Develop Nursing Research Leaders: A Clinical Nurse Profile and Motivating Factors

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Objectives

• Discuss the results of the study which explored the motivation and characteristics of nurses interested or engaged in nursing research.

• Review the implications of study findings regarding the motivation and characteristics of nurses interested or engaged in nursing research for practice, education, and research.
Engaging in research activities is an area of professional practice that clinical nurses need to develop throughout their careers.

Nurses have an ethical obligation to participate in scholarly inquiry (2015 ANA Code of Ethics for Nurses).

Prior research supports numerous barriers to nurses’ engagement in research.

Little evidence exists regarding what motivates nurses to be interested or engaged in research.
Purposes

• Gain an understanding of what motivates clinical nurses to be interested or engaged in research.

• Describe what motivates clinical nurses who are interested or engaged in research.

• Identify the common characteristics of clinical nurses who are interested or engaged in research.
Theoretical Framework

• Vroom’s Expectancy Theory (Vroom, 1964)
  – Expectancy—the belief that higher performance leads to better outcomes
  – Instrumentality—the individual’s belief in his/her ability to perform well enough in order to receive a desired reward
  – Valence—the importance, attractiveness, desirability or anticipated satisfaction with achieving outcomes or the performance of the individual

(Purvis, Zagencyzyk, & McCray, 2015)
Engaging Clinical Nurses in Research: An Exploratory Study
Demographic Data
JHM eIRB Study IRB00057827

Clinical Nurse Interview Guide

Today’s Date: 
Your Name: 
Participant Name: 
Time of Interview Start: 

WRITTEN CONSENT OBTAINED: Yes ☐ No ☐
If no, stop interview.

Question 1:
Describe an example of a nursing research activity that you are or have been engaged in.

Probe:
• How did you get involved?
• Why did you get involved?
• What keeps you involved?
Methods

• **Design:** Interpretive descriptive (Thorne, 2016)

• **Settings:** Six hospitals and one home health facility

• **Sampling:** Purposive and network (N = 34)
  - Caucasian, female, and employed full-time
  - Bachelor of Science in Nursing (BSN) degree
  - Age range from 22–61 years
  - Clinical nurses representing a variety of settings
Methods

• Data collection: Individual interviews using a semi-structured interview guide
  – Transcribed verbatim
  – Data collected until saturation was reached

• Data analysis: Qualitative content and thematic analysis

• Trustworthiness and rigor established
Results: Participant Themes

• Four themes emerged:
  – Feeling empowered to make a difference and legitimize the profession.
  – Having a future impact by being a part of the bigger picture.
  – Advancing professionally.
  – Wanting to know more and the why of problem solving.
## Results: Motivators

<table>
<thead>
<tr>
<th>Motivators</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional obligation</td>
<td>Responsibility for staying aware of evidence</td>
</tr>
<tr>
<td>Quality care</td>
<td>Providing quality care based on evidence</td>
</tr>
<tr>
<td>Helping people</td>
<td>Helping patients, staff, the organization and the community</td>
</tr>
<tr>
<td>Learning</td>
<td>Knowledge acquisition</td>
</tr>
<tr>
<td>Social engagement</td>
<td>Team work, be with friends, networking</td>
</tr>
<tr>
<td>Make a contribution</td>
<td>Professional impact</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>Professional development, career advancement</td>
</tr>
</tbody>
</table>
# Results: Motivators

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<th>Motivators</th>
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</thead>
<tbody>
<tr>
<td>Opportunity</td>
<td>Project presented itself, school/fellowship programs</td>
</tr>
<tr>
<td>Process improvement</td>
<td>Using the best evidence in practice, finding solutions, efficiency</td>
</tr>
<tr>
<td>Interest</td>
<td>Interest in the topic, project or team</td>
</tr>
<tr>
<td>Credibility</td>
<td>Increase profession’s credibility, seat at the table</td>
</tr>
<tr>
<td>Incentive</td>
<td>Reward, resume builder, advancement</td>
</tr>
<tr>
<td>Transition</td>
<td>No longer new graduate nurse, next step in career, ready to do something new/different</td>
</tr>
</tbody>
</table>
Clinical Nurse Profile

- Curious, systematic, analytic, geeky
- Eager to learn/teach
- Takes initiative
- Innovative, collaborative
- Passion for improving healthcare
-Intellectually stimulated

Nurse
Limitations

- One geographic region and may not be transferable to other regions.
- Recruitment efforts targeted only clinical nurses who had self-identified.
- Data was self-reported with no observation validating the nurse’s actual engagement in research.
- Nurses in some practice settings (e.g., hospice, long-term care) were not represented due to accessibility or lack of presence at the study sites.
Implications for Nurse Leaders

• Create and support infrastructure that increases professional development and provides research opportunities

• Allow clinical nurses to select topics of interest for potential projects that are aligned with health system strategic priorities, organizational goals and patient care outcomes
Implications for Nurse Leaders

- Explore the clinical nurse’s professional goals and career trajectory to encourage participation in relevant research opportunities across the continuum of care.

- Link nurses who are motivated by an interest in research with others, both inter- and intradisciplinary.
Implications for Nurse Leaders

• Identify and actively support nurses who fit the inquiry profile revealed by participant data.

• Mentor clinical nurses’ engagement in nursing research throughout the research process from protocol design through project implementation.
Questions / Comments?

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