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# Writing Publishable Review, Research, Quality Improvement, and Evidence-Based Practice Manuscripts

## EXECUTIVE SUMMARY

- ▶ Nurses make many and exceptional contributions to the health and well-being of society.
- ▶ The scholarship on nursing's unique practice contributions must be shared with nurses and the broader healthcare community.
- ▶ A concise resource for disseminating nursing's important work within the contexts of literature reviews, research reports, quality improvement projects, and evidence-based practice manuscripts is provided.
- ▶ Disseminating timely and relevant findings about nursing practice enriches the nursing profession and consequently improves the health of humanity.

**W**ITHOUT DISSEMINATION, innovations, new initiatives and ideas, and findings of research and quality improvement (QI) studies cannot reach nurses and other healthcare professionals who can use this knowledge in their practice. There are varied methods of dissemination such as reports of projects and studies in one's own healthcare setting, presentations at conferences, sharing findings through social media and news outlets, and writing for publication, among others. Some of these approaches, such as social media and publications, disseminate findings more widely than others, such as presenting at a conference.

In all approaches to dissemination, there should be consideration as to the message (what information to communicate), audience

(who needs this information to inform practice), and approach (how best to reach this audience with this information) (Brownson, Eyler, Harris, Moore, & Tabak, 2018). By thinking about the message and audience, nurses can more carefully plan their dissemination methods. In some situations, sharing the results of a QI project with unit staff is sufficient to reach the individuals who can use this information to change their processes or practices on the unit. In other cases, however, a wider dissemination approach such as publishing the results of these initiatives in an academic journal is a better strategy to share new knowledge more broadly, making it available to be used as evidence for practice.

Regardless of approach, dissemination has to be planned, and this should be done early as the innovation, initiative, or study is being developed. This early consideration ensures information needed later for dissemination is collected and retained during all phases of the initiative or study. All too often, it only becomes apparent after a project is completed that the work should be published. Without documenting the literature review, process used for implementation, and modifications during the

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implementation, and ensuring valid measurement of outcomes, dissemination may be difficult and questions may be raised about whether the findings are valid for use in practice. Authors also must consider early whether the study or project will need institutional review board (IRB) approval.

The focus of this article is on dissemination through publications. By writing for publication, nurses can share ideas and advances in clinical practice, education, leadership, and research (Batcheller, Kirksey, VanDyke, & Armstrong, 2012). Articles published in journals that are indexed in bibliographic databases such as PubMed/Medline and the Cumulative Index to Nursing and Allied Health Literature (CINAHL) can be searched by readers, making the information more widely available than presenting at conferences or sharing via other approaches. Manuscripts must include critical information about the innovation, new initiative, or study for readers to evaluate the intervention and findings and consider possible use in their own settings. The purpose of this article is to describe the preparation of four types of manuscripts for submission to nursing and healthcare journals: literature reviews, research reports, QI studies, and evidence-based practice (EBP) initiatives.

### Writing a Publishable Literature Review

A literature review is a comprehensive survey that provides a description, summary, and evaluation of what other authors have published about a specific topic (Aveyard, 2010; Reitz, 2004). Literature reviews are a unique form of nursing scholarship that is adapted from scholarly traditions in other disciplines such as anthropology, psychology, and sociology. However, reviews published in nursing journals offer discipline-specific perspectives of healthcare phenomena infrequently found in other disciplinary journals.

*Selecting the topic.* The discipline of nursing has a need for scholarly literature reviews, stemming in part from the publication of an increasing number of scientific and scholarly healthcare publications. For example, compared with 2008, in 2018, there were 8,719 more papers on opioid addiction and 104,500 more papers on obesity indexed in PubMed. Given the vast amount of publications, nurses, especially those in demanding practice settings, rely on reviews of recent, relevant literature.

