Infusing Evidence into Nursing Practice: Knowledge Synthesis Enhances Quality Care

The UVic School of Nursing and its collaborative partner, the Vancouver Island Health Authority are pleased to present:

All photo credits: Emma Stuart
Welcome to the 2016 University of Victoria Nursing Research Conference, *Infusing Evidence into Nursing Practice: Knowledge Synthesis Enhances Quality Care*

Why knowledge synthesis? Why now? you may ask. In the wake of the realization of the extent and impact of ‘medical’ errors in health care advanced in the influential 2000 document “To Err is Human,” considerable, sustained effort has focused on developing strategies to support the delivery of appropriate quality health care. Knowledge synthesis (KS) is one such strategy. Knowledge synthesis, a key element of knowledge translation, is defined by CIHR as ‘the contextualization and integration of research findings of individual research studies within the larger body of knowledge on the topic’.

KS is a rigorous method that requires a specific skill set that is used to find studies relevant to a topic, assess the quality of the studies, understand inconsistencies and weaknesses across studies, and identify gaps in the literature. Today, you will hear about the work of a number of researchers who have acquired and applied their KS skills to advance appropriate quality care in nursing.

You will also hear from two nurse leaders, Dr Jennifer Medves (Opening keynote, “Working Together in Canada: All you ever wanted to know about knowledge synthesis - JBI, QJBC, ISSN, PICO and every other acronym adopted by the group”) and Dr Sally Thorne, (Closing keynote, “Unleashing Evidence to Strengthen Nursing’s Influence & Impact”) who provide KS leadership in nursing.

We hope that you will be enriched by your attendance at this conference, and take home with you new ideas and inspiration for how you might contribute to the quest for quality health care.

With thanks,

The planning committee
Karen MacKinnon, Bernie Pauly, Kelli Stajduhar, Lynne Young, Diane Sawchuck (Island Health), Emma Stuart (conference coordinator)
CONFERENCE PROGRAMME
Infusing Evidence into Nursing Practice: Knowledge Synthesis Enhances Quality Care
Saturday, March 19, 2016

8:30 - 9:00
Registration & refreshments — Lobby

9:00 - 10:15
Concurrent session A
DSB C128

Concurrent session B
DSB C130

Concurrent session C
DSB C114

Concurrent session D
DSB C124

Opening remarks — C122
Welcome from the conference planning committee and housekeeping items — Bernie Pauly, PhD
Welcome from the Faculty of Human and Social Development — Cathy Worthington, PhD
Introduction of keynote presenter — Karen MacKinnon, PhD

Keynote: Working Together in Canada: All you ever wanted to know about knowledge synthesis:
JBI, QJBC, ISSNA, PICO and every other acronym adopted by the group, Dr. Jennifer Medves, PhD

10:15 - 10:45 am
Coffee & Networking — Lobby

10:50 - 11:20 am
WORKSHOP
Running the Gamut: An Overview of 21st Century Research Synthesis Methodologies
Renee O’Leary
(10:50 - 11:50 am)

Not Just a Pediatric Problem: Practice and Policy Implications of an Integrative Literature Review of the Transition to Adulthood for Young People with Medical Complexity
Elizabeth Joly

Knowledge Translation Pathway: A Scoping Review
Noreen Frisch & Anastasia Mallidou

Wanted a Program Theory for a Realist Synthesis of Public Health Implementation
Bernie Pauly

11:25 - 11:55 am
12:00 - 1:00 pm
Lunch & Poster Presentations — Lobby

1:00 - 1:30 pm
WORKSHOP
Steps in the Systematic Literature Review Process
Renee O’Leary
(1:00 - 2:00 pm)

SYMPOSIUM
The Realities of Conducting a Qualitative Meta-synthesis: Does Utility Trump Methodology?
Diane Butcher & Karen MacKinnon
(1:00 - 2:30 pm)

Educating “Next Gen” Nurses: Building Capacity for Evidence Informed Practice Through Curriculum-Based Academic-Practice Partnerships
Angela Wignall, Lenora Marcellus, Wendy Young & Bernie Pauly

Effectiveness of Physical Activity Interventions with Healthy Older Women: A Systematic Review
Lynne Young

1:35 - 2:05 pm
KT, KM, KS: Navigating the Terminologies (tentative title)
Diane Sawchuck

Nursing Education and Eportfolios: Integrative Review of the Literature
Lynne Young

The Impact of Visual Arts Programs on Meaningful Social Engagement for Older Persons in Residential Care: A Comprehensive Literature Review
Lycia Rodrigues

2:10 - 2:40 pm
A Process of Study Selection Within a Scoping Review of Nursing Student Peer Mentorship
Steven Jacobs & Lynne Young

End-of-Life Care for Persons with Severe Persistent Mental Illness: What Does the Literature Say?
Erin Donald (student abstract winner)

2:45 - 3:00 pm
Coffee & Networking — Lobby

3:00 - 4:10 pm
Keynote & closing remarks — C122
Announcement of abstract winners, Lenora Marcellus, PhD, Associate Dean Education
Introduction of keynote speaker, Diane Sawchuck, PhD (Island Health)

Keynote, Unleashing Evidence to Strengthen Nursing’s Influence & Impact, Sally Thorne, PhD
Closing Remarks, Diane Sawchuck, PhD (Island Health )
Dr. Jennifer Medves, Vice-Dean (Health Sciences) and Director of the School of Nursing at Queen’s University. A very active educator, Dr. Medves teaches in the undergraduate and graduate programs and supervises graduate students. She has received a number of awards in recognition of her contributions to education. In her role as nurse leader, Dr. Medves has been instrumental in establishing the robust Queen’s Joanna Briggs Centre, the first such centre of its kind in Canada.

