

# Establishing a Research Academy Collaborative: Benefits, Challenges, and Preliminary Outcomes

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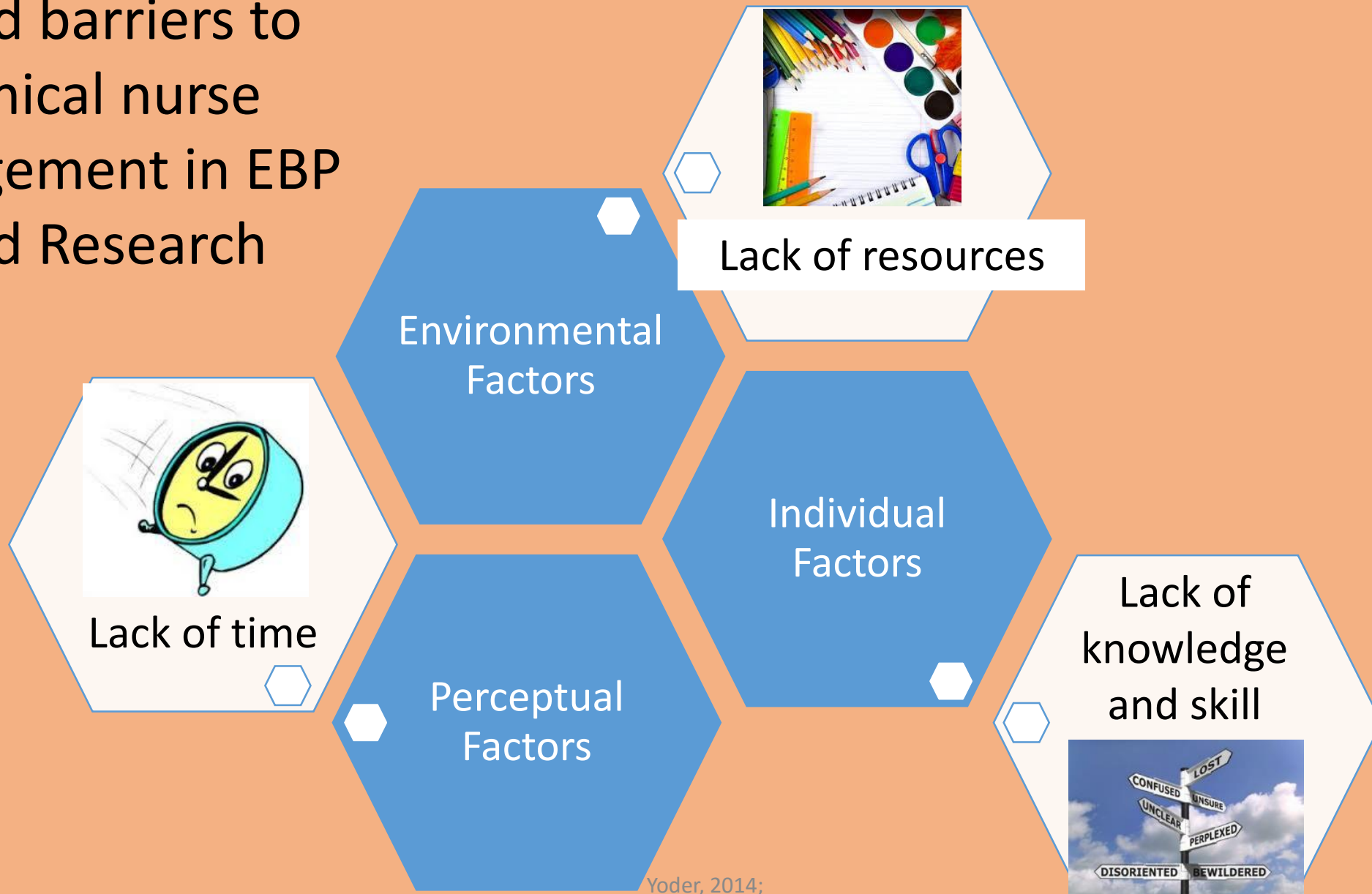


# Introduction

- Internationally, there is a need to build nursing capacity for research utilization, translation, and dissemination (Beal, 2012).
- Interest in achieving Magnet status is growing, calling attention to the need to expand the evidence-based practice and research skill set of clinical nurses (American Nurses Association, 2014).
- Clinical nurses often express feeling intimidated by research (Long, et al, 2016).



