

Building Knowledge for Safer Care and Organizational Practice: The Nursing Research Advancing Practice - Career Development (RAP-CD) Program



Presentation at NLN Conference March 24, 2011

Our Team

Investigators & Faculty:

- **Lianne Jeffs**, Director Nursing/Clinical Research & Scientist, St. Michael's, Assistant Professor, Lawrence Bloomberg Faculty of Nursing, University of Toronto
- **Karen Spalding**, Director, Daphne Cockwell School of Nursing, Ryerson University
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- **Souraya Sidani**, Canada Research Chair in Design and Evaluation of Health Interventions, Professor, Daphne Cockwell School of Nursing, Ryerson University
- **Gail Wilson**, Director Nursing Practice and Clinical Adoption, St. Michael's
- **Orla Smith**, Research Manager, Critical Care, St. Michael's
- **Brenda Stade**, Clinician Investigator-Nursing, St. Michael's
- **Maria Maione**, former Research Manager, Nursing Research, St. Michael's

Faculty:

- **Mary Wheeler**, Donner & Wheeler
- **Elizabeth McKay**, Research Chair, Daphne Cockwell School of Nursing, Ryerson University
- **Heather Beanlands**, Associate Professor, Daphne Cockwell School of Nursing, Ryerson University



Our Nursing RAP-CDers



St. Michael's

Inspired Care. Inspiring Science.



Presentation Objective

This presentation will provide an overview of the design, implementation, evaluation, and key insights of an organizational approach to improve patient safety through concerted efforts to enhance research capacity and bridge the know-do gap in clinical practice.



Our Strategic Context

St. Michael's is large and vibrant ...

- St. Michael's Hospital is a large academic health sciences centre fully affiliated with the University of Toronto, Ontario, Canada and is a major tertiary and quaternary referral centre.
 - \$496 M operating budget
 - 473 acute adult inpatient beds
 - 4,861 staff
 - 609 medical staff
 - 700 volunteers
 - 59,480 emergency visits
 - 46,590 surgical cases
 - 477,686 ambulatory visits
 - 24,137 inpatient separations/visits

2009-12 SMH Strategic Plan



St. Michael's 2009-12 Strategic Directions



St. Michael's

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Our Nursing Strategic Plan



Background to Nursing RAP-CD

- There is growing evidence that a large proportion of the 10,000 – 20,000 annual preventable deaths from adverse events in Canadian healthcare are posited to be related to the lack of application of research to clinical practice.
- To address this gap, a teaching hospital partnered with an academic institution to create the Nursing Research Advancing Practice-Career Development (RAP-CD) program.
- Nursing RAP-CD evolved from the inaugural Nursing RAP launched in 2007-2008 funded by the Canadian Council on Learning & MOHLTC Nursing Enhancement funds.



Inaugural Nursing RAP-CD Building Blocks

<p>Taking Steps with Someone Always Behind You</p>	<p>Riding the Ups & Downs of the RAP Wave</p>	<p>Raising the Bar for Nursing & Safer Care through Research</p>	<p>Paving the Way for Others to Engage in Research</p>
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(Jefferis et al. 2009)



Translating Knowledge Locally & Globally

20th International Nursing Research Congress
 July 2009, Vancouver, British Columbia
Evaluation of an Educational Intervention for Neurosurgical Nurses Caring for Patients with Subarachnoid Haemorrhage (SAH)
 Mary Lanceta & Analyn Patag



The Canadian Healthcare Safety Symposia October 2008, Winnipeg, Manitoba
How Often Are Emergency Department Nurses Interrupted During Medication Preparation?
 June Tavenor-Brake & Karen Olivero



Dynamics Conference
 October 2008, Montreal, Quebec
LEAST RESTRAINT OR NOT? An Observational Study of the Prevalence of Physical Restraint Use in Intensive Care
 Victoria Wen & Julie Mauzeri



Innovations Expo
 April 2008, Toronto, Ontario
Building Knowledge for Safer Health Care: Nursing Research Advancing (RAP) Practice Program
 Lianne Jeffs, Ella Ferris, Gail Wilson, Orla Smith, Brenda Stade, Maria Maione, Dorcas Beaton, Melanie Kohn, Martha Schroder, June Tavenor-Brake



Nurses: The Solution in Health Care Transformation
 October 2008 Beijing, China
Building Knowledge for Safer Care: Nursing Research Advancing Practice (RAP) Program
 Lianne Jeffs, Ella Ferris, Gail Wilson, Orla Smith, Brenda Stade, Maria Maione, Mary Lanceta, Analyn Patag
Evaluation of an Educational Intervention for Neurosurgical Nurses Caring for Patients with Subarachnoid Haemorrhage (SAH)
 Mary Lanceta & Analyn Patag



Meeting with CNO on Restraints
 October 2008
 Amy Brown & Heather Rawnsley
 Victoria Wen & Julie Mauzeri



