



# Validation and Enculturation of a Professional Practice Model

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## INTRODUCTION

### Professional Practice Models

- Nursing benefits of incorporating a professional practice model:
  - Optimal patient outcomes
  - Decreased turnover
  - Develop role identity and autonomy
  - Promote a professional image of nursing
  - Ensure a safe culture and supportive work environment
  - Provide a means for professional growth and development
  - Facilitate engagement in one's work
  - Increased job satisfaction
  - Increase quality and consistency of nursing care
  - Facilitate collaboration of interdisciplinary care.

### SERMC Professional Practice Model

- Created in 2009
- Based off Differentiated Practice model already in place
- New hires educated on model at New Associate Orientation; staff hired prior to 2009 never formally educated.
- Magnet Redesignation 2014; discovered majority of nurses could not speak to the model.

## AIMS

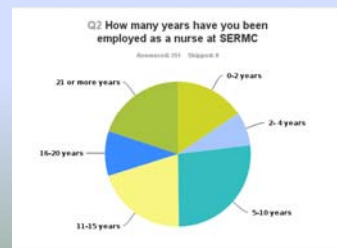
- Determine the effect of an online education intervention on staff perceived understanding of the professional practice model.
- Determine if correlations exist between baseline perceived understanding and years employed as a nurse or differentiated practice level

## METHODS

- Quality Improvement project using a pre- and post-test design
- Research Review Board & Institutional Review Board approval obtained from Nebraska Wesleyan University and Saint Elizabeth Nursing Research Council
- Convenience sample of all nurses working at SERMC
- Surveys provided to participants via a voluntary LEARN module with a link to an investigator-developed survey on Survey Monkey.
- Surveys obtained demographic data and utilized a 5-point Likert scale to evaluate perceived understanding of the model, ability to explain the model, and applicability of the model to practice



Ability **Autonomy** Care Clear and Concise  
East to Follow **Easy to Understand** Incorporated  
Language Look **Nurse** Practice Team Theorist  
Simplicity Straight Forward **Strengths**



## RESULTS

- Data analysis completed in Excel and SPSS computer programs
- N=236 completed surveys (40% response rate of all nurses employed at Saint Elizabeth)
- 43% (N=106) reported never having seen the model prior to this study
- There was a significant increase in perceived understanding of care delivery models after the education intervention ( $p=0.0009$ )
- Perceived understanding of the professional practice model increased (mean 2.8 before, 3.6 after) approaching significance ( $p=0.06$ )
- Perceived ability to explain the model to someone else increased (mean 2.6 before, 3.6 after,  $p=0.34$ )
- Nurses reported nearly identical rates of the model reflecting their practice before and after the education intervention (mean 3.4 before, 3.8 after,  $p=6.4$ )
- There was a significant correlation between having served on Shared Nursing Leadership council within the last 4 years and higher baseline perceived understanding ( $p=0.035$ )
- Perceived baseline understanding of the model increased with each nursing differentiated practice level, supporting our differentiated practice
- There was no significant difference between groups of years employed as a nurse and perceived baseline understanding ( $p=0.22$ )
- Nurses demonstrated understanding of the model by correctly answering 3 application questions on the post test (94.5%, 96.6%, 95.2%)

## DISCUSSION

- Online education interventions are an effective learning tool for staff education
- In the future, further education on Saint Elizabeth's professional practice model is recommended for nurses who have not advanced in the differentiated practice ladder
- Follow up studies are recommended to reevaluate retention of knowledge and reflection of the model in nurses' practice

## KEY REFERENCES

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