



Institut de Soins Infirmiers Supérieurs

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La recherche infirmière en management : fournir des savoirs utiles aux cadres soignants

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Plan

- Contexte
- Prises de décisions et savoirs mobilisés
- La recherche en nursing management en bref
- Adopter et promouvoir une approche fondée sur les données probantes
- Conclusion



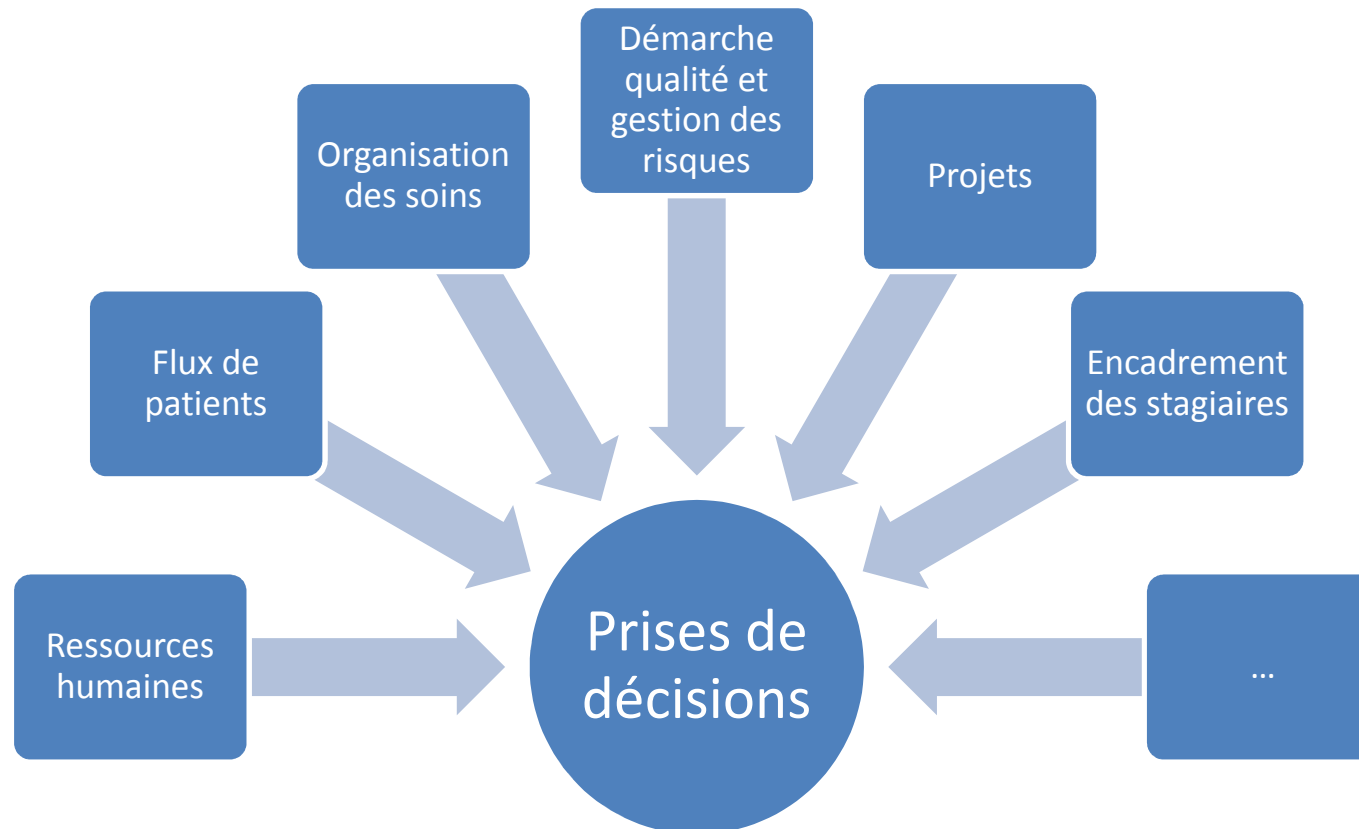
Manager dans un contexte post-moderne

- Aborder la complexité
- Gérer l'incertitude
- Répondre aux injonctions multiples
- Accompagner les changements récurrents
- Intégrer les évolutions sociétales

