

INSTRUCTOR'S MANUAL: CHAPTER 1

# The Role of Research in Nursing

## CHAPTER OVERVIEW

Chapter 1 examines the role of research in a practice discipline; the historical foundations of nursing research; the relationships among research, education, and practice; the roles of professional nurses in the research process according to their level of educational preparation; and future trends and priorities for nursing research. It introduces students to their role as research consumers and highlights how consumers of research contribute to the development of evidence-informed nursing practice.

The authors emphasize that baccalaureate graduates must be able to read research critically and determine when a body of research is ready for use in practice. Nurses prepared at the master's or doctoral level conduct research and use its findings.

In general, this chapter raises students' awareness of their role as consumers of nursing research. It also fosters an appreciation of the historical evolution of nursing research, that is, where nursing has been and where it is projected to be in terms of research.

## LEARNING OUTCOMES

After reading this chapter, you will be able to do the following:

- State the significance of research to the practice of nursing.
- Identify the role of the consumer of nursing research.
- Discuss the differences in trends within nursing research in Canada.
- Describe how research, education, and practice are related to one another.
- Evaluate the nurse's role in the research process as it relates to the nurse's level of education.
- Identify future trends in nursing research.
- Formulate the priorities for nursing research in the twenty-first century.

## TEACHING STRATEGIES

As a teacher of nursing students, you can facilitate your students' awareness of, interest in, and appreciation of research. The teaching strategies identified in this section are intended to assist you in helping students become aware of nursing research and its relationship to clinical practice.

### 1. Critical Thinking Challenges

The following lists of questions are intended to facilitate review of chapter content and to foster the critical thinking skills needed to fulfill the role of research consumer:

#### RECALL AND UNDERSTANDING

- What is nursing research?
- What is the meaning of the term *consumer*?
- What is the research role of the registered nurse? How does this role compare with that of a nurse who has a master's degree? A doctorate?
- How would you define *evidence-informed practice*?

#### ANALYSIS AND SYNTHESIS

- How does nursing research differ from the research of other disciplines?
- What does it mean to be a *consumer of nursing research*?
- How does nursing research contribute to the development of clinical skills, to the overall practice of nursing, and to professionalism?

### 2. Allaying Students' Anxiety

As stated in the Introduction to the *Instructor's Manual*, students often approach a course in research with preconceived notions about the nature and difficulty of the subject. Therefore, you should establish a nonthreatening environment. It may help to begin by encouraging students to express their concerns and anxieties about the subject matter. Sharing the responses of students in

your other classes can initiate such a discussion. This strategy helps students realize that they are not alone in their feelings and that you as the teacher are aware of their needs and are concerned about them. This type of open discussion also can give you an idea of students' learning needs and major areas of potential difficulty. Through this discussion, misconceptions can be addressed and clarified right away.

### 3. Making Research Relevant to Practice

If research concepts have not been incorporated in previous courses, or even if they have, students may not be aware of the relationship between research and practice. A variety of teaching strategies can be used to facilitate this awareness. Students have found the use of numerous clinical examples during discussions of the role of research in nursing to be particularly enriching.

For example, you might ask your students about the techniques they use to give intramuscular injections. After several students describe their technique(s), you can ask them to discuss where they obtained their knowledge and whether they believe these techniques are valid. You might then explain that, although research supporting the theoretical principles related to the administration of intramuscular injections has existed for 20 years, findings have not been universally applied in nursing practice. More specifically, the effect of positioning (internal rotation of the femur for giving injections in the dorsogluteal site) was first studied by nursing in 1979 by Kruszewski, Lang, and Johnson. Their study, titled "Effect of positioning on discomfort from intramuscular injections in the dorsogluteal site," supported the hypothesis that "Patients who are placed in prone positions with femurs internally rotated while receiving an intramuscular injection in the dorsogluteal site will report less intense discomfort than patients placed in prone positions with femurs externally rotated" (Kruszewski, Lang, & Johnson, pp. 103–105).

In 1982, Rettig and Southby supported the effect of proper positioning in reducing discomfort from dorsogluteal injections. In more recent research, Cocoman and Murray (2008) completed a comprehensive review of the practice for intramuscular injections and discuss the often contradictory available evidence.

#### 4. Involving Guest Speakers

You may want to invite a guest speaker who has a background in historical research or an in-depth knowledge of nursing history to address the historical evolution of nursing research. Such a person can make the subject matter come alive by, for example, interspersing little-known anecdotes about prominent nurses involved in the development of nursing research.

#### 5. Providing Experiential Learning Activities

##### *a. The Evolution of Nursing Research: A Game*

The purpose of this learning activity is to inject some spice into what students generally perceive as a dry subject: the evolution of nursing research.

