Establishing a Research Academy Collaborative: Benefits, Challenges, and Preliminary Outcomes

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Introduction

• Internationally, there is a need to build nursing capacity for research utilization, translation, and dissemination (Beal, 2012).

• Interest in achieving Magnet status is growing, calling attention to the need to expand the evidence-based practice and research skill set of clinical nurses (American Nurses Association, 2014).

• Clinical nurses often express feeling intimidated by research (Long, et al, 2016).
Cited barriers to clinical nurse engagement in EBP and Research

Perceptual Factors

Environmental Factors

Individual Factors

Lack of resources

Lack of knowledge and skill

Lack of time

Lack of resources

Yoder, 2014;

Background

• Clinical nurses cite a number of reasons for not engaging in EBP and research including the lack of knowledge, skills, and preparation to do so (Yoder, 2014).

• Research leaders in two academic institutions and two acute care facilities on the Magnet journey collaborated to create a “Research Academy” (RA) to address this problem.

• STTI, Iota Mu Chapter provided a small grant to assist with text-book and small monthly expenses
Purpose

Discuss the conceptualization, implementation, benefits, and challenges of initiating a Research Academy and to report the preliminary outcomes of the collaborative effort.
Conceptualization & Planning

• Academic Research Director & Associate Dean for Research from 2 institutions
  • Met monthly over a six month period
  • Collaborated with faculty colleagues and clinical agency leaders
  • Determined the purpose of the RA to be to foster the advancement of EBP, research, and quality improvement among clinical nurses in Magnet-seeking partner agencies and to encourage/support junior faculty in each academic institution

• RA Format
  • Early morning (7:30 am – 8:45 am), monthly RA meeting
  • Split RA meeting location between the 2 academic institutions
  • Shared responsibility for teaching between academic institutions with support from 2 DNP students working closely with faculty

• Curriculum year 1
  • Participants selected a question/topic to study for the year
  • Differentiating QI, EBP, and Research
  • Steps in the Research Process
  • Appraising the scientific literature
Methods

• Descriptive design
## Results

### 2014-2015 Cohort

n=15

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency/Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2 (15%)</td>
</tr>
<tr>
<td>Female</td>
<td>13 (85%)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Frequency/Percent</th>
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<tbody>
<tr>
<td>Ed.D.</td>
<td>1 (6%)</td>
</tr>
<tr>
<td>M.S.N.</td>
<td>5 (33.3%)</td>
</tr>
<tr>
<td>B.S.N.</td>
<td>9 (60%)</td>
</tr>
</tbody>
</table>

*Projects completed in year 2 of RA*
## Results

### 2014-2015 Cohort

n=15

<table>
<thead>
<tr>
<th>Examples of Topics Studied by Participants in Research Academy</th>
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</thead>
<tbody>
<tr>
<td>Cascade, cough, and stir-up regime in PACU; placed on hold to pursue Synthetic Marijuana topic*</td>
</tr>
<tr>
<td>Neonatal infection rates and breast milk oral care</td>
</tr>
<tr>
<td>Nurse-patient safety and communication during use of gate belts</td>
</tr>
<tr>
<td>Progressive mobility in ICU</td>
</tr>
<tr>
<td>Participation in the Star2++ multi-site trial*</td>
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*Projects completed and/or with outcomes in year 2 of RA*
Year 1 Challenges

- Attrition of 4 participants related to pursuit of advanced degrees
- Lack of clear accountability regarding attendance and expected level of progress
- Financial support for attending RA (4 hours/mo.) but not for time off to work on participant projects
- Change in research priorities
- Most projects needed more than 1 year to complete

https://www.google.com/search?q=challenges&source=hp&ei=10.1641.2868.0.3026.10.7.0.3.3.0.79.514.7.7.0...0...1ac.1.64.img..0.10.555.hJDA-GstQIM
Benefits

• Increased the number and quality of research posters presented during Nurses Week.
• Increase in awareness of need for clinical nurse engagement in research and EBP
• Gaining momentum in each clinical facility seen in near doubling (n=27) of participants in year 2 currently underway
• Stretched limited resources (research-trained faculty) to benefit a larger number of clinical nurses through the collaborative RA
• Increased opportunities within each facility for inclusion of clinical nurses in existing projects
Conclusions

• Organizations considering a RA may need to fund additional paid time off for clinical nurses to move projects along.

• Research faculty participating in a RA may likewise need teaching load reduction to mentor participants.

• The creation of the RA heightened awareness, knowledge, and skills and stimulated interest in research and EBP among clinical nurses.

• While projects needed longer than the 1 year RA period, those brought to completion were impactful.
Thank you