**Les mots clés du quotidien: pertinence, qualité,
sécurité, efficacité, efficience, performance**

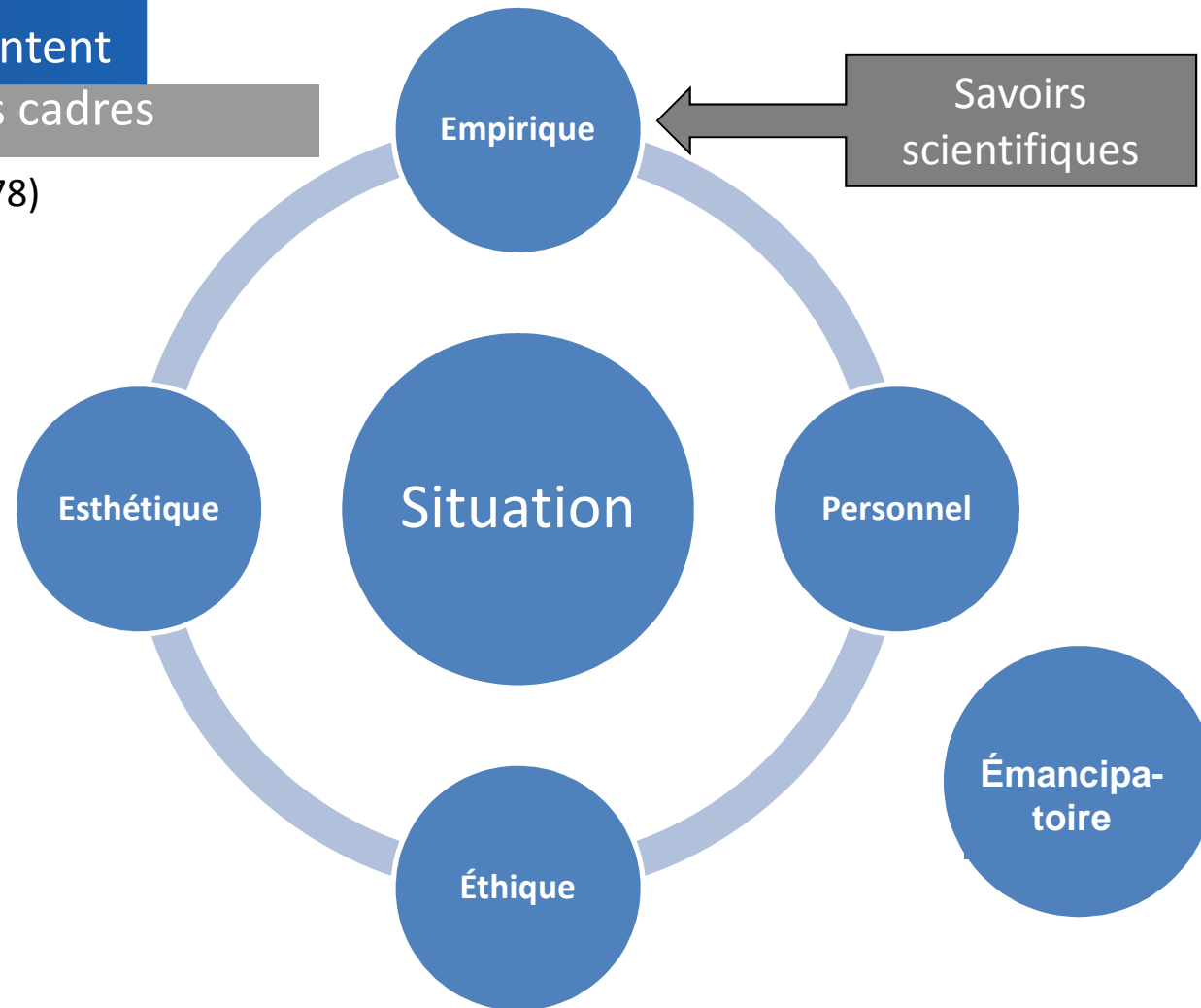
Le cadre soignant...

