Developing Nursing Agency and Clinical Leadership through Evidence-based Practice

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Learner Objectives and Disclosure

- Identify one way in which academic–clinical partnerships enhance leadership skills and nursing agency for both students and staff nurses.
- Discuss two EBP projects where an academic–clinical partnership would be beneficial in your institution.

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Institute of Medicine (2001) challenged organizations and providers to:
- adopt evidence based practice (EBP)
- implement advanced technology

Nurse clinicians may:
- lack the educational preparation to initiate an EBP project
- be less familiar with published empirical studies than nurse academics
- recognize clinically relevant topics

Mutually beneficial academic–clinical partnerships advance EBP at the bedside and assure quality and safety in healthcare.
Theoretical Influence

- The Self-Care Deficit Theory of Nursing
  - Nursing agency
    - allows nurses to be effective in care delivery
    - sustains and promotes health and well-being in nurses and patients
    - promotes development past basic nursing education through experience and continuing education

Use of theory
- encourages the development of academic-clinical partnerships
- develops future nurse leaders

(Dennis, 1997; Orem, 1995)
Academic–Clinical Partnerships

- Relationships between academic nursing programs and a care setting (AACN, 2012)
- Includes mutual trust and respect, a shared vision and goals, equal and ongoing commitment to the partnership, and open, honest, and ongoing communication (Beal et al., 2012)
- Little empirical evidence
Developing and sustaining academic–practice partnerships is difficult

Barriers include:
- time, money, different cultures, workloads, lack of faculty, and poor communication

(Beal et al., 2011)
Two Exemplars

- Motivational Interviewing: Getting Your Feet Wet
- From Quality Improvement Project to Research Project: Frequency of Inpatient Pediatric Assessment
EBP Project on Motivational Interviewing

- Background
  - new clinical site for the faculty member
  - 3 units
  - faculty member approached the Unit Nurse Educator about potential collaborative opportunities
  - motivational interviewing was a topic of interest, but the Unit Nurse Educator did not have the time to research and prepare an educational offering
EBP and Motivational Interviewing

Timeline and purpose

- Fall of 2012 to September 2013
- to introduce MI as beneficial, evidence-based form of communication
Responsibilities

- **Student Responsibilities**
  - literature review and power point construction

- **Faculty Responsibilities**
  - liaison with nurse educator, relationship building with staff
  - contributed additional evidence and web links

- **Nurse Educator Responsibilities**
  - dissemination to staff
  - invited presentations at 5 staff sessions over summer
Keys to Success

- Relationships with staff and nurse educator
- Student involvement
- Faculty willingness for time commitment
Barriers to Success

- Students could not participate in delivery of educational sessions

- Faculty time commitment
From Quality Improvement to Research Project

- **Background**
  - QI Project
    - required during leadership clinical
    - project chosen by the assigned unit
  - The problem
    - what happens when the literature is not sufficient for the students to identify a solution?
The Project

- Head to toe assessment frequency
  - nurses noticed they were doing head to toe assessments more frequently on pediatric patients than NICU nurses were doing on critically ill neonates.
  - in 2012, senior students completed a thorough literature review during their leadership clinical and identified a dearth of literature.
Timeline and Purpose

QI turned Research proposal
- year 1: Senior nursing students developed a research proposal and instruments
- year 2: 2 students were identified who had an interest in completing research and they became responsible for the project

Purpose:
- to ensure the safety of pediatric patients after the change in head to toe assessment frequency.
- to determine nurse and provider satisfaction following the change in assessment frequency.
Responsibilities

- **Student responsibilities**
  - finalize the research proposal and instruments
  - complete IRB forms

- **Faculty responsibilities**
  - liaison between the hospital unit and students
  - all IRB forms, instruments, research proposal, etc.
  - act as the principle investigator
Responsibilities (cont’d)

- **Bedside RN responsibilities**
  - 2 bedside RNs were identified to collect chart audit data
  - adhere to the policy change

- **Manager responsibilities**
  - liaison between staff RNs and faculty/students
  - identify appropriate resources within the facility to ensure research was successful
The Study

- Data collection took place October 2013–January 2014
- Questionnaires were used to determine RN and provider satisfaction while chart audits were used to monitor patient safety
- Conclusions
  - no adverse outcomes following the change in assessment frequency
  - while no significant decrease in charting time was identified, RNs reported feeling like overall charting was decreased
  - bedside RNs can be involved in important research
Keys to success

- Building the Relationship
- Engaging students early in the process
- Staff excitement
- Guiding hospital employees through the process
Barriers to success

- Time

- Distance
Conclusions

Nurse Educator/Manager
+
Nursing Students
+
Faculty
+
Unit Staff

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Successful Introduction of EBP
References

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