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Research Literacy in Nursing: Engaging Graduate Nursing Students Into Clinical Research Through Publication

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Purpose: Historically, nurses in the clinical environment have not taken an interest in nursing research. In a published study titled “Dissemination of research into clinical nursing literature” the authors revealed that the nurse does not read research and research is not disseminated into the clinical journals. The lack of understanding to how they could play a role as an active participants in the research process and the lack of clinical resources may be the reason for little interest. The study included a citation analysis that the authors traced citations from nursing research journals back to the clinical nursing journals. Although there were some limitations with the study, the premise was that clinical nurses may not actual read these clinical journals. Nurses may not realize that their participation in research is critical for health outcomes and changes in health policy. Knowledge related to nursing research may need a different pathway for the purpose of increasing nursing research literacy in graduate nursing students. The purpose of this propose study is to explore how graduate students who took a Methods of Inquiry course increased their knowledge and awareness of evidence-based practice to increase nursing research literacy. Thus, could evidence-based practice knowledge actually influence their views on nursing research? Overall aim for this study is to determine if increased knowledge and awareness of evidence-based practice influence graduate students’ perception of nursing research. **Conceptual Framework:** The conceptual framework is based on Knowledge-to-Action (KTA) model. KTA is a framework that provides robust method for conceptualizing implementation activities. The key points are (1) identification and clarity; (2) solution building. The model will show how graduate students will identify problem and clarify. The student at this point is cognitively emerge into the problem. In solution building the student is conducting refraining and continuum of evaluation throughout the process.

Methods: the design is a cross-sectional design. A convenient sample of graduate nursing students from the University [N=80] was selected to participate in the study. The students were selected from the year 2016-2018. **Procedure:** Using a newly developed instructional strategy called “Walk-Back” to establish an interest in nursing research and increase research literacy in nursing. This strategy includes the knowledge of evidence-based practice as pathway to stimulate nursing research. Each of the students participates in an online virtual learning. Students completes weekly surveys during the course and participated in the specific teaching strategy multiple exercise using engagement technology. **Data analysis:** The analyses will be completed using Statistical Package for Social Sciences (SPSS) to compute descriptive analysis, Pearson Correlation Coefficient and regression modeling to determine differences in age and gender.

Results: Currently finishing the analysis of all data.

Conclusion: There results have not been completed at this time. The hope that this study will provide information on an alternate approach in teaching graduate research course.

Title:

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Abstract Describes:

Ongoing Work/Project

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Poster

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Reference

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Abstract Summary:

Historically, nurses in clinical environments have not taken an interest in research. One reason may relate to clinical journals. The purpose of this study is to explore how graduate students knowledge and awareness of evidence-based practice may have an influence on their views of nursing research using a "Walk-Back" strategy.

Content Outline:

I. Introduction

- A. Example Lack of interest in nursing research
- B. Example Knowledge-to-activities model

II. Body

A. Main Point #1 Identification and Clarity

- 1. Supporting point #1
 - a) Students cognitively emerged & developed a plan
 - b) Refrain search & screen
- 2. Supporting point #2

a) Assessment using "Walk-back"

b) Developing & revising

B. Main Point #2 Solution building

- 1. Supporting point #1
 - a) Align the new strategy to the practice
 - b) Identify barriers

2. Supporting point #2 I

a) Tailoring the "Walk-back" and reevaluating

b) Testing "Walk-back"

C. Main Point #3 Implementation, evaluation & sustainability

- 1. Supporting point #1
 - a) A continuum of monitoring and evaluation
 - b) Evaluate the process

2. Supporting point #2

a) Evaluation of outcomes

b) Change & reevaluate

III. Conclusion

- A. Example Students acknowledgement of a new view of nursing research
- B. Example Students develop new models within the context of nursing research