Providence

Clinical Inquiry: The Catalyst to Nursing Excellence

Nurse Engagement in Clinical Scholarship Linked to a Hospital-Based, Virtual Research Course
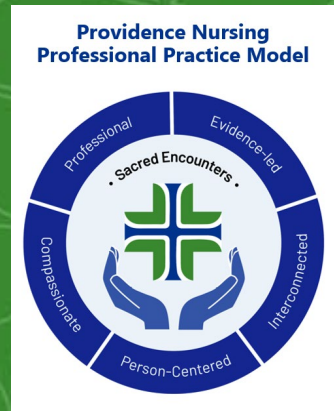
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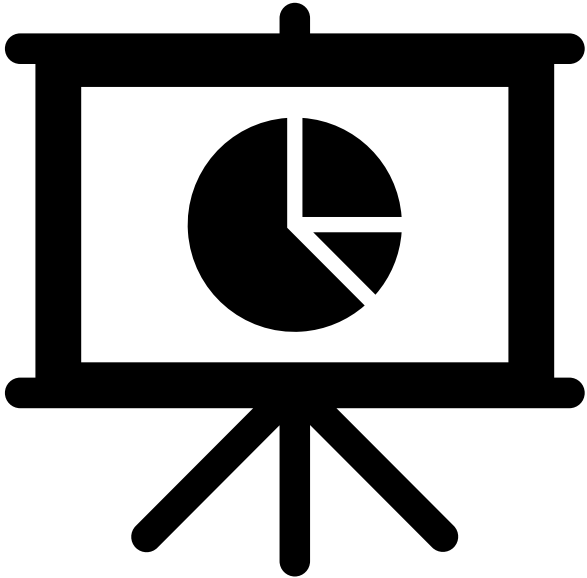Rose Timmerman, DNP, APRN, CCNS, CCRN-CSC-CMC

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Providence Nursing Professional Practice Model

Sacred Encounters

Professional · Evidence-led · Interconnected · Person-Centered · Compassionate

Background and Problem Statement

Clinical Scholarship is a multifaceted concept in nursing.

- Requires identification and evaluation of available evidence, distinguishing between research and evidence-based practice (EBP) and translating findings into nurse-led interventions.
- Necessitates education to train nurses how to systematically participate in clinical scholarship
- Demands a supportive environment allowing nurses to engage in research, evidence-based practice (EBP) projects, and quality improvement (QI) initiatives.

Unclear how to provide the education and training in a large health system and how engaged nurses are following participation

- Program evaluation of an evidence-based practice nurse research course warranted

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Research Basics 101 Curriculum

Flipped Classroom Approach	Defining Clinical Scholarship
	Finding and Evaluating the Evidence
	Formulating a Research Question
	Research Methods
	Data Collection and Analysis
Virtual 4-hour Class Monthly	Applying Research Principles from Start to finish
	Library Resources and Services Orientation
	Institutional Review Board Orientation

Clinical Question and Project Aims

- What are hospital-based nurses' self-reported engagement in clinical scholarship activities after attending a research basics course?

- **Aim:** To examine hospital-based nurses' self-reported engagement in clinical scholarship activities after attending a research basics course.

Methods

- Program evaluation with course attendees completing electronic surveys at two time points: baseline (pre-modules) and six months following the virtual class.
- Variables measured at baseline and post-class:
  - Two questions with multiple-item selection focused on nurse engagement in EBP and research.
  - Number of journal articles read.
  - Plans to attend nurse research/EBP conferences.

In the past 3 months, I:

Check all that apply as it relates to 1) Work & 2) Evidence-Based Practice (EBP) or Quality Improvement

- ☐ Suggested an EBP/QI project to my leadership
- ☐ Was approved to do an EBP/QI project at work
- ☐ Submitted IRB Determination paperwork to the Providence system IRB as project lead
- ☐ Participated as lead or supporting member for an EBP/QI project at work
- ☐ Completed an EBP/QI Project at work as lead or supporting member
- ☐ Disseminated my EBP/QI results internally (within the hospital)
- ☐ Disseminated my EBP/QI results externally (outside of the hospital)
- ☐ None of the above

In the past 3 months, I:

Check all that apply as it relates to 1) Work & 2) Research

- ☐ Suggested a Research study to my leadership
- ☐ Was approved to do a Research study at work
- ☐ Submitted an IRB application to the Providence IRB through the Click! site as Principal Investigator
- ☐ Started a Research study at work as Principal Investigator or supporting team member
- ☐ Completed a Research study at work as Principal Investigator or supporting team member
- ☐ Disseminated my Research results internally (within the hospital)
- ☐ Disseminated my Research results externally (outside of the hospital)
- ☐ None of the above

In the past month, how many healthcare-related journal articles have you read?   _____

I plan on attending a Providence Research/EBP conference this year?
- ○ No
- ○ Yes
- ○ We have a nurse research conference??

I plan on attending a healthcare related conference this year?
- ○ No
- ○ Yes, I plan on attending one
- ○ Yes, and I have already registered

Analysis of Data

Data from survey responses captured electronically from nurses who completed course February 2022 to April 2023.

Descriptive and frequency statistics used to describe variables.

Comparison of baseline and 6-month data conducted using unpaired T-tests for continuous outcomes or chi-square for categorical outcomes.

Findings

	Baseline (n=353)	6-months post-course completion (n=75)
EBP Outputs (mean)*	0.5	1.0
Research Outputs (mean)*	0.4	0.7
Number Journal Articles Read Past Month (mean)*	4	8.5
Plan to Attend Providence Research Conference (n, %)*	151 (51%)	37 (60.7%)

*$p < 0.05$

Discussion

Statistically significant differences at baseline and 6-months post-course for EBP and research outputs, and plan to attend system-specific nursing research/EBP conference.

Offering a flipped classroom model focused on attributes of clinical scholarship may increase hospital-based nurses' engagement in related activities.

Further exploration should be done to connect patient and nurse outcomes with engagement activities.

Clinical Implications

- Nurses can use the knowledge gained from a virtual research course to initiate nurse-led research, question current practice, and promote a culture of clinical scholarship.
- Nurses working in a setting without a research course may advocate for the implementation of this resource to support implementation of clinical scholarship activities.

Questions? Thank you

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