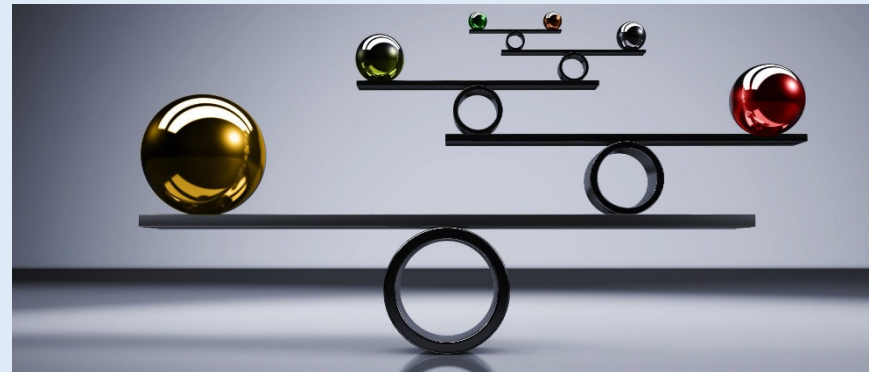


Taking *Action* to Enhance Nursing Research Capacity



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Common interests

- Evidence based practice
- Capacity building
- Practice development
- Facilitation
- Person Centred Practice
- Focus on leadership.....nurse managers roles



A strategic approach is required to build nursing research capacity and a research culture where research use and generation are seen as part of normal everyday nursing practice.

Leadership

Effective person-centered leadership is essential for the provision of safe, high-quality person-centered care. Investing in the professional development of NUMs supports leadership development which, in turn, is associated with numerous workplace benefits, better patient outcomes, and improved health service delivery.

Leadership skills, knowledge, and insights...developed through sharing, together with challenging everyday practices, assumptions, and routine “ways of knowing.”

Wilson, Paterson & Kornman (2013)

Research Design – Action Orientated Research

- Action Learning Sets
- Facilitated by experienced Researcher
- Monthly Meetings (2hrs)
- Recruitment
- Preparatory work
- Ethics or Not!
- Comparisons between Denmark & Australia



Action Learning

- Action learning is based on the connection between reflection and action, it is a continuous process where set members work on real issues and take the time to reflect and learn from their own experiences. It is also a process 'underpinned by a belief in individual potential: a way of learning from our actions, and from what happens to us, and around us, by taking the time to question, understand and reflect, to gain insights, and consider how to act in the future' (Weinstein 1999 p3), and therefore provides the individual with the potential to learn more about themselves.
- It can have many purposes; it has been used as a means of managing projects in education, business, and health care (McGill & Beaty 2001). It is different from other types of groups, it is neither counselling nor a support group, and its focus is on the individual and their actions.

Marsick and O'Neil (1999) have classified three types of action learning

- **Scientific** method developed by Revans (1993) $L = P + Q$
- **Experiential** method based on Kolb's (1984) learning cycle (action, reflection, generalisation, and testing) and the learning process as defined by Pedlar et al (1986) which encompasses experience, understanding, planning, and action
- **Transformational** as defined by Mezirow (1981). In addition to the elements of experiential learning, as noted above, it uses critical reflection to reflect on the assumptions and beliefs upon which practice is based. This type of action learning draws on the work of Argyris (1982), Schon (1983, 1987) and Senge (1990), and is related to the transformational effect of set members in achieving organisational change. This is the type of Action Learning used in the current study.

Introduction of Action Learning Sets (ALS) with head-nurses, midwives and physiotherapists (Denmark) and mid-level nursing and midwifery managers (Australia)

- The aim of the ALS is to assist managers to lead, support and enhance practice development and research activity, including the use of evidence in their speciality area.
- The groups have overall themes related to the managers roles in capacity building, and are facilitated as *reflective teams*.
- Participation is voluntary, and all participants are encouraged to prepare cases related to the overall themes from their practice, and share them with the group.
- They are also encouraged to make explicit their own learning objectives.
- The content is confidential.

Danish case- newly established University Hospital

First round - 9 leaders
4 times each with a theme
2 hours supported with literature.



Themes:

- 1) Changing identity from a regional to a University Hospital – managerial possibilities and challenges
- 2) Supporting a nursing research culture in clinical practice- managerial possibilities and challenges
- 3) Integrating researchers in clinical practice – managerial possibilities and challenges
- 4) Walk the talk: The role of nurse leaders in strategic development of research and development at the University Hospital

Evaluation/Common themes:

***Confirmation** that the considerations and actions I am doing about management of the area are good and profitable. A **clarity** that researchers, with their different profiles, like others, should be **managed differently**, not surprisingly. But also, how important it is to make it clear which research profile best suits the department's current needs and which matches the development strategy you want to promote (Nurse leader for 18 years)*

*To feel that **you are not alone** with your doubts and challenges, hopes and aspirations. Good to be **inspired** by those who have reached longer (Physiotherapist leader for 40 years)*

*It has been in a **safe environment and facilitated** in a format where everyone spoke. And no problem was too small or too big. Most importantly, it has been confidential so that the speech has been free (Nurse leader 9 years)*

Getting started in Australia

- Context
 - 9 Hospitals (spread across 153km)
 - Catchment area 250km
 - Population just over 400000
 - 2 Facilitators
- Ethics
- Recruitment
- Commencing the ALS
- The early stages



Key Messages and where to from here.....

- Action Learning is a useful strategy to engage staff in reflectional and critical thinking about research
- Capacity Building is important at all levels of the organisation
- If we support those in leadership positions to build their capacity in research they will be in a better position to support staff to undertake and use research



QUESTIONS?

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