Caught between a rock and a hard place
An intrinsic single-case study of nurse researchers' experiences of the presence of a nursing research culture in clinical practice
Berthelsen, Connie Bøttcher; Hølge-Hazelton, Bibi

Published in:
Journal of Clinical Nursing

DOI:
10.1111/jocn.14209

Publication date:
2018

Document version
Peer reviewed version

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Caught between a rock and a hard place: An intrinsic single-case study of nurse researchers’ experiences of the presence of a nursing research culture in clinical practice

Running head: Nursing research culture

Authors

Corresponding and first author:
Connie Bøttcher BERTHELSEN
Associate Professor
RN, MScN, PhD
Section of Nursing
Institute of Health
Tuborgvej 164
2400 Copenhagen
Denmark
E-mail: cb@ph.au.dk
Telephone: 0045 87167875

This article has been accepted for publication and undergone full peer review but has not been through the copyediting, typesetting, pagination and proofreading process, which may lead to differences between this version and the Version of Record. Please cite this article as doi: 10.1111/jocn.14209
This article is protected by copyright. All rights reserved.
**Conflicts of interest**

The author(s) declare that they have no conflict of interests.

**Funding statement**

This research has received no specific grant from any funding agency in the public, commercial, or non-for-profit sectors.

**Acknowledgements**

We would like to thank the PhD students and Postdoctoral researchers who participated in the focus group interview for their time and considerations.
Abstract

Aims and objectives: The aim of this study was to explore how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice.

Background: Higher demands in the hospitals for increasing the quality of patient care engenders a higher demand for the skills of health professionals and evidence-based practice. However, the utilization of nursing research in clinical practice is still limited.

Design: Intrinsic single-case study design underlined by a constructivist perspective

Methods: Data were produced through a focus group interview with seven nurse researchers employed in clinical practice in two university hospitals in Zealand, Denmark to capture the intrinsic aspects of the concept of nursing research culture in the context of clinical practice. A thematic analysis was conducted based on Braun and Clarke’s theoretical guideline.

Results: ‘Caught between a rock and a hard place’ was constructed as the main theme describing how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice. The main theme was supported by three sub-themes: Minimal academic tradition affects nursing research; Minimal recognition from physicians affects nursing research; and Moving towards a research culture.

Conclusions: The nurse researchers in this study did not experience the presence of a nursing research culture in clinical practice, however; they called for more attention on removing barriers against research utilization, promotion of applied research and interdisciplinary research collaboration, and passionate management support.
Relevance to clinical practice: The results of this case study show the pressure which nurse researchers employed in clinical practice are exposed to, and give examples on how to accommodate the further development of a nursing research culture in clinical practice.

Keywords: Nursing research culture, focus group interview, nurse researchers, intrinsic single case study, physicians, utilization

Impact statement

What does this paper contribute to the wider global clinical community?

- Knowledge on how nurse researchers employed in clinical practice experience the presence of a nursing research culture.
- It draws a picture of the necessary initiatives management and clinical practice must take for nurses to develop a nursing research culture in clinical practice.
- A call for changes in nurses’ and physicians’ recognition and understanding of the necessity of research in nursing.

INTRODUCTION

In many countries, the healthcare sector is in a more or less constant process of transformation and organizational changes are more the norm than exceptional. Patients with more complex and multiple chronic conditions spend less time in hospital and many are expected to increase self-care by, for instance, monitoring their own symptoms and communicating with expert professionals via telemedical solutions (Sorknæs et al. 2013). This development not only demands new skills from patients; healthcare professionals in hospitals are expected to provide advanced and accurate treatment and care in a limited time frame. As a result of this, there are greater demands on competence, and reflective and
evidence-based practice, including research capacity in clinical nursing practice, are crucial (Authors, 2016a). However, these only be provided if there is sufficient research capacity among nurses (McKee, Codd, Dempsey, Gallagher, & Comiskey, 2017) and if a culture of inquiry exists (Patterson, Mason, & Duncan, 2017).