# Cited barriers to clinical nurse engagement in EBP and Research



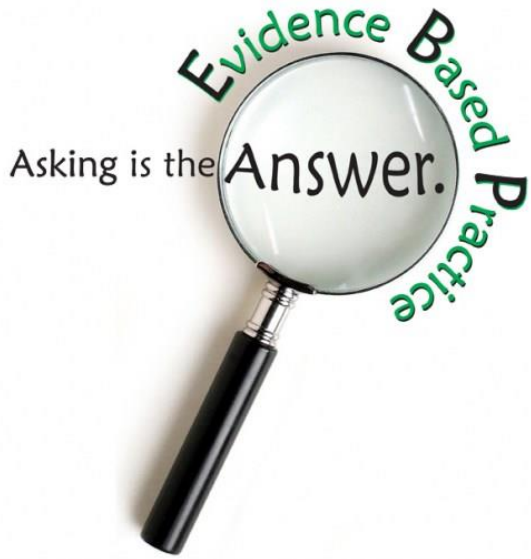
Yoder, 2014;

# Background

- Clinical nurses cite a number of reasons for not engaging in EBP and research including the lack of knowledge, skills, and preparation to do SO (Yoder, 2014).
- Research leaders in two academic institutions and two acute care facilities on the Magnet journey collaborated to create a “Research Academy” (RA) to address this problem.
- STTI, Iota Mu Chapter provided a small grant to assist with text-book and small monthly expenses

# Purpose

Discuss the conceptualization, implementation, benefits, and challenges of initiating a Research Academy and to report the preliminary outcomes of the collaborative effort.



# Conceptualization & Planning

- Academic Research Director & Associate Dean for Research from 2 institutions
  - Met monthly over a six month period
  - Collaborated with faculty colleagues and clinical agency leaders
  - Determined the purpose of the RA to be to foster the advancement of EBP, research, and quality improvement among clinical nurses in Magnet-seeking partner agencies and to encourage/support junior faculty in each academic institution
- RA Format
  - Early morning (7:30 am – 8:45 am), monthly RA meeting
  - Split RA meeting location between the 2 academic institutions
  - Shared responsibility for teaching between academic institutions with support from 2 DNP students working closely with faculty
- Curriculum year 1
  - Participants selected a question/topic to study for the year
  - Differentiating QI, EBP, and Research
  - Steps in the Research Process
  - Appraising the scientific literature



# Methods

- Descriptive design



# Results

2014-2015 Cohort

n=15

Gender	Frequency/Percent
Male	2(15%)
Female	13(85%)
Educational level	Frequency/Percent
Ed.D.	1(6%)
M.S.N.	5(33.3%)
B.S.N.	9(60%)



# Results

2014-2015 Cohort  
n=15

## Examples of Topics Studied by Participants in Research Academy

Cascade, cough, and stir-up regime in PACU; placed on hold to pursue Synthetic Marijuana topic\*

Neonatal infection rates and breast milk oral care

Nurse-patient safety and communication during use of gate belts

Progressive mobility in ICU

Participation in the Star2++ multi-site trial\*

\*Projects completed and/or with outcomes in year 2 of RA

# Year 1 Challenges



- Attrition of 4 participants related to pursuit of advanced degrees
- Lack of clear accountability regarding attendance and expected level of progress
- Financial support for attending RA (4 hours/mo.) but not for time off to work on participant projects
- Change in research priorities
- Most projects needed more than 1 year to complete

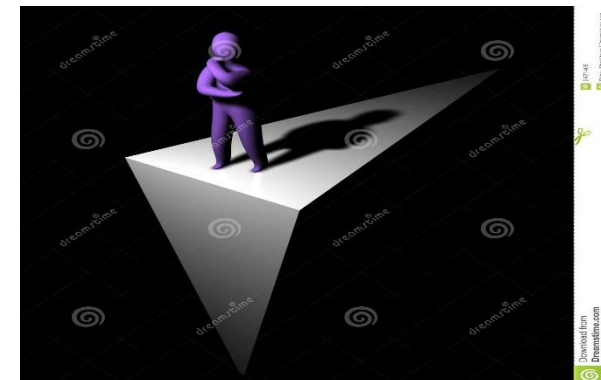
# Benefits

- Increased the number and quality of research posters presented during Nurses Week.
- Increase in awareness of need for clinical nurse engagement in research and EBP
- Gaining momentum in each clinical facility seen in near doubling (n=27) of participants in year 2 currently underway
- Stretched limited resources (research-trained faculty) to benefit a larger number of clinical nurses through the collaborative RA
- Increased opportunities within each facility for inclusion of clinical nurses in existing projects



# Conclusions

- Organizations considering a RA may need to fund additional paid time off for clinical nurses to move projects along.
- Research faculty participating in a RA may likewise need teaching load reduction to mentor participants.
- The creation of the RA heightened awareness, knowledge, and skills and stimulated interest in research and EBP among clinical nurses.
- While projects needed longer than the 1 year RA period, those brought to completion were impactful.



Thank you