



ELSEVIER



CrossMark

International  
Journal of  
Orthopaedic and  
Trauma Nursing

[www.elsevier.com/locate/ijotn](http://www.elsevier.com/locate/ijotn)

# Orthopaedic nurses' attitudes towards clinical nursing research – A cross-sectional survey

Connie Bøttcher Berthelsen RN, MScN, PhD (Post Doctoral Researcher, Assistant Professor) <sup>a,b,\*</sup>, Bibi Hølge-Hazelton RN, MScN, PhD (Director of Research, Associate Research Professor) <sup>c,d</sup>

<sup>a</sup> Orthopaedic Department, The Regional Hospital of Zealand, Køge, Denmark

<sup>b</sup> Section of Nursing, Institute of Health Science, Aarhus University, Denmark

<sup>c</sup> The Regional Hospital of Zealand, Roskilde, Køge, Denmark

<sup>d</sup> Department of Public Health, University of Copenhagen, Copenhagen, Denmark

## KEYWORDS

Orthopaedic nurses;  
Nursing research;  
Cross-sectional  
survey;  
Research interest;  
Research knowledge;  
Research motivation

**Abstract** The call for evidence-based knowledge in clinical nursing practice has increased during recent decades and research in orthopaedic nursing is needed to improve patients' conditions, care and treatment. A descriptive cross-sectional survey was conducted to determine the self-perceived theoretical knowledge and practical research competencies among orthopaedic nurses and their interest and motivation to increase these in everyday practice. A newly developed questionnaire was given to a convenience sample of 87 orthopaedic nurses. Forty three orthopaedic nurses (49.4%) completed the questionnaire. The results indicated that despite the majority of orthopaedic nurses having low self-perceived theoretical knowledge and practical research competencies, their interest and motivation to improve these were high, especially their inner motivation. However, the nurses' inner motivation was inhibited by a lack of acceptance from colleagues and section head nurses and a shortage of time. This study forms a baseline as a part of a larger study and contributes knowledge useful to other orthopaedic departments with an interest in optimizing nursing research to improve orthopaedic nursing care quality.

© 2014 Elsevier Ltd. All rights reserved.

## Editor comments

In the last 30 years or so there has been ongoing discussion about nurses' failure to integrate research findings into their practice. Since then much has changed in the way that practitioners are educated, resulting in a greater focus on evidence-based-practice and enormous change in the way care is delivered. The result is a much more enquiring approach to care that is based on relatively up to date knowledge. This is a cause for celebration even though there is still some distance to travel before care is truly evidence-based – not least because research into orthopaedic care issues remains limited in scope. This paper highlights how motivated nurses now are towards both conducting and using research but that they lack confidence and support in learning about and understanding its conduct and findings.

JS-T

\* Corresponding author. Orthopaedic Department, The Regional Hospital of Zealand, Køge, Denmark. Tel.: +45 53302308; fax: +45 56631505.

E-mail address: [cb@ph.au.dk](mailto:cb@ph.au.dk) (C.B. Berthelsen).

<http://dx.doi.org/10.1016/j.ijotn.2014.10.004>

1878-1241/© 2014 Elsevier Ltd. All rights reserved.

## Introduction

During recent decades awareness of evidence-based practice has increased in nursing and the need for practice-based research has been well documented (Higgins et al., 2010). Evidence-based practice was introduced and recommended in health policies in 1992 and derived from evidence-based medicine to increase the best practice for patient care and treatment (Carlson and Plonczynski, 2008). Evidence-based practice has been characterized in various discourses. However, there is general agreement that practitioners should ensure that people receive care based on the best possible evidence (Rycroft-Malone et al., 2004). In Denmark the majority of nursing research studies are performed by researchers at universities. However, the interest and motivation for conducting nursing research in clinical primary and secondary care has grown over the years. This raises a need for involving non-academic nurses in clinical research (Poulsen et al., 2013), since it is well known that the clinical nurses' involvement in developmental and research projects and implementation of results creates impact and clinical relevance (Granger, 2001; Gurzick and Kesten, 2010).

Evidence-based practice is needed to improve orthopaedic patients' care and treatment (Watters and Moran, 2006). To use and produce this evidence, orthopaedic nurses (hereafter: nurses) with research skills and interest are needed. Since 2000, Danish nurses have been specifically trained to utilize national and international research in nursing care and to conduct and participate in research within the context of health care during their undergraduate training (Poulsen et al., 2013). Despite some nurses having bachelors degrees and completing courses on nursing research, no studies were found regarding their interest in nursing research or their motivation to develop and conduct nursing research in orthopaedic departments (hereafter OD).

## Background

The demand for research in clinical practice, including nursing research, is rising (Breimaier et al., 2011) and patients are entitled by law (The Danish Health Law, 2005) to receive evidence-based care and treatment (Carlson and Plonczynski, 2008). Studies show how clinical nurses, who tend to be very interested in conducting research (Akerjordet et al., 2012), are motivated to expand their knowledge (Higgins et al., 2010; Tranmer et al., 2002) and have positive

attitudes towards research in general (Akerjordet et al., 2012; Glacken and Chaney, 2004; Kajermo et al., 1998; McMaster et al., 2013). Akerjordet et al. (2012) discovered, in their cross-sectional survey of 364 clinical nurses from a Norwegian university hospital that 40% had a positive attitude towards research and 56% wanted to increase their research competencies. In an Australian survey of 32 mental health consultation nurses, McMaster et al. (2013) found that 41% of the participants reported an interest in becoming involved in research and 53% reported their current research competencies to be 'moderate' to 'good'. Results also showed that 53% reported having research goals over the next twelve months (McMaster et al., 2013).

Although clinical nurses are predominantly portrayed as having a positive attitude to research, many studies conducted on their utilization and participation in nursing research focus on the nurses' self-perceived barriers and deficiencies with respect to pursuing research in the clinical setting (Adamsen et al., 2003; Akerjordet et al., 2012; Breimaier et al., 2011; Brown et al., 2010; Carlson and Plonczynski, 2008; Chan et al., 2011; Higgins et al., 2010; McMaster et al., 2013; Roxburgh, 2006). Breimaier et al. (2011) conducted a self-report questionnaire study of 1023 Austrian hospital nurses, and found three main barriers to research utilization to be lack of time (70%), lack of information and/or knowledge (46%) and lack of interest (26%). Adamsen et al. (2003) also found lack of time for participation in research studies (37%) to be a barrier, along with insufficient time to read new research results or implement new ideas (50%). In a qualitative, exploratory study, Roxburgh (2006) interviewed seven nurses about their views on factors which they perceived constrained them from research participation. The key themes of the analysis revealed that the nurses felt constrained about lack of time, lack of peer support, and limited skills and knowledge (Roxburgh, 2006). Roxburgh suggests that nurses should be given financial incentives to participate in research (Roxburgh, 2006).

The literature shows how clinical nurses' knowledge about the development and execution of nursing research has been varied and that not all nurses are able or willing to utilize, undertake or participate in research (Mulhall, 1997). Studies also show how nurses' lack of knowledge about research implementation limits their use of research findings in daily practice due to the influence of barriers to research use (Brown et al., 2010) and because the results are not easily transferable to clinical practice (McKenna et al., 2004). Findings in

Download English Version:

<https://daneshyari.com/en/article/2652711>

Download Persian Version:

<https://daneshyari.com/article/2652711>

[Daneshyari.com](https://daneshyari.com)