



## 2nd Annual Conference

## 21st Century Visions of Critical Care ~ Newark, Delaware

**Deadline:** Poster Presentation Abstracts must be received on or before **August 1, 2006**

**E-mail your completed Poster Presentation Abstract Submission to:**  
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## Poster Presentation Abstract Submission Form (page 2 of 2)

### 2nd Annual Conference 21st Century Visions of Critical Care

September 28 & 29, 2005 • Clayton Hall ~ University of Delaware, Newark, Delaware

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<b>ABSTRACT</b>			
<b>Presentation Topic:</b>	Please type an X into the box next to your selected topic:		
	<input type="checkbox"/> <b>Case Presentation</b>		<input type="checkbox"/> <b>Creative Idea</b>
	<input checked="" type="checkbox"/> <b>Research / Evidence Based Practice</b>		
<b>Title:</b>	Assessment of Acute Care Nurses' Knowledge, Attitudes and Practices, Related to Research		
<b>Presenter(s):</b>	Linda Bucher, DNSc, RN; Judy Watherhouse, RN; Michelle Collins, BSN, RN, BC; Marie Essex, MSN, APN; Patricia Gibbons, RN; Wendy Wintersgill, RN; Mary Pat Laws, RN,; Jan Prata, RN; Tamekia Thomas, RN BSN; Anita Witzke, RN, CCRN		
<b>Credentials:</b>	See above		
<b>Organization:</b>	Christiana Care Health System and the University of Delaware		
<b>Abstract text: (Please type within the box below.)</b>			
<p><b>Purpose:</b> Two survey studies were conducted to assess acute care nurses' perceptions of their knowledge, attitudes, and practices related to research. Each survey used a 3-point Likert-type scale that generated a numerical score for research KAP. <b>Background/Significance:</b> The SPARKS (Steering Practice by Advancing Research Knowledge and Skills) Committee was activated in May 2002 to facilitate nursing research activities in this healthcare institution. A subgroup of this committee was charged to develop a plan to increase the research competencies of staff nurses. It was determined that a baseline assessment of nurses' research KAP was necessary to plan appropriate educational programs. <b>Methods:</b> Permission to use the 33-item KAP tool based on the Iowa Model and the 15 item shortened form of the KAP Survey was obtained by the developers of the tools at Aurora Health Care. (Study #1) The 33-item KAP tool, was distributed to all nurses employed in the cardiovascular/critical care service area (n=275) and the members of the SPARKS Committee (n=42). (Study #2) The 15-item shortened form of the KAP tool, was distributed to all newly employed nurses attending nursing orientation class from May 2003-August 2004 (n=412).</p>			

**Results:** (Study #1) Ninety-four nurses (29.6%) completed the survey. The majority of the respondents were female (92%), averaged 39 years in age, and averaged 14 years of nursing experience. Overall, respondents rated themselves highest on the attitude scale of the KAP ( $M=2.25$ ; range 1-3). Members of the SPARKS Committee ( $n=26$ ), nurses with education beyond the baccalaureate degree ( $n=9$ ), and nurses in non-bedside positions ( $n=28$ ) all scored significantly higher on the attitude scale when compared to non-members of the SPARKS Committee ( $p=.018$ ), nurses with diploma/ADN/BSN degrees ( $p=.019$ ), and nurses at the bedside ( $p=.002$ ). Mean scores on practices and knowledge were 1.96 and 1.87 respectively. Knowledge ratings were significantly higher for nurses with education beyond the baccalaureate degree ( $p=.022$ ). (Study #2) A total of 357 newly employed nurses completed the KAP Short Form survey tool representing an 86.7% response rate. The respondents were between 19 and 63 years of age, were predominantly female (90%), and had an average of 5.8 years of nursing experience. Most held an associate degree (36%) or a baccalaureate degree (47%) in nursing. Nearly all (98.8%) were staff nurses. Scores on the shortened form of the KAP ranged from 15 to 45, with a mean of 25.31). New nurses employed full time ( $n = 249$ ) had significantly higher scores (KAP = 25.90, average response = 1.73) than did new nurses employed part time ( $n = 108$ ) (KAP 23.9, average response = 1.59) ( $t = 2.36$ ,  $p = .019$ ). T-tests and ANOVA's showed no significant differences in KAP scores based on nursing education level, job category, or unit employed. **Conclusions:** Overall nurses in the first study reported positive attitudes towards nursing research but expressed less confidence in their knowledge of and ability to perform research activities. Similarly, nurses in the second study rated themselves low –moderate (1.68) on research knowledge. Based on the data from the two studies, the team determined that items rated  $<2.0$  reflected skills that needed to be developed. The research skills were further classified as reflective of beginning, intermediate, and advanced research content. Educational programs were developed to increase nurses' research competencies and continue to be developed through a variety of educational offerings.