Application Of The Hybrid Model Of Concept Analysis To Systems Thinking

Deborah H. Merriam, DNS, RN, CNE; Carol M. Wiggs, PhD, RN, CNM, AHN-BC; Josette Brodhead, PhD, MSHS, CNE, RNC; Karen A Goldschmidt, PhD MSN, RN, CNE; Robyn A Provencio, PhD, RN, CNE; Debra Scardaville, PhD, RN, CPNP-PC; Ann M. Stalter, PhD, RN, M Ed

PURPOSE
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.

BACKGROUND
- Baccalaureate prepared nurses have the ability to see the whole picture using systems thinking to enhance patient safety (Anbari & Vogelsmeier, 2018).
- 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).

DEMOGRAPHICS
- Cross-sectional, geographically diverse
- Heterogeneity of sample
- 14 RN to BS educators from 5 schools of nursing (mix of public and private not-for-profit, private for profit)
- Range 2-35 years experience face to face, hybrid, & online teaching

METHOD
Primary research question: “What is the definition of systems thinking in the context of interprofessional practice and improved patient outcomes by RN-BS educators?”

Three-step hybrid model of concept analysis was used for this national, multi-site study (Schwartz-Barcott et al., 2002).

Step One: Theoretical foundation - a concept analysis of systems thinking within the context of interprofessional practice and improved patient outcomes.

Step Two: Fieldwork portion - convenience and snowball sampling was used to recruit participants (n=14) for virtual focus groups and individual interviews. Constant comparative analysis was used to uncover codes and categories.

Step Three: Comparison of Findings: will include a comparison of the findings with the theoretical definition identified from the literature.

RESULTS

Step 1: Definition from scoping review
“Systems thinking is a dynamic, analytical process that looks at complex patterns, relationships, and connections within elements and structures, resulting in the ability to recognize the whole picture.”

Step 2: Identified Categories
- Interconnected
- Synergy
- Growing happens when guided
- They don’t know what they don’t know (student and faculty)
- How to guide-teaching strategies

Step 3: Comparison (in process)
- Participant responses included relationships and connections within elements and structures and recognition of the whole picture.
- Missing components of Step 1 theoretical systems thinking definition - dynamic, analytical process and complex patterns.

IMPLICATIONS
Systems-thinking may be fostered in RN-BS students through intentional guidance using strategies such as:
- Socratic questioning
- Reflective practices
- Concept maps
- Simulated experiences

REFERENCES