BACKGROUND

Even though the international tradition for research in nursing is extensive (Sarkis & Connors, 1986) one challenge can be shortcomings and barriers when it comes to implementation of research results in nursing care (Brown et al., 2010; Breimeier, Ruud, & Lohrmann, 2011). In Denmark academic nursing is relatively new. However, the number of nurse researchers, such as PhD students, postdoctoral researchers, clinical lectures and professors, employed in clinical positions is growing. One explanation for the growth of these positions is that this is happening in order to address the general call for increased evidence-based nursing practice; another is the recognition of the need for monodisciplinary and interdisciplinary collaboration and development of knowledge (Newhouse & Spring, 2010). So far, evidence-based medicine has been accepted in many clinical settings, but the establishment of a research culture in clinical nursing practice is still limited (Drenkard, 2013; Parse, 2007; Rew, 2014). Another challenge is the lack of clarification of the concept of nursing research culture in clinical practice. The authors recently performed an analysis of the concept of nursing research culture in clinical practice using Walker and Avant’s (2014) eight-step framework on 10 papers included through a review published from 1989 to now. A nursing research culture in clinical practice was defined by five attributes: Strong monodisciplinary nursing professionalism, academic thinking and socialization, research utilization as a part of daily nursing practice, acceptance by colleagues and management, and facilitation of resources from management and the organization (Authors, 2017). These
defining attributes should be in place, or under development, in order for a nursing research culture to be present in clinical practice. However, the study concluded that knowledge is needed of the conditions under which nursing research should be practised (Authors, 2017).

Concurrently with the concept analysis the present study was performed to elaborate how nurses with an academic research background employed in clinical practice experience the presence of nursing research culture. The aim of the study is hereby to explore how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice.

METHODS

Design

Intrinsic single-case study design was chosen to explore nursing researchers’ experiences of the presence of the case: the concept of nursing research culture in the context of clinical practice. The intrinsic case study design focuses on a case because it is of interest in its own right; in other words, the case is ‘intrinsically’ interesting (Stake, 1995). While the results of a case study are not generalizable in the classical sense, it is argued that findings from a single case can be ‘related to’ (Bassey, 1984), ‘transferred to’ (Guba & Lincoln, 1989), or ‘re-contextualised’ (Morse, 1994) to other like contexts.

Philosophical underpinning

The intrinsic single-case study is underlined by a constructivist paradigm. According to Baxter and Jack (2008) constructivism builds on the premise that reality is based on the social construction of meaning. By using focus group interviews it is possible for the nurse researchers to describe their reality in clinical practice as well as creating a circular dynamic
tension throughout the focus group interview (Polit & Beck, 2014) to support the nurse researchers’ stories about their experiences with the concept of nursing research culture in clinical practice.

**Participants**

Participants were recruited through purposive sampling in two hospitals in Zealand, Denmark. The participants were eligible due to their positions in clinical practice as either PhD students or postdoctoral researchers working daily with nursing research in clinical practice. Thirteen nurses currently employed as PhD students or postdoctoral researchers with research grounded in clinical practice were invited to participate in the focus group interview. Seven nurses agreed to participate and the group consisted of four postdoctoral researchers and three PhD students. All the participants were female with a mean age of 47 years of age (range from 36 to 54).

**Data production**

To capture the intrinsic aspects of the concept of nursing research culture in the context of clinical practice through a circular dynamic discussion process, a focus group interview was chosen as the data production method. The focus group interview is relevant in qualitative studies when group dynamics and several viewpoints are needed (Polit & Beck, 2014).

The focus group interview was conducted in February 2016 and took place in the last author’s office outside the hospital to provide an atmosphere free of interruptions. The first author took the role as moderator performing the focus group interview following a semi-structured interview guide. The last author observed the session, asking additional questions and writing notes. The session began with an overall opening question: What is the first thing that occurs to you when you hear the concept of nursing research culture? This was followed
by additional questions, such as: What aspects do you relate to the concept of nursing research culture? Which activities or attributes would you say describe a nursing research culture? Who are the participants in a nursing research culture – what are their activities, and which attitudes and perspectives should they have? How do you see a nursing research culture in clinical nursing practice? And what would be the ideal content of a nursing research culture in your own practical setting? The focus group interview lasted for 75 minutes. It was transcribed verbatim by the first author and the transcription was supplemented by the last author’s notes.

**Data analysis**

A thematic analysis based on Braun and Clarke’s (2006) theoretical guideline was used to explore how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice. The analytic method was chosen because of its rigour, flexibility and due to this method’s ability to seek structural conditions within a sociocultural context (Braun & Clarke, 2006).

