Practice development: Evidence & change
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Aims

- Analyse the taken-for-granted model of nursing practice-research-education
- Define practice development
- Explore potential of ‘practice development’ in advancing nursing practice
- Identify conceptual ‘tools’ that can facilitate working with clinical teams
Practice-research-education triad

- Australia: 1980s
- Insufficient for practice change
- Worked well for academy - not for service
- Reliance on clinical ‘leaders’
- E.g. Milner et al 2005
Workplace values & practices

Beckett & Hager 2002

Traditional

World is pre-given

More accurate representations of the world required to increase production

Policy & categorisation

Supervision

Change through coercion
Globalisation

- Competitive market
- Increase economic advantage
- Creativity lives in the worker
- Knowledge becomes a commodity
Workplace values & practices

Beckett & Hager 2002

Contemporary

World is changing

Investment in worker creativity, problem-solving & judgment required to increase production

Evaluation & audit

Collaboration

Change through persuasion
Practice development

• “..a continuous process of improvement towards increased effectiveness in person-centred care, through the enabling of nurses and health care teams to transform culture and context of care. It is enabled and supported by facilitators committed to a systematic, rigorous and continuous process of emancipatory change.

McCormack et al 1999
Practice development

- Recognise contradiction: ‘market driven’ health systems vs values of person-centred care
- Work with clinicians where they are: audit
- Culture & leadership
Practice development - a model

Service

Evidence

Learning

Practice Development
Service

Outcomes focus

- Person (patient, resident, client) - centred care
- Professional competence
- Team effectiveness
Evidence

Situational analysis of practice

Clarke 2005

- Who? What materials? How were medical technologies involved?
- What discursive constructions circulating? Cultural symbologies & discourses? Social institutions?
- Was the work controversial? If so, to whom?
Learning

- Learning is transformative
  - Mezirow 1996
- Critical thinking ‘traps’
  - Miller & Babcock 1996
- Knowledge is reified in practice
- Creativity is valued
Practice Development

Communities of practice

Building effective engagement

The process of puzzling workshop

Wenger 1998

Walsh et al. 2005
Communities of practice: Degrees of participation
Working with teams: facilitation

- Team focus on task/ project
- Outsider vs ability to self-monitor community’s effectiveness
- Attend to team’s emotional competence
- Trust & safety lead to effectiveness
- Teach teams to ‘fish’

Wolff et al 2006
Engage to:

- Understand another
- Develop relationship
- Communicate effectively
- Solve a problem
- Bring about change
Solutions do not solve problems, people do

Avoid ‘cut to the chase’ attitude
Puzzling

UC 3rd year students

- Faulty logic & responses
- Emotional intelligence
- Implicit group ‘rules’
Summary

• The taken-for-granted model of nursing practice-research-education is limiting the continuous development of nursing practices

• Practice development, as an approach, can assist with conceptualising practice matters for further investigation

• There are a range of ‘tools’ that facilitators use when working with clinical teams
References


