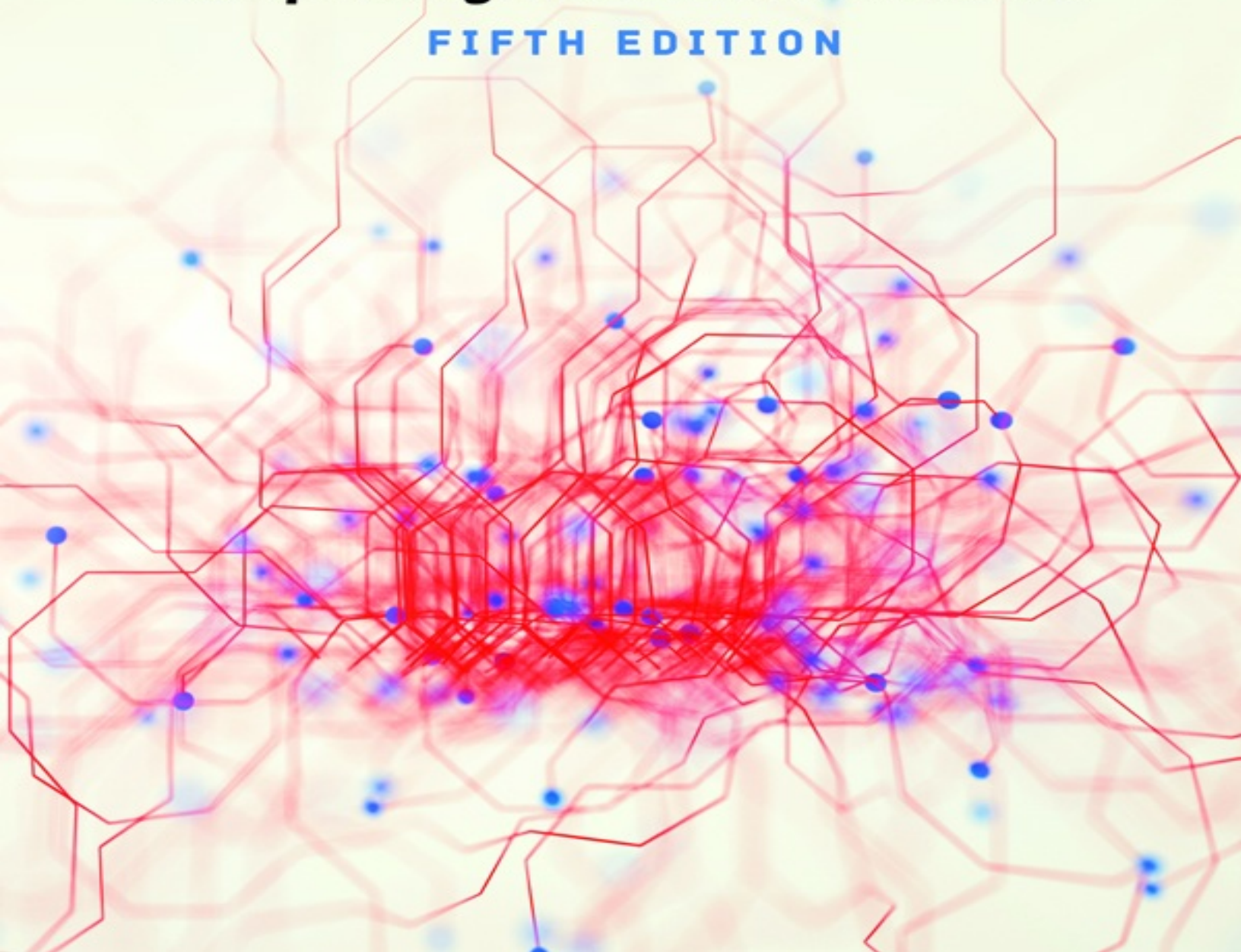


CAROL BOSWELL & SHARON CANNON

INTRODUCTION TO **NURSING RESEARCH**

Incorporating Evidence-Based Practice

FIFTH EDITION



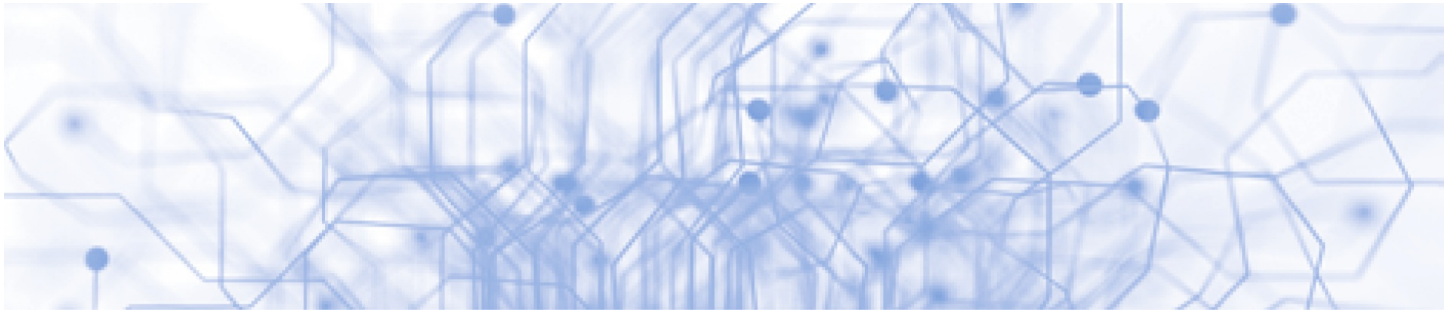
INTRODUCTION TO
**NURSING
RESEARCH**

INCORPORATING EVIDENCE-BASED PRACTICE

FIFTH EDITION



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LEARNING



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The Pedagogy

Introduction to Nursing Research: Incorporating Evidence-Based Practice, Fifth Edition guides comprehension through miscellaneous strategies that address the learning essentials of students while also creating eagerness about the topic. This collaborative approach converges distinctive learning styles, making this the critical text to ensure mastery of strategic concepts. The pedagogical aids that appear in most chapters incorporate the following:

CHAPTER 1

Connection Between Research and Evidence-Based Practice

Carol Boswell and Sharon Cannon

CHAPTER OBJECTIVES

At the conclusion of this chapter, the learner will be able to:

1. Translate the essentials for research to ratify evidence-based practice.
2. Define evidence-based practice.
3. Indicate impediments to evidence-based research.
4. Distinguish the nurse's role in evidence-based practice.
5. Interpret how evidence-based practice affects nursing practice.

KEY TERMS

Evidence-based practice (EBP)
Obstacle
PICOT

Research
Research process
Research utilization

► Introduction

The overarching principle for healthcare practice is the provision of quality nursing care to all clients without consideration of social, financial, cultural, or other individual characteristics. As the nurse initiates contact with the client, the client should be confident that the care provided by that nurse is based on the most current, up-to-date health information available. Having established the currency of the health information to be utilized, the nurse and client must also agree that

Objectives

Chapter objectives provide instructors and students with a snapshot of the key information they will encounter in each chapter. They serve as a checklist to help guide and focus study.

Key Terms

Found in a list at the beginning of each chapter, these terms create an expanded vocabulary.

Think Outside the Box