##### Student objectives for the learning activity:

- Relate an historical event to its time and place or person.
- Recall milestones in the evolution of nursing research.

**Directions for implementation.** This activity is a modified version of *Jeopardy*, a popular TV game show. Be sure to explain clearly how the game will be played before starting. Depending on the number of students in your class, you may have all students participate at once in teams or have some students act as the “audience” while others take the role of contestants. Form a panel of three students or three teams of students (a team may consist of

two to four players). You will need index cards, four bells or buzzers, and a score sheet with marker or board with chalk. Create three sets of index cards: set 1 will contain the years that various historical events took place; set 2 will contain the events themselves; and set 3 will contain the places, persons, or outcomes related to those events. Each set of cards should be a different colour. Key the cards in each set to their related cards in the other two sets by marking them with the same numbers. As an example, in 1932 (date on card #23 in set 1) the Weir report was published (event on card #23 in set 2) and recommended changes in nursing education (outcome on card #23 in set 3). The instructor acts as game show host. Contestants take turns picking one of the three categories. The instructor holds up and reads a card from that pile. Contestants then have to provide an answer in the form of a question from the other two sets. For example, if the contestant picked the card from set 1 with the date “1932,” he or she could correctly respond in question form with the following: “In what year was the Weir report published?” If the contestant picked the card from set 3 with the outcome “Recommended changes in nursing education,” the response might be: “What was the recommendation from the Weir report?”

The game begins with the instructor picking a card and reading it. The contestant or team who presses the buzzer (or rings the bell) first is given the first chance to respond. If that contestant or team provides the correct answer, another card is chosen and play continues. If, on the other hand, the contestant or team who buzzes in first gives an *incorrect* answer, the other contestants or teams are given a chance to answer correctly. Once the question is answered correctly, the game continues as before. The instructor or another student may keep score on a flip chart or board. Score 1 point for each correct answer. The instructor and students should decide together on a prize before beginning the game.

BOX 1-1	
<b>HISTORICAL MILESTONES IN THE DEVELOPMENT OF NURSING RESEARCH</b>	
1858 and 1863	Florence Nightingale publishes <i>Notes on Matters Affecting the Health, Efficiency and Hospital Administration of the British Army</i> and <i>Notes on Hospitals</i>
1920	Public health courses are offered at the universities of British Columbia, Alberta, Toronto, McGill, Dalhousie, and Western Ontario
1932	The Weir report, sponsored by the Canadian Nurses Association and the Canadian Medical Association, calls for better nursing education and service
1952	The American Nurses Association first publishes <i>Nursing Research</i>
1959	The first Canadian nursing master's degree program is launched at the University of Western Ontario
1964–1965	The first nursing research project is funded by a Canadian federal granting agency <i>International Journal of Nursing Studies</i> and <i>International Nursing Index</i> are launched
1969–1970	<i>Nursing Papers</i> , the forerunner of the <i>Canadian Journal of Nursing Research</i> , is published at McGill University
1971	McGill University launches the Centre for Nursing Research, and the first national Canadian conference on nursing research is held; both are financed by the Department of National Health and Welfare
1978	Heads of university nursing schools and deans of graduate studies attend the Kellogg National Seminar on Doctoral Education in Nursing
1982	The Alberta Foundation for Nursing Research, the first funding agency for nursing research, is established The Working Group on Nursing Research is established by the Medical Research Council of Canada (MRC)
1985	The report of the Working Group on Nursing Research is released by the MRC
1988	The MRC and the National Health Research and Development Program establish a joint initiative to structure nursing research grants
1991	The first fully funded Canadian nursing PhD programs are launched first at the University of Alberta, followed by the University of British Columbia, McGill University, and the University of Toronto
1994	McMaster University launches its nursing PhD; MRC's mandate includes health research
1999	The Nursing Research Fund is launched with a \$25 million grant over 10 years; the Canadian Health Services Research Foundation (CHSRF) administers the funds The PhD nursing program is launched at the University of Calgary
2000	Five CHSRF/Canadian Institutes of Health Research (CIHR) Chairs Awards are granted to nursing
2002	The Office of Nursing Policy organizes a think tank called, "Pathfinding for Nursing Science in the 21st Century," which advocates for a coordinated voice for nursing science
2004	A forum on doctoral education is held in Toronto under the auspices of the Canadian Association of Schools of Nursing to develop a national position paper on the PhD in nursing for Canada The Canadian Consortium for Nursing Research and Innovation is established to develop a strategic plan, build partnerships, and advocate for funding to support research programs and infrastructure
2003–2010	PhD programs in nursing were initiated at Dalhousie University, Queen's University, Université Laval, Université de Montréal, Université de Sherbrooke, University of Victoria, University of Western Ontario, University of Ontario, and University of Saskatchewan
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