

The Nurse as Advocate: A Grounded Theory Perspective

PENNIE SESSLER BRANDEN, PHD, CNM, RN

PSBRANDEN@AOL.COM

What is a Nurse Advocate?

In one sentence, describe the role of the nurse advocate.

Significance to Healthcare & Nursing

4

- **Affordable Care Act (ACA) (2010)**
- **Institute of Medicine (IOM) Report: The Future of Nursing (2010)**
- **Professional entry standards for RNs**
- **Educating Nurses: A Call for Radical Transformation (Benner, Sutphen, Leonard & Day, 2010)**
- **Legal cases**

- *If the nurse advocate role is not clarified, how can the nurse be held responsible for it?*

Research Question

5

Do nurses act as advocates and, if so, what form does that advocacy take?

The Study

6

To identify, examine and discover the advocacy process as it informs the role of the nurse advocate.

Findings Regarding Advocacy in the Literature

- **Searched multiple terms, disciplines & theories from 1972 to 2012:**
 - **Poorly represented.**
 - **Concept frequently used, ill defined**
 - **Conflicting views**
 - **Minimal empirical research**
 - **Poor connection between literature & education**
 - **Lack of:**
 - ✦ **consensus among nurse leaders**
 - ✦ **standardized instruments**
 - ✦ **a plan of action**
 - ✦ **a comprehensive model**
 - ✦ **direct connection between advocacy for the patient, the profession, and health policy**

Theoretical Definition of Advocacy

8

- **“a dynamic process through which the nurse engages in a set of actions with broadly stated goals ultimately effecting a desired change at any level of patient care, health care systems and/or health policy” (Sessler Branden, 2012)**

Methodology

9

- **Corbin & Strauss Grounded Theory methodology was used**
- **Sampling:**
 - **Purposive sample of peer-identified nurse leaders/advocates from the FAAN Roster of June 2010**
 - **Nurse leaders from academia, research, administration, nursing organizations, policy work and clinical practice were represented**
 - **Saturation achieved with n = 13**
- **Data Collection & Analysis:**
 - **Telephone interviews were digitally recorded**
 - **Theoretical sampling used to avoid early concept closure thus allowing for saturation of each concept**
 - **Interview transcripts were coded using focused, open and axial coding techniques to determine concepts and sort them into categories**
 - **Additional data sources were researcher's field notes, memos and participants' CVs**

The Paradigm Model

10

- **The Paradigm Model is “an analytic strategy for integrating structure with process” (Corbin & Strauss, p. 87, 2008) that assists the researcher to think about relationships within the data in order to identify the context and to link it to the process**
- **Initial GT Analyses of open axial coding led to Categories & Codes = 10 categories, 89 codes**
- **Ultimately, the emerging info. was richer, deeper and more dynamic → moved to a Conditional Matrix**

The Conditional Matrix

11

- **The Conditional Matrix can be used to explain the complexity of a topic by enriching the analysis and helping the researcher sort through the range of conditions and consequences associated with location of and response to events (Corbin & Strauss (2008), p.91) especially as they can change in relation to the context**
- **Refined Coding System = 6 categories, 55 codes***
- **Final Coding System = 3 Main Categories, 8 Subcategories & 41 Codes**

Theoretical Categories

12

- **Higher level categories are derived from concepts emerging from the data and are the theoretical categories that comprise the theoretical model (Corbin & Strauss, 2008)**
- ***Foundational Conditions: Internal characteristics, Environmental characteristics***
- ***Component Actions:***
 - ***Assessment Components: Identify and Strategize***
 - ***Goal Components: Facilitate, Empower, Promote***
 - **In the aggregate these components make up the advocacy process**
 - **The complexity of the nurse advocate role is shown through the interrelationships of the components, with each action being tied to the other actions**