ses décisions au quotidien



Les savoirs qui alimentent les compétences des cadres

Inspiré de Carper (1978)
et White (1995)



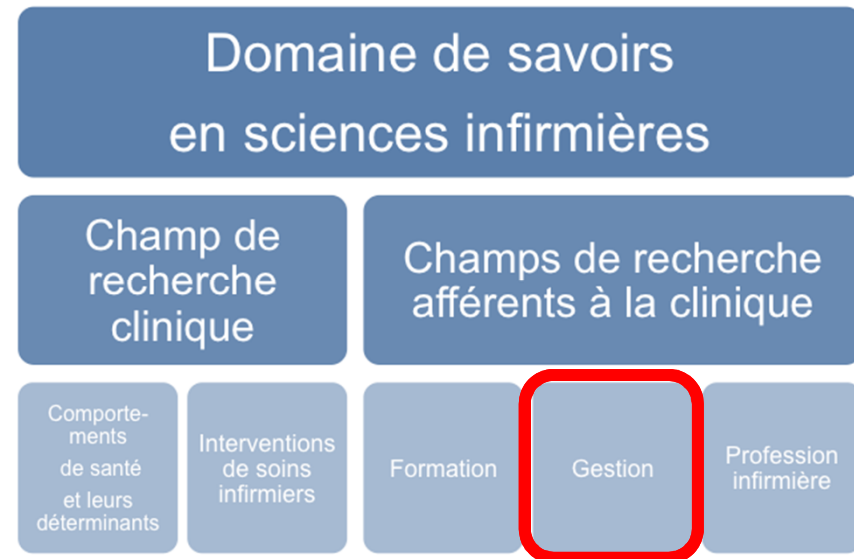
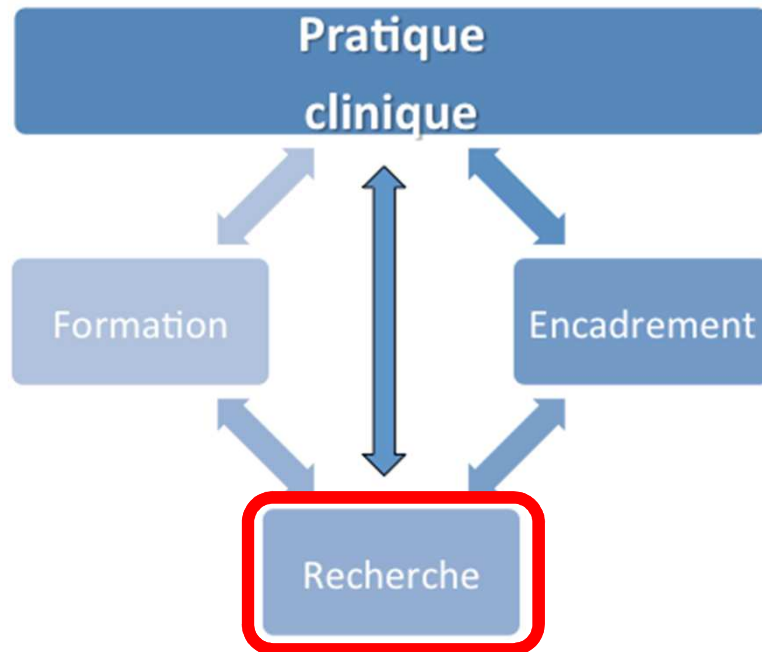


Une question...