Because well thought out topics help lead to publication, careful deliberation should be given to selecting a review topic that will be of maximum interest and benefit to readers of the target journal. When selecting a literature review topic, three points need to be considered. First, an ideal topic should be one that is important to the author. For example, doctor of nursing practice (DNP) students generally select scholarly project topics in which they have a strong interest. These students spend considerable time in preparing an overview and a critical analysis of their topic and in writing the literature review. Second, the author should determine if the topic is important to nurses and relevant to the health care they provide to patients. Editors are interested in publishing manuscripts that appeal to their journal's readers. For instance, palliative care as a review topic may have limited interest for readers of *Advances in Neonatal Care*. On the other hand, Gibson, Hofmeyer, and Warland's (2018) review about nurses who provide end-of-life care for infants and families will likely be of keen interest for readers of *Advances in Neonatal Care*. Third, it is important to clearly define the topic. A poorly defined topic may yield articles that are a poor fit for the intent of the review. Ideal topics are those in which there are a number of peer-reviewed research and conceptual articles without a previous review of past works. If there is an

unmanageable number of topic-specific articles to review, it is a good idea to restrict the review to a certain timeframe (e.g., 5, 10, 15 years). An example of a literature review that used a timeframe limitation is Boytim and Ulrich's (2018) article on factors contributing to perioperative medication errors during the past 15 years.

In addition to timeframe, other important inclusion and exclusion criteria for topic-specific article selection must be considered to find the most relevant literature. Examples include databases searched (PubMed, CINAHL, PsycINFO), clinical and demographic data (age, race, ethnicity, gender, disease entity), type of studies (randomized controlled trial [RCT], qualitative, historical), and setting (medical center, rural clinic). In the literature review example in Table 1, the authors identified the databases searched and keywords and combinations used for the search. To assist with possible replication and enhance the review's credibility, all inclusion/exclusion criteria need to be described in the methodology section of the manuscript.

Finally, to provide a comprehensive review of a topic, authors should examine a wide range of both conceptual and empirical articles. A creative and comprehensive review of a selected topic requires an examination of articles in a discipline's journals as well as interprofessional journals. For example, in their review of the association between baccalaureate-prepared nursing staff and patient outcomes, O'Brien, Knowlton, and Whichello (2018) reviewed articles in nursing journals, such as the *Journal of Nursing Administration*, as well as interprofessional specialty journals, such as the *Journal of the American Medical Association*. Generally, literature review articles are enhanced when they include a wide, rich stream of scholarly conceptual and empirical work about the topic.

Once the review topic is selected, and before beginning the

review of relevant literature, authors must decide on the type of literature review to conduct. In addition to traditional literature reviews, emphasized in this article, there are systematic reviews and meta-analyses. A systematic review uses a more methodical and rigorous approach to conducting a literature review than used for a traditional or standard literature review. A meta-analysis integrates the findings from RCTs about a specific phenomenon to statistically tabulate a score, and can be used to draw conclusions and identify patterns among the selected RCTs (Christenbery, 2018).

Information about preparing a manuscript for submission to a journal is provided in the journal's author guidelines. In addition to these instructions, guidelines have been developed to improve the reporting of specific types of studies, referred to as *reporting guidelines* (Oermann et al., 2018). The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) is a checklist for items to include when reporting systematic reviews and meta-analyses, but this also can be used when writing a literature review (Oermann & Hays, 2019). The PRISMA website ([www.prisma-statement.org](http://www.prisma-statement.org)) provides resources authors can download.

*Comprehensive review of relevant literature.* Once the topic has been decided and the appropriate literature has been found, the next goal is to conduct a thorough review of the literature. In addition to the review, authors seek to provide a comprehensive understanding of the selected topic. Authors should aim to provide a balanced overview of the topic, which includes presenting the topic's strengths and limitations as described in the literature. For example, Schnock, Biggs, Fladger, Bates, and Rozenblum (2017) critiqued the absence of methodological rigor in studies evaluating the impact of radio frequency identification of retained surgical instru-

ments. Because the authors brought methodological problems to the forefront, scholars and practitioners in the surgical field can respond with more rigorous studies and development of systematic reviews, thereby enhancing the potential for patient safety and well-being.

The most impactful literature reviews provide an encapsulation of general themes that have been detected across studies (Short, 2009). Less-impactful literature reviews provide minimal information about general themes and instead provide extensive reporting of each study's detail, which often spans numerous pages. Reporting individual study detail, instead of general themes, taxes readers' attention spans and negates the purpose of a review. As a rule, the best reviews provide a succinct table that summarizes key features from each of the reviewed articles. Such tables are often easily understandable without readers needing to review voluminous amounts of information in the text portion of an article. As an example, Wilbanks, Watts, and Epps (2018) produced a concise review table about electronic health records in simulation education that consisted of columns depicting author, year, population, article, study type, and a succinct summary of important findings.

A relevant literature review is more than only an arrangement of facts (Short, 2009). For example, a review may provide identification of incidence and prevalence of tobacco smoking-related diseases, and although the review may be timely and factual, it is nonetheless of limited interest to a broad readership. A more enticing review can provide insights into new alternative methods for smoking cessation and/or alternative nursing communication therapies to promote smoking cessation that have not been considered by a journal's audience.

To assess whether a proposed literature review has the potential

to have a meaningful impact for nurses and patients, it is important to analyze a review table. Analysis of a concise, yet thorough, review table of relevant articles often leads an author to clearly understand why the topic matters to nurses. In addition, analysis of the table allows authors to consider how to best outline the review to maximize its consistency and logic. If the chosen topic for review has been published in other works, a critical analysis of a table can generate fresh ideas about how to best present the material. It may be that the last topical review was many years in the past, so analysis of a current table can provide insight into controversies that exist on the topic and possible alternatives for addressing a topic's ambiguity and/or inconsistency (Short, 2009).

Thoughtful analysis of a table also serves as a reminder to avoid creating a generic template where almost any body of research would produce a similar finding; for example, a literature critique such as "the topic of work motivation in direct care nursing is woefully underrepresented in various types of clinical settings." While this statement may be true, such insights are typically uninteresting and will not serve as a spur to move nursing research and practice forward. Instead, review findings should impact the way nurses perform and the way healthcare organizations support optimal care and patient safety. Perreira, Innis, and Berta (2016) could have dwelled on clinical setting differences found in their literature review about work motivation in health care. Instead, they took a more interesting and scholarly approach and described important implications for practice including how work motivation can be influenced and changed, how to effectively address hostile behaviors in the work setting, and how best to optimize worker autonomy.

Well-developed literature re-

views are a critical type of nursing scholarship that can enhance the care clinicians provide to individual patients and populations. Writing a useful literature review can be a somewhat challenging process, but the reward of contributing to nursing's knowledge makes the endeavor worthwhile. The substantive findings produced in well-written literature reviews impact patient care. Table 1 can serve as a guide and checklist when preparing a review manuscript.

### Writing a Research Report

Research reports, manuscripts that describe a research study, typically have a structured format that follows the research process (Oermann & Hays, 2019). These manuscripts explain why the study was needed, method used for the study, results, and what the findings mean. The format used to organize a research report is IMRAD (introduction, methods, results, and discussion). If the study was an RCT, authors should follow the Consolidated Standards of Reporting Trials (CONSORT) checklist to ensure their reports include all of the critical information needed to interpret the study. These guidelines are found at [www.consort-statement.org](http://www.consort-statement.org).

**Introduction and theoretical framework.** Research reports begin with an introduction or background that reviews the prior research and identifies gaps in our knowledge, leading into the need for the current study. This section of the manuscript should make it clear why the research is important and how it builds on prior studies. In their article on the mentoring process in new graduate residency programs, Williams, Scott, Tyndall, and Swanson (2018) explain how their study, comparing one-to-one and group mentoring, builds on prior research and fills a gap in our understanding of mentoring in new nurse residencies (see Table 1). The literature review can be part of the introduction or included as a separate section. Regardless of format, articles reviewed must be

synthesized rather than reporting each study separately (Oermann, Turner, & Carman, 2014). The purpose of the study should be presented early in the manuscript, within the first few pages.

Most research reports describe theories or framework that guided the study. The depth of discussion about theoretical concepts depends on the extent of explanation needed to understand the study and outcomes as well as the journal format. For example, Hung, Truong, Yakir, and Nicosia (2018) examined key variables that promoted use of a community-based transitions program for older adults. Their study was guided by the Care Transitions Framework, an adaptation of the Consolidated Framework for Implementation Research. The authors described the framework in one paragraph, which was sufficient to understand the variables, findings, and implications for promoting care transitions. Authors are advised to review research articles in the target journal to gain a sense of how theories or framework are generally presented.

**Methods.** The methods section of a research report explains how the study was done and provides the framework for reproducing it (Sessler & Shafer, 2018). This section typically includes subsections on the design, subjects and setting, measures (instruments), procedures, and data analysis (summary of the analysis), depending on the type of study. The principle in writing this section is to present sufficient information for readers to replicate the study. The methods section also should contain a statement about the ethical aspects of the study and how they were addressed.

**Results.** The results section reports the findings and is generally ordered consistent with the methods. Typically this section begins with the demographic data and then proceeds to the measures (Sessler & Shafer, 2018) (see Table 1). Authors should present the

measures in the methods section and findings in the results section following the same order used for stating the purposes, research questions, and/or hypotheses in the beginning of the paper. This facilitates reading the article and understanding the research (Oermann & Hays, 2019). Authors should present the main findings in the text with specifics in tables or figures. Data presented in the text should not overlap with these, and authors need to plan this before beginning to write this section.

**Discussion.** The discussion section is where the author explains what the findings mean, integrating studies reported earlier in the introduction and literature review. How does the current study build on that work? In what ways do the findings support other research and if not, why not? What are variables that might explain why the findings differ from other studies? The discussion should not repeat the findings and should not introduce new information not reported earlier in the results. One major area of the discussion is the implications of the findings for practice, education, leadership, or research, either as part of the discussion or as a separate subsection. Some research reports end with the discussion section while others have a short summary or conclusions that review what was done and the main findings.

### Writing a Quality Improvement Article

The need to improve quality and safety of health care has led to a significant growth of initiatives and studies on QI and recognition this work needs to be disseminated. This is particularly true in nursing with the growth of DNP programs, in which many scholarly projects are QI. Similar to research reports, descriptions of QI studies must be complete, but in addition, QI manuscripts also include detailed information about the context of the study – the local setting

– which affects the interventions and decisions about transferability to other settings (Mosher & Ogrinc, 2016; Oermann, 2017). To ensure these manuscripts are complete, authors should use the Standards for Quality Improvement Reporting Excellence (SQUIRE) ([www.squire-statement.org](http://www.squire-statement.org)).

**Introduction.** QI articles follow an IMRAD format similar to research reports (Oermann & Hays, 2019; Ogrinc et al., 2016). With QI, however, the introduction should not only provide the background of the problem with related literature but also should explain the local problem that led to the need for the QI initiative. In the example in Table 1, the introduction on implementing new smart pump technology began with an explanation of issues with this type of technology, challenges of preparing staff across 45 departments in using it, and need to increase compliance with drug library use and reduce dosing alerts (Lehr, Vitoux, Zavotsky, Pontieri-Lewis, & Colineri, 2018).

In addition to a description of the local problem, the introduction should address the framework used to guide the study. In the initiative on smart pumps, authors used Lean principles and identified QI metrics to measure changes in performance (Lehr et al., 2018).

**Methods.** The methods section describes what was done and how outcomes were measured and generally begins with details about the context. This includes any aspects of the local setting that might influence effectiveness of the QI initiative such as the location and teaching status of the healthcare system, types of patients and other patient characteristics, sample size, staffing, and care processes, among others (Oermann, 2017; SQUIRE, 2015). Goodman and co-authors (2016) identified two reasons why these details are important: they assist readers in evaluating whether the intervention would be relevant to their own settings and might work

there, and they help in analyzing the impact of context on success of the intervention. For example, nurses may have recently participated in another QI project, which might influence the intervention or outcomes in the study reported in the manuscript.

After describing the context, authors should include a description of the intervention (in sufficient detail for replication and with information about the team and stakeholders involved in the QI initiative), approach used for assessing the impact of the intervention, measures (instruments), and data analysis (quantitative and qualitative methods such as focus groups and root cause analyses). Lehr and associates (2018), in their QI report on implementing new smart pump technology, describe initiating the project charter and project team, which included Lean PI Green Belt facilitators and Black Belt mentors (see Table 1). Their methods section also reports training end users on the new smart pumps, including creating and implementing education for 1,500 registered nurses, and each phase of implementation (distributing pumps, setting up a central command center, and deploying teams to the units to change to the new pumps and guide nurses on programming sequences and using the drug library).

Similar to research reports, the methods section should contain a statement about the ethical aspects of the QI study and how they were addressed. This statement should include if the study was reviewed and approved by the IRB or had another type of ethical review. Some QI studies may need at least an expedited review by the IRB depending on the nature of the study. In many healthcare systems, QI studies are not reviewed by the IRB, consistent with U.S. Department of Health and Human Services (2018) regulations, in contrast to research. A sentence about this

can be included in the manuscript. A sample statement is: “This was a quality improvement study, and these studies were not reviewed by the institutional review board in this setting.”

