

Kaiser Permanente New Knowledge and EBP GPS for Nurses at Local Medical Facilities

Reactive	Proactive	High Performing
<p>Leadership Support</p> <p>Opportunities exist to increase the awareness of research activities by leadership and their need to support the activities, processes, and resources necessary throughout all organizational levels.</p>	<p>Leadership Support</p> <p>Continued engagement/support of executive leadership sponsors throughout all organizational levels in immersing clinical nurses in research/EBP activities and initiatives.</p>	<p>Leadership Support</p> <p>Continued and proactive support of executive leadership sponsors throughout all organizational levels.</p> <p>Vets research studies/EBP projects, promotes/supports clinical nurse participation (may include poster printing, conference support, computer access, etc.).</p> <p>Clinical RNs are developed and supported within Primary Investigator (PI) and/or Co-Investigator (CoI) roles.</p>
<p>Proficient Nurse Researchers</p> <p>Opportunities exist to increase the number of nurses having the competencies and IRB training needed to be CoI or PI.</p>	<p>Proficient Nurse Researchers</p> <p>Members of the local Nursing Research Committee have completed IRB/CITI training and have an online IRB account.</p> <p>A pool of nurses exists who have the competencies and training needed to be CoI/PIs.</p> <p>A nurse is a CoI/PI on 1 to 2 studies.</p>	<p>Proficient Nurse Researchers</p> <p>Support clinical nurses and mentors who are new to research/EBP activities and wish to participate as new investigators.</p> <p>Meet or exceed the requirements for Magnet nurse investigator and clinical nurse involvement.</p> <p>Facility can choose which one of their research studies will be NK1 or NK2.</p>
<p>Presence of Research and EBP Structures</p> <p>Local leaders are in the process of building the structures of people, committees, and resources to engage and operationalize research/EBP activities.</p>	<p>Presence of Research and EBP Structures</p> <p>Research/EBP processes are in place that contribute to the development and implementation of studies/projects.</p> <p>Education and training processes exist for nurses to sustain the needed competencies for Research and EBP.</p> <p>Collaborations exist with the local Librarians for evidence searches.</p>	<p>Presence of Research and EBP Structures</p> <p>Local leaders obtain new/renews/maintains Nursing Research Programmatic Status from the SCAL Regional Nursing Research Program (NRP).</p> <p>Nurses synthesize existing evidence for quality/performance improvement, and/or literature reviews for research proposals/EBP projects.</p> <p>Can demonstrate and document research/EBP outcomes and dissemination efforts. Maintains a pipeline of ongoing studies/projects.</p>
<p>Research Liaison Presence</p> <p>Opportunities exist to enhance engagement of local Research Liaisons by addressing a) frequent liaison turnover, b) possible communication gaps between liaison, leadership Magnet program leads (MPL), clinical nurses, and appropriate regional entities.</p>	<p>Research Liaison Presence</p> <p>The local Liaisons are engaged in the Regional Nursing Research Program and are active members of their local Nursing Research committee (NRC).</p> <p>A closed loop communication process exists and is operationalized between clinical nurses and the local NRC.</p>	<p>Research Liaison Presence</p> <p>Liaison acts as a PI/CoI of a nursing research study/EBP project.</p> <p>Leads/mentors clinical nurses in abstract submissions to:</p> <ul style="list-style-type: none"> • Internal KP conferences • External conferences* (Regional, National, International conferences) <p><i>*NOTE: Financial support for conferences is a local endeavor and negotiated locally between nurse and leadership.</i></p>

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	<p>Research Liaison Presence</p> <p>There is an effective local communication process with staff, leadership, MPL, and Regional NRC. Has an identified an alternate liaison to Regional NRP and NRC.</p>	<p>Research Liaison Presence</p> <p>Liaison/alternate liaison is actively engaged and involved in the following:</p> <ul style="list-style-type: none"> • Soliciting topics from their facility for presentation at the Regional NRC. • Opportunity to be a co-chair or chair of the Local and/or Regional NRC. • Facilitates local education, journal clubs, presentations, and seminars.
<p>Clinical RN Awareness of Research/EBP</p> <p>Clinical RNs are minimally engaged and must be mentored to:</p> <ul style="list-style-type: none"> • Articulate local research studies and EBP projects. • Name their Regional Research Liaison. • Identify the existence of their local research/EBP committee. • Outline processes of tracking local research studies/EBP projects. 	<p>Clinical RN Awareness of Research/EBP</p> <p>Clinical RNs are fairly engaged and can verbalize their local research studies/EBP projects that are completed and in progress. Local tracking of research studies and/or EBP projects is in place and operationalized. ANCC forms are completed and submitted per prearranged time periods. Structures and processes are operationalized to disseminate local research/EBP results and outcomes.</p>	<p>Clinical RN Awareness of Research/EBP</p> <p>Clinical RNs are fully engaged and can tell the story and perspectives of a local research study/EBP project from start to finish. Can write an effective NK1 summary. Clinical RNs can state the evidence, and/or provide the references that support a practice change. A clinical RN is a PI, CoI, or project lead for more than one research study and/or EBP project. A pipeline exists for new, ongoing, and completed research studies/EBP projects. Tracks the following activities to meet Magnet requirements:</p> <ul style="list-style-type: none"> • NK2 requirements • Number of posters/podiums presentations and manuscripts.
<p>Knowledge, Skills, Competencies, Attitudes</p> <ul style="list-style-type: none"> • The awareness and desire to learn about research and EBP is palpable, yet are absent due to various circumstances. 	<p>Knowledge, Skills, Competencies, Attitudes</p> <ul style="list-style-type: none"> • Reads and understands research evidence • Participates in research/EBP education • Understands concepts associated with basic data analysis. • Describes the sequential steps specific to the research process and EBP process • Understands and implements evidence-based clinical guidelines • Recognizes the rationale for knowledge dissemination. 	<p>Knowledge, Skills, Competencies, Attitudes</p> <ul style="list-style-type: none"> • Anticipates and resolves ethical/moral issues and questions involved in research/EBP • Maintains and facilitates Human Subjects Protection and Research HIPAA training • Participates, develops, and/or submits an IRB proposal • Critically evaluates and synthesizes research evidence and EBP results. • Successfully implements a research study at the local level • Participates in knowledge dissemination via educational offerings, abstract writing, poster/podium presentations, manuscript writing, and the publication process.

*Appendix A – SCAL Nursing Research Standards | Reactive, proactive and high performing categories inspired by: Nelson, T., Burns, F. (2005). High performance programming: A framework for transforming organizations. In J. Adams (ed) Transforming work (2nd ed., pp 262-281). Cosimo on Demand.