Students can work on these critical thinking assignments individually or in a group while reading through the text.

THINK OUTSIDE THE BOX

Consider the following four routine activities done by nurses during a typical clinical day: bowel sounds, turning every 2 hours, nothing by mouth for 8 hours prior to surgery, and normal oral temperature levels. Carefully consider what evidence was used in your institution as the foundation for these tasks. Are the skills for the tasks in your practice setting based on research, personal preferences, clinical guidelines, or traditions?

The practicing nurse has to value the ideas of the EBP process, research, and QI to facilitate its complete incorporation and implementation. Nurses must understand the value of integrating carefully analyzed results from research, QI, and other sources with personal experiences and client values when determining the treatment plan that best addresses a situation's identified challenges. Even when health-care providers utilize the most advantageous evidence accessible, each engagement with an individual continues to be distinctive. The treatments and outcomes will change based on the uniqueness of the client's values, preferences, interests, and/or diagnoses. According to Fonteyn (2005), nurses who are involved with EBP tend to demonstrate increased critical thinking skills along with implementation of research outcomes. Saunders and Vehviläinen-Julkunen (2016) ascertained that "nurses worldwide state they are familiar with, have positive attitudes toward, and believe in the value of EBP in improving care quality and patient outcomes, nurses perceive their own EBP knowledge and skills insufficient for employing EBP, and do not use best evidence in practice" (p. 129). Nurses are taught, encouraged, and expected to think critically. This process of critical thinking corresponds to the use of EBP on clinical units and in primary care settings. Critical thinking embraces the need for health care to be based on a foundation of proven research and other tested data while including the client's perspective. The use of unconfirmed reports, hearsay, and unfounded information, combined with a lack of client input, does not fit with the provision of sound, quality nursing care at this point in time. The evolution of EBP has moved the focus of client-centered care to the forefront of nursing care.