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Nursing Research Conference June 2008, Toronto, Ontario
Building Knowledge for Safer Health Care: Nursing Research Advancing Practice (RAP) Program: Lianne Jeffs, Ella Ferris, Gail Wilson, Orla Smith, Brenda Stade, Maria Maione, Dorcas Beaton, Melanie Kohn
Physical Restraints in Psychiatry and Why Nurses Use Them
 Amy Brown, Heather Rawnsley
Nursing Research Conference June 2009, Toronto, Ontario
Examining the Relationship Between the use of Sugarless Candy and Thirst in Hemodialysis Outpatients: The Sugarless Candy Study:
 Patricia Watts, Hong Gao & Alison Thomas
Evaluating Nurses' Knowledge & Perception On The Effectiveness of An Education Program On The Use Of The Clinical Institute Withdrawal Assessment for Alcohol Revised (CIWA-Ar) Scale On A General Internal Medicine (GIM) Unit: Gloria J. Cardinal

Building Knowledge for Safer Health Care: The Nursing Research Advancing Practice (RAP) Program
 Durban, South Africa
 Lianne Jeffs, Ella Ferris, Gail Wilson, Orla Smith, Brenda Stade, Maria Maione & Melanie Kohn



The Nursing RAP-CD Program

Translating Knowledge Into Action Advancing Innovations In Safe Care



Inspiring Compassion Through Learning



St. Michael's

Inspired Care. Inspiring Science.



Objectives of Nursing RAP-CD

- To equip nurses with the competencies required to develop, implement & evaluate a research project in 2009 – 2010.
- To align the acquisition of research competencies with individual career development trajectories to create a professional atmosphere that enhances career resilience of nurses.



Core Components of Nursing RAP-CD

- 1) Interactive, iterative & multi-modal curriculum.
- 2) Mentorship exchange with experienced researchers & Nursing RAP Program graduates.
- 3) Experiential learning & competencies acquisition associated with proposal development, research conduct, data analysis, & knowledge translation.
- 4) Communities of practice – we learn together!



Pre-requisites for Nursing RAP-CD

- Takes place in a clinical setting at St. Michael's where nurses (RNs, APNs, CLMs) provide care; led by a clinical nurse (RN, APN) as PI or co-PI, & involves at least 2 staff/clinical nurses for a team of 4 people.
- A maximum of 10 projects will be awarded.
- Endorsement from management to participate.
- Research study is conducted & completed (or close to completion) within the 2009 - 2010 calendar year.



Other Critical Information

- A blinded review process for the LOIs.
- Funding available for 14 days per RN or 56 days (per research team (8 hours per day)).
- Curriculum days are mandatory.
- Teams can also involve other health care professionals, but curriculum & funding for release time is limited to nursing.



Nursing RAP-CD Timelines

- Information Sessions - September 2008
- LOI submission deadline - October 1 2008
- Research Teams notified - November 14 2008
- Registration Day & Baseline Data Collection- January 9, 2009
- Term 1 Curriculum - January 16 - June 30 2009
- Term 2 Curriculum - September - December 2009
- Data Collection & Analysis – Fall 2009/Winter 2010
- Knowledge Translation Practice Sessions Symposium – April/ May 31 2011
- Post-Intervention Data Collection – June – August 2010.
- Term 3 Curriculum – How to Publish – January – March 2011



Funded Projects

- What are the Identified Contributing Factors to Patient Falls in the Trauma Neurosurgery in-patient population at St. Michael's?
- What Factors Influence Nurses' Attitudes Towards Illicit Drug Users in a General Internal Medicine Setting?
- Do Socioeconomic Factors Influence Smoking Cessation Quit Rates in Patients that have been Hospitalized with an Acute Cardiac Event and are Participating in Formal Smoking Cessation Program?
- Is the Current Pre-operative Education Effective in Improving Patient Anxiety & Knowledge in PAF Cardiac Patients?
- Bridging the Gap of Diabetes Knowledge in Hemodialysis Nurses.



Funded Projects

- What is the Effectiveness of a Unit-Specific Mentorship Program, Mentorship in Nursing Development (MIND) on Perceived Job Satisfaction and Intent to Stay of Nurses in a Medical-Surgical Intensive Care Unit?
- Selecting a Screening Tool to Identify Seniors at Risk: A Nurse Driven Family Practice Initiative.
- Factors that Influence Nurses' Reasons to Remain in Psychiatric Mental Health Nursing Positions in the Mental Health Service at St. Michael's.
- Preparedness of the Neurosurgical/trauma Patient for Transition to Home or Rehabilitation Facility.
- Is Vicarious Traumatization Experienced by Registered Nurses across the Trauma Continuum within St. Michael's?



Research Design

A mixed methods research study design was used to explore and examine the outcomes (career resilience, retention and research attitudes) and knowledge translational experiences associated with the implementation of the Nursing RAP-CD Program.



Research Question# 1

To what extent do the outcomes (career resilience, organizational support, & retention) change for nurses participating in a career development/research capacity program?

- **Career Resilience** was measured by the following instruments: *Career Planning Activities Instrument* and *Career Decision-Making Self-Efficacy Scale*
- **Organizational Support** was measured by the *Perceived Organizational Support & McCloskey- Mueller Satisfaction Scale*
- **Retention** was measured by the following instruments: *Anticipated Turnover Scale & Actual Turnover* rates



Research Question# 2

To what extent do the attitudes towards research (value, role, interest, experience and climate) change for nurses participating in the career development/ research capacity program?

