

RESEARCH OFFICE NEWSLETTER

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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.

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PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development is available through UMSL's Office of Research and Economic and Community Development (ORECD)

This month we would like to highlight the work of the Research Development office and their many offerings for grant writing skills development.

The Research Development Brown Bag Series is offered monthly for seven sessions. Sessions are held the first Friday of the month at noon in Woods Hall 101.

- Introduction to Proposal Writing (September 3rd)
- Foundation Funding (October 1st)
- The Great Funding Search: Finding Funding to Advance Your Research & Creative Works (November 5)
- Introduction to Evaluation (February 4)
- Strengthening Proposals Using Data Visualization Tools. (March 04)
- Broadening Your Impact: Finding and Working with Community Partners (April 01)

For more information and to register for these sessions click [here](#).

4th Annual Early Career Research Symposium will be held October 8, 2021 this year to celebrate the research accomplishments of UMSL's early career faculty. The event takes place in the JCP Summit Lounge from 2 - 5 PM. Presentations will be followed by a networking reception. The entire UMSL community is invited to attend the Early Career Symposium. Register now to attend the annual event by clicking [here](#).

The office of Research encourages all Early Career Faculty to submit an abstract to present at the symposium. Information and the submission form can be found [here](#).

College of Nursing Research Office Update

The College of Nursing Research Office will be offering two workshops focusing on research and grant writing activities. All faculty, students and staff are welcome to attend any or all Research Office events. Sessions will be held virtually. Below is a description of this semester's two workshops.

- To IRB or not to IRB, That is the Question. This workshop will focus on helping researchers and students to determine the correct IRB forms and processes required for research and quality assurance projects. This workshop will be especially useful for doctoral students getting ready to start their capstone or dissertation projects. Faculty should have received an outlook invite and additional information can be found on the graduate majors canvas site. (September 27 10AM - 11AM).
- Creating a Budget and Budget Justification. This workshop will be facilitated by Melissa Laurenti from the Office of Research Sponsored Programs. This workshop will help researchers set up a budget and budget justification for grant applications. (Wednesday November 11th 10AM - 11AM)

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.

[Do Faculty Feel Prepared to Lead Quality Improvement Projects?](#) A large Eastern US nursing program surveyed their DNP faculty to measure their comfort level and familiarity with a number of QI and IS (implementation science) concepts, implementation success on ongoing project goals, curricular improvement, topics of most interest to faculty, and barriers to success. Topics in which faculty were less familiar included developing a QI charter, Human Error Theory, Driver Diagrams, characteristics of high-reliability organizations, and Standards for Quality Improvement Reporting Excellence (SQUIRE) Guidelines. Faculty were most interested in learning about SQUIRE guidelines, Human Error Theory, statistical process control, and implementation strategies and tactics. Challenges commonly identified by faculty included identifying QI projects; project time constraints; keeping up to date on QI concepts, methods and tools; and balancing professional workloads. This information can help faculty leadership recognize faculty learning needs and bring in resources to address these needs. Bingham et al. Survey of Nursing Faculty Preparation for Guiding DNP Quality Improvement Projects. *Journal of Doctoral Nursing Practice* 2021;14(2):97-103.

[National Survey on Incivility In Nursing Education.](#) Over 1000 nursing faculty and administrators completed the survey which included the Workplace Incivility/Civility Survey (WICS) along with questions on addressing incivility in nursing education. Incivility behaviors participants commonly experienced included inattentiveness or causing distractions during meetings and engaging in secretive meetings behind closed doors. Participants reported the top 3 factors contributing to incivility included stress, unclear roles and expectations, and a sense of entitlement/superiority. When participants were asked to provide open ended responses on types of workplace incivility the follow 8 themes emerged: unprofessional behavior, bullying, poor communication, circumventing expected process to resolve conflict, discrediting colleagues, taking credit for other's works, ineffective leadership, and illegal threats or actions. The three ways to improve civility reported by participants included role modeling professionalism and civility, establishing a code of conduct, and taking personal responsibility. Clark et al. National Study on Faculty and Administrators' Perceptions of Civility and Incivility in Nursing Education. *Nursing Education* 2021;46:276-283.

[DNP-Authored Articles Have Increased in Scholarly Publications.](#) Publications included in this analysis were found in the WorldCat database and included articles from 2012 to 2018. Study inclusion criteria included articles containing at least one author with a DNP degree, published in an English Language journal, and was published in a peer-review journal. 1903 articles were included. The top five journals included *Journal of Emergency Nursing*, *Journal of Pediatric Healthcare*, *AORN Journal*, *Nurse Leader* and the *Journal of Nurse Practitioners*. The number of DNP authored articles published increased 136% in the years between 2012 and 2018. 56% of the included articles had a DNP educated first author. It was also important to note that 62% of articles included interprofessional collaborations with authors in other healthcare professions such as MDs. Only 26% of articles had a solo DNP author. According to this article's authors the increase in DNP authored articles raises the recognition of the DNP-prepared nurse as scholars and leaders in health care. Cortez et al. DNP-Authored Articles in Peer-Reviewed Journals 2012-2018. *Nursing Education*. 2021;46:290-294.

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

CON SCHOLARSHIP SPOTLIGHT

The Midwest Nursing Research Society (MNRS) is accepting abstracts for their Annual Research Conference in Schaumburg, IL. The conference will take place March 30 - April 2, 2022. The conference accepts both research and evidence-based practice abstracts. We encourage faculty and students to consider submitting their scholarly activities. Financial support will be available for students who participate and our selected as part of the competitive student poster competition (additional information is forthcoming). Tenured Track faculty may apply for travel grants to help cover the cost of attending the conference. For additional information on the conference click [here](#). Information on ORECD's Junior Faculty Travel Grant program can be found [here](#).

Abstract submission and registration is also open for AACN's Doctoral Education Conference. Additional information can be found [here](#). A number of conferences for AACN are coming up this fall. Keep an eye out for calls for abstracts. Additional information can be found [here](#).



The Nurse Faculty Loan Program (NFLP) is currently available for DNP and PhD students interested in becoming faculty members upon graduation. The NFLP program covers tuition and fees for courses taken at UMSL when enrolled in one of our doctoral programs. NFLP recipients can have up to 85% of their loan forgiven after working as full time faculty after graduation. Contact Keri for additional information.