Fineout-Overholt and Melnyk (2005) state that continuous opportunities for learning EBP must be given to providers to enhance and sharpen EBP skills for

Summary Points

1. Current national legislation and reports continue to have an impact on the importance of EBP and research utilization.
2. A core body of nursing knowledge stems from the process in which research is incorporated into practice; this strategy has been called best practice, quality of care, and EBP.
3. EBP is a process of utilizing confirmed evidence (research and quality improvement), decision making, and nursing expertise to guide the delivery of holistic patient care.
4. The PICOT acronym offers a structure for rendering dynamic, clinical questions to construct scientific questions.
5. Obstacles to research utilization are education, beliefs/attitudes, support/resources, lack of time, and lack of mentoring.
6. Generating evidence augments the core of nursing knowledge, which advances nursing as a profession.
7. The combination of nursing practice and research is central to advancing EBP.
8. Safe, effective patient care is not an extravagance but rather an obligation.

RED FLAGS

- Within the documentation of a research project, specific decisions concerning the planning and implementation of the process must be defended by rationales. In EBP, randomized controlled trials are viewed as one of the most powerful types of evidence. As a result, some research characteristics are viewed as stronger designs (quantitative, experimental, and randomized sampling) than other facets of the process. In this text, the categorization of a red flag will reflect features of the research project that need to be examined carefully to determine the quality of the process employed. These areas are not strictly forbidden within research but rather are points that need to be taken into consideration. Within the documentation, these aspects should be corroborated by rationales reflecting the thought process utilized for those pieces.
- When an individual is appraising an article for inclusion in an EBP situation and/or policy and procedure rationale, the presence of red flags should be seen as a gateway to consider the justification for the decisions made by the research team. If the research team has provided sufficient justification for each of the research decisions, a study characterized by red flags can still be a strong study. The documentation of the research report by a researcher is a process of validation and justification of the various judgments made during the planning, implementation, and analysis processes. The researcher has the responsibility to document the validation for the decisions incorporated into the study such as ethics, sampling, design, and data collection.
- Red flags are areas within the documentation of the study that raise concerns. These areas are not items that should never be done but rather are items that should be supported by sound, clear rationales as to why the researcher used the research components.

Red Flags

At the end of every chapter, these bullet points alert students to areas in research that may raise concern.

Multiple-Choice Questions

- Which of these examples characterize a successful application of safe and competent nursing care delivery?
 - The nurse investigates the latest online information in deciding how the care is to be provided.
 - The nurse examines peer-reviewed nursing research articles to determine the best care to be provided.
 - The nurse asks a clinical instructor from the university how the care for a client should be given.
 - The nurse provides care following the instructions provided when attending school.
- The ACA and the IOM/RWJF and Carnegie Foundation reports are national movements to:
 - reaffirm current nursing practice.
 - ignore current nursing practice.
 - transform current nursing practice.
 - eliminate current nursing practice.
- A nurse is seeking a research article to use as the underpinning for an adjustment in the manner in which care is given. An example of a research article is a manuscript that provides a(n):
 - overview of how to provide care.
 - discussion of the method used for the research along with recommendations.
 - discussion of a case study without any recommendations.
 - overview of guidelines for a particular type of case.
- Which of these forms of evidence carries the highest degree of credibility?
 - Research study using a nonexperimental study
 - Intuition
 - Research study using a random control sample
 - Research study providing a case study approach
- A problem-focused trigger would generate which of the following PICOT statements?
 - Registered nurses have less work stress than other healthcare providers.
 - Adult cardiac patients involved in bedside rounding compared to multidisciplinary rounding have an increased understanding of their treatment plan.
 - Palliative care patients enjoy music therapy more than pet therapy when provided by their family members.
 - Registered nurses can use any nursing theorist to provide sound care.
- Which of these PICOT questions or statements demonstrates effective development?
 - What type of care is best used for pediatric patients?
 - Nurses prefer 12-hour shifts to 8-hour shifts to allow more time with family.
 - Individuals using saline for hep-lock flushes have fewer complications.

Multiple-Choice Questions

Review key concepts with these questions at the end of each chapter.

Discussion Questions

Students can use these assignments to apply information in the text to everyday practice.