The Theory

13

The Sessler Branden Advocacy Theory (SBAT): a midrange, pragmatic nursing theory

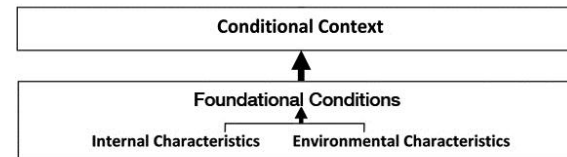
Foundational Conditions

-Internal Characteristics

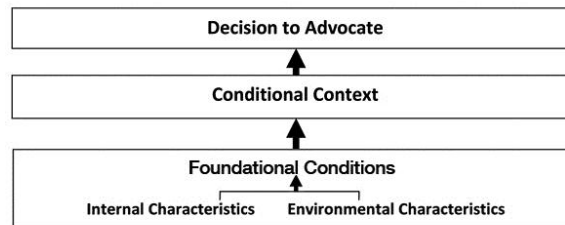
-Environmental Characteristics



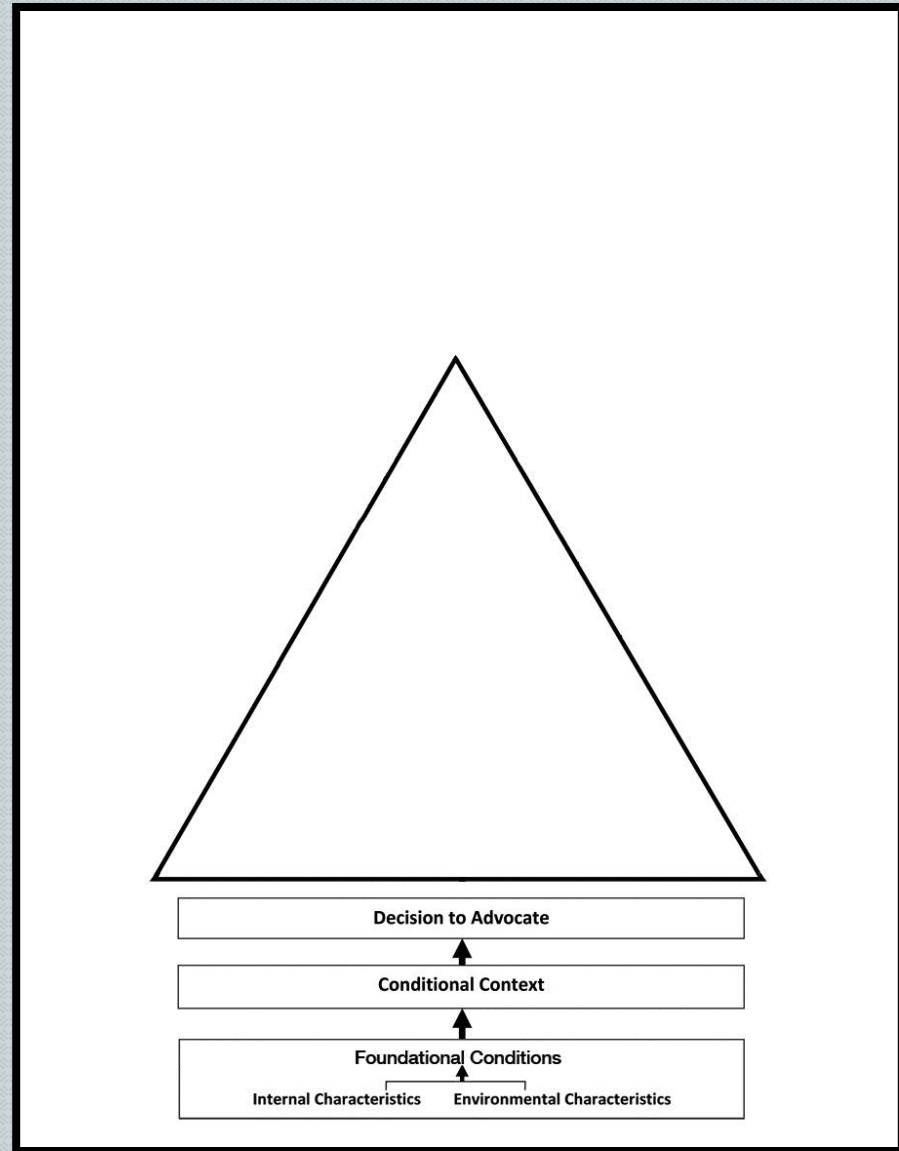
Foundational Conditions lead to the **Conditional Context**



