

Strengthening research capacity of nurse educators

RCN International Research Conference 2018

17 April 2018, Birmingham

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Overview

Introduction

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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?

A dimly lit conference room with several people seated around a long table. The scene is dark, with the primary light source being the text overlay. The people are mostly in silhouette, but some details like a patterned dress and a white bag are visible. The overall atmosphere is professional and focused.

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 from 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

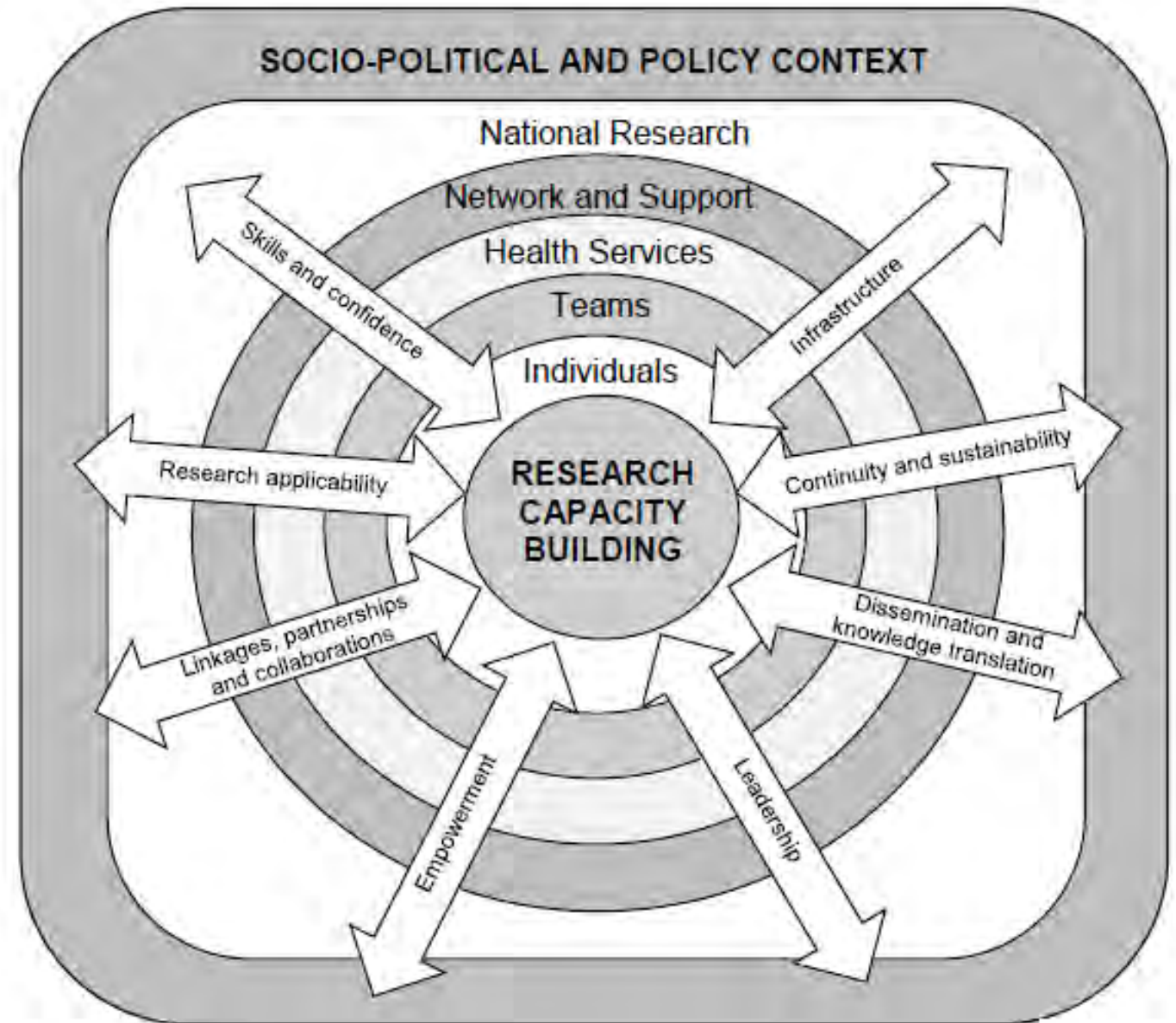
- names not mentioned
- No personal data included

A woman in a dark blazer and patterned skirt stands at a podium on the left, speaking into a microphone. Behind her, two other women are seated at a long table, listening. The setting appears to be a conference or panel discussion. The background features a wall with a textured, wavy pattern.

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)



Skills and confidence

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

- 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

A woman with long dark hair, wearing a patterned blazer, stands in the center of the frame holding a microphone and gesturing with her left hand. To her left, a woman in a black top sits in a chair, resting her chin on her hand. To her right, two other women are seated at a long wooden table; one is wearing a patterned top and a dark blazer, and the other is wearing a dark blazer and glasses. The background consists of a wall with a repeating geometric pattern. The word "Discussion" is overlaid in white text in the center of the image.

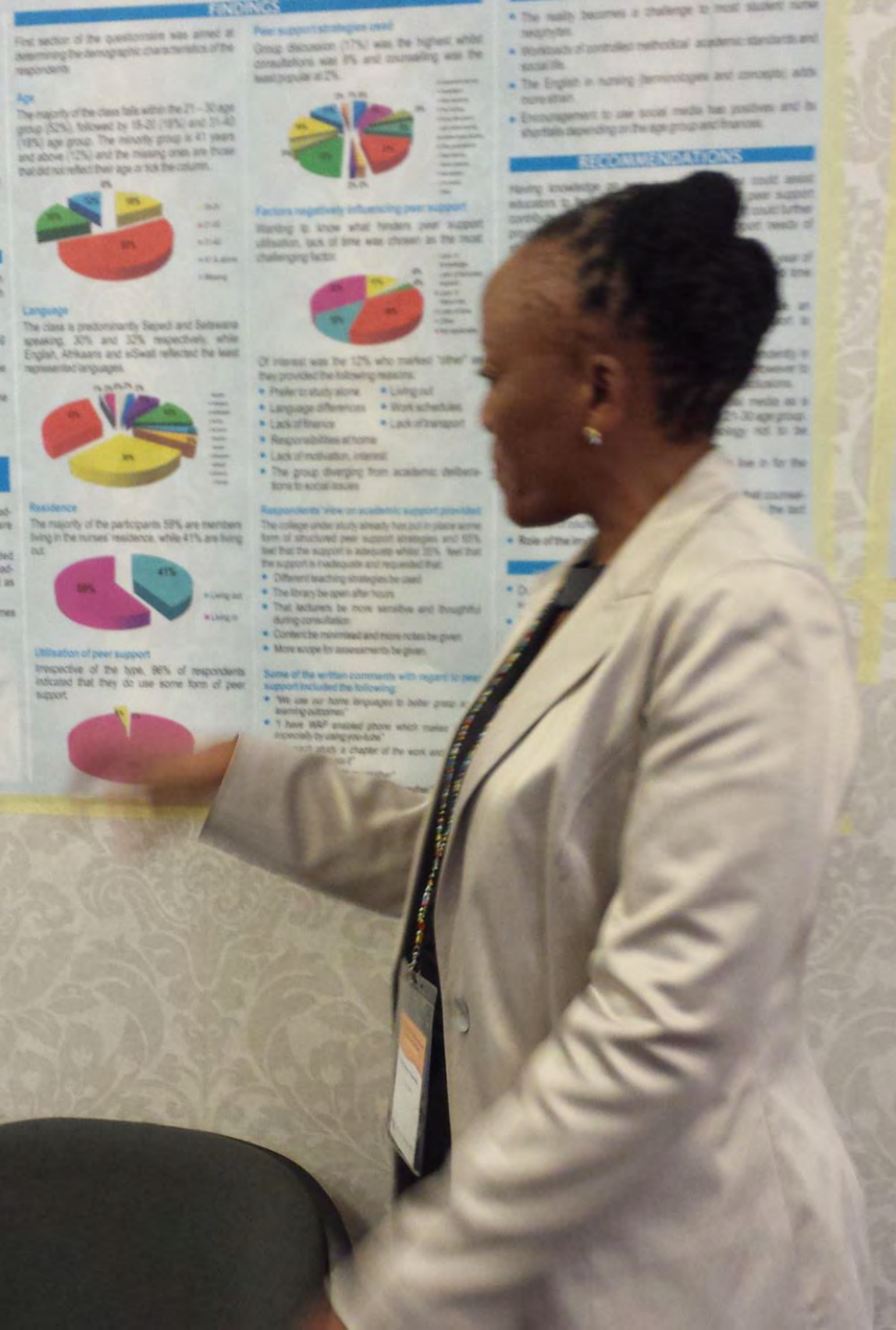
Discussion

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





A dimly lit room with several people standing and talking. The scene is overlaid with a semi-transparent dark layer. In the center, the word "Recommendations" is written in a large, white, sans-serif font. To the left of the text is a vertical white line. In the background, there are people in professional attire, some looking at documents. A table with a projector and water bottles is visible on the right. The overall atmosphere is that of a formal meeting or conference.

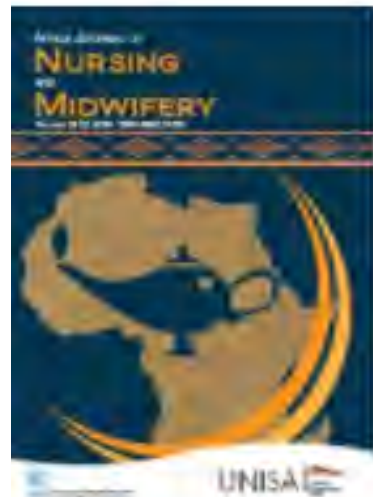
Recommendations

- 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



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ISSN : 1682-5055

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Source : Africa Journal of Nursing and Midwifery, Volume 19 Number 3, 2017, p. 1 - 14

Keyword(s) : Cooke integrated framework, Novice and Research capacity development

Accreditation : Department of Higher Education and Training (DHET)

[Abstract](#)



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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.

