



CLOSING THE GAP IN RESEARCH: NURSES RESEARCH SKILL PREPAREDNESS

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WHO AM I

- Nurse Qualification – B cur (Medunsa), B Cur I et A, Msc Nursing (Wits) and D Tech Nursing. Community health nurse.
- Work experience: Clinical practice – Tshilidzini hospital , Garankuwa Hosp (now called George Mukhari. Private Nurse Practice
- Nursing education: Venda Nursing College, Medunsa (clinical accompaniment) Technikon Pretoria –, TUT; Unisa and now TUT again.
- ALDA – Academic and leadership fellow (STTI).
- Serves CH Xi STTI Africa Honour Society executive committee
- Nurse manager- served as Performance management trainer and staff development of then Garankuwa Hospital
- Research focus: Obesity management studies – “only a thief can be sent to catch a thief”
- Research lecturer – B Tech nursing , M Tech Nursing and D Tech Nursing
- A Sunday School teacher of 6 – 8 year olds.



INTRODUCTION TO THE PRESENTATION

- Agreed / Permitted by with Dr Makhanya to run solo – therefore the presentation does not reflect Dr Makhanya’s views or DoH
- The study is a departmental research project – emanates from our own experiences with the phenomenon “research” which at the most were:
- Research ??? – “mission impossible in clinical practice” - avoid
 - » “ the necessary exercise to embark on for qualifications”- engage with caution
 - » “difficult”
- According to the programme we have two hours
- we will use 30 minutes to introduce the topic.



OVERVIEW OF THE PRESENTATION

- 1. Introduction to Presentation**
- 2. Background to the study**
- 3. Purpose of the study**
- 4. Study Methods and design**
- 5. Results and discuss**
- 6. Conclusion and recommendation**



BACKGROUND

- Nurses at public and private have key responsibility area :
 - **practice** ,
 - **administration and or management**,
 - **education** / passing the information to nurse neophytes and clients,
 - **Research** –

One need develop competencies : to be skilled, prepared have right mind-set



CONT.

- R425 requires that research be covered for 66 hours
- Research is a competency required for all the new Advanced and Post graduate qualifications – from NQF level 6 program
- Regulatory bodies and Higher Education formation all agree that research should be part of the curriculum of nurses
- The new professional degree will be at NQF 8 exit level



CONT.

- CPD grid in Draft 2 of the CPD framework reflects research as an alternative to research and that with only 2 points – you would collect 1 point for reading research article for an hour???
- Research in essence ensures that practitioners go into some exercise to find more knowledge and competencies to the existing knowledge – to advance the profession if not the profession dies
- The same is true for nursing.



WHAT ARE THE PROBLEMS

- Research as a KPA is **not given the same level of attention** in the clinical practice, education and management areas.
- Knowledge and application of **best practices or evidence based practice** seems to be lacking
- Role of nurse practitioners in **research advocacy** is another gap observed
- There seems to be **gaps in execution of research** education as articulated by curricula with research
- Relegated to some activity we engage in to acquire qualifications



PROBLEMS CONT.

- The nursing summit in 2011 did not identify challenges related to research in nursing – relegating research education to an invisible position.
- The gap of research preparedness is evident were nurses at times just function as research fieldworkers for other professionals



PURPOSE

The purpose of the study intends to explore research preparedness of professional nurses in the clinical practice area.



RESEARCH METHODS AND DESIGN

To ensure that the research rigour is followed: (preliminary study)

Research Strategy : exploratory and descriptive

Research design : qualitative and quantitative

Targeted population : Professional nurses (**ambitious**)

Accessible population: PNs in at least four provinces

Sampling : purposive and conveniently sampled participants from our post basic programme where in we have PNs

Data collection: naïve sketch

Sample saturation: at 29 PNs from both private and public environment

Data analysis : thematic content analysis



RESULTS : DEMOGRAPHICS

- 29 participants
- No participant was under 25 years old
- Most participants were in the age group 26-45 =21
- Participants experience as professional nurse: 19 had less than 10 years
- 22 participants responded to this question: 13 were from the public sector while 9 were from private sector
- Four provinces were represented in the sample _ Gauteng, Limpopo, Mpumalanga and North West.



RESULTS CONT.

4 themes emerged

- Experiences in clinical nursing research
- Perceived preparedness for research
- What research is or is not
- Understanding of Evidence Based Practice



EXPERIENCE IN CLINICAL NURSING RESEARCH

- Participants expressed lack of awareness using expressions such as *“Not involved Only when investigating incidents. Not involved in what other professionals are doing in terms of research.”*
- . Some indicated they had limited experiences which were *“ I was involved only as an assistant, I only participate in somebody’s study, I did data collection and results not communicated and that only those doing Masters and doctorate are more involved*



PERCEIVED PREPAREDNESS FOR RESEARCH

- Participants had “*no clue*” with responses shown by not responding and responses not comprehensive
- Some participants indicated that they were not prepared as research was “*not covered during training*”
- Some indicated that they were prepared and or partially in their formal education while some participants where not prepared but eager to learn



UNDERSTANDING OF EVIDENCE BASED PRACTICE

No understanding at all

“No understanding of the term”

Is how most respondents reflected regarding EBP

Some form of understanding: some used to express EBP

“Relevant examples “



EXPRESSIONS OF WHAT RESEARCH OR IS NOT

There were expressions such as :

- *“Research is not for nurses it is for doctors and other professions.*
- *Research is done when we do quality assurance.*
- *Literature search is research.*
- *Research is case management.*
- *Research is nursing process*



DISCUSSION

- There is paucity of literature regarding preparedness of nurses in clinical area regarding research.
- Research competency is an expectation for professional nurses yet students often express there is no need to learn about research they will not need the skill once they qualify (Wright, 2007)
- This call for a Nurses Research “Indaba”



CONCLUSION

- There were identified gaps in research preparedness of professional nurses

That will need further research as part of forging a way forward towards finding a place in the Higher Education Space and asserting our professionalism.



INTERACTION – ON RESEARCH

Research can be used to strengthen and stimulate critical thinking the work environment

- Are there merits in emphasising research in the clinical area.
- Discuss (5 minutes)



CONTRIBUTING TO THE BODY OF KNOWLEDGE

Examples of studies that definitely contribute to the body of knowledge : (10 minutes Discussion) **it should begin with interest**

1. Taxi driver need for occupational health nursing services
2. Facilitators of obesity – NCD amongst adolescent – obese youth – early onset of obesity- results NCD, poor sense of self
3. Views of teachers regarding teenagers pregnant at school
4. Teenage father's views on teenage parenting (men as partners in reproductive health)
5. Culture congruent research – such as we heard yesterday on guiding development of policy
6. Development of genetic health competencies – yesterday we were stimulated and challenged re albinism.



PREPAREDNESS – WHO SHOULD BE??

- **10 minutes**
- Curriculum development should endeavour to stimulate critical thinking
- Nurse educators – should be prepared to facilitate learning in this area.
- Managers to create enabling environments
- Nurses should be able to access research funding –
- To advocate and challenge unethical practices related to research all nurses should learn about vulnerable groups and advocacy.



BEST PRACTICE AND EVIDENCE-BASED- PRACTICE

Should research out be also about relevance and applicability to the practice of nursing. (5 minutes)

- Even if universities can produce excellent research output unless the information is accessible and easy to put in use - the only thing the studies would generate is money



AA – NALA DZA VHATHU