**Conditional
Context** leads
to the nurse's
**Decision to
Advocate** or
not

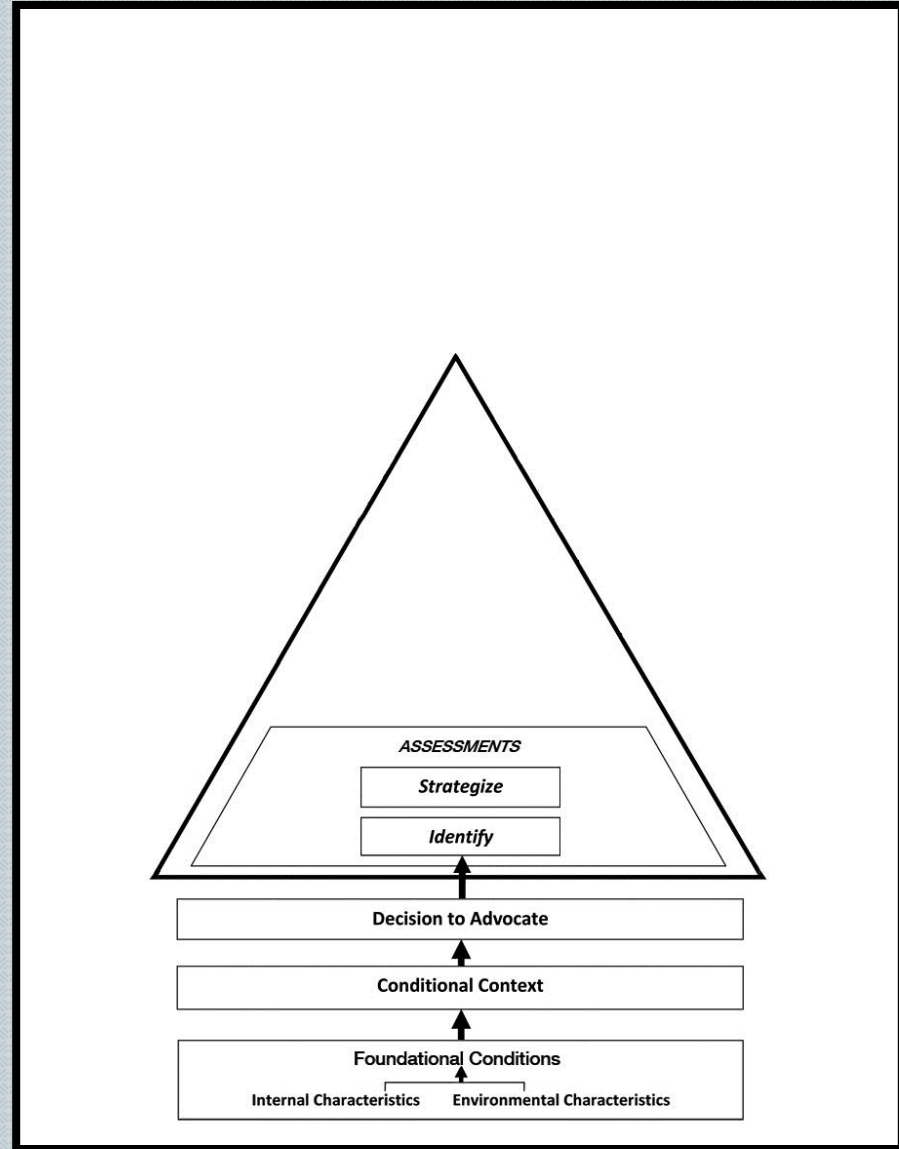


These lead to
the main topic
To Advocate
which is made
up of 5
Component
Actions



Assessment Components:

