Intentional Consciousness: Empowering Nurses Through Evidence-Based Practice

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Session Goal:

To understand and explain the model of intentional consciousness and its’ relationship to improving the knowledge of evidence-based practice.

Session Objectives:

- Define intentional consciousness.
- Apply the model of intentional consciousness as a way of improving the knowledge of evidence-based practice, empowering nurses and improving nursing science.
Evidence-based practice (EBP) is undoubtedly a major paradigm shift, not just for the discipline of nursing, but other disciplines as well.

Despite the resentment that followed its initial inception, calls echoed across disciplines to incorporate EBP.

Sentiments regarding EBP have remained positive, but studies continue to show that there still remains a deficiency in knowledge and skills to properly apply this concept.
Ingersoll (2000) defined EBP as “the conscientious, explicit, and judicious use of theory-derived, research-based information in making decisions about care delivery to individuals or groups and in consideration of individual needs and preferences”
Background

• The Institute of Medicine (IOM, 2001)
• National League for Nursing (NLN) position statements (2003 & 2005)
• The Essentials of Baccalaureate Education for Professional Nursing Practice’ (AACN, 2008)
• IOM (2011) study report
• Benner, Sutphen, Leonard & Day (2010)
Among the problems facing nursing practice and nursing education today, the lack of evidence-based practice (EBP) knowledge was clearly identified as a major and lingering challenge.

Nurses are now called to support their practice with evidence, and schools of nursing, particularly, nurse educators are called to teach EBP, American Association of Colleges of Nursing (AACN, 2008); Institute of Medicine (IOM, 2010), National League for Nursing (NLN, 2003, 2005).

However, studies have shown that the lack of knowledge/skills of EBP have continued to be an impediment towards the full realization of this call.
• The purpose of this qualitative classical grounded theory study was to explore the critical factors that influence nurse educators’
  • Perceptions,
  • Attitudes,
  • Knowledge regarding evidence-based practice.
Research Questions

• What are the critical factors that influence nurse educators’ perceptions and attitudes towards EBP?

• What are the critical factors that influence nurse educators’ knowledge of EBP?
Methodology and Design

- Qualitative Research Paradigm
- Grounded Theory Design
- Classical or “Glaserian” Grounded Theory
Significance to Nursing

- This study uncovered a substantive theory that explained why there are variations and deficiency in knowledge of evidence-based practice.

- How EBP can be extended and maintained among the majority of nurses, nurse educators, nursing institutions and organizational settings.

- By incorporating EBP into nursing education at an early stage, future nurses will be prepared for the intricacies involved in nursing practice.

- They will be inclined to think critically and analytically in every aspect of patient care.
Sample and Setting

- A total of 18 nurse faculty participated in this study.
  - Purposive Sample
  - Snowball Ball Sampling
  - Theoretical Sample
- Setting
  - Academic Nurse Educators teaching in the ADN and Baccalaureate programs in accredited school of nursing, within the Southeastern Florida area
Inclusion and Exclusion Criteria

• **Phase I**
  - Full time nursing faculty with at least two years of experience teaching in the clinical and/or classroom setting with knowledge of EBP.
  - English speaking and currently employed and working in an accredited school of nursing.
  - Willing to participate in an audiotaped individual interview lasting for 60 minutes and another 60 minutes for member checking for a total of two hours.

• **Phase II**
  - (a) Having taught or practiced EBP for at least five years in nursing.
  - (b) Having published a book or article in a peer reviewed journal on EBP.
# Data Analysis

## Open Coding

What is this data a study of?  
What is actually happening in the data?  
- Raw data is broken down.  
- Incident to incident are compared.  
- Codes are generated from the data; memos are written.  
- Data is conceptualized as codes are compared.  
- Once concepts emerge, compare incidents to concepts, concepts to incidents, and more comparison of incidents to incidents.

## Selective Coding

- Constant comparative analysis continues.  
- Compare incident to incident and incident to concepts. Look for patterns between incidents and incidents, incidents and concepts, concepts and concepts.  
- Similar pattern concepts become categories, dissimilar patterns from categories becomes properties of categories.

## Theoretical Coding

- Conceptualization of how substantive codes are related to each other and merged into a theory.  
- Constant comparative analysis continues.  
- Generation of a theory around a core category. The core category accounts for most of the variation in the problematic pattern.  
- Theoretical Sampling begins based on the core category.
Data Analysis

- Incident to incident are compared
- Codes are generated from data through constant comparative analysis.

Open Coding

- Constant comparative analysis continues, similar pattern concepts become categories, ends with the emergence of a core categories

Selective Coding

- Begins with the emergence of a core category to completely saturate and confirm the core category.

Theoretical Samples

- Conceptualizes how the substantive codes relate to each other as hypotheses to be integrated into the theory.
EMERGENT CATEGORIES

• RAISING AWARENESS
  • Educating
  • Communicating
  • Collaborating
  • Practicing

• BEING SELF-DRIVEN
  • Motivating
  • Believing

• ORGANIZATIONAL EFFECTS
  • Supporting
  • Leading
  • Mandating

• POSITIVE OUTCOMES
  • Permeates all the concepts and the basic social process.
THE BASIC SOCIAL PSYCHOLOGICAL PROCESS:
INTENTIONAL CONSCIOUSNESS

Being Self-Driven
- Motivating
- Believing

Intentional
Consciousness

Raising Awareness
- Educating
- Communicating
- Collaborating
- Practicing

Organizational
Effects
- Supporting
- Leading
- Mandating

Positive Outcomes
References


Thank you!
Ngiyabonga!

Questions?