

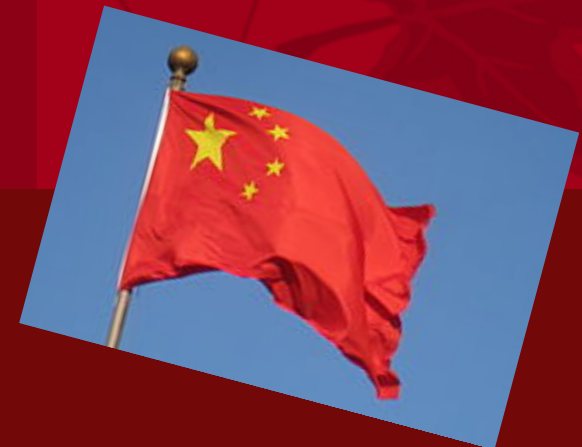
*Building an international  
China/Canada research  
program in leadership and  
implementation science for  
pediatric pain management*

Canada/China Research Team  
26 July 2019



uOttawa

L'Université canadienne  
Canada's university



上海交通大學

SHANGHAI JIAO TONG UNIVERSITY

# Research Team

- **Wendy Gifford**, Associate Professor, School of Nursing, University of Ottawa  
Co-Director, Center for Research on Health & Nursing (CRHN)
- **Hong Ruan**, Professor, Shanghai Jiaotong University  
Director of Integrative Office, Shanghai Ninth People's Hospital  
Vice President Shanghai Nursing Association,
- **Denise Harrison**, Professor, School of Nursing, University of Ottawa  
Chair in Nursing Care of Children, Youth and Families at Children's Hospital of Eastern Ontario (CHEO)
- **Jiale (Gary) Hu**, PhD candidate, School of Nursing, University of Ottawa  
Past Nurse researcher, Shanghai Ninth People's Hospital
- **Leilei (Rachel) Yu**, Manager & Nurse Researcher,  
Shanghai Ninth People's Hospital

## Funding:

- University of Ottawa International Research Acceleration Program (IRAP)
- Shanghai Jiao Tong University Medical School Nursing Highland Program
- Shanghai Municipal Education Commission Funding for Discipline Development



上海交通大学  
SHANGHAI JIAO TONG UNIVERSITY

# Study Purpose



- to *develop and pilot test* a research-based leadership intervention to implement evidence-based practices (EBP) for pain management in infants and children in Shanghai China.

## Objectives

- ▶ To translate and validate the Implementation Leadership Scale (ILS) in Chinese context
- ▶ To develop a leadership intervention for implementing evidence-based pain management in infants and children in Shanghai Ninth People's Hospital
- ▶ To determine acceptability, feasibility and impact of the leadership intervention on nurses' use of EBP for managing pain in infants and children.

# Outline of Presentations



1. **Wendy Gifford**
  - Background & Theoretical Framework: Ottawa Model of Implementation Leadership (O-MILe)
2. **Jiale (Gary) Hu**
  - Translation and validation of the Implementation Leadership Scale (ILS) in Chinese nursing context
3. **Denise Harrison**
  - Barriers and facilitators to using evidence-based pain management practices for infants & children
4. **Leilei (Rachel) Yu**
  - Leadership intervention for implementing evidence-based pain management: a pilot study
5. **Hong Ruan**
  - Building an international partnership to develop a research program: using a theory-driven approach

# Background & Theoretical Framework: *Ottawa Model of Implementation Leadership (O-MILe)*

Wendy Gifford, RN, PhD

Université d'Ottawa | University of Ottawa



uOttawa

L'Université canadienne  
Canada's university



[www.uOttawa.ca](http://www.uOttawa.ca)

# Background

- **Challenge:**
  - how to best implement evidence-based knowledge into clinical practice: *know / do gap*
- **Topic studied extensively**
  - for example: Cochrane EPOC (Effective Practice and Organisation of Care): systematic reviews of interventions to improve health care delivery
    - >80 systematic reviews
- **No magic bullets**
- **Leadership → strong influence on acceptance, translation, implementation of evidence-based knowledge in practice**



