

Research Capacity Building in Africa

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INTRODUCTION

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OBJECTIVES

- After attending this session, you should be able to:
 - Discuss the initiatives undertaken to develop research capacity
 - Discuss innovative ways of growing the initiatives across Africa

OVERVIEW OF PRESENTATION

- Introduction: KEM
- SA - Research agenda and status: HCK
- Interventions:
 - Novice researchers: GvR
 - Pre-Doctoral (Santrust): HCK
 - Post-doctoral (Plume): YB
- Conclusion: HCK
- Question and discussion: KEM



SA RESEARCH AGENDA AND STATUS

Prof HC KLOPPER

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STATUS OF NURSE RESEARCHERS IN SA

- 26 Universities of which 22 offers nursing programmes
- 2012 survey – 17 participated (77% response)
- 240 Fulltime permanent academics and 203 fulltime contract staff = total of 443 academics
- Academics with PhD: 105 (23%)
- Academic registered for PhD: 78 (18%)
- Academics without PhD and not registered: 260 (59%)

ACADEMIC PROFILES

UNIVERSITY	PhD	PhD REGISTERED	NOT REGISTERED	FULL-TIME (Permanent and contract)
UNISA	19 (73)	7 (27)	0	26
NWU (P)	13 (48)	4 (15)	10 (37)	27
UFS	9 (13)	3 (4)	55 (83)	67
UWC	8 (8)	9 (9)	79 (83)	96
UP	8 (50)	4 (25)	4 (25)	16
UNIVEN	8 (67)	4 (330)	0	12
UJ	6 (35)	6 (35)	5 (30)	17
NMMU	5 (30)	6 (35)	6 (35)	17
UL	5 (63)	2 (25)	1 (12)	8
NWU (M)	4 (27)	6 (40)	5 (33)	15
UFH	4 (13)	4 (13)	24 (74)	32
UCT	4 (36)	3 (28)	4 (36)	11
MEDUNSA	3 (14)	8 (38)	10 (48)	21
WITS	3 (27)	3 (27)	5 (46)	11
SUN	3 (13)	2 (9)	18 (78)	23
TUT	2 (9)	3 (14)	17 (77)	22
DUT	1 (5)	4 (18)	17 (77)	22
TOTAL	105 (23)	78 (18)	260 (59)	443

STATUS OF RESEARCH IN SA

- Masters students
- PhD students
- Article output
- Conference presentations
- Funding

DOE RESEARCH OUTPUT CALCULATION

- **Comprehensive universities** – 0.93 units / FT lecturer
- **Traditional universities** – 1.23 units / FT lecturer
- **Universities of Technology** – 0.8 units / FT lecturer
- **PhD** – three units
- **Masters (Research)** – one unit
- **Article in DoE accredited journal** – one unit (single author or sharing)
- Example: NMMU: 17 lecturers x 0.93 = 15.8 units per annum

DEVELOPING AND LEADING RESEARCH

- Developing research
 - Departmental/ School level/Faculty
 - Developing a focus
 - Developing a research agenda
 - National level
 - National Strategy for Nursing Research
 - Novice research development (NEA)
 - Pre-doctoral programme (Santrust-FUNDISA)
 - Post-doctoral PLUME programme (FUNDISA)



NOVICE RESEARCHER DEVELOPMENT PROGRAMME

Prof G VAN RENSBURG

24 June 2016

Presented at STTI INRC 2016

Background

- Research capacity development of nurse educators to bridge the gap between completion of undergraduate nursing programmes and enrolling for Master's degree programmes
- Prepare nurse educators to facilitate research projects of undergraduate and pre-registration students

Purpose

- Create a research culture among all nurse educators to promote an interest and enthusiasm for research
- Promote reflexive research to improve practices
- Promote evidence-based practice in clinical and educational environments

Objectives

- Generate and analyse information and write up the findings as a basis for a presentation
- To support the members of the group to write and submit an abstract for a conference
- To assist members of the group to prepare and deliver a quality presentation at a conference
- Assist the group to prepare an article on the completed research
- Empower nurse educators as research facilitators

Criteria for selection

- Employed as a nurse educator with less than 8 years of experience
- Have access to email and Internet
- Written proof of employer's willingness to release the candidate to attend the programme
- Candidates who have not previously had an abstract accepted for presentation at a national conference receives preference
- Enthusiasm for research

Programme

- One year
- Monthly workshops (6-8 workshop or more)
- Small scale group project
- Outcomes
 - Completed project
 - Presentation at National conference
 - Oral and/or poster presentations
- Research report

Progress

- Dropout rate of participants has been zero to date with all but two of 28 former participants in the project continuing to enroll in Masters programmes
- All groups presented at National conference
- One poster presentation at International conference

Progress (cont)

- Initially it was a centralised national project with international funding
- Since 2015 decentralised to provinces and/or NEA Chapters with no external funding
- Partnership with University community engagement project with funding (one site)

