Strengthening research capacity of nurse educators

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Overview

Introduction

Problem statement

Purpose

Research question

Methodology

Findings and discussion

Conclusion & recommendations
Introduction and background

- Research capacity essential for production of evidence that informs decision making
- Migration of nursing education to higher education in South Africa
- Participation of nursing educators from NEIs not attached to universities
- Initiation of Novice Researcher programme
  Research supervision and oversight
Problem statement

Programme first implemented in 2010
Seventh programme running during 2017
No formal evaluation conducted previously
Purpose

• To understand the contribution and sustainability of the programme it has become necessary to assess the outcomes of the programme

• To improve the programme and assess the value and net impacts of the programme
Research question

How does the novice researcher programme contribute to research capacity development in South Africa?
Research methodology
Design and data collection

Design

* Exploratory case study design
  Baxter & Jack, 2008 - "phenomenon of some sort occurring in a bounded context"
* Single case
* Embedded units (6 annual programmes)

Data collection

* 6 Annual reports
* 3 Conference presentations
* 3 Reflection workshops (mind maps, reflective essays)
Data analysis

Deductively analyzed by using the literature on research capacity development as point of departure

- Independently by each researcher
- As group to reach consensus

Cooke Integrated Framework for research capacity development provided “best fit” to categorize data
Trustworthiness

- Dense description drawn from case
- Clear research question directed and demarcated study
- Anecdotalism eliminated by including all data that formed the case
- Credibility – prolonged engagement over six years, well researched conceptual framework
- Transferable – case constructed form various units of analysis
- Confirmability – audit trail of individual sub units
- Reflexivity – reporting to Research Ethics Committee
Ethical considerations

- Ethics approval from University
- Permission from Research Ethics Committee of custodian organisation
- Permission from program participants
- Anonymity and confidentiality
  - names not mentioned
  - No personal data included
Findings

Described according to the eight dimensions of the Cooke Integrated Framework
• Eight dimensions of the structural context of Cooke’s integrated framework (Edwards, Kaseje & Kahwa, 2016)
Building of research skills, self-confidence and a positive attitude to conducting and utilising research through training, mentoring, sharing of knowledge and skills, guidance and engagement in activities

Skills and confidence

- No assessment required
- Engaged in research activities with authors
- Presentation skills and scientific writing skills
- Mostly positive attitude – all groups established cohesion
Research applicability

- Production of evidence should be relevant to fundamental issues and concerns
- Involvement and buy in from relevant stakeholders
- Relevant methodologies
- Research culture
- Employers permission
- Topics selected by participants
- Custodian supportive of topics selected
- Research ethics committee approval
- Qualitative and quantitative exposure
- Results taken back to workplace
- Funding support
- Postgraduate enrolments and presentations at conferences
Linkages, partnerships, collaborations

• Collaboration essential to expand intellectual and social assets

• Professional organization is custodian
• Academics facilitate the programme
• Research done at NEIs and hospitals with their permission
• Reports submitted to institutions
Dissemination and knowledge translation

- Ensure effective **impact of research on practice**
- **Techniques presentations and written form**
- **Knowledge translation implies** taking ownership of information and application to practice

- Results disseminated as both oral presentations and posters at annual nursing education conference
- **Articles written and published**
- **Knowledge translation** – knowledge gained used to teach their students to conduct research
- **Peer support strategies (2015 study)** implemented at NEI
Continuity and sustainability

- Research structures established and opportunities created to apply and extend knowledge and skills
- Require strong mentor-mentee relationships

- Programme initially fully funded nationally
- Developed to provincial level to limit cost for travel and accommodation with additional benefit to accommodate more participants
- Shadowing of facilitators
- Funding remains a great threat to sustainability and continuity
Infrastructure

- Requires appropriate infrastructure (human resources, dedicated time, research positions, funding opportunities)
- Professional organization board room, human resources
- Dedicated and motivated supervisors from universities
- Continually explore funding opportunities
Leadership

- Value of servant leadership
- Dynamic leadership at organizational level and committed scientific leadership

- Expert researchers champion the programme, plan workshops, provide wi-fi, venue, some funding, administrative support and ethical clearance for projects
- Volunteer expert researchers from universities lead
- Employers allow time to attend
- Custodian organization remains committed
**Empowerment**

- Tools to engage in research should be provided.
- Researchers should share responsibilities and power to prioritise and successfully mobilise skills, resources and influence networks.
- Novices have control over decision on their research topic.
- Work in a group where they take ownership of project, take turns to leader in tasks while sharing responsibility.
- Authors assist with ethics clearance as novices are not registered students at any university.
Discussion
Measuring success

Criteria:
• Presentation and publication rate
• Increase in funding
• Change in organisational culture
• Positive impact on community

• This project relatively new initiative – apparat from post grad registrations, publications and presentations no positive results re other indicators
• Funding and reliance on partnerships with universities
• Motivation for applying
• Creating an interface between generating evidence and utilizing research results
• Entrance into Masters degrees
• Selection of topics adding value
Challenges

- Sustainability remains a challenge
- Lack of time
- Agreement on a topic for research
- Funding of page fees
Conclusions and limitations

- Skills and confidence gained by participants to address own problems
- Continuity and sustainability of programme
- Page fees for publications
- Value of partnerships
- Positive view of participants
Infrastructure

Facility and human resources

Dedicated and motivated supervisors

Continue to explore funding opportunities
Recommendations
• Selection important
• Icebreaker
• Further research to explore research career of participants
• NEI support to implement recommendations of completed projects
• Involve more universities
• Sustainability through mentorship
• Dedicated person to drive programme
References


Research capacity development is essential for quality and cost-effective healthcare, and well-prepared healthcare professionals. This case study used an exploratory design to gain insight into the contributions that a novice researcher programme makes towards research capacity development. Data were collected from reports to the board of a professional organisation acting as custodian of the project and three reflection workshops. The case was deductively analysed using the literature on research capacity development as the point of departure. The Cooke integrated framework for research capacity building in healthcare was used to evaluate the development that took place. The findings of the analysis are described and discussed according to the eight dimensions of the Cooke integrated framework indicating that this novice programme fulfilled all the dimensions of the framework.
Thank you