# Leadership

- Significant association b/w leadership & **acceptance & adoption of new innovations/change** -
- **Actions or inactions** of leaders → → → predicts success or failures
- Lack of leadership → **major barrier**
- Leadership support, commitment, involvement & enthusiasm → **top facilitator**

(Aarons et al 2016; Cummings et al 2007; Damanpour 1991; Elenkov & Manev, 2005; Gifford et al., 2012; 2018; McCormack et al., 2013 Titler et al 2011; Wallin 2009; Dannapfel et al., 2013....)



uOttawa



# What is Leadership?



- *almost as many definitions as there are persons who have attempted to define it*

(Bernard Bass, 1990)

- **process**
- **influencing people**
- **achieve goals**

(Bass, 1990; Koontz & O'Donnell, 1964; Stogdill, 1948)



# Ottawa Model of Implementation Leadership (O-MILe)

- 4th generation leadership model

Gifford et al (2006; 2008; 2012; 2017)

- evidence & theory-based approach to  
implementation leadership

Université d'Ottawa | University of Ottawa



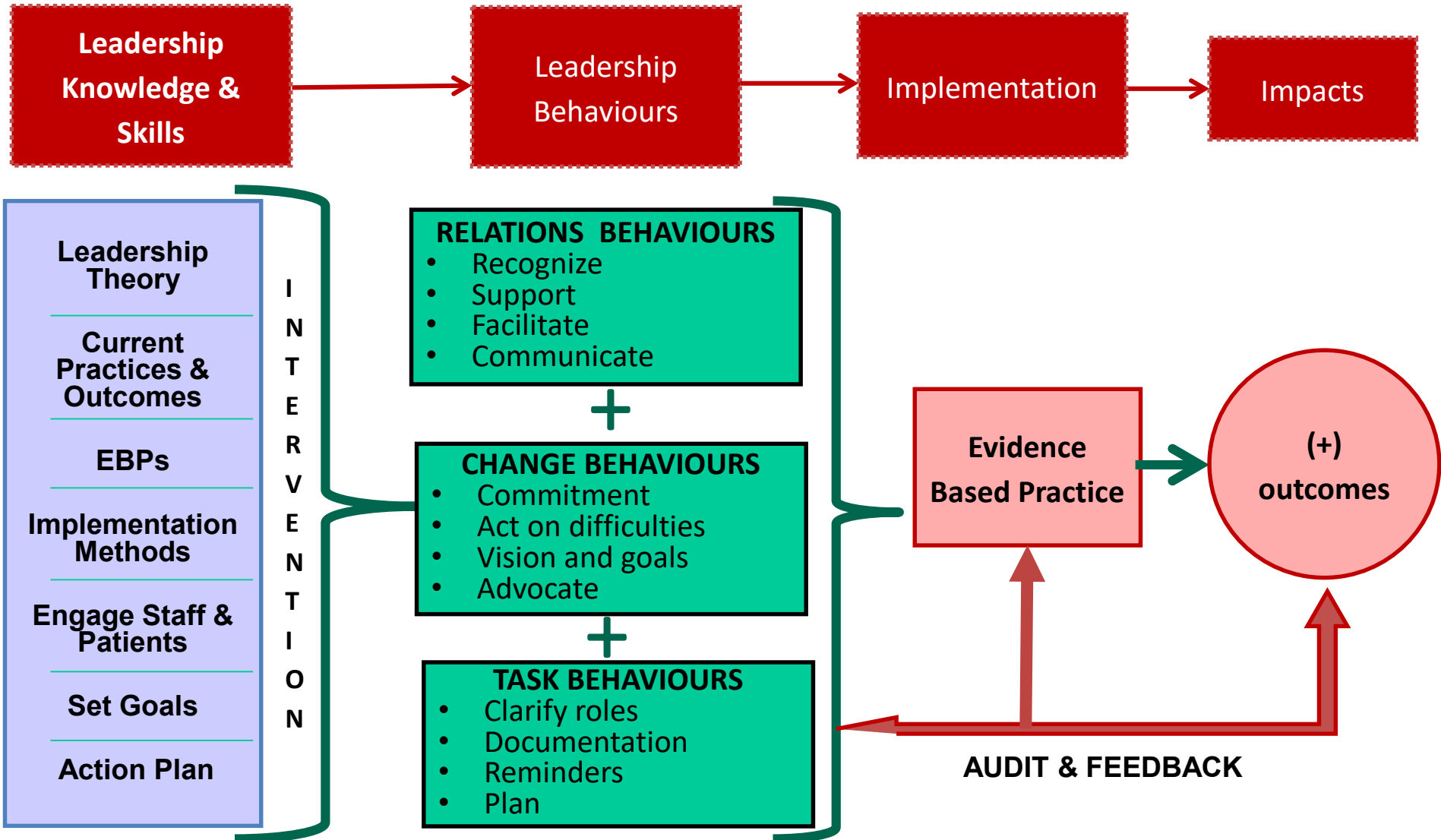
uOttawa

L'Université canadienne  
Canada's university



[www.uOttawa.ca](http://www.uOttawa.ca)

# O-MILe (Gifford, Graham, Ehrhart, Davies, Aarons, 2017)



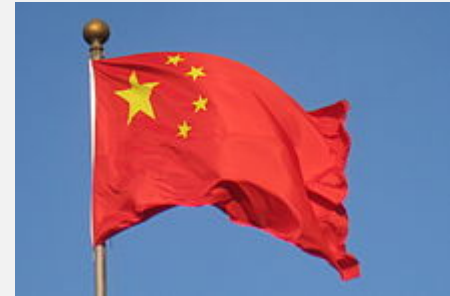
# O-MILe & IMPLEMENTATION LEADERSHIP SCALE (ILS)



- **O-MILe** concepts correspond to items of **ILS**
  - Template analysis: developers of ILS & O-MILe
- ILS: 12 item validated scale (Aarons Ehrhart & Farahnak 2014)
  - *assesses the degree to which a leader is:*
    - **Proactive**
    - **Knowledgeable**
    - **Supportive**