Challenges

- Not all sites have funding
- Workload/interest of presenters
- Maintain commitment and enthusiasm of participants
- Group interactions
- Ethical clearance process
- Accessibility to research sites
- Funding for conference attendance



**PRE-DOCTORAL
DEVELOPMENT
PROGRAMME
PROF HC KLOPPER**

24 June 2016

Presented at STTI INRC 2016

Pre-doctoral Programme

- The SANTRUST model:
 - a 6 module programme focusing on research methodology and PhD proposal development programme
 - a residential programme spread over 12 months in one week blocks
 - facilitated by internationally recognized academics drawn from African and foreign universities
 - a triangular model with the candidate, supervisor and facilitator working together
 - a programme that is assessed , monitored and evaluated through to PhD graduation

Continued Support

- On demand workshops (methodology, writing)
- Six monthly meetings with supervisors and students
- Tracking and support two cohorts with a total of 56 PhD candidates
- End of 2015, 11 graduated
- End of 2016, additional 15 graduates
- Last date of graduation - 2017



POST-DOCTORAL DEVELOPMENT PROGRAMME

PROF Y BOTMA

24 June 2016

Presented at STTI INRC 2016

Background



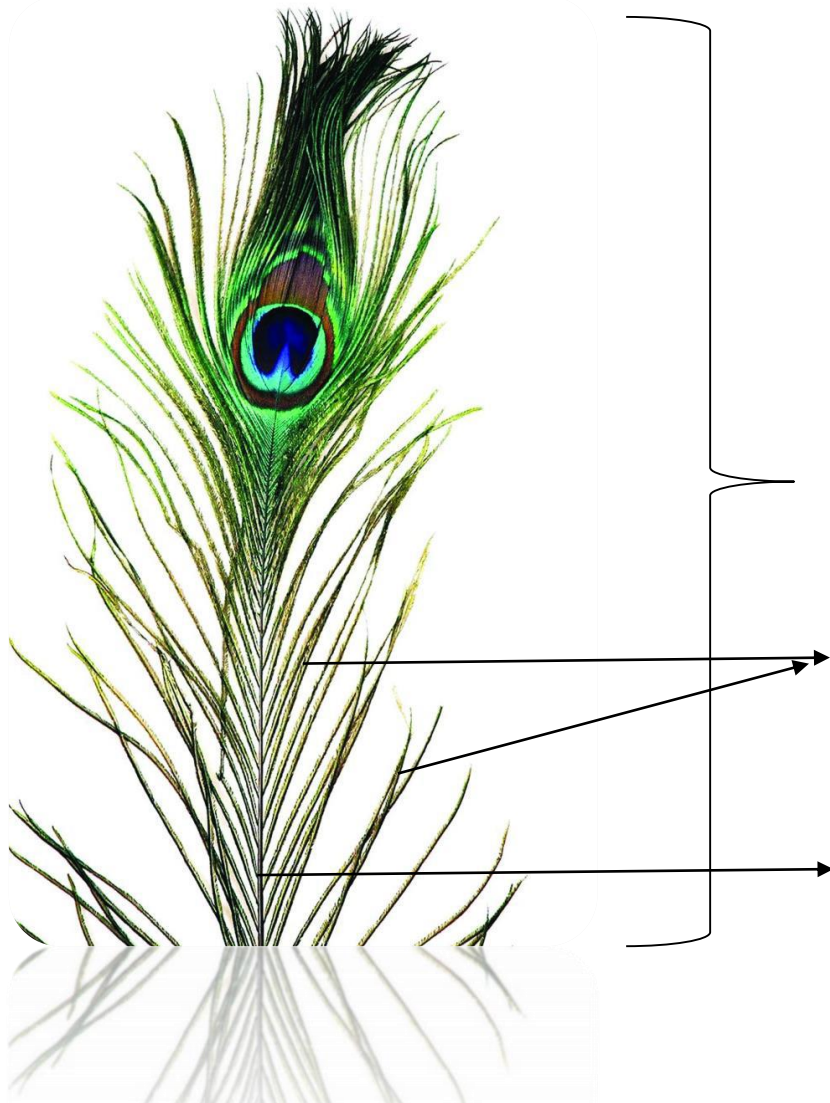
- Heavy teaching load
 - Many hours of clinical accompaniment
 - Administrative load
 - Supervised postgrad students on diverse topics
- no research programme and no mentoring in research

PLUME



Grow the research culture in academic nursing departments through a structured programme

Composition



Research programme

Individual research projects

Lead researcher

Aims

- Establishment of a research agenda in Nursing Schools
- Clear research themes of national importance based on critical mass of academics
- Create opportunities for lead researchers by redistribution of work
- Structured programme across institutions
- Earmarked funding for 6 years
- Endowed chairs to support nursing research programmes

Assumptions

- Lead researcher is senior academic with PhD
- Build a research team –
 - multidisciplinary –
 - study large & geographically dispersed samples
- Develop 1 research programme that serves as model