- To Identify
- To Strategize

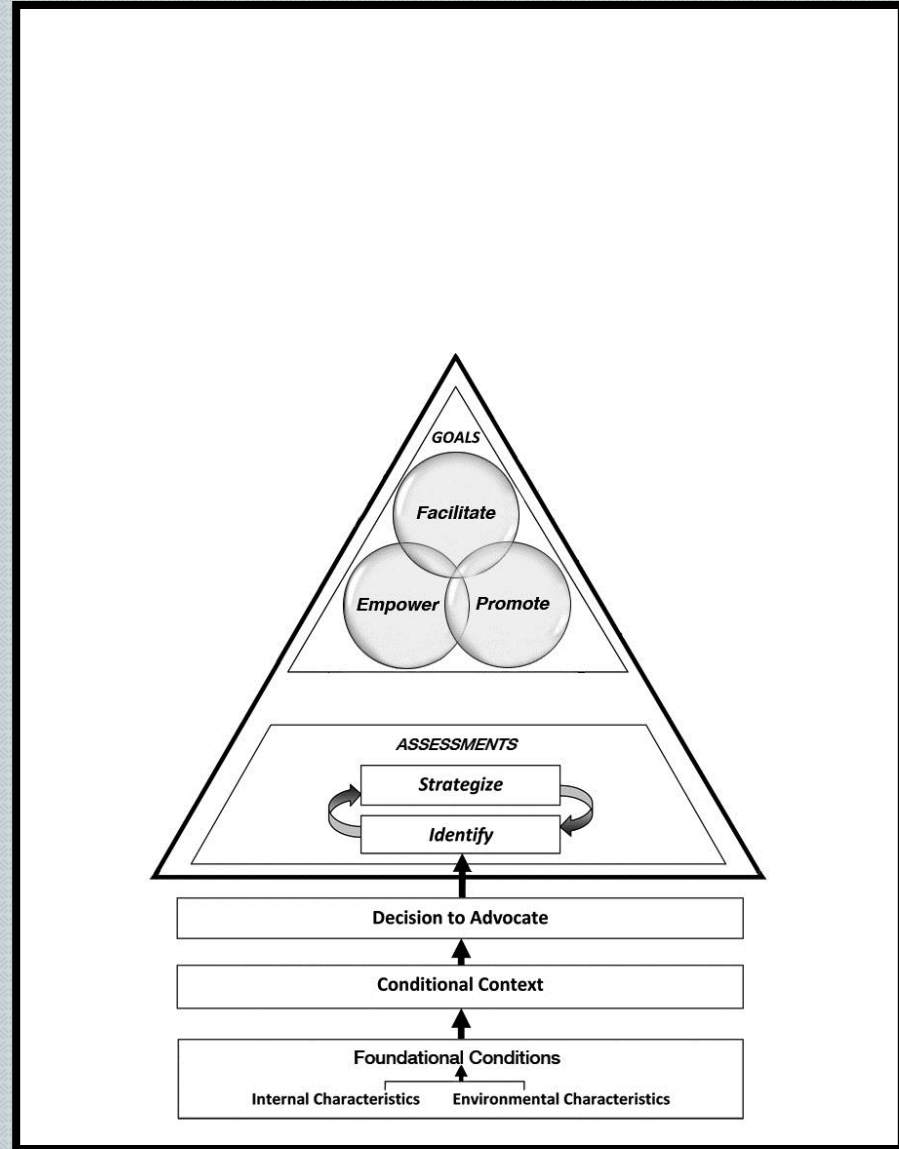


Goal Components are identified by the nurse after the early Assessment Components are complete.