    - **Perseverant**
- Together, O-MILe and ILS →→→ evidence & theory-based approach for developing and measuring implementation leadership

# Current Study

- to develop and pilot test a leadership intervention to implement evidence-based practices for pain management in infants and children in Shanghai China*



# METHODS: 4 units

Pre-Intervention	Intervention (3 months)	Post Intervention
<p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"><li>• ILS translation &amp; validation</li><li>• Chinese ILS (n=17)</li></ul>	<p><b>Intervention Participants (n=14)</b></p> <ul style="list-style-type: none"><li>• 3 Head Nurses</li><li>• 6 Clinical team leaders</li><li>• 3 Educators</li><li>• 2 Senior Nurse Leaders</li></ul>	<p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"><li>• Chinese ILS (n=17)</li><li>• Interviews (n=13)</li></ul>
<p><b><u>Pain Management Structure &amp; Process</u></b></p> <ul style="list-style-type: none"><li>• Child Kind Survey (n=17)</li></ul>		<p><b><u>Pain Management Structure &amp; Process</u></b></p> <ul style="list-style-type: none"><li>• Child Kind Survey (n=17)</li></ul>
<p><b><u>Barriers &amp; facilitators to implementation</u></b></p> <ul style="list-style-type: none"><li>• Focus group (n=10 participants)</li><li>• Interviews (n=13)</li></ul>		<p><b>Intervention Components</b></p> <p>Education Sessions (n=4) Group Coaching (n=8)</p> <ul style="list-style-type: none"><li>• Implementation Plan</li><li>• Leadership Action Plan</li></ul>

Next: Gary → Translation and validation of the ILS in Chinese nursing context

