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“In theory, there is no difference between theory and practice. But, in practice, there is.”

- Jan L. A. van de Snepscheut
Background... why complete a concept analysis?

My thesis title is: An investigation into the effects of a theory-practice gap on student nurses’ understanding of administering intramuscular injections.
Concept analysis of T-P gap

Rodgers’ (2000) ‘evolutionary’ model

A tangible, metaphorical void.

Lack of integration of current research into clinical practice

Usually negative connotation— is that fair?
‘The gap between the theoretical knowledge and the practical application of nursing, most often expressed as a negative entity, with adverse consequences’
Rodgers’ Evolutionary Model

1. Identify the concept of interest
2. Identify surrogate terms
3. Choose the setting and the sample
4. Identify the attributes
5. Identify the references, antecedents and consequences
6. Identify related concepts
7. Identify a model case
8. Identify implications for further research and development of the concept
Literature search

BNI, PUBMED, Medline, CINAHL, BEI – all searched from 2005-2016 and 512 papers returned.
Screened and final eligibility = 128
Literature review process is different: Sampling 20% of the sample (Rodgerian process)
n = 26 included within this concept analysis
Literature review - results

Records identified through database searching (n = 512)

Additional records identified through other sources (n = 1)

Records after duplicates removed* (n = 88)

Records screened (n = 425)

Records excluded (n = 297)

Full-text articles assessed for eligibility (n = 128)

Full-text articles excluded, with reasons (n = 0)

Studies included in concept analysis 20% representative sample (n = 26)
Concept analysis of T-P gap

Antecedents
- Evidence-base practice
- Ritualistic practice
- Education & acquisition of nursing skills

Attributes
- Relational problems between university and clinical practice
- Practice fails to reflect theory
- Theory irrelevant to practice

Consequences
- Influence on students and staff
- Need to promote collaboration between university and clinical practice
Cognitive Dissonance

Festinger’s (1957) theory of cognitive Dissonance

What if anything are students doing to reduce any dissonance and achieve ‘consonance’?

How do students actively avoid situations and experiences that might increase dissonance?
How does understanding the T-P gap help us?

What educational strategies do we need to put in place to help students:

- Recognise a gap
- Challenge the gap
- Support them if it negatively affects them
- Curriculum changes?
What am I doing now?
References


Suggested further reading: