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Title: Application of the Hybrid Model of Concept Analysis to Systems Thinking

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Session Title: Meet the Poster Authors Session

Slot: PST: Friday, March 27, 2020: 2:30 PM-3:15 PM

Abstract Describes: Ongoing Work/Project

Applicable Category: Researchers

Keywords: RN to BS education, Systems thinking and hybrid model of concept analysis

Abstract Summary:

The three-step hybrid model of concept analysis provides the method for this national, multi-site study (Schwartz-Barcott et al., 2002) and supports the primary research question, "What is the definition of systems thinking in the context of interprofessional practice and improved patient outcomes by RN-BS educators?"

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Abstract Text:

Purpose: The purpose of this study is to use the hybrid model of concept analysis (Schwartz-Barcott et al., 2002) to further develop the knowledge of systems thinking by linking it with the practice of teaching RN-BS students in order to enhance patient safety and improve patient outcomes. Baccalaureate prepared nurses have the ability to see the whole picture using systems thinking to enhance patient safety (Anbari & Vogelsmeier, 2018). This research combines theoretical and RN-BSN educator definitions of systems thinking. Systems thinking was previously defined by Stalter et al. (2017) as *“a process applied to individuals, teams, and organizations to impact cause and effect; where solutions to complex problems are accomplished through collaborative effort according to personal ability, with respect to improving components and the greater whole”* (p. 326). The use of systems thinking in healthcare, incorporates the interprofessional interactions and decisions in the problem-solving process (Kreitzer, Keskinocak, Coffey & Klatt, 2019). The use of a systems approach with interprofessional collaboration facilitates a more comprehensive and effective approach to patient safety and enhancing patient outcomes (Berwick & Shojania, 2015).

Methods: The three-step hybrid model of concept analysis provides the method for this national, multi-site study (Schwartz-Barcott et al., 2002) and supports the primary research question, “What is the definition of systems thinking in the context of interprofessional practice and improved patient outcomes by RN-BS educators?” Step one, the theoretical foundation, was a concept analysis of systems thinking in the context of interprofessional practice and improved patient outcomes. In step two, the fieldwork portion, participants were recruited at the International Quality and Safety Education for Nurses (QSEN) Forum 2019, via convenience and snowball sampling for participation in virtual focus groups. Inclusion criteria included currently teaching or directing an RN-BS program for at least two years. Focus groups using Kreuger’s (2002) method were conducted to identify how systems thinking was defined, taught or cultivated. A description of the supporting culture for systems thinking, information on how RN-BS students’ system thinking changed over time and how systems thinking was measured were solicited. The method of constant comparative data analysis was used

to determine when saturation occurred (Glaser & Strauss, 1967). Focus groups were conducted until saturation was reached. Step three included a comparison of the focus groups findings with the theoretical definition identified from the literature.

Results: This poster presentation will share the identification of a definition of systems thinking supported both theoretically and in practice. The findings may lead to the development of teaching strategies to cultivate the growth of systems thinking for RN-BS students.

Conclusion: The operational definition of systems thinking may offer a tangible way of determining how thinking patterns among those entering interprofessional practice improve patient outcomes, thus supporting the development of the QSEN competencies specific to quality improvement and patient safety.