

A Reflection on a Research Course

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When starting this course, I was unsure of what exactly it was about research that we would study. I also felt that I had a good understanding of evaluating research, such as in terms of reliability and whether or not it is applicable. However, after this course, I realized research needs to follow standards when studies are presented that allows a reader to analyze what has been studied and how it is being presented.

Reflection on Personal Goals

Three goals were set in my initial reflection paper before beginning this course. The first one was to review evidence-based practice and be able to select a solution from that research to apply to my nursing practice. This one was based on Bloom's Revised Taxonomy of Learning domain of cognitive learning, focusing on evaluation, which is the ability to judge the value of materials or ideas (Randall, 2010). I feel I met this goal as I can now look at a research article, find the key components that are unique and important to research and determine whether or not the research is valid and reliable. I understand how the research, if quantitative, should include a review of literature that looked at previous studies and articles on the topic being explored and what from that led to the current study. If it is qualitative, it too can include that literature, but a reader must recognize that it may be dispersed within the research, which I understand and will look to identify now. Additionally, by studying other research, one can identify if there is a gap in it. This indicates a need for further research that is important to the nursing profession and finding solutions through that research for clinical practice.

My second goal aligned with the affective domain of Bloom, which comes from internal values a person has that are expressed in their behavior so that others are able to see it (Randall, 2010). It was to more fully understand the value in evidence-based practice. I feel I met this

goal as I not only understand the importance and value of it, but also am appreciative of what research has given to nursing. In the various research studies we read throughout this course, I was able to see how the outcomes of that research could be applied to nursing and what impact it had. I also understood the value of research more in week nine as myself and other members of the class looked at how nursing research is going to impact healthcare. Excellent examples were given in that discussion and included how evidence based practice in nursing has already positively influenced healthcare and how it will continue to do so in ways such as improving patient safety and providing higher quality of care. Research is the key component to that.

Lastly, I set out to gain knowledge about nursing research and how it applies to clinical practice so that I understand it so I may apply it to future learning environments I present to my own future students. This third goal focused on Bloom's psychomotor phase of learning, specially origination, which is to be able to develop a new pattern that fits a situation (Randall, 2010). I feel I met this goal through the two critiques we wrote of a qualitative article and quantitative article. By completing those, I felt I learned about the various components that need to be part of research and what those should consist of when the research is completed. Before, when reading a research article, I skipped over complicated concepts such as frameworks, methods, and statistics. However, I understand those parts of research now as well as the importance they have to the research in making it applicable.

New Knowledge

I gained so much knowledge about research throughout this class. As mentioned above, I better understand why research articles are written the way they are and what one needs to look for in reliable research. Since I have to pinpoint one concept, it would be the knowledge I learned about the difference between qualitative and quantitative studies. I knew of those terms,

but I would not have been able to distinguish one from the other. I can now identify quickly if a study is one or the other, and I can also explain to others what each one is and why one would choose a quantitative method over a qualitative one or vice versa.

Application of New Knowledge

This will be beneficial in my current nursing practice as well as in the future. We often look for ways to improve patient care at the facility I work at, which usually means finding solutions to issues. I feel I can now seek out research and find the right kind of study that would be supportive to configuring a solution. For instance, one current practice we have implemented is bedside reporting. Nursing is not too receptive yet of this concept. I feel to help this, I could seek out qualitative studies that look at it from a nursing standpoint that could be shared with nurses on my unit to show them how other nurses have accepted it. In the future when I teach, I will be able to use this same method with students, seeking out appropriate research based either on qualitative or quantitative methods to fit the situation.

Beliefs on Nursing Research and Its Importance in Nursing

As noted in my initial reflection, my beliefs about utilizing and promoting research and evidence based practice changed after obtaining my BSN. Additionally, I stated that nurses, even if they are not interested in participating in or carrying out research, need to understand research practices, the importance of research, and why applying EBP is crucial to the practice of nursing. I feel this course strengthened those beliefs. Nursing research is a newer field so to speak. The course further identified the needs for research within nursing.

Course Elements That Strengthened Beliefs

Our readings each week showed that nursing research is shaping healthcare with evidence being from the articles we choose for various assignments throughout the course. One of those

articles I critiqued was on the declining numbers of gerontological nurses and what is factoring into why new nurses are not choosing that profession. The qualitative research I looked at identified that more research needs to be done on improving the experiences nursing students have with the older adult so that this perception changes and more nurses choose that field again.

The need for nursing research could also be seen in the discussion we had on how nurses and nursing research are impacting healthcare. Many of the discussions included how nursing research has already made an impact in ways such as how nurses care for patients based on the patient preferences and needs, including the surrounding environment. The role of the nurse continues to change and evolve as well, so research is essential to that to ensure best practice is being followed with those changes. Technology is also influences those changes, which brings in another aspect that needs to be researched so that it may be applied to nursing and used appropriately and effectively for patient care. This and much more of what we discussed each week strengthen my perception on the importance of using and promoting nursing research and nurses having an appreciation and understanding of it.

Future Vision

As mentioned, I hope to use what I learned about nursing research in the future when I teach nursing students. I want them to not only understand the components of research articles but also the importance of nursing research to their future profession. I also am very interested in participating in nursing research as a contributor in the future. This course helped me to see that nursing research is actually quite interesting and also very important to educating students and nurses alike about the nursing practice. Understanding all the elements that go into that research also makes it more appealing as a challenge that I would like to perhaps take part in someday.

References

Randall, V.R. (2010). Learning domains or Bloom's taxonomy. *The University of Dayton School of Law*. Retrieved December 21, 2018 from <http://academic.udayton.edu/Health/syllabi/health/Unit01/lesson01b.htm>