

Driving change in nursing: the role and impact of individual, interpersonal and team learning processes and interventions

Chair: Katrien Cuyvers, Belgium

Presenters:

1. Veronika Anselmann, Germany
2. Katrien Cuyvers, Belgium
3. Julie Daes & Giannoula, Belgium
4. Jasperina Brouwer, The Netherlands

Description of the symposium

Nursing is a dynamic profession where in the midst of continuing technological and healthcare innovations high standard quality care needs to be delivered in the clinical environment. Furthermore, almost all European countries face staff shortages in nursing and recent studies show that nurses' and student nurses' turnover intentions are increasing. Continuous learning which initiates processes of change, is key to acting upon the challenges and demands of today and prepare for the needs of the (near) future. On an individual level, perceptions of how one individual can initiate change in teams, are among the factors majorly influencing ongoing individual nurses' and nursing teams' performance in the clinical environment. The same is assumed for nurses' and student nurses' ability to self-regulate one's own workplace learning, as well as for other generic competences such as interprofessional collaboration, technological agility, entrepreneurship and ethical behaviour. On an organizational level, working conditions have been found to interfere with nurses' effectiveness in making a positive change.

This symposium aims to provide a collection of studies on nurses' and student nurses' individual and team learning and development. Changes in nursing team learning activities, self-regulated workplace learning (SRwpL), and interprofessional collaboration competencies are focused on in the presentations. Furthermore, determinants and conditions fostering or restricting change on an individual and organizational level are brought. Four different topics will be addressed by researchers of three different countries.

The first study, conducted by Anselmann¹, Brouwer² and Mulder³ (1Institute of Nursing Science, University of Education Schönbuch Gmünd, Germany; 2Educational Sciences, Faculty of Behavioural and Social Sciences, University of Groningen, The Netherlands; 3Faculty of Human Sciences, University of Regensburg, Germany), examines how nurses' individual learning is related to team learning activities in nursing teams. Furthermore, the study wants to gain insights in how individual and team related factors such as psychological empowerment and team boundedness are connected to learning activities and how these learning activities can foster team effectiveness. Therefore, a cross-sectional questionnaire study with 149 nurses working together in 30 teams was conducted. Results of the Structuring Equation modelling indicate that individual learning activities are related to team learning activities. Knowledge sharing as a team learning activity is related to nursing teams' performance.

Cuyvers⁴, Van Oostveen⁵, Struben⁵ and Endedijk⁶ (4Faculty of Social Sciences, department of Training and Education Sciences, University of Antwerp, Belgium; 5Spaarne Gasthuis, The Netherlands; 6Department of Professional Learning and Technology, University of Twente, The Netherlands) follow with the results of an intervention designed to foster the development of nurses' SRwpL. A multiple baseline design (MBD) with additional post-intervention phase, as a type of single-case experimental design was used to investigate the effects of the intervention. Five nurses

of the surgical department of a hospital in the Netherlands participated. A multi-method approach with repeated quantitative and qualitative measurements was used. Besides visual analysis, as the primary method of data-analysis in single-case research, the baseline corrected TAU analysis was used, investigating the within-person change in SRwpL between the different phases in the MBD. Different intervention effects for different nurses were found indicating that no one-size fits all intervention can be designed to support the development of SRwpL of all nurses in a hospital or other healthcare organisation.

In the third presentation, Daes and Tsakitzidis, present the results of a participative action research applied within the 'ZORO- workforce in healthcare project'. In this project, an interprofessional training was developed, implemented, and evaluated for nurses and caregivers levels 2 to 6 of the European Qualification Framework. In total, 49 students, starters and seniors took part in the training and evaluation, focusing on the development of four competences: interprofessional collaboration, technological agility, entrepreneurship, and ethical behaviour. Overall, 80% of the participants indicated they learned a lot all four competences. For 91% of the participants, the training met their expectations. 76% recommend the training to colleagues and 84% are motivated to implement the training content in practice. Overall, the ZORO-training received a score of 8/10.

Finally, Brouwer² and Dedinca⁴ (⁴Educational Sciences, Faculty of Behavioural and Social Sciences, University of Groningen, The Netherlands), present the results of a large scale cross-sectional survey study investigating to what extent human and social capital contribute to nurses' ability to cope with work stressors. In particular, protective factors of human and social capital such as self-efficacy, communion striving, team collaboration and supervisor relationship on turnover intentions of 518 German nurses were examined, while controlling for working conditions. Logistic regression analysis revealed work pressure, and fatigue to significantly predict turnover considerations. Nurses reporting a need for communion striving were at an increased risk for planning and deciding to leave their job. Protective factors against turnover intention found were self-efficacy, work-life balance, and supervisor relationship.

Expected learning outcomes for the audience

The collections of studies in this symposium demonstrate that to be drivers of change, navigating the future of healthcare, (student) nurses' and nursing teams' ongoing competency development is very important. For the purpose hereof, the different presentations offer important insights on how an idea or perception of the individual can be the initiator for changes in a team and by this have an impact on the team's performance. Also, it can be learned how a differentiated approach is needed to foster SRwpL, and how interprofessional collaborative training is needed and appreciated for the continuous development of competences important to reactively and pro-actively deal with healthcare demands and challenges. Finally, from the results of this symposium it can be learned which factors of human and social capital in the workplace can act as buffers against the stressors of the nursing profession.