**Results.** In a manuscript on QI, results are presented similarly to a research report. However, with QI, it also is important to describe implementation of the intervention over the period of the study and any changes that were made. This can be seen in the QI example in Table 1. In this section, authors might include a PERT (program evaluation and review technique) chart or a timeline diagram, among others.

**Discussion.** The discussion section is similar to research reports. When the intervention was not effective or as successful as anticipated, authors should discuss possible reasons for this such as staff or leadership turnover or other factors. These additional factors are important in QI and for readers in interpreting results. In the study on smart pump implementation, in the methods section, the authors listed the four metrics established to measure performance: (a) train 80% of staff members, (b) achieve 95% drug library compliance, (c) reduce drug library dosing alerts, and (d) reduce pump-related medication errors. The outcomes were reported in the results, and the discussion included some possible explanations (e.g., why nurses were bypassing the drug library and overriding alarms) with solutions the authors then implemented. This section also includes limitations and can end with the discussion or have a summary or conclusions as the final section.

### Writing an Article about an EBP Project

Evidence-based practice is the use of the most relevant empirical evidence from research, clinician expertise, and patient values and preferences (Ackermann, Porter O’Grady, & Melnyck, 2018). Similar

**Table 1.**  
**Examples Comparing Parts of Literature Review, Research, Quality Improvement,**  
**and Evidence-Based Practice Manuscripts**

Literature Review	Research	Quality Improvement (QI)	Evidence-Based Practice (EBP)
<i>Title</i> High-Stakes Testing in Nursing Education: A Review of the Literature <sup>1</sup>	New Nurse Graduate Residency Mentoring: A Retrospective Cross-sectional Research Study <sup>2</sup>	Achieving Outcomes with Innovative Smart Pump Technology: Partnership, Planning, and Quality Improvement <sup>3</sup>	The Evaluation of the Implementation of the Vascular Preventative Bundle and Development of Suggested Interventions for Improvement and Sustainability <sup>4</sup>
<i>Introduction</i> To improve NCLEX-RN pass rates, some schools require high-stakes testing. Schools hold differing definitions of high-stakes testing. This review explored faculty and student perceptions about high-stakes testing.	Goals of nurse residency programs (NRP) are to promote socialization, clinical competency... Need for study of two types of mentoring in NRPs: one-to-one and group. Purpose was to compare...	There was low compliance with drug library use and high rate of dosing alerts. Purpose of article was to describe transition to smart pump technology through a partnership with supplier, use of Lean principles, and defined quality improvement metrics.	A vascular surgical-site infection (SSI) preventive bundle was implemented. Study aims were to measure fidelity, determine if implementation of the bundle decreased SSIs rates, and recommend evidence-based practice (EBP) interventions.
<i>Methods</i> High-stakes test, high-stakes exam, exit exam, and nursing education were searched in CINAHL, ProQuest, Google Scholar. Search limited to English-only journals and articles from 2005-2017.	Design: Retrospective, cross-sectional design using existing database (of 3,484 new graduates) Instruments: Procedures: Data analysis: SPSS 24 was used. Descriptive statistics examined... Effect sizes were calculated.	Sections on establishing project charter, defining roles and responsibilities of varied teams, building drug library, training, and implementation stages. Details included in each section.	Sections on setting and sample, study design (retrospective), data collection plan, privacy and storage, timeline, and statistical analysis
<i>Results</i> Major themes were defining the concept of high-stakes testing, use of high-stakes testing, consequences of high-stakes testing, and recommendations for use of high-stakes testing.	Sample included nurse residents from 102 hospitals across 14 states... Individuals receiving one-to-one mentoring rated mentoring experience higher in helping in transition to practice... Relationship between group mentoring and turnover intent was significant, $X^2$ ...	Using Lean principles, drug library phase was completed in 9 weeks, significantly shorter timelines than reported in literature. Non-intensive care unit nurses bypassed drug library 34% of the time... Alert frequency decreased to 0.79%...	Fidelity results were statistically significant for all measures, increasing over time. No statistically significant change in infection rates.

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to QI projects, implementation of EBP is a common focus of scholarly work for the DNP student. DNP students should be encouraged, if not required, to disseminate their scholarly work to support implementation of EBP. Other nurses implementing EBP projects should

also be encouraged to disseminate their work.

