

# BPINSA: The Knowledge Broker for Nursing in South Africa

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# Objectives

This presentation can enable you to:

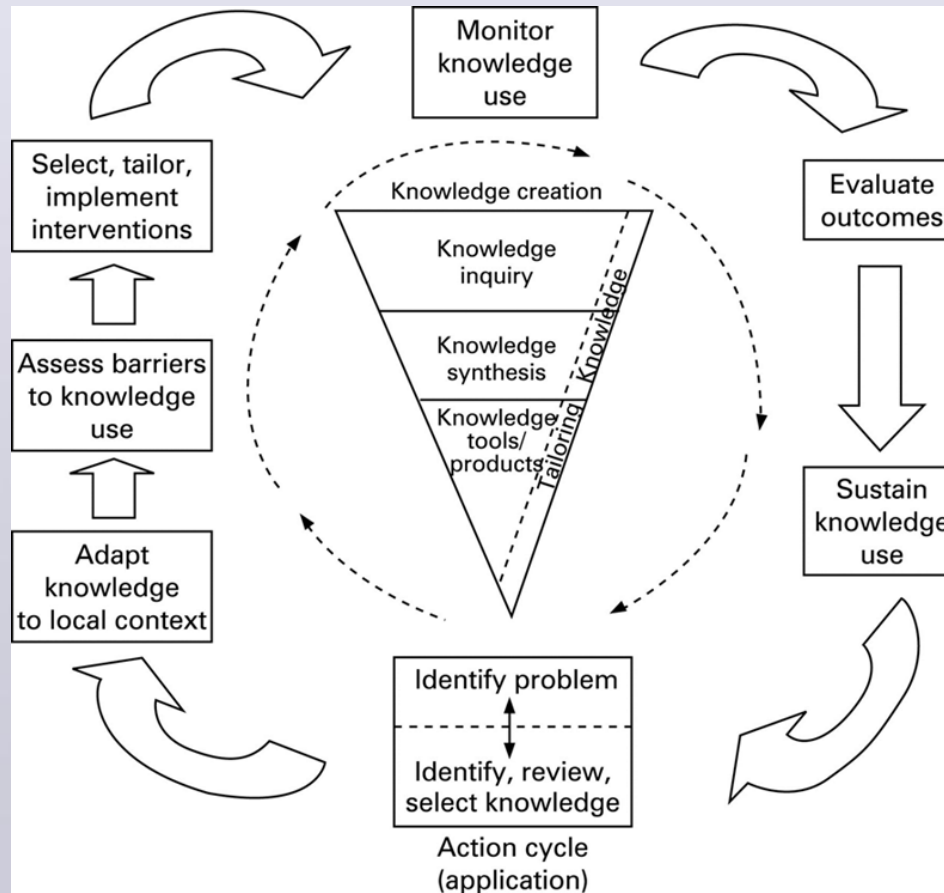
- gain understanding of how an institute acts as knowledge broker between evidence producers and evidence users can be structured
- identify how an initiative like BPINSA can act as a leverage for change in various contexts



# The problem

- Promotion of best practices / Evidence-based practice to improve quality of care
- Limited understanding and implementation
- Knowledge-practice gap

# Theoretic framework



KNOWLEDGE TO ACTION PROCESS (Graham, 2006)

# Knowledge broker

- Knowledge transfer - a messy process which goes beyond the one-way push of information from researchers to decision makers.
- The process is more likely to involve a complex series of interactions and linkages between the producers and users of research.
- One of the ways of bridging this gap between research producers and knowledge users is utilizing 'knowledge brokers'.
- Create linkages and facilitate the transfer of knowledge between researchers and practitioners.

