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## SUPPORTING RESEARCH

*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.*

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## REVIEW OF IRB TERMINOLOGY

### IRB Refresher

Below are the definition of basic IRB terms according to Princeton University.

**Continuing Review.** The mechanism by which the IRB periodically reviews the conduct of research. The IRB must conduct continuing review of approved studies at least once per year.

**Exempt.** Six categories of minimal risk research that are exempt from federal oversight but not institutional IRB review, ethical guidelines, and institutional IRB policies.

**Expedited Review.** Review of proposed research by the IRB chair or designated member rather than the entire IRB. Expedited review is permitted for certain research involving no more than minimal risk.

**Full IRB Review.** Review of proposed research at a convened meeting in which the majority of the IRB members are present.

**Generalizable.** Widely applicable or universally applicable.

**Human Subject.** A living individual about whom an investigator conducting research obtains data through intervention or interaction with the individual, or obtains identifiable private information.

**Identifiable.** Information that an investigator can readily ascertain or associate with an individuals' identity.

**Informed Consent.** A person's voluntary agreement, based upon adequate knowledge and understanding of relevant information, to participate in research or to undergo a diagnostic, therapeutic, or preventive procedure. An investigator shall seek such consent only under circumstances that provide the prospective subject or

representative sufficient opportunity to consider whether or not to participant that minimizes the possibility of coercion or undue influence.

## College of Nursing Research Office Update

Thanks to all those faculty, staff and students who logged in to the CON Annual Research Day November 10th.

The day started with the McIntosh-Durham Lecture delivered by Joan R Smith PhD, RN, NNP-BC, FAAN. Dr. Smith's lecture "Application of Research, EBP & Quality Improvement: Essential for Clinical Decision -Making and Professional Development" was full of interesting and inspiring information.

O'Grady Fellowship Awardees (Anita Reger and Ann Thaiudom) provided updates on their research and talked about doing research during COVID-19.

All undergraduate research teams presented strong posters. The following three received recognition:

- Probiotics & Gastrointestinal Health. Almedin Sabez, Faith Van Horn, Daniel Won & Marcelo Zvanut-Till
- Improving Cultural Competence of Hospice Care Among Minorities: What Makes it work? Bree Wenzel, Teresa Williams Dianna Godoy, Brittney Medina, Cynthia Okoulatsongo, & Vonda Abusada
- The Effects of Social Media on parental Compliance of Pediatric Vaccinations. Joseph Butcher, Ana Carney, Payton Niedringhause & Oluwabukola Osadue

## 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.

### [Social Media Helps Nursing Students Combat Isolation.](#)

Researchers in Canada collected data from 24 student Facebook, Instagram, and Twitter accounts for 5 months. Data collected was analyzed using content analysis. Nursing students posted information in four categories: advocacy; nursing identity, socialization and culture; formal and informal learning; and sharing resources and tools. Advocacy posts most often had links to news articles. Articles focused on vaccines, nursing working conditions, the opioid crisis and violence against nurses. Many students identified themselves as nursing students and they shared posts about how nurses are perceived as well as posts highlighting tender moments nurses experience with their patients. Others shared information on tension with patients. Students often shared information from specific nursing courses or their semesters generally along with comments on exams. Students shared nursing tools, job openings and other resources. They also posted educational content for their family and friends. Social media appeared to play a positive role in nursing education. Giroux & Moreau. A qualitative exploration of the teaching- and learning-related content nursing students share to social media. *Canadian Journal of Nursing Research* 2021;DOI: 10.1177/08445621211053113.

[What Type of Statistics are Most Commonly used in DNP Project?](#) Statistical competency is an important aspect of utilizing evidence-based practice. The ProQuest Dissertation Thesis database was searched and 667 DNP projects selected for inclusion. Twenty-seven percent of projects relied on one form of statistical test with the most common being paired t-test, chi-square and descriptive statistics. Statistics such as logistic regression, or analysis of covariance were less likely to be used. Around half of the project mentioned statistical power but 60% did not meet statistical power. Advanced practice nurses and nurse leaders should understand their own QI outcomes as well as being able to transform research into practice. Jones et al. Use of Statistical Tests in Doctor of Nursing Practice Projects. *Journal for Nurse Practitioners* 2021;17:1118-1121.

[Community-based Education Improves Undergraduate Nursing Student Skills.](#) A systematic review in which eight databases were searched with 17 articles identified. Inclusion criteria was a focus on nursing student skills, community based education and English language. Methodological quality of each of the included studies was assessed using the Mixed Methods Appraisal Tool (MMAT). Methods used included quasi-experimental studies, descriptive studies, mixed method studies, and qualitative studies. Community-based settings included homes, social service providers, community sites, clinics, schools, child care centers and nursing homes. Students displayed increased skill in all included studies. A number of studies showed increase in communication skills, psychiatric mental

health nursing skills and teamwork skills. This systematic review supports community-based education as an effective tool to increase nursing student professional and communication skills. Zeydani et al. Effect of community-based education on undergraduate nursing students' skills: A systematic review. *BMC Nursing* 2021;20:233.

[Virtual Simulation can Improve Nursing Student Knowledge of Community and Public Health Nursing.](#) A virtual simulation in which students had to contact an individual with a positive STD/STI test after coming in for testing. Students completed a pre-test prior to pre-briefing and participation in the simulation and debriefing. Measures included an adaptation of ATI questions, STD/STI knowledge questions, and the Student Satisfaction and Self-Confidence in Learning Scale along with qualitative questions. For the knowledge questions most students scored highly on the pre and post test. Satisfaction and self-confidence increased from pre to post test. Hoffman et al. Using virtual simulation to teach community health nursing students about public health nursing. *Journal of Community Health Nursing* 2021;38:244-252.

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

## CON SCHOLARSHIP SPOTLIGHT

The UMSL College of Nursing had two faculty members awarded Small Travel Grants through the Office Of Research. These travel grants help junior tenure track faculty attend and participate in conferences. Congratulations to the following faculty members:

- Dr. April Sun
- Dr. Umit Tokac

Congratulations to Dr. Amanda Finley on her first ever conference podium presentation "Impact of Perfectionism on BSN Students" at the AACN Transforms Conference in Dallas. Dr. Finley also represented the CON LGBTQIA+ Curriculum integration team at their poster "Integrating Members of the LGBTQIA+ Community into Course Modules to Prepare Nursing Students to Serve Diverse Populations."

Also congratulations to Dr. Umit Tokac who was awarded University of Missouri South African Education Program (UMSAEP) funding which will allow Dr. Tokac to work with the University of the Western Cape and the University of KwaZulu-Natal to analyze readmission data from a large surgical database. Keep an eye out for Dr. Tokac's collaborators visiting our campus.