Evidence-based practice usually begins with a question to improve patient outcomes. Models are often used to guide implementation of EBP. These models describe the synthesis of the evi-

dence leading to the recommendations, implementation of the evidence, evaluation of the impact, and considerations based on context or setting (Tilter, 2014). Many settings have adopted EBP implementation models to support nurses in the process and dissemina-

**Table 1. (continued)**  
**Examples Comparing Parts of Literature Review, Research, Quality Improvement,**  
**and Evidence-Based Practice Manuscripts**

Literature Review	Research	Quality Improvement (QI)	Evidence-Based Practice (EBP)
<p><i>Discussion</i>  Evidence indicates high-stakes standardized tests are not valid indicators of successful NCLEX-RN pass scores.</p>	<p>New graduates with one-to-one mentoring are helped in transition to practice...  Future studies...</p>	<p>Override incidence of 66% was par with or better than other studies reporting 61% to 95% overrides.</p>	<p>Recommend EBP interventions for sustainability based on AHRQ CUSP method.</p>
<p><i>Conclusion</i>  Lack of experimental studies in high-stakes testing; minimal information from state boards on recommendations for high-stakes testing</p>	<p>There was no association between mentoring and turnover intention except when nurses were mentored in groups.</p>	<p>Hospital implemented new smart pump technology in a 3-month period using Lean process improvement team in combination with clinical nurse specialist/consultants.</p>	<p>Study includes evidence-based interventions to support implementation and sustainability of measures to prevent SSIs.</p>

AHRQ = Agency for Healthcare Research and Quality, CUSP = Comprehensive Unit-based Safety Program

**SOURCES:**

- <sup>1</sup> Hunsicker & Chitwood, 2018.
- <sup>2</sup> Williams et al., 2018.
- <sup>3</sup> Lehr et al., 2018.
- <sup>4</sup> Franklin et al., 2018.

tion of findings (Oermann & Hays, 2019). Guidelines for disseminating EBP projects are similar to QI and research studies. The main difference in the dissemination of an EBP initiative is in the actual focus of the project.

Evidence-based practice manuscripts follow the IMRAD format. The introduction includes the problem and background, a condensed literature review highlighting level of evidence supporting or leading to recommendations, and overall project focus and aims. An example of an EBP manuscript evaluating implementation of a preventive bundle to prevent surgical-site infections (SSIs) is shown in Table 1. The introduction reports the general scope of the problem, describes the bundle or preventive interventions and evidence associated with the interventions, indicates costs associated with SSIs, and identifies the aims to measure the fidelity and areas for improvement and sustainability (Franklin, Turner, Hudson, Guest, & Dillavou, 2018).

The methods section of an EBP manuscript describes what was done and outcomes including setting, sample, study design, data collection plan, privacy and storage, timeline, and description of statistical analysis. The results section reports findings as aligned with the focus of the EBP project and often highlights fidelity of implementation of the intervention. A table summarizing the results is helpful and will facilitate replication of the study. In addition to the applicable discussion components of QI and research reports, the discussion section of the EBP manuscript may focus on sustainability of the implemented best practice. This may be demonstrated with the model or tool chosen to support implementation of the intervention. In the SSIs bundle implementation study (see Table 1), the discussion section included a recommendation to incorporate the Agency for Healthcare Research and Quality Comprehensive Unit-based Safety Program method

to address safety concerns (Franklin et al., 2018).

The separation of EBP from dated research utilization in clinical decision making is that more goes into the delivery of patient care than empirical data. Ackerman and colleagues (2018) suggested that with the evolution of digital health and availability of digital resources, nurses are challenged to address the status quo of the current process. With the digital age and rapid development of resources, information is readily available and now leads to more opportunities for innovation. Innovation-based practice occurs when there is a discrepancy between what is known and what is desired or needed. Innovation is creating a solution where evidence does not exist. Constructing the bridge between evidence and innovation is essential for validation of legitimate practice that is innovative and grounded in evidence (Ackerman et al., 2018). Innovation-based practice presents an addi-

tional opportunity for dissemination of scholarly work.

## Summary

Nurses make valuable and exceptional contributions to the health and well-being of society. The scholarship on nursing's unique practice contributions must be shared with the broader health-care community and the patient populations they serve. In this article, nurses are provided a concise resource for disseminating their important work within the contexts of literature reviews, research reports, quality improvement projects, and evidence-based practice manuscripts. Disseminating timely and relevant findings about nursing practice enriches the nursing profession and consequently improves the health of humanity. \$

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