

Extended summary EARLI

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Journal clubs – an intervention to promote collaboration between higher education and working life

The aim of this presentation is to describe journal club intervention which is part of the project Collaborative Intensity launched by Metropolia University of Applied Sciences and the hospital of the city of Espoo. A model for the partnership between higher education and working life is developed in the project. The initial conceptual model for the partnership developed in the project Collaborative Intensity identified attitudes and lack of common understanding as factors impeding partnership. The journal club intervention is aimed to diminish these impeding factors. Three acute care hospital wards are involved in journal clubs. The mission statement of the wards is to support patients' rehabilitation in a patient centered way after the acute phase of illness and to promote patients' independence. A multidisciplinary team of nurses, social workers, physicians, occupational therapist and physiotherapists serve the patients in the wards. Patient safety, discharge planning and continuity of care are emphasized in daily care.

The concept journal club refers to arranged meetings where the staff of acute geriatric wards convene to discuss the use of research knowledge in patient care to promote evidence-based practice and to improve the outcomes of patient care. A nursing journal club is a meeting of staff at the workplace to discuss the application of research knowledge to patient care. The club provides an opportunity to enhance critical thinking skills and to find peer support for new ideas on the development of care. The aim is to foster the special expertise of the staff as well as to encourage them to have professional discussions and share knowledge. The staff need guidance on how to apply research knowledge to their work. Key skills include the capability to read research reports critically and to consider research results from the point of view of practical applicability. Discussing scientific studies together may help staff to understand research and its practical implications. The nursing students have a prominent role in the clubs as presenters of the article and in chairing discussion. The students pair up to make an oral presentation of a research article to staff members. After the presentation, they act as chairpersons in the discussion. The students have a vocational college diploma in nursing and they study towards a bachelor's degree in nursing. The articles are presented according to the written guidelines received from the teacher based on the phases of research process. The journal club creates a common learning environment to the staff members and students.

The planning phase of the clubs started in April 2010 by a discussion at a project meeting during which the idea was presented. Subsequently, the units that had decided to participate named a common patient care-related subject with development needs. The subject was narrowed down into problems whose solutions were sought in research articles. It is required of the chosen subject and problem whose solutions are sought in scientific studies that they are significant to patient care. It is also characteristic of the problem that they occur repeatedly in clinical practice and that it is possible to find several studies offering potential solutions to them. In *the implementation phase* the nursing journal club meetings will be held on the premises of the wards. Nursing students present the articles and chair the discussions. The articles are presented according to instructions given to the students. The presentations will focus on the significance of the research results to patient care and their practical applicability. A club meeting lasts 45-60 minutes. The topic discussed since November 2010 to April 2011 will be assessment of patient's confusion or delirium. The clubs meet once a month to form a series of presentations dealing with a problem by

employing research articles.

In the evaluation phase the learning experiences of the staff and students will be discussed to enhance common understanding and positive attitudes between the professionals and to develop journal clubs further as a multidisciplinary learning environment. The theoretical background and implementation of the journal club intervention will be described in the conference.

Literature

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