Discussion Questions

- You are a public health nurse working in an outpatient community health facility. You are responsible for clients and their families in a six-county area. During the course of a week, you have from 6 to 10 clients or their families who experience stressful situations related to their diagnosis of diabetes mellitus type 1. These families and their loved ones experience confusion and frustration as they confront and deal with the complex nature of the healthcare situation. You have been asked to explore the following question: How do others in this type of situation deal with the numerous stressful challenges? Which type of searchable question could you develop to drive the data search related to this request?
- As a BSN staff nurse, you are excited that your hospital wants you to participate in an evidence-based project. You have been chosen to chair a taskforce. How would you approach this task?
- You are an ADN-prepared staff nurse at an acute care facility who has enrolled in an RN-BSN program. One of the key messages presented by the RN-BSN program is the importance of evidence-based nursing practice. In your first course in the program, you are asked to identify an evidence-based topic for development. The faculty members instruct you to select a topic that will be functional in your workplace. Which types of activities would you carry out to aid in the selection of this topic?

Suggested Readings

- Bovino, L. R., Aquila, A. M., Bartos, S., McCarry, T., Cunningham, C. E., Lane, T., Rogucki, N., DosSantos, I., Moody, D., Mealla-Ojima, K., Post-Marcone, I., & Quiles, J. (2017). A cross-sectional study on evidence-based nursing practice in the contemporary hospital setting: Implications for nurses in professional development. *Journal for Nurses in Professional Development*, 33(2), 64–69. doi:10.1097/NND.0000000000000339
- Briggs, P., Hawrylack, H., Mooney, R., Papanicolas, D., & Taylor, P. (2017). Engaging nurses in clinical research. *Nursing*, 2017, 47(2), 14–16. doi:10.1097/01.NURS.0000510757.23703.43
- Carter, E. J., Mastro, K., Vose, C., Rivera, R., & Larson, E. L. (2017). Clarifying the conundrum: Evidence-based practice, quality improvement, or research? *JONA*, 47(5), 266–270. doi:10.1097/NNA.0000000000000477

- Hospitalized children have less stress and heal more quickly when allowed to use play therapy in comparison to pet therapy while recovering from surgery.
- You are a BSN-prepared nurse who wants to initiate a research project on your unit. To get the other nurses to participate, you would:
 - ask the doctors what they think.
 - check the educational level of other nurses on the unit.
 - ignore your desire to learn more at this time.
 - give a presentation to your peers on the benefits of research.
- Research is often not valued because:
 - it costs too much.
 - administrators want it.
 - search engines are easy to access.
 - staffing is not an obstacle.