Avez-vous recours aux savoirs scientifiques
dans vos prises de décisions?

Produire les savoirs

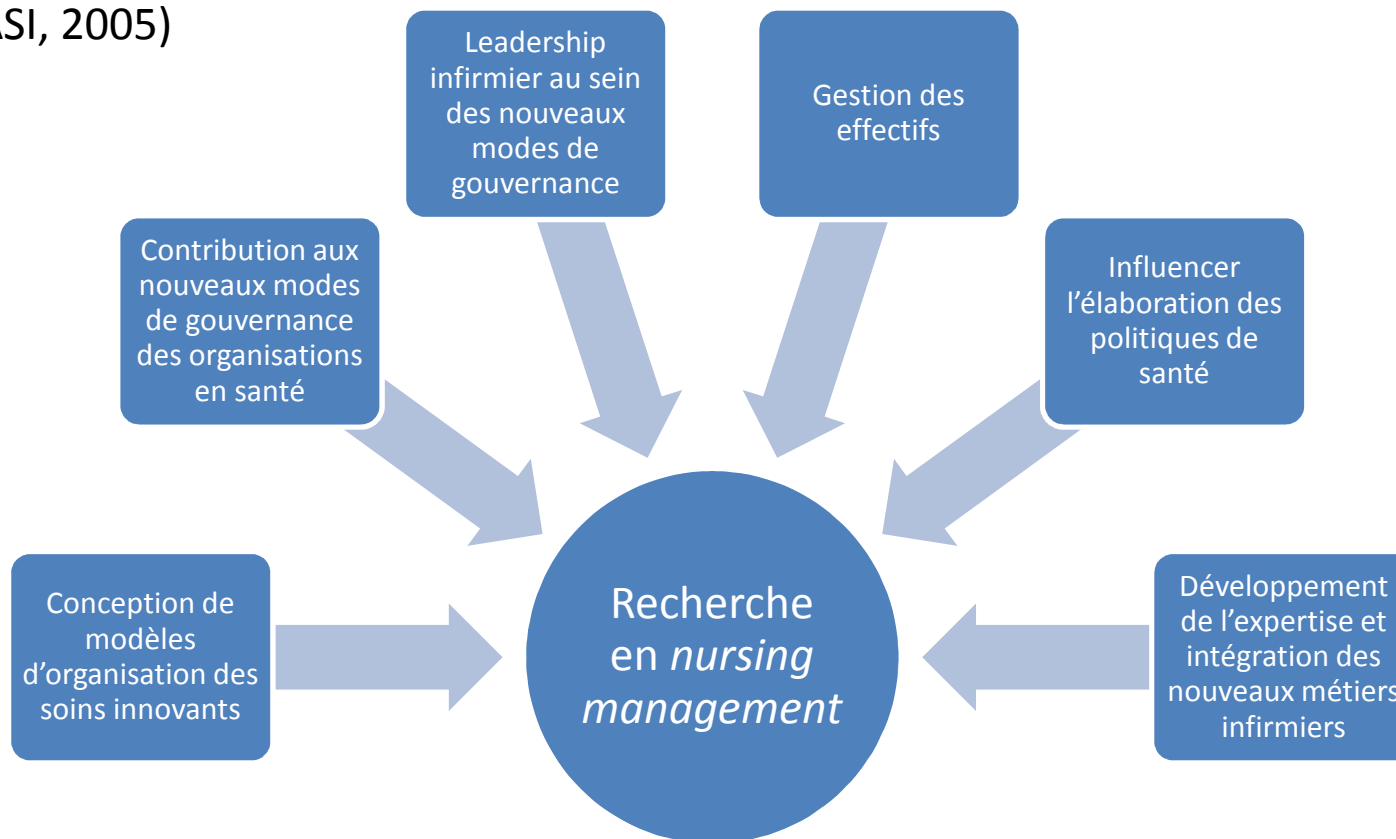
utiles aux cadres soignants