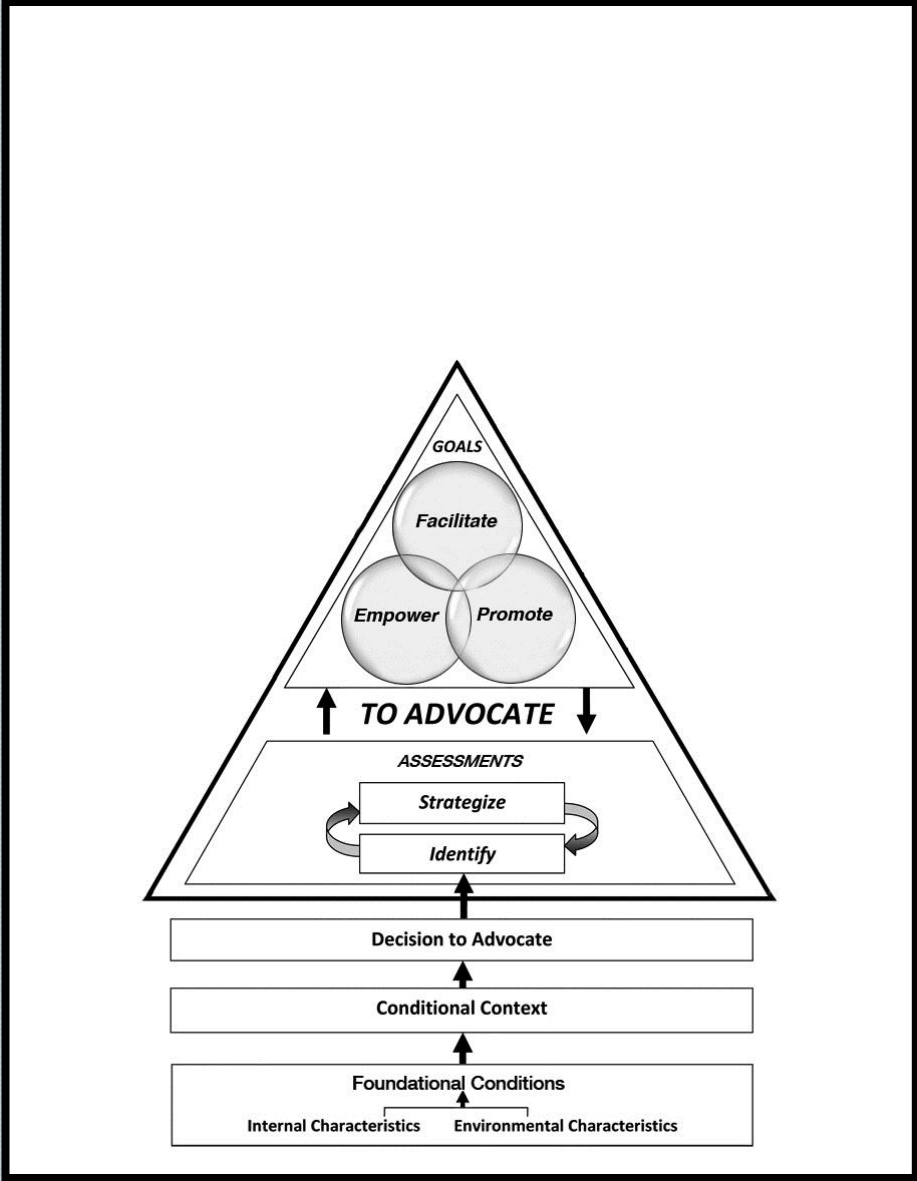
-To Facilitate

-To Empower

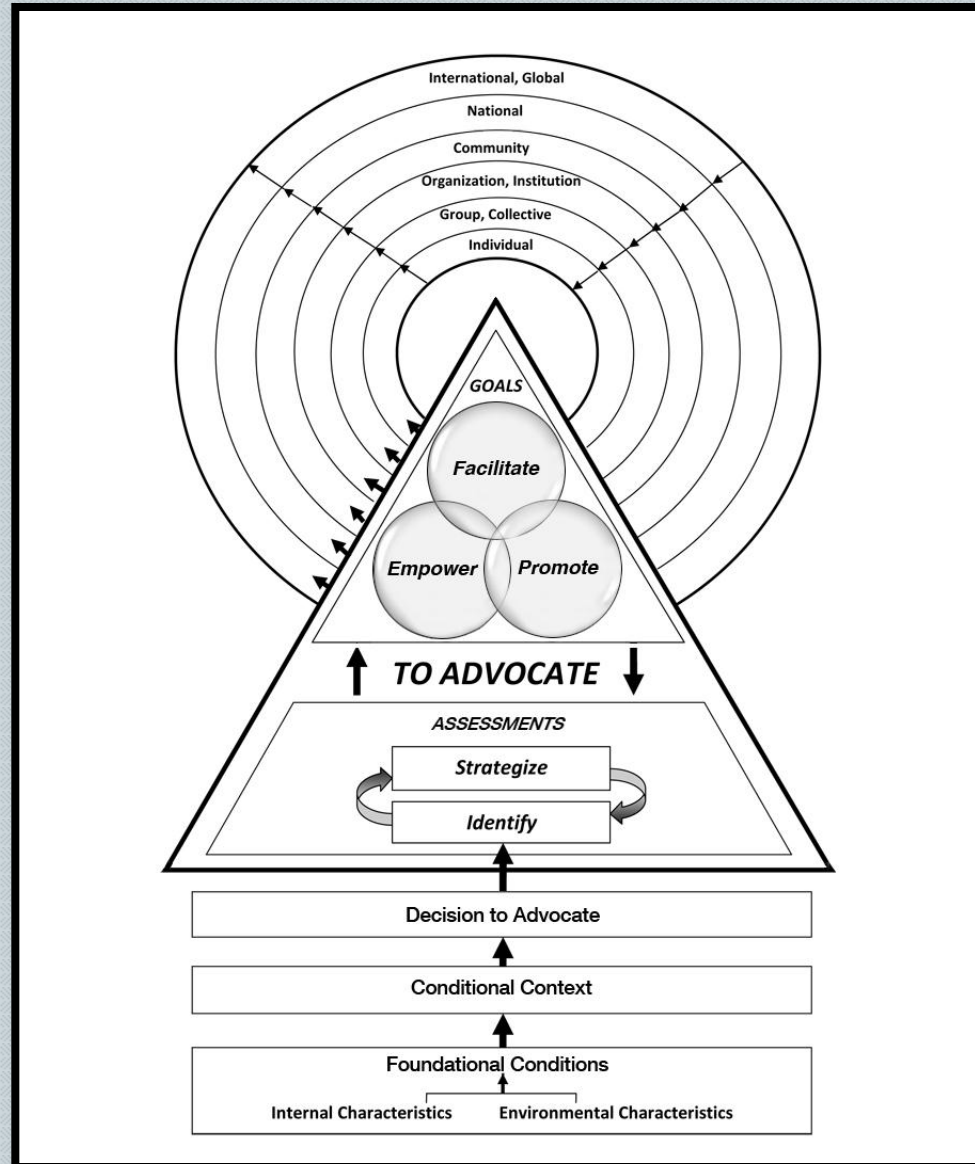
-To Promote



The five
Components
within the large
triangle form the
main actions of
the core
phenomenon =
To Advocate