# The answer: Academic- clinical partnership

## BPINSA

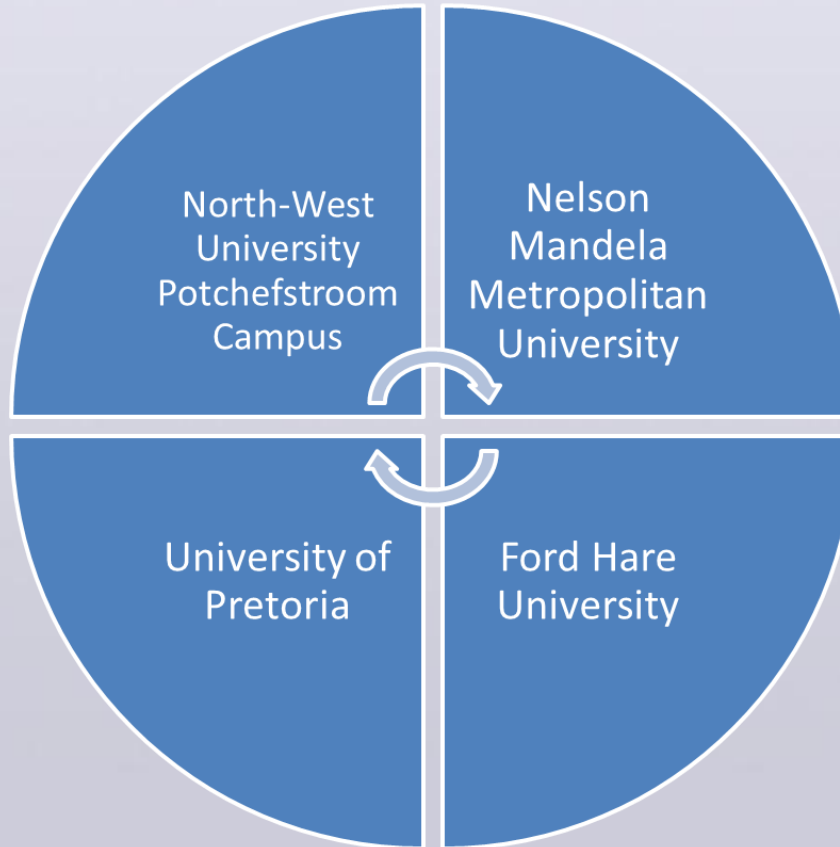
### Vision

- To bring best available evidence to nursing professionals in a usable format to improve quality of health care in SA

### Purpose

- To act as knowledge broker
- To facilitate implementation of expertise in an innovative way
- To provide infrastructure and support
- To facilitate development of scholarship

