

RESEARCH OFFICE NEWSLETTER

NOVEMBER 2021

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Our overall mission is to raise the research profile at the College of Nursing. This means fostering an environment that is conducive to faculty scholarship and developing the next generation of nursing researchers by helping Ph.D., DNP, and undergraduate students with research and evidence-based projects.

CONTACT US

ASSOCIATE DEAN OF RESEARCH,
KIMBERLY WERNER, PHD
314-516-8421
WERNERK@UMSL.EDU

RESEARCH ASSOCIATE
KERI JUPKA, MPH
314-516-6092
KJZVF@UMSL.EDU

WORKING ON A LITERATURE REVIEW

Keys to successful publication

Writing a literature review is something that all nurse scholars need to do at some point whether it be for DNP scholarship projects, PhD dissertations, or faculty developing manuscripts or grant applications. Here are some tips on designing and completing a literature review.

The research question. It is important that prior to starting a literature review that a clear and developed research question drives the process. Yes this means scholars may have to do some research in the literature prior to starting to make sure terminology and the research already being done in this area is understood. Look particularly for review articles if available.

Determine search terms. Determine what search terms will be. Remember librarians can provide strong guidance through this process. Understand how to use Boolean operators and truncation when searching and don't be afraid to refine the process as searches are undertaken.

Where to search. The databases searched is important. For nursing scholarship, CINAHL should be included, but it probably shouldn't be the only database searched. Medline is also a good place to search given that it has shown to weed out predatory nursing journals along with CINAHL preventing these poor scientifically sound articles from making it in to literature reviews. Choose databases that are relevant to the topic of interest.

Determine what resources to include. Consider if there is a specific time frame such as the last ten years, relevant to the topic of study or maybe a specific population such as older adults or nursing students is of interest. Some literature reviews want to stick

to peer-reviewed or reviews of peer-review articles but others include a wider set of resources that can include things like professional organizations' statements or guidelines.

Document, Document, Document. Keep track of all search terms used and databases searched. Citations should be recorded and organized to include a complete bibliography when reporting findings.

College of Nursing Research Office Update

The College of Nursing's Annual Research day is coming up Wednesday, November 10th from 2PM to 5:45PM on Zoom. To join the event you can click [here](#). Please join us for:

- McIntosh-Durham lecture: Dr. Joan Smith, Director of Quality, Safety & Practice Excellence at St. Louis Children's Hospital. [Application of Research, EBP & Quality Improvement: Essential for Clinical Decision Making & Professional Development.](#)
- College of Nursing O'Grady Fellowship recipient presentations.
- Undergraduate poster presentations with question and answer session.
- College of Nursing Awards and Poster Awards.

Research Brown Bags:

Dr. Fish presented updates from the Nursing editors conference. Information provided was excellent and the recording can be accessed [here](#).

The next brown bag will be held on December 2nd and will focus on using Qualtrics for data collection for dissertations and DNP scholarship projects.

WHAT IS NEW ON THE RESEARCH SIDE

Here is a summary of some of the new nursing education related research published in the last month.

Preparing Nursing Students to Manage Interruptions. It is important that nurses are prepared when they become practicing nurses including handling frequent interruptions. Authors chose to focus on preparing students to handle interruptions during medication administration (MA). Simulation was used to assess the management strategies student nurses use when interrupted during medicine administration and what associative cues do students use to recall the suspended task of MA. Data was collected using observation and qualitative interviews. During the simulation students were most likely to multitask or engage (as opposed to blocking or mediating) in response to the interruption which included a second nurse wanting to talk about work flow. Qualitative data found that most students rechecked the medication after the interruption, students had concerns about being seen as impolite but did want to be safe, and students requested additional information on handling interruptions. Schroers, G et al. Undergraduate nursing students and management of interruption: Preparation of students for future workplace realities. *Nursing Education Perspectives* 2021;42:350-357.

Training Nurses to Provide Patient-Centered Care to Older Adults. Research has shown that current healthcare systems can be ageist toward older adults (over 65) even though they are more likely to need to use the healthcare system due to chronic disease prevalence. Nursing research has found that many nurses and nursing students find it undesirable to work with older people. Some believe that working with older people is not a challenge and only basic skills are needed. Nursing curriculum does not adequately prepare nurses to treat older people. Authors tested an e-learning activity for improvement in student nurses' perceptions about older people using a pre/post test design. The e-learning activity focused on understanding and communicating with older people and took students roughly 1.5 hours. The Ambivalent Ageism Scale was used to measure perceptions. The post test also asked students for their responses to the learning activity. Students showed a significant decrease in negative perceptions of older people and noted that the activity helped build confidence in working with older people. Improving nurse communication with older people can help improve the quality of the care provided to this population. Dukes et al. Improving students nurses' perspectives towards older people with an e-learning activity. *Int J older People Nurs* 2021;00:e12425.

Team Teaching is Better in Many ways than Solo Teaching. Six databases were searched along with gray literature and six articles were included. Most resources measured student perceptions. The review found that team teaching improved student active learning, reflection skills, and student/instructor relationships. Challenges to team teaching included personality differences among teaching team members and additional time needed for planning. Authors recommended additional research be carried out to get nurse educators' perspectives on team teaching. Pathrose et al. Team teaching in undergraduate nursing programs: A scoping review. *Collegian*. DOI.org/10.1016/j.golegn.2021.09.005.

Copies of articles can be found at the Research Office teams [site](#).

CON SCHOLARSHIP SPOTLIGHT

The College of Nursing had great representation at the UM System Engagement Week Poster Session.

- Dr. Debra D'Arcy - Active Learning Strategies to Teach Nursing Students About Cultural Competence
- Dr. Britannia Phillips - Identification of Veterans Experiencing Symptoms of Mental Illness for the First Time after COVID-19
- Dr. Tonya Haynes - Integrating Members of the LGBTQ+ Community into Course Modules to Prepare Nursing Students to Serve Diverse Populations
- Ms. Taylor Tusinski - The Cerebral Palsy Population and Barriers to Healthcare: Review of the Literature
- Dr. Sheila Grigsby - 100 Black Men Barbershop Tours with UMSL College of Nursing

Also congratulations to Dr. Kim Werner for being selected for a Podium Presentation at AACN. "The Contribution of Traumatic Stress and Brain Injury Predicting Global Functioning in Women Survivors of Intimate Partner Violence."

Dr. Ann Fish has two publications that have been accepted and will be available soon.

- Pescatello, L. S., Hennessy, E. A., Katzmarzyk, P. T., Kraus, W., E., Fish, A. F., et al. Best practice guidelines for meta-reviews in physical activity and health research, *Journal of Physical activity and Health*.
- Falcone, M. L., Van Stee, S. K., Tokac, U., & Fish, A. F. Adverse event reporting priorities: An integrative review. *Journal of Patient Safety*.