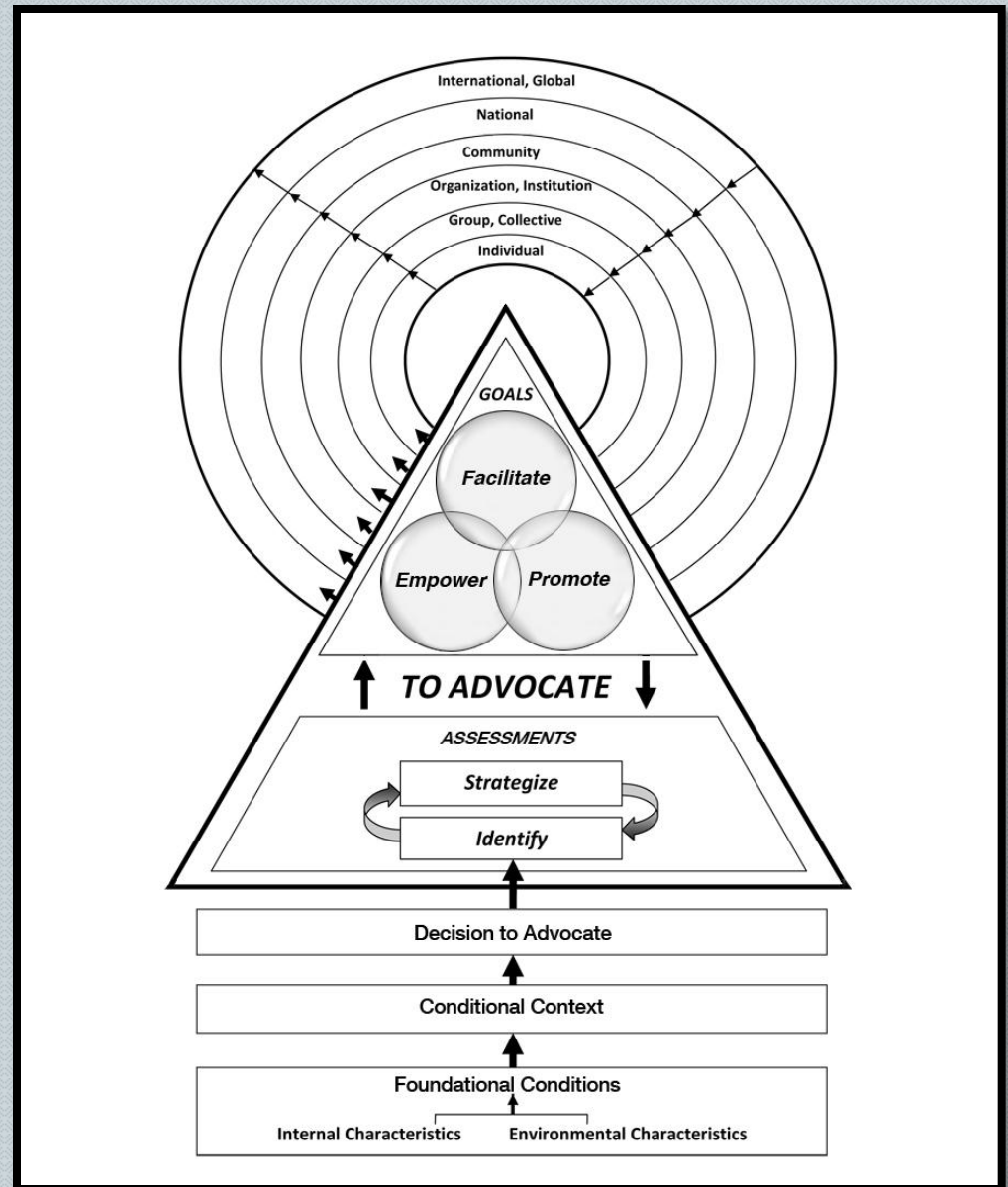


Levels of the SBAT Matrix in which the advocacy action occurs are seen in the concentric arcs above the advocacy triangle.