# Founding academic partners

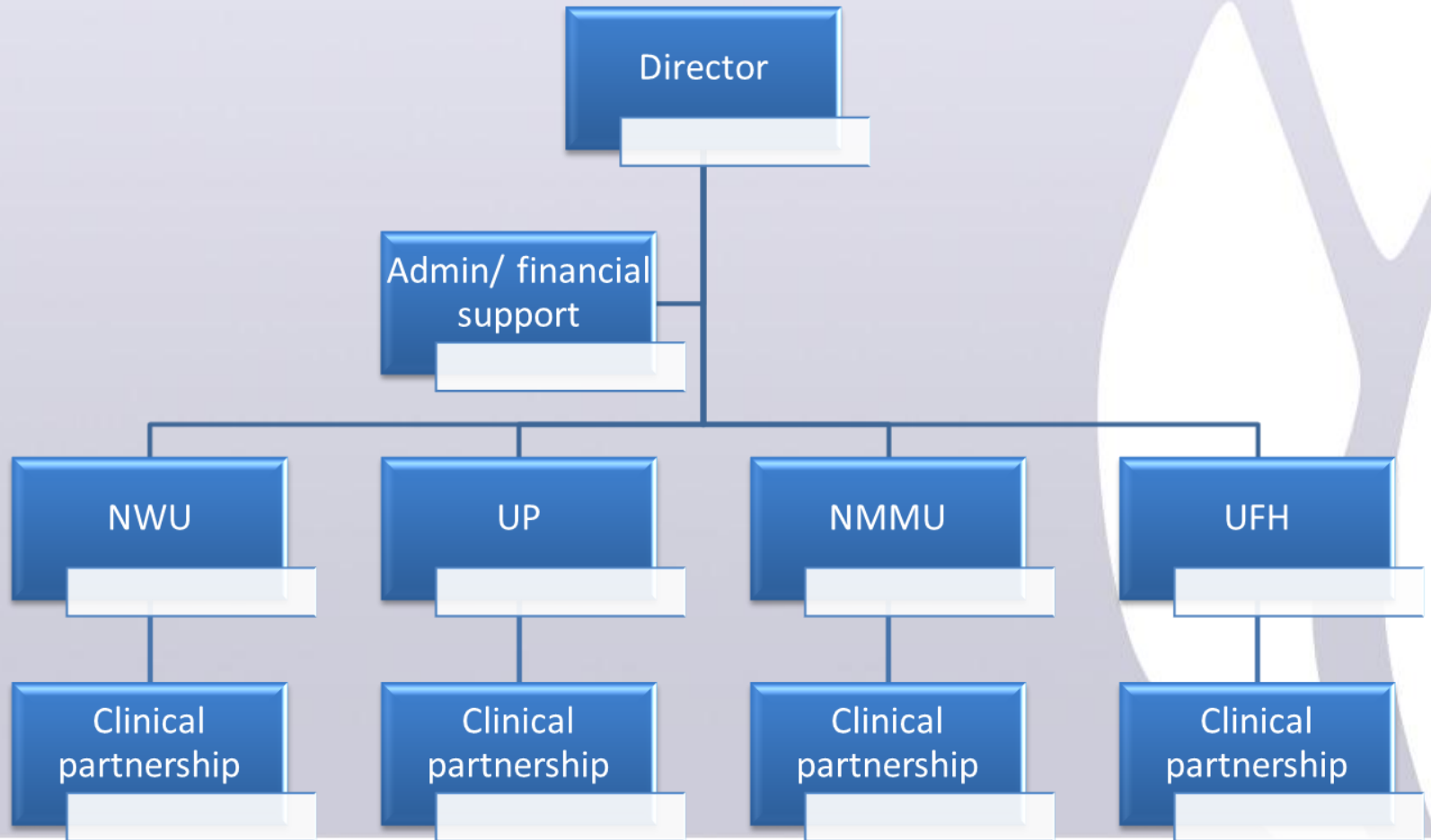


# Partnerships

- Tau Lambda-at-Large Chapter of STTI
- Registered Nurses Association of Ontario (RNAO)
- Joanna Briggs Institute (JBI)
- Nurses Education Association (NEA)



# Organizational structure



# Functioning

## Office of the BPINSA director (3 year appointment)

- Communication between BPINSA committees and with partners
- Organizing of training opportunities
- Financial management

## Core committee (Representatives from founding members)

- Each academic partner select a Best Practice Guideline to integrate in curriculum (Candidates for RNAO Best practice Spotlight Organization)
- Each academic partner supporting a clinical partner to implement Best practices
- Monitoring and evaluation plan

# Advisory committee

- The patron
- The heads of Schools/Department of the founding academic partners
- A representative of the Department of Health
- A representative of the Department of Science and Technology
- Three co-opted members from relevant stakeholder groups e.g. clinical partners

# Activities

## Quality improvement projects

- Academia:
  - Integration of Best practice guidelines (BPGs) in curriculum
- Clinical practice:
  - Implementation of BPGs,

# Activities (cont.)

## Workshops

- Clinicians
- Educators
- Policymakers

# Activities (cont.)

- Ad hoc Projects
  - Development / Adaptation of guidelines, policies, standards
  - Research projects: undergraduate (groups), Masters and PhD students

# References

- Graham, I.D., Logan, J., Harrison, M.B., Straus, S.E., Tetroe, J., Caswell, W. & Robinson, N. 2006. Lost in knowledge translation: Time for a map? The Journal of continuing education in the health professions. 26(1):13-24.

For more information

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