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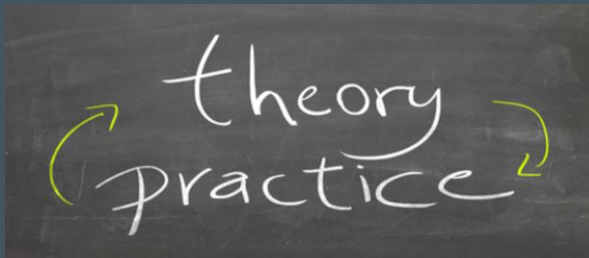


“In theory, there is no difference between theory and practice. But, in practice, there is.”

- 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?

(My) Definition of a T-P gap

‘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 (2000)

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

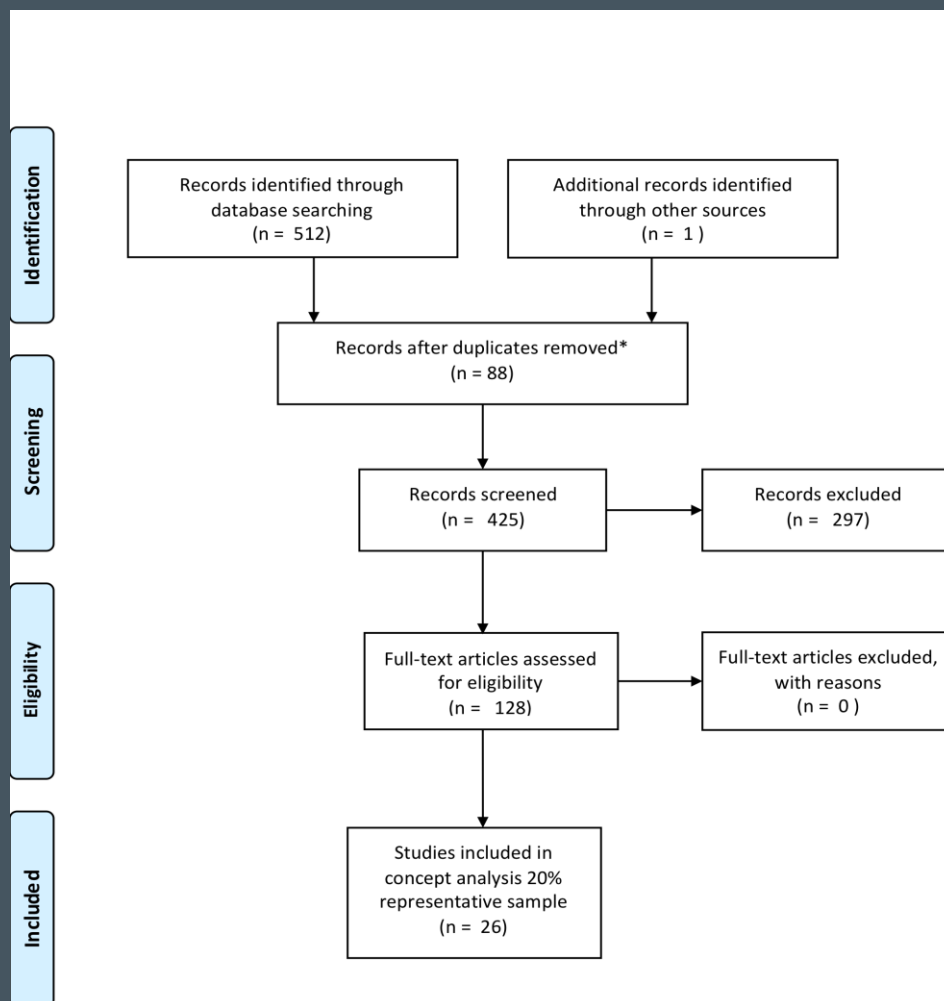
BNI, PUBMED, Medline, CINAHL, BEI – all searched from 2005-2016 and 512 papers returned.