Indicators of success

Obtained external funding

Mentored and linked PhD and Master students

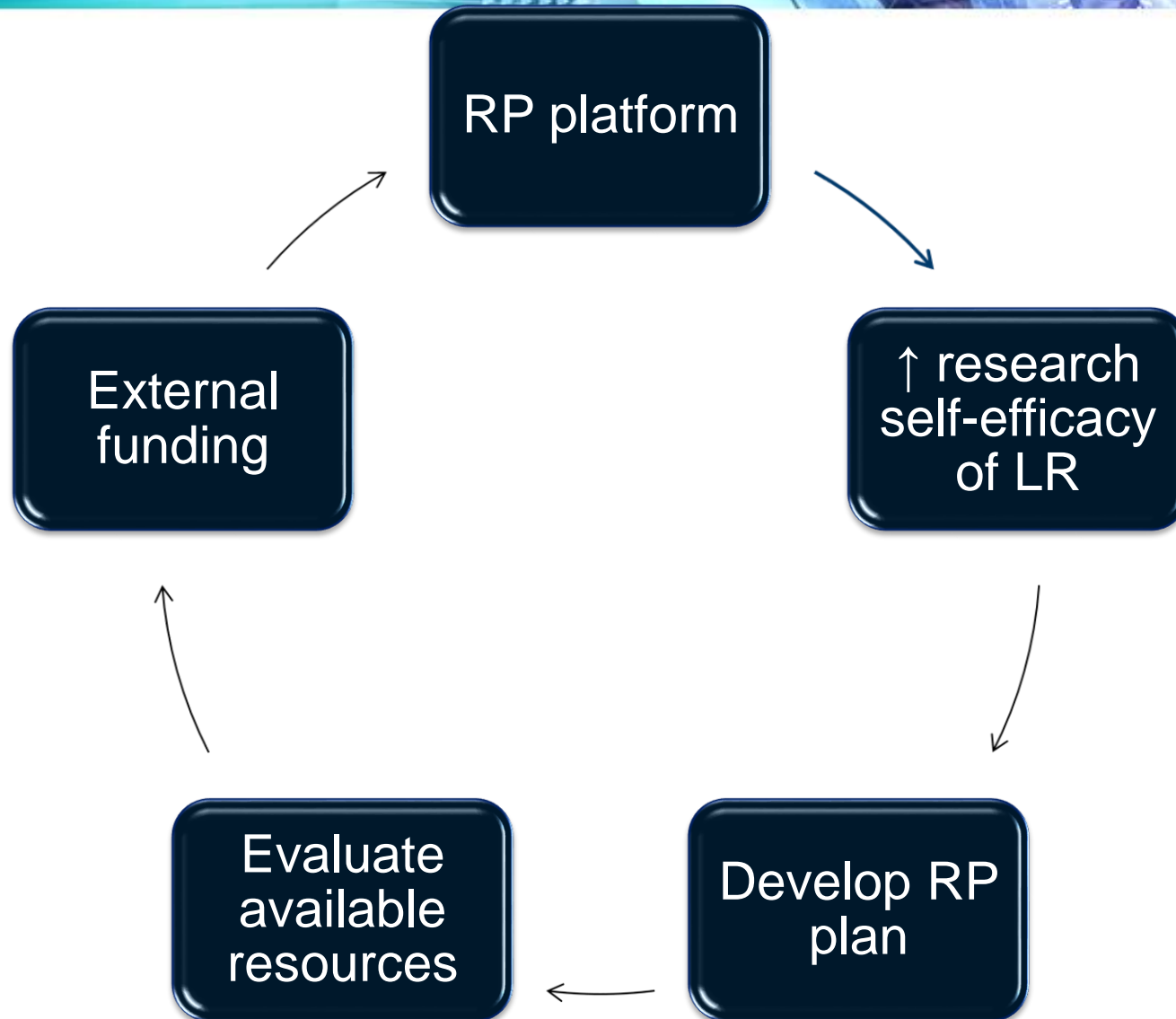
Lead the group in 2 grant applications

Scientific relationships with 2 international researchers

Scientific rating or applied for rating

2 research articles in peer-reviewed journals

Structured programme



Lead researcher



- Directs and coordinates research development activities
- Develop other research programmes
- Reviews and analyses proposals
- Lists of research support agencies
- Monitor projects

Lead researcher

- Creates programs for academic development in grant writing
- Creates network of support for the research programmes
- Active in the university community
- Create capacity in others



Example

Curriculum development

Preceptorship

IPECP

Transfer of learning

Self-directed learning ability of
educators

Simulation

Debriefing

CONCLUSIONS

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CONCLUSION

- Successes - outputs
- Trajectory of development: Novice – pre-doctoral – post-doctoral
- Development of a system and the individual
- Funding for sustainability
- Lessons learned, e.g. restructuring of PLUME Cohort II



QUESTIONS AND DISCUSSION DR KE MOKOKA

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