

6th Edition

Susan K. Grove
Jennifer R. Gray
Nancy Burns

Understanding Nursing Research

Building an Evidence-Based Practice



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Introduction to Nursing Research and Evidence-Based Practice

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LEARNING OUTCOMES

After completing this chapter, you should be able to:

1. Define research, nursing research, and evidence-based practice.
2. Describe the purposes of research in implementing an evidence-based practice for nursing.
3. Describe the past and present activities influencing research in nursing.
4. Discuss the link of Quality and Safety Education for Nurses (QSEN) to research.
5. Apply the ways of acquiring nursing knowledge (tradition, authority, borrowing, trial and error, personal experience, role modeling, intuition, reasoning, and research) to the interventions implemented in your practice.
6. Identify the common types of research—quantitative, qualitative, or outcomes—conducted to generate essential evidence for nursing practice.

7. Describe the following strategies for synthesizing healthcare research: systematic review, meta-analysis, meta-synthesis, and mixed-methods systematic review.
8. Identify the levels of research evidence available to nurses for practice.
9. Describe the use of evidence-based guidelines in implementing evidence-based practice.
10. Identify your role in research as a professional nurse.

KEY TERMS

Authority , p. 16	Explanation , p. 7	Premise , p. 18
Best research evidence , p. 3	Gold standard , p. 25	Qualitative research , p. 20
Borrowing , p. 16	Inductive reasoning , p. 18	Qualitative research synthesis , p. 23
Case study , p. 11	Intuition , p. 18	Quality and Safety Education for Nurses (QSEN) , p. 15
Clinical expertise , p. 4	Knowledge , p. 15	Quantitative research , p. 19
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Evidence-based guidelines , p. 25	Nursing research , p. 3	Traditions , p. 16
Evidence-based practice (EBP) , p. 3	Outcomes research , p. 21	Trial and error , p. 17
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Welcome to the world of nursing research. You may think it strange to consider research a *world*, but it is a truly new way of experiencing reality. Entering a new world means learning a unique language, incorporating new rules, and using new experiences to learn how to interact effectively within that world. As you become a part of this new world, you will modify and expand your perceptions and methods of reasoning. For example, using research to guide your practice involves questioning, and you will be encouraged to ask such questions as these:

- What is the patient's healthcare problem?
- What nursing intervention would effectively manage this problem in your practice?
- Is this nursing intervention based on sound research evidence?
- Would another intervention be more effective in improving your patient's outcomes?
- How can you use research most effectively in promoting an evidence-based practice (EBP)?

Because research is a new world to many of you, we have developed this text to facilitate your entry into and understanding of this world and its contribution to the delivery of quality, safe nursing care. This first chapter clarifies the meaning of nursing research and its significance in developing an evidence-based practice (EBP) for nursing. This chapter also explores the research accomplishments in the profession over the last 160 years. The ways of acquiring knowledge in nursing are discussed, and the common research methodologies used for generating research evidence for practice (quantitative, qualitative, and outcomes research) are introduced. The critical elements of evidence-based nursing practice are introduced, including strategies for synthesizing research evidence, levels of research evidence or knowledge, and evidence-based guidelines. Nurses' roles in research are described based on their level of education and their contributions to the implementation of EBP.