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FIFTH EDITION

EDITED BY

Carol Boswell, EdD, RN, CNE, ANEF, FAAN

Professor

Texas Tech University Health Sciences Center

Odessa, Texas

Sharon Cannon, EdD, RN, ANEF

Regional Dean and Professor

Texas Tech University Health Sciences Center

Odessa, Texas



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World Headquarters
Jones & Bartlett Learning
5 Wall Street
Burlington, MA 01803
978-443-5000
info@jblearning.com
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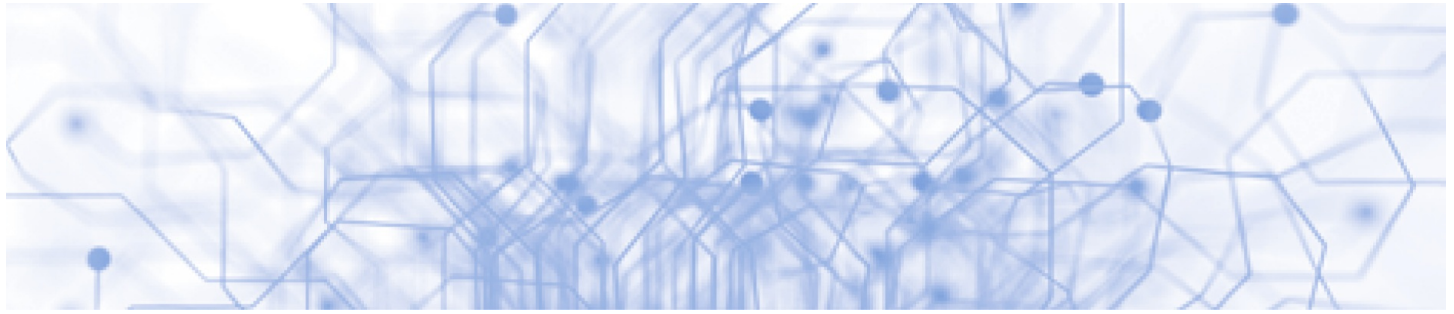
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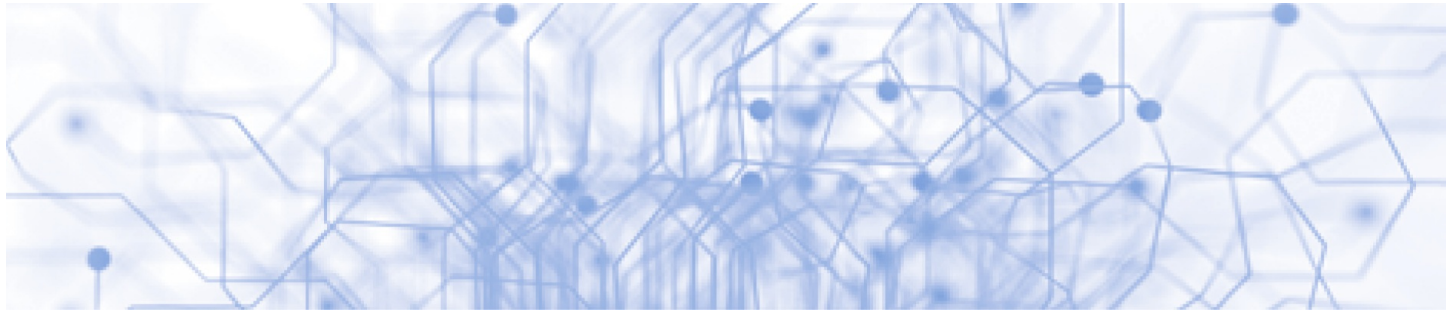
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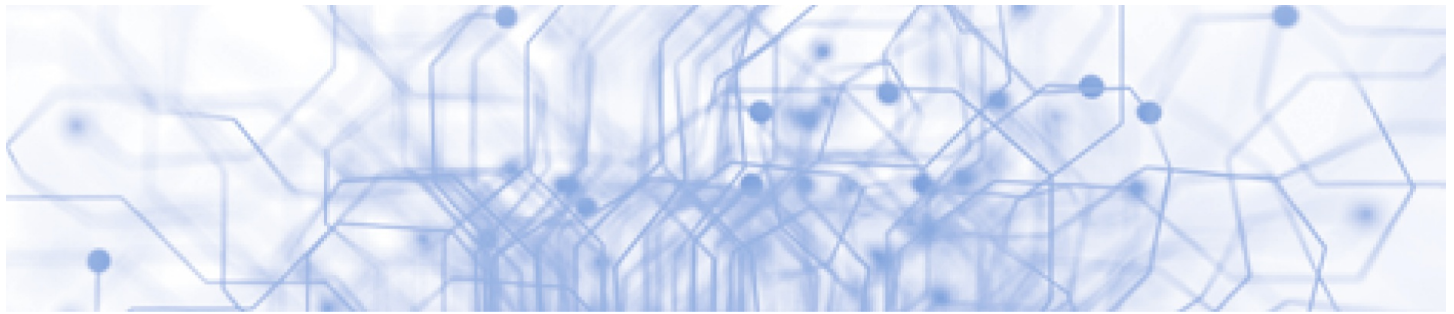
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Preface

Research, quality improvement, and evidence-based practice (EBP) go hand-in-hand as nursing comprehension flourishes and increases. Healthcare transformations stemming from the Patient Protection and Affordable Care Act; the Institute of Medicine's 2010 report *The Future of Nursing: Leading Change, Advancing Health*; and other challenges compel nurses to embrace and evolve nursing knowledge through these diverse evidence-development designs. EBP has evolved into a significant component for authenticating quality health care. The concept of EBP entails the integration of clinical expertise with investigational corroboration from evidence, which includes research. Nurses must assimilate reliable and astute evidence into policies and procedures. These EBP-based policies and procedures are utilized for the delivery of holistic health care. The public anticipates that each skill or task needs to be achieved using a specific technique that is justified by evidence.

Introduction to Nursing Research: Incorporating Evidence-Based Practice, Fifth Edition presents deep-seated research information employing evidence-based research examples. Every concept connected with the research process is covered. In addition, the information concerning the interconnectedness of research, EBP, and quality improvement is examined. Alternative facets encompassed in this text are the growth and development of comprehension about what makes up the range of evidence. This undertaking attempts to make the information significant and appropriate to nurses working in healthcare settings and who are encouraged to participate in EBP. Research should be FUN (functional, understandable, and nonthreatening).

This text characterizes the challenge to convey practical quality improvement, EBP, and research probabilities to the frontline nurse who is responsible for the ongoing management of health care. The contemporary healthcare arena requires that care be instituted using an authentic, evidence-based foundation. Therefore, the