- The ***Staff Nurses & Research Activities Survey Questionnaire*** was used to answer this question – subscales – role, value, interest, experience, & climate.



Research Question# 3

What are the learning processes and knowledge translational experiences of nurses who participated in the career development/research capacity program?

Content analyses with a series of 3 ***focus groups*** is being employed to answer this question.



Preliminary Findings

- Throughout the Nursing RAP-CD program, nurses have described feeling more confident & competent in their ability to provide safer care.
- The career development aspect was key to nurses and their professional development.
- With some of the projects, RNs were able to translate findings into their daily practice & improve patient safety & nurse satisfaction.



Narrative Excerpts – Research

- *“I think the biggest eye opener for me is just how much work is involved in really submitting an application, the revisions we had to make and getting consensus from the teams.”*
- *“I was never involved in research before so this provides me with the confidence to participate in further research...knowing what’s involved, & the steps involved and the benefit of working collaboratively with a team instead of trying to tackle everything independently on your own. So you have more of a conscious awareness of what’s involved. So you better plan & prepare when you’re thinking of undertaking a research initiative.”*



Narrative Excerpts - Career Development

- *“I think it more or less just gives you an awareness that you know this doesn’t have to be the end of the road. So it gets you thinking where’s my next step? Or have I reached a plateau? Have I saturated where I’m at now? It just gets you to thinking if, depending on which spectrum of the, you know, leadership section that you’re on – what’s the next step. So I think it was a good eye opener that, you know, we don’t have to settle with where we’re at and if you want to move forward these are the steps that we can take to move forward like getting a mentor and coaching and stuff. So that’s what I got out of that piece.”*



Narrative Excerpts – Quality & Safety

- *“With clinical practice, everything being best evidence, looking at quality improvement constantly. You can’t speak those words unless you can access & understand research and hopefully also implement some of your own. But even looking at research that’s already there.”*
- *“As a nurse, I’m thinking more often about how to bring evidence into the care that’s being provided so looking at where’s this best practice coming from? what are we basing this on? why are we using this tool? is it...being more critical.”*



Next Steps

- Final analyses to quantitative & qualitative datasets March/April 2011.
- Final report due to MOHLTC – April 30, 2011.
- Implementation & Evaluation Toolkit –April 30, 2011.
- Publications prepared & submitted – June/July 2011.



Lessons Learned & Success Factors

- Sustainability post-program to ensure that the RAP-CD projects' findings inform practice & policy changes that achieve positive patient outcomes is challenging.
- Measuring organization-wide knowledge translation strategies has inherent methodological issues – particularly in environments with multiple learning/professional development strategies.
- Buy-in & endorsement from all levels of leadership is key!
- Engaged nursing staff with great ideas to improve care are a must!



Publications/Profile



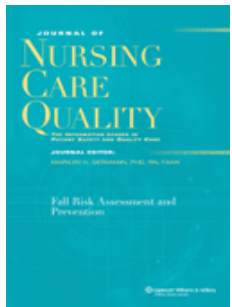
Feeling the Pulse of its Employees – (Deborah Dundas)
October 18, 2008 featuring Martha Schroder



Research — Without a Phd? Featuring Patrick Blute
RNAO Nursing Research Interest Group March 2009 Newsletter



Feature Article: Research and Reflection for RAP Artists
The Standard Spring 2009 Edition (pages 18 – 19)
Featuring June Tavenor-Brake, Karen Olivero, Patrick Blute, Karey Logghe, Amy Brown, Heather Rawnsley & Lianne Jeffs



Building Knowledge for Safer Care Nursing Research
Advancing Practice in the Journal of Nursing Care Quality
2009 Volume 24 Number 3 (pages 257 – 262)

Lianne Jeffs, Orla Smith, Gail Wilson, Melanie Kohn, Heather Campbell, Maria Maione, Deborah Tregunno, Ella Ferris



Publications/Profile



REFLECTIONS ON NURSING LEADERSHIP

Lianne Jeffs a Canadian Rising Star –
By Erin Pesut

Accessed at:

[http://www.reflectionsonnursingleadership.org/
pages/vol36_3_notefeature_pesut_jeffs.aspx](http://www.reflectionsonnursingleadership.org/pages/vol36_3_notefeature_pesut_jeffs.aspx)



CIHR IRSC
Canadian Institutes of Health Research
Institut de recherche en santé du Canada

Lianne Jeffs
CIHR-IHSPR Rising Star Award Recipient

Accessed at:

www.cihr-irsc.gc.ca/e/42116.html



Virtual Exchanges

Lianne Jeffs
CIHR-IHSPR Rising Star Award Recipient



Accessed at:
<http://www.youtube.com/watch?v=Vyilg2R9RSA>

**Research Advancing Practice Part I – posted
April 13, 2009**

Featuring Lianne Jeffs

**Research Advancing Practice Part II – posted
April 28, 2009**

Featuring Martha Schroder

Visit Nursing Ideas website to view webcast

<http://www.nursingideas.ca/>





Questions

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