Screened and final eligibility= 128

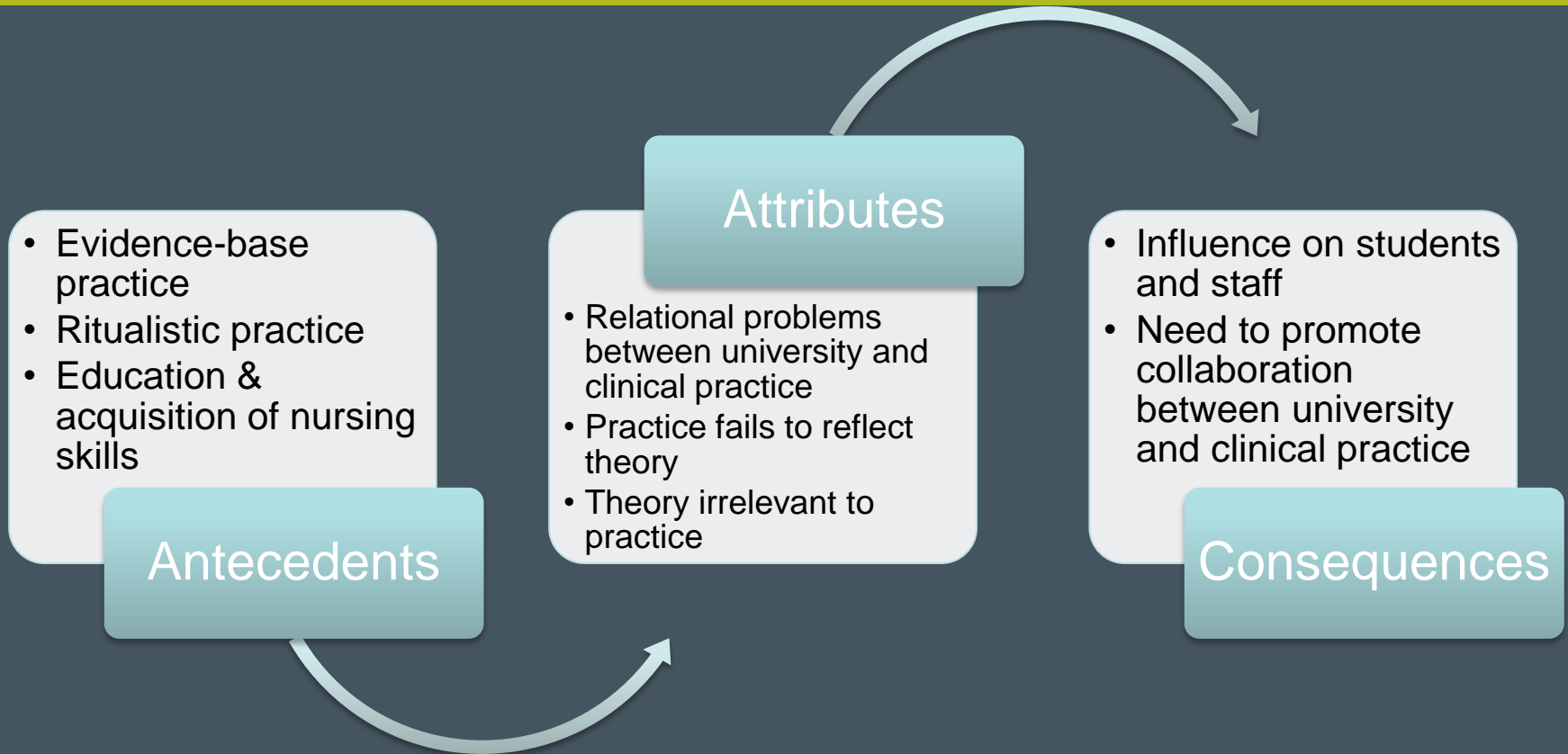
Literature review process is different: Sampling 20% of the sample (Rodgerian process)

n=26 included within this concept analysis

Literature review- results



Concept analysis of T-P gap



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:

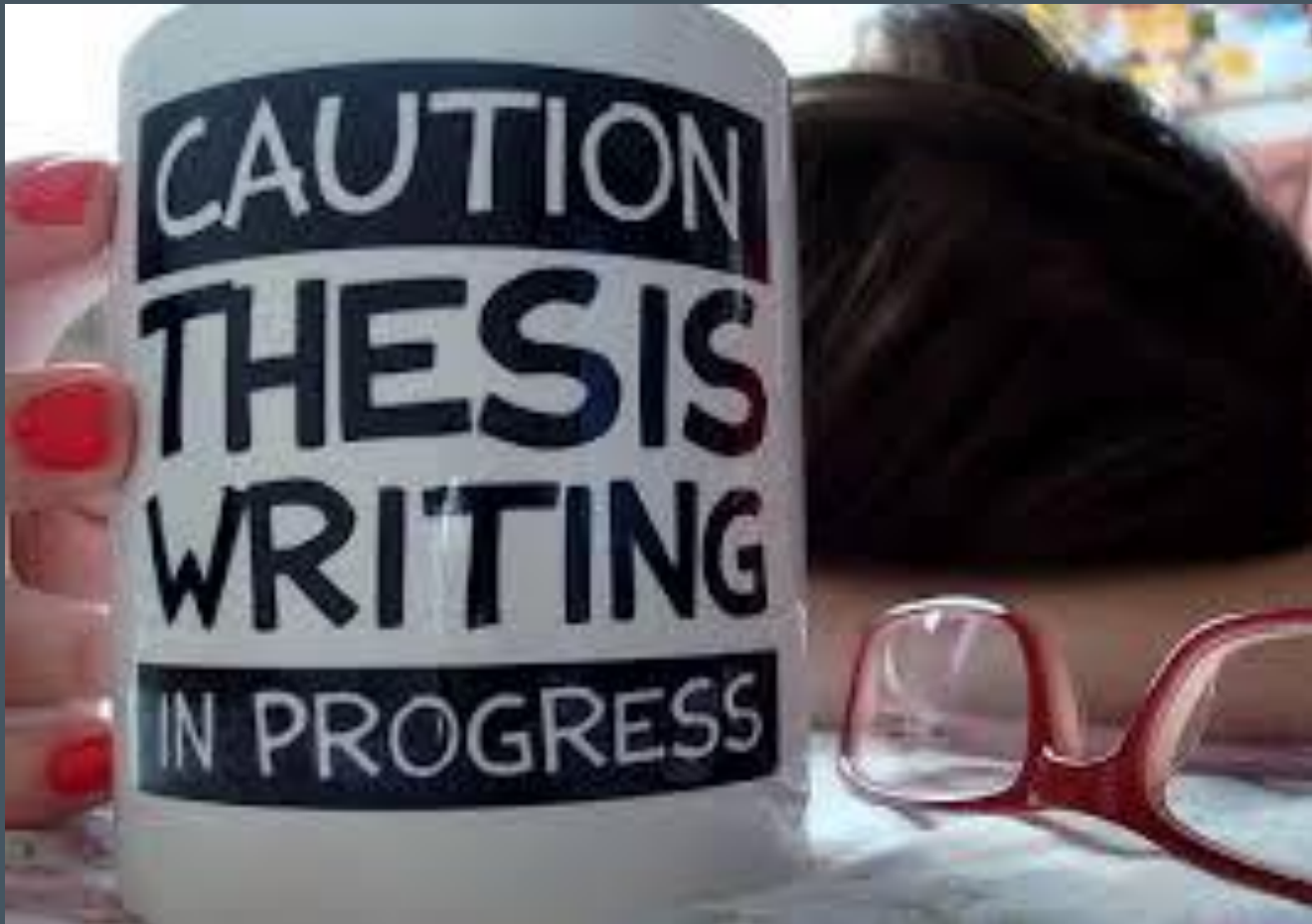
Recognise a gap

Challenge the gap

Support them if it negatively affects them

Curriculum changes?

What am I doing now?



References

Festinger, L (1957) *A Theory of Cognitive Dissonance*, Tavistock, London

Rodgers, B (2000) 'Concept analysis and evolutionary view', In Rodgers, B and Knafl, K (eds) *Development in Nursing- Foundations, Techniques and Applications*. 2nd ed. Philadelphia: W B Saunders, pp77-100.

Suggested further reading:

Risjord, M (2009) 'Rethinking concept analysis', *Journal of Advanced Nursing*, 65(3), pp 684-675.