



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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- ▶ The authors have no significant relationships or financial support to disclose.



Background

- ▶ 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



Academic–Clinical Partnerships

- ▶ 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

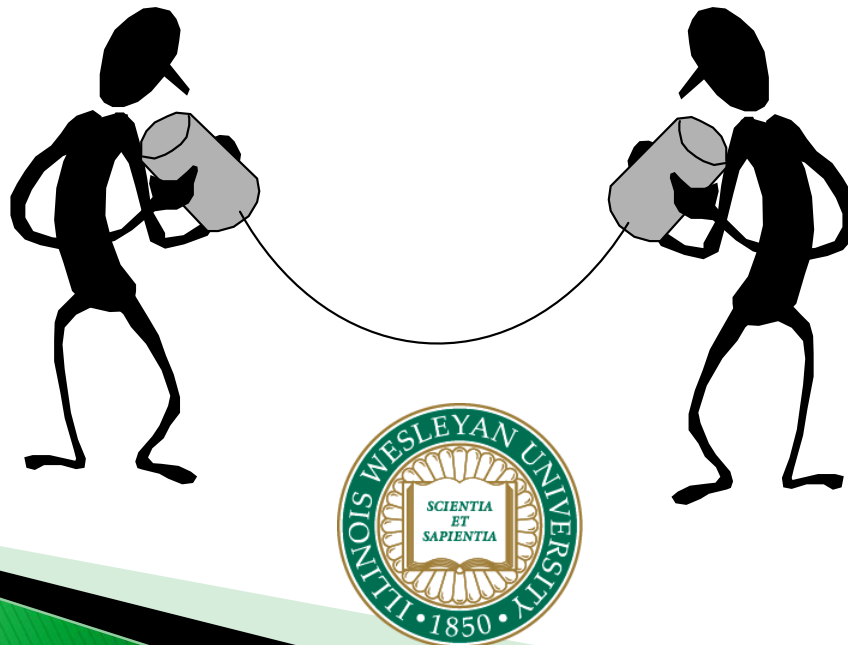
- new clinical site for the faculty member
- 3 units
- faculty member approached the Unit Nurse Educator about potential collaborative opportunities
- motivational interviewing was a topic of interest, but the Unit Nurse Educator did not have the time to research and prepare an educational offering



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

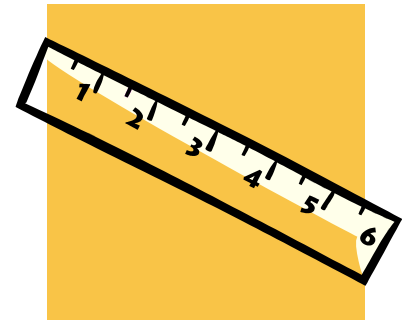


Barriers to success

► Time



► Distance



Conclusions

Nurse Educator/Manager

+

Nursing Students

+

Faculty

+

Unit Staff

Successful Introduction of EBP



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