiry includes readiness to engage, ability of the nurse to engage, levels of engagement, and quality of engagement. Knowledge and skill acquisition especially from academia vary dependent on the acquired level of education and the overall quality and capacity of the educators. Organizational support of the engagement of scholarly inquiry include strategies to promote engagement, organizational models, infrastructure and resources, tools to measure engagement, and sustainability of the engagement. Multi-dimensional or multifaceted approaches at the organizational level were a common theme to address concerns of knowledge translation interventions, research literacy, engagement of nursing research, and overcoming barriers to EBP. The state of the science for clinical nurses’ engagement in scholarly inquiry such as research and evidence-based practice remain at a high interest in the last two decades. The level of evidence remains mostly non-experimental with a few quasi-experimental research designs. Barriers and facilitators for EBP and research remain unchanged over the last decade except with increased acceptance EBP. The knowledge and understanding of the terms continue to lag in clinical practice. Although prioritization of EBP remains reportedly low among nursing leaders, clinical nurses engaged in research and EBP exist despite continued barriers and scarce resources in many institutions.

**Conclusion:** The interpretation of scholarly inquiry in the practice settings has not been established. Little is known about clinical nurses’ understanding of scholarly inquiry. A common understanding of scholarly inquiry may identify more applicable ways to engage clinical nurses. Implications in education, practice, administration and research will be discussed.

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**Title:**  
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Keywords:
Clinical nurses, Scholarly inquiry and engagement

References:


Abstract Summary:
The nursing profession continues to struggle to engage frontline nurses in research or application of evidence into practice globally. This session will provide the current state of clinical nurses’ engagement in scholarly inquiry, organizational support of the engagement, and implications in education, practice, administration and research.

Content Outline:
I. Introduction

A. What is Scholarly Inquiry?

B. Purpose
C. Significance of engaging clinical nurses to scholarly inquiry

II. Methods

A. Concept Analysis – Scholarly Inquiry

B. Literature Review – search strategy, key terms, databases, secondary search, inclusion/exclusion, applied limitations

III. Results

A. Clinical nurses’ engagement of scholarly inquiry
   a. Readiness to engage;
   b. Ability to engage;
   c. Levels of engagement;
   d. Quality of the engagement

B. Organizational support of the engagement of scholarly inquiry
   a. Strategies to engage;
   b. Organizational models;
   c. Infrastructure;
   d. Tools to measure engagement;
   e. Sustainability

C. State of the science
   a. Level and quality of the research;
   b. Knowledge gap

IV. Conclusion

A. Implications
   a. Education,
   b. Practice,
   c. Administration
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**Author Summary:** Mei Lin Chen-Lim is an experienced pediatric nurse for the last 20 years with 10 years of experience in nursing research and clinical trials. As part of the Clinical Research Nurse Lead role, Mei has lead nurses across all levels to conduct research and evidence-based practice projects. She is also an educator for nurse residency program for EBP and co-author of 4 online EBP/research modules.