The thematic analysis is a qualitative analysis consisting of six phases: familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Thematic analysis is not a linear process, but is conducted through a recursive process of moving back and forth between the entire data set and the coded data (Braun & Clarke, 2006). In an effort to become familiar with the depth and breadth of the data (Braun & Clarke, 2006) the data set was transcribed by the first author beginning the interpretive act, and read several times before coding to get a clear picture of all the aspects. Notes and ideas for coding were written down for later use to construct the codes and themes. Initial codes were produced systematically through the entire data set, focusing on any interesting parts that appeared as well as helping to organize data.
into meaningful groups. During the next step we focused on the list of codes and re-focused the analysis at a broader level by creating themes. A thematic map (Braun & Clarke, 2006) was used to organize the relationships between the codes and the candidate themes and sub-themes. During this process the overarching theme of *Caught between a rock and a hard place* occurred, as well as six candidate themes. A review of the themes made it apparent that a refinement was necessary, since some were unspecific and others needed to be divided into smaller sub-themes. After the thematic map was complete we refined the candidate themes, searching for the essence of what each theme was about and naming them. The final overarching theme, themes and sub-themes describing how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice are displayed and explained in the findings section.

**Ethical considerations**

Initially the participants were informed about their ethical and legal rights regarding the possibility of withdrawing from the study and all participants signed a consent form. Due to the nature of focus group interviews, participant anonymity could not be maintained. However, we encouraged the participants to respect confidentiality after the focus group interview was performed. The protocol was presented to the National Committee on Health Research Ethics, which found that there was no need for a formal evaluation of the study, since it contained no biomaterial data. Data were contained and stored according to recommendations from The Danish Data Protection Agency.

This article is protected by copyright. All rights reserved.
RESULTS

‘Caught between a rock and a hard place’ was constructed during the thematic analysis as the main theme describing how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice. The main theme entails three sub-themes (Table 1).

Through the sub-themes of Minimal academic tradition affects nursing research and Minimal recognition from physicians affects nursing research the nurses describe how the development of a nursing research culture is under pressure from two sides. However, in the third sub-theme of Moving towards a research culture the nurse researchers describe how supporting a reflective practice and legitimization of research can promote further development of a nursing research culture in clinical practice.

MINIMAL ACADEMIC TRADITION AFFECTS NURSING RESEARCH

Diminished monodisciplinary understanding

The nurse researchers are very engaged in the objectives concerning the nursing profession’s lack of attention to the significance of having strong monodisciplinary professionalism. They problematize the impact of this issue on further academisation of nursing. A specific concern lies within the lack of attention towards the core professional nursing competencies and the nurse researchers focus on the specific contributions research in nursing can provide, and how these contributions differ from other healthcare groups. The consequence can be that nurse researchers remain in a grey area with little impact.

This article is protected by copyright. All rights reserved.
Where does one thing start and another thing end? And that’s why the nurses end up in a, well, undefinable grey area about, well, power, an awful lot about power, and how they handle that grey area (Postdoctoral nurse)

The lack of attention towards the significance of the core competencies of nursing leads the nurse researchers to talk about their contribution to nursing research. This is described as a huge challenge and they distinguish between what the position of nursing research is in general and what they as nurse researchers can contribute; they clearly express that they both have, and are met with, expectations of being able to embrace both.

What can nurses as individuals and as researchers contribute? Well, basically everything (...). It depends on our background and our academic education. If you ask what nurses as a profession can contribute, then it is a different perspective, then we talk about research within the profession and what the profession needs. Because then it is a question that arises within the profession and we need to strengthen the nursing profession. And that is where I see a massive challenge. (Postdoctoral nurse)

Nurse researchers as a hybrid

The lack of monodisciplinary attention within the nursing profession generates difficulties for nurse researchers when entering clinical practice to utilize research. The nurse researchers describe how they feel excluded from the nursing culture because they think differently and have interests in addition to bedside patient care.

It really can be quite difficult when you are a part of the culture in the department but you mark yourself out. Even before you had your academic education you stood out because maybe you did something else during your breaks. It is a little rough but it is something that I

This article is protected by copyright. All rights reserved.
have experienced. And now you stand out even more because you are not a nurse anymore.

You are some kind of hybrid. (Postdoctoral nurse)

The nurse experiences her role as a researcher as being a hybrid, which is a mix between two different species – a nurse and a researcher with two different sets of norms and values. For this distinction the nurse researcher looks critically at the lack of academic socialization within nursing as a probable cause.

It is not a natural part of nursing to have nursing conferences (...) and to have read an article and present it (...). Whereas it is completely implicit for medical students to have a presentation of some kind during the morning conferences. (Postdoctoral nurse)

The lack of academic tradition within the nursing profession is experienced by the nurse researchers to lead to a lack of acknowledgment of their work, lack of linear career pathways, and sometimes exclusion and even punishment by their nursing colleagues. A nurse researcher describes how her work needs to be desire driven to cope with these strains:

It is being beaten up by your peers and managers and those kind of things (...) so you really have to have a need to do it. I mean this thing is desire driven. I mean you have to be like: Hold me back I need to investigate something! (PhD student)

MINIMAL RECOGNITION FROM PHYSICIANS AFFECTS NURSING RESEARCH

The physicians’ research assistant

The research collaboration with the physicians in clinical practice is an important topic and of great interest to the nurse researchers, although they have varying experiences of its success. The majority of the nurse researchers experience the collaboration as taking place on the
physicians’ terms, where nurses are invited to be a part of the research process in the role of assisting with data collection for the physicians’ research projects.

*Well, it can be like, if there is a medical project where data needs to be collected of some sort. In the intensive unit there are often many projects (PhD student).*

Others experience rare occasions where nurses initiate research projects in which the physicians get involved; however, these are rare. The nurse researchers reflect that the lack of interdisciplinary and intradisciplinary collaboration is caused by the physicians’ lack of recognition of nursing research.

*The physicians question the validity of the research when it is conducted by nurses. A lot of them do not think that we have reached that point yet. And that is definitely worth a discussion but can however be problematic when we talk about equality in the research area (PhD student).*

The nurse researchers explain how collaboration with the physicians is needed to improve patient care as a multi-dimensional research engagement, but that it is diminished because of the physicians’ disparaging attitude toward nursing research.

**Nursing research, medical research or health research**

In relation to the nurse researchers’ perceptions of being the physicians’ assistants, they discuss their considerations of the concepts of nursing research and medical research or if the concepts should be defined collectively as health research.

This article is protected by copyright. All rights reserved.
And that is nursing research (...), a conscious choice to make a distinction from the physicians. To say that we have a contribution as nurses that is separate from the physicians’ research. It can be necessary to make that distinction in the beginning, but I agree that the aim is not to differentiate (...) and that is where we need to help each other and live together (PhD student)

Health research as a concept is described as a collective ideal for nursing and medical research. However, the nurse researchers describe the need to clearly signal and investigate what a patient centered nursing perspective can contribute to health care, and for this reason there seems to be a need to adhere to the concept of nursing research a little longer.

I have had the need to separate myself from the physicians and say: I want something called nursing research – or better yet – research in nursing is what I like. Our research historical background is not as long as theirs and I really think we need to manifest ourselves in some way (Postdoctoral nurse).

Because of the particularities of nursing research the nurse researchers discuss a need to claim their own grounds in research and create a research culture based on the contributions to nursing practice before combining the terms of nursing and medical research into health research.

MOVING TOWARD A NURSING RESEARCH CULTURE

Supporting reflective practice

The nurse researchers experience moving towards a research culture that does not yet exist and feel that improving the necessary means can promote the further development of that culture. In particular, the nurse researchers discuss how the foundation for developing a

This article is protected by copyright. All rights reserved.
nursing research culture should involve critical reflection and curiosity about their activities and thoughts about nursing practice.

*I think it begins with curiosity, a wonder, I mean a practice and a lot of critical reflection of what we actually do. That is probably what drives it the most if we talk about culture* (Postdoctoral nurse).

There is a strength in using reflective thoughts from all levels of nursing together with the nurse researchers’ descriptions of how nursing research should be seen as relevant for practice and patient care. The reflections made by nurses tending to patients at the bedside level are particularly relevant.

*Now we need to develop the practice we are in and that is where we take off. It is not the same as saying that research that is not directly applicable in practice is irrelevant. But it will make us improve and develop the care we provide when it is actively used in practice and that is pivotal for the research culture* (PhD student)

The nurse researchers further explain how the presence of a nursing research culture in clinical practice can begin by initiating smaller projects to inspire the nurses.

*It is important to point out how nurses do not necessarily have a research education. So there are some aspects of this profession that we need to pay attention to; and that is why development is great, starting with very small projects that might lead to something bigger* (Postdoctoral nurse)
The nurse researchers emphasise that projects based on the development of nursing practice, not necessarily with a research structure, could be the foundation for developing nurses’ interest in conducting research on a future level.

**Legitimizing research in practice**

The nurse researchers discuss the importance of values such as legitimization, recognition and management support, when moving toward the development of a nursing research culture in nursing.

*The first thing I thought about when you said research culture was a place where it is legitimate to conduct research. That there is room for it and recognition (PhD student).*

However, for nursing research to be legitimized in practice the nurse researchers are aware that research must be included in the daily work in clinical practice, and needs to be supported by a positive attitude towards research from the nurses.

*When we talk about culture I think a lot about attitudes toward research. Because resistance can make research difficult. But if the culture is that research is a natural element, then the resistance is smaller and it becomes more... I think a lot about attitude when I think about research culture (Postdoctoral nurse).*

The nurse researchers describe how the department management can have a positive influence on the legitimization and progress of developing a nursing research culture.
Well, I think the managers can either slow it down or promote it. And that is why it is locally anchored. Some managers make it bloom because they talk about it, push and support, while others do not believe it is a part of the daily operation (PhD student AG)

DISCUSSION

The thematic analysis of the focus group interview showed the nurse researchers’ concerns about how the development of a nursing research culture in clinical practice is under pressure from two sides, because of a minimal academic tradition among nurses and a minimal amount of recognition from the physicians.

Some of the nurse researchers explained how they experienced a low monodisciplinary interest among the registered nurses in their hospital departments, which was depicted in the registered nurses’ inability to pin down the core competencies of nursing as well as their lack of recognition of the nurse researchers’ work. A multitude of research studies indicate that although registered nurses have a high interest in nursing research, they fail to utilize or participate in research activities in clinical nursing practice (Kajermo et al. 2010; Breimaier et al. 2011; Chan et al. 2011; Higgins et al. 2010; Krill, Staffileno, & Raven, 2012). The lack of recognition of the necessity of nursing research is partially explained by the many barriers for research utilization experienced by the registered nurses, such as lack of time, resources and management support (Kajermo et al. 2010; Breimaier et al. 2011; Chan et al. 2011; Higgins et al. 2010; Krill et al. 2012). However, in a meta-ethnographic study by Voldbjerg, Grønkjær, Sørensen and Hall (2016) aiming to advance evidence on newly graduated nurses’ use of knowledge sources, the results show that despite an enhancement of research-based teaching during nursing education the nurses often “unlearn” their academic skills when entering clinical practice. Van Oostveen, Goedhart, Francke, & Vereulen (n.d.) described a similar concern in their study of the combination of clinical practice and

This article is protected by copyright. All rights reserved.
academic work in nursing. Here the participants were worried about newly graduated nurses’ loss of pre-academic skills in a culture that is described as emphasizing direct patient care, apparently an “academic misfit” (van Oostveen et al. n.d.).

Nurse researchers employed in clinical practice have the potential to support and maintain the postgraduate nurses’ research competencies (Authors, 2016b; Breimaier et al. 2011; Loke, Laurenson, & Lee, 2014) to structure research and development projects (Corchon, Portillo, Watson, & Saracibar, 2011), provide supervision and teaching about research knowledge and competencies (Authors, 2015), and to link research to clinical practice (Akerjordet, Lode, & Severinsson, 2012). In this case study, however, the nurse researchers found themselves with little support from the registered nurses and the common nursing culture that exists in the hospital departments, and they found themselves as a hybrid-mix between a nurse and a researcher with two different sets of norms and values. The implications of not fitting in were therefore further problematized by the nurse researchers’ exclusion from the nursing culture in practice. Oostveen and colleagues (n.d.) found similar negative reactions in their study of two Dutch university hospitals.

The nurse researchers in the present study explain how a multi-dimensional research engagement with the physicians is needed to improve patient care. However, the nurse researchers explain how this is complicated by many physicians’ belittling attitudes toward nursing research, which could compromise the development of a nursing research culture in clinical practice. International research supports the nurse researchers’ experiences with the physicians’ lack of cooperation regarding multi-dimensional research and implementation and has been displayed through three cross-sectional studies (Hutchinson & Johnston, 2004; Oranta, Routasalo, & Hupli, 2002; Brown, Wickline, Ecoff, & Glaser, 2009) based on Funk, Champagne, Wiese, and Tornquist’s (1991) barriers to research utilization scale (BARRIERS). The three studies investigated nurses’ barriers to research utilization in Finnish
(Oranta et al. 2002), Australian (Hutchinson & Johnston, 2004), and US/California (Brown et al. 2009) medical hospitals, and 1,028 nurses in total returned the questionnaire. The results showed that 66% (Oranta et al. 2002), 56.1% (Hutchinson & Johnston, 2004), and 54.8% (Brown et al. 2009) nurses reported their rating of the item “Physicians will not cooperate with implementation” as a moderate or great barrier to research utilization. The nurse researchers in this case study experienced the role of the data collector to the physicians as the closest they came to collaboration in research. This aspect was also found in Loke and colleagues’ (2014) descriptive mixed methods study of exploring the perceptions of clinical nurses’ research activities in healthcare organizations, where the nurses were confined to data collection for the medical professionals because the latter had the resources and privilege to do research. The mixed methods study showed that even though there was a strong need for nursing research to improve patient care it was not appreciated or supported by the medical doctors or the management, which resulted in a negative outlook towards nursing research (Loke et al. 2014). The study concludes, similar to Oostveen and colleagues (n.d.), that leadership is missing and organizational and management encouragement is needed in order to highlight the value of nursing research for improved patient care (Loke et al. 2014; van Oostveen et al. n.d.). Even though the nurse researchers in this case study stated that they would value and strive for interdisciplinary research collaboration, they also emphasized the need and necessity for monodisciplinary nursing research to claim their own ground in research before merging with the physicians. According to Zwarenstein and Reeves (2000), interdisciplinary collaboration has become a mantra across the healthcare sector, but little is known about the actual positive value. Therefore research is needed to develop and evaluate interventions aimed at improving collaboration, including nurse-physician research collaboration (Zwarenstein & Reeves, 2000; Deneckere et al. 2013).
Through the experiences of being caught between a rock and a hard place in developing a nursing research culture in clinical practice, the nurse researchers described how improving the necessary means, by supporting a reflective practice and legitimizing research, could promote further development of a nursing research culture in clinical practice. Establishing a research culture where nurses’ monodisciplinary contribution is clear and strong could be the way to go and is supported by a study by the authors (2017) reporting an analysis of the concept of nursing research culture in the context of clinical nursing practice. However, the 10 included papers in the concept analysis showed that the related literature from the year of 1989 to now only describes the development of a nursing research culture rather than the maintenance of an established culture (Authors, 2017). Many nurse leaders are still unfamiliar or even uncomfortable with research and nurse researchers employed in their departments (Severinsson, 2014; van Oostveen et al. n.d.). However, further research is needed to explore the nurse management’s interests and motivation for a nursing research culture in clinical practice, as well as collaboration with the nurse researchers of clinical practice, in order to develop a sound environment to support evidence-based nursing practice.

CONCLUSION

In this case study the nurse researchers did not experience the presence of a nursing research culture in clinical practice, and they often felt squeezed from different sides in their roles. This calls for further professional directions and clear pathways in order to support the presence of a nursing research culture in clinical practice. Such steps include addressing the barriers against research utilization, promotion of applied research and interdisciplinary research collaboration, and passionate management support.
RELEVANCE TO CLINICAL PRACTICE

This study reveals the barriers which nurse researchers in clinical practice are exposed to in their aim to support and conduct nursing research in clinical practice. Studies indicate how nursing research cultures should be developed to enhance evidence-based nursing practice and the quality of patient care (Authors, 2015). However, there are no studies showing the maintenance of existing research cultures in nursing, which could indicate that such cultures do not yet exist. This study is relevant to clinical practice because it paints a picture of the necessary initiatives management and clinical practice need to take in order for nurses to become accomplished in using and conducting research in clinical practice.

REFERENCES


Authors, 2015 ( Removed due to author discretion)

Authors, 2016a ( Removed due to author discretion)

Authors, 2016b ( Removed due to author discretion)

Authors, 2017 ( Removed due to author discretion)


This article is protected by copyright. All rights reserved.
Coordinating small scale investigations in educational management (pp. 103–122). London: Harper and Row.


This article is protected by copyright. All rights reserved.


This article is protected by copyright. All rights reserved.


Table 1: Nurse researchers’ experiences of the presence of a nursing research culture’ in clinical practice

<table>
<thead>
<tr>
<th>Caught between a rock and a hard place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal academic tradition affects nursing research</td>
</tr>
<tr>
<td>• Diminished monodisciplinary understanding</td>
</tr>
<tr>
<td>• Nurse researchers as a hybrid</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimal recognition from physicians affects nursing research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The physicians’ research assistant</td>
</tr>
<tr>
<td>• Nursing research, medical research or health research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moving toward a nursing research culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supporting a reflective practice</td>
</tr>
<tr>
<td>• Legitimating research in practice</td>
</tr>
</tbody>
</table>