Intervening Conditions:

positive and negative occurrences that can change an advocacy action



Conclusions

- **This study has contributed to the extant knowledge of the nurse as advocate and has identified and explicated the role of the nurse advocate.**
- **The Sessler Branden Advocacy Theory (SBAT), has bridged the existing knowledge with a substantive, pragmatic theory that can be applied and utilized by any nurse in any situation where advocacy is needed.**

Implications for Nursing

24

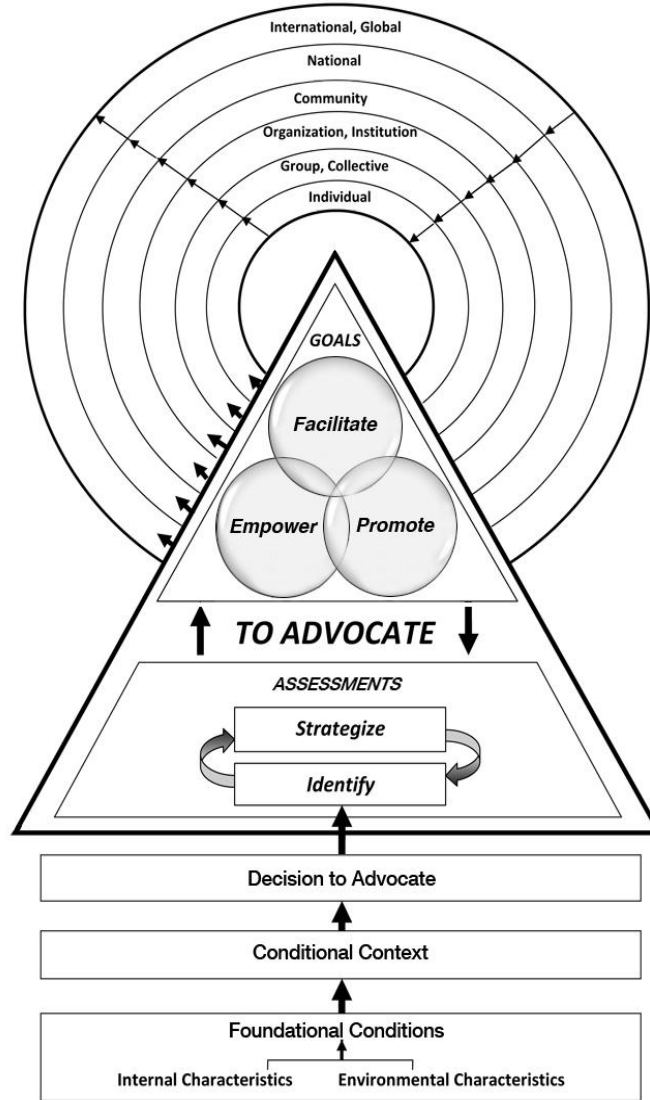
- **Practice**
- **Education**
- **Research**
- **Health Policy**

Educational Applications

25

- **Educators:**
 - **Understand and become proficient in the nurse advocate role**
 - **Model the advocate role for students**
 - **Integrate the advocate role into:**
 - ✦ **Educational program essentials & levels**
 - ✦ **Program curricula**
 - ✦ **Program certification**
 - ✦ **Mentoring**
 - ✦ **Educational funding & grants**
 - **Ways to integrate specific to an institution's mission:**
 - ✦ **Patient advocacy**
 - ✦ **Advocacy for student nurses' groups/NSNA chapters**
 - ✦ **Advocacy for partnerships within the community**
 - ✦ **National advocacy for the underserved**
 - ✦ **Global community advocacy**

Sessler Branden Advocacy Matrix®



References

- **Benner, P., Sutphen, M., Leonard, V., & Day, L. (2010).** *Educating Nurses: A Call for Radical Transformation.* Stanford, CA: Jossey-Bass Publishers.
- **Corbin, J. & Strauss, A. (2008).** *Basics of Qualitative Research (3rd ed.).* Los Angeles: Sage Publishers.
- **Sessler Branden, P.J. (2012).** *Advocacy: A concept analysis.*

Thank You.

28

QUESTIONS? COMMENTS?

**Contact Information:
Pennie Sessler Branden, PhD, CNM, RN
psbranden@aol.com**