AM Plenary: Working Together in Canada: All you ever wanted to know about knowledge synthesis: JBI, QJBC, ISSNA, PICO and every other acronym adopted by the group.

The Joanna Briggs Institute came to Canada in the early 2000’s and has gradually collaborated with universities and clinical partners to develop collaborating centres and evidence synthesis Groups. In Canada today we are at a cross roads as we need to determine a collaborative approach to work together to answer key Canadian health care practice questions. Each centre and group has capability, that if harnessed to work together, would increase our likelihood of funding for projects, dissemination of results and uptake of knowledge for practice. At the same time the Joanna Briggs Institute is undergoing change and development and our ability to interact at the international level should also be coordinated and collaborative. We need to engage with our partners in the America’s through ISSNA and we need to establish our expertise to knowledge synthesis scholars around the world.

Dr. Sally Elizabeth Thorne is a Canadian academic nursing leader, teacher, researcher, theorist, and author well known for research in the human experience of chronic illness and cancer, and for her advancement of qualitative research methodologies including metasynthesis and interpretive description. Dr. Thorne’s long-standing and impressive productivity is catalyzed by a passion for those nurses serve.

PM Plenary: Unleashing Evidence to Strengthen Nursing’s Influence & Impact

As a profession dedicated to understanding and managing complexity in health care, nursing is ideally positioned to bring a distinctive intellectual orientation to the challenge of interpreting and integrating the evolving body of evidence into the care of those we serve. We inhabit a world of unimaginable scientific progress, increasingly complex social and relational interactions, and a social contract that requires multifaceted accountabilities for how public funding is put to use to advance the health of people and populations. To enact high quality patient centred systems of care within the context of an evidence-informed practice imperative, nurses if the future will require increasingly sophisticated conceptual and empirical competencies. In this closing plenary session, Dr. Thorne will reflect on what that means for how we think about and do nursing, and for the manner in which evidence synthesis will ensure that nursing achieves the impact of which it is capable.
POSTER PRESENTATIONS

Community Integration to Avoid Acute Admission and Enhance Patient-Centered Care: GP-SSC Case Conferencing, Harminder Bhullar, RN, BSN, Patient Care Coordinator, Fraser Health Authority

The Experience of Health Professional Students and their Educators Learning to Work in Intra-Professional Teams: A Joanna Briggs Institute (JBI) Qualitative Systematic Review, Janina Esquivel, BSN student, University of Victoria School of Nursing & Jamie Cassels Undergraduate Research Award winner

Prevalence of Acute and Prodromal Myocardial Infarctions Symptoms in Adult Women with Confirmed Diagnoses: A Systematic Review Protocol, Clare Koning, PhD(c), Lynne Young, RN, PhD, University of Victoria

Biomedical Approaches to Care and their Influence on Point of Care Nurses’: Organizing the Data of a Scoping Review with Atlas.ti 7, Patricia Mazotta, PhD student, Lynne Young, RN, PhD, University of Victoria

Biomedical Approaches to Care and their Influence on Point of Care Nurses’: A Scoping Review, Patricia Mazotta, PhD student, Lynne Young, RN, PhD, University of Victoria

Changes in Blood Pressure Among Users of Lay Health Worker or Volunteer Operated Community-Based Blood Pressure Programs Over Time: A Systematic Review Protocol, Pal Skar, PhD student, Mary Converse, PhD(c), University of Victoria

STUDENT ABSTRACT AWARD

Erin Donald is in the second year of her doctoral program in the School of Nursing. She is a graduate of Ryerson University and received her MSN in Community and Public Health Program Development and Leadership at Seattle University. Her clinical background is in palliative home care nursing. Her research roles have included working as an iPANEL research assistant and as a nursing research facilitator for Fraser Health Authority. Erin is currently a graduate fellow in the iPANEL study Supporting Family Caregivers.

Erin’s research interests include palliative care, the application of a palliative approach, access to care, home and community based care, and severe persistent mental illness. Her dissertation research will focus on access to care for people with severe persistent mental illness who are approaching end of life. Erin will study the experiences of older adults with mental illness who are receiving palliative care or who could benefit from a palliative approach to care. She hopes her research will help improve access to appropriate clinical care and social services for this population.

In her presentation, “End of Life Care for Persons with Severe Persistent Mental Illness: What Does the Literature Say?” Erin will discuss the rigorous scoping review she conducted on the extent, range, and nature of research activity about persons with severe persistent mental illness approaching end-of-life. Search terms included variations of ‘palliative’, ‘mental health’, ‘mental illness’, and a list of specific psychiatric diagnoses.