A Clinical Librarian–Nursing Partnership to Bridge Clinical Practice and Research in an Oncology Setting

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Nurses today work in practice settings where the expectation is to “draw upon the best evidence to provide the care most appropriate to each patient” (Olsen, Goolsby, & McGinnis, 2009, p. 10) while caring for patients with high acuity in highly specialized settings. Within the nursing profession, the Magnet Recognition Program® advocates for exemplary professional practice and the generation of new knowledge through research and clinical innovation. Nurses working in a clinical setting are often the best resource to identify important clinical questions and gaps in practice, but a lack of resources presents challenges to nurses in fully developing their questions and identifying the most appropriate methods to answer them. These challenges often fall into three broad categories: individual nurse characteristics, organizational characteristics, and environmental characteristics (Dobbins, Ciliska, Cockerill, Barnsley, & DiCenzo, 2002). Creating a dedicated partnership between nurses and library staff is one method that can overcome these challenges to use existing resources and support nurses who are asking and answering important clinical questions (DePalma, 2005; Vrabel, 2005).

Research in the Literature

Nurses are interested in research and understand the benefit to their professional growth and clinical practice. A survey of 794 nurses found that 94% (n = 750) of respondents agreed or strongly agreed with the statement that “research helps build a scientific base for nursing,” and 96% (n = 763) said they believe that research is needed to improve nursing practice (Yoder et al., 2014). A survey of 375 nurses at Memorial Sloan Kettering Cancer Center (MSKCC) in New York revealed that participants strongly valued research, with 96% (n = 360) responding that research findings should guide practice and 99% (n = 371) noting that engaging in research contributes to their professional growth (Ginex, 2013). In addition, the survey results indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293) indicated that organizational support for research was insufficient; 64% (n = 240) of participants stated that qualified mentors were not available, and 78% (n = 293).