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Using a collaborative model for knowledge translation in nursing practice in the Caribbean

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A modified participatory interactive model of knowledge transfer was used to guide an ongoing program of research at a Caribbean School of Nursing. Faculty members collaborated with clinical partners to identify challenges in practice which required evidence to be addressed. Through multiple team building activities and efforts, research projects aimed at generating relevant evidence, facilitating research capacity building among team members and exposing undergraduate students to nursing research were developed.

Process dimension: The collaborative relationship between faculty/researchers and clinical partners was mutually beneficial with significant outcomes. Team members welcomed the opportunity for research mentorship, and were desirous of improved relationships between the school and clinical institution. Finally, the projects facilitated the learning experience of nursing students by exposing them to the research process.

Content dimension: Nursing education students demonstrated adequate data collection skills and increased awareness regarding the principles and practice of research. Practice-major practice issues identified and addressed included the lack of adequate preceptors for student nurses and the quality of nursing documentation. Strategies to address both were pursued collaboratively with relative good success.

Implications for practice: The model for knowledge translation strengthened relationships with clinical partners and spawned future research opportunities. Findings related to the quality of nursing documentation and preceptorship were disseminated, discussed and relevant strategies to improve practice were implemented. Faculty successfully participated in the peer review publication process demonstrating increased research self-efficacy. Likewise, increase research interest noted among students could spur interest in the pursuit of graduate studies. Taken together, this approach is likely to strengthen the propensity for evidence based practice.

Biography

Jascinth Lindo holds a PhD from the University of the West Indies and is an Associate Professor at Barry University. She has extensive experience in the pedagogy of epidemiology, public health, health promotion and research methods at Undergraduate and Graduate levels. She is a strong advocate for evidence-based practice and has published 26 peer reviewed articles, Co-authored more than 60 abstracts and conference presentations. She is a Reviewer and Editorial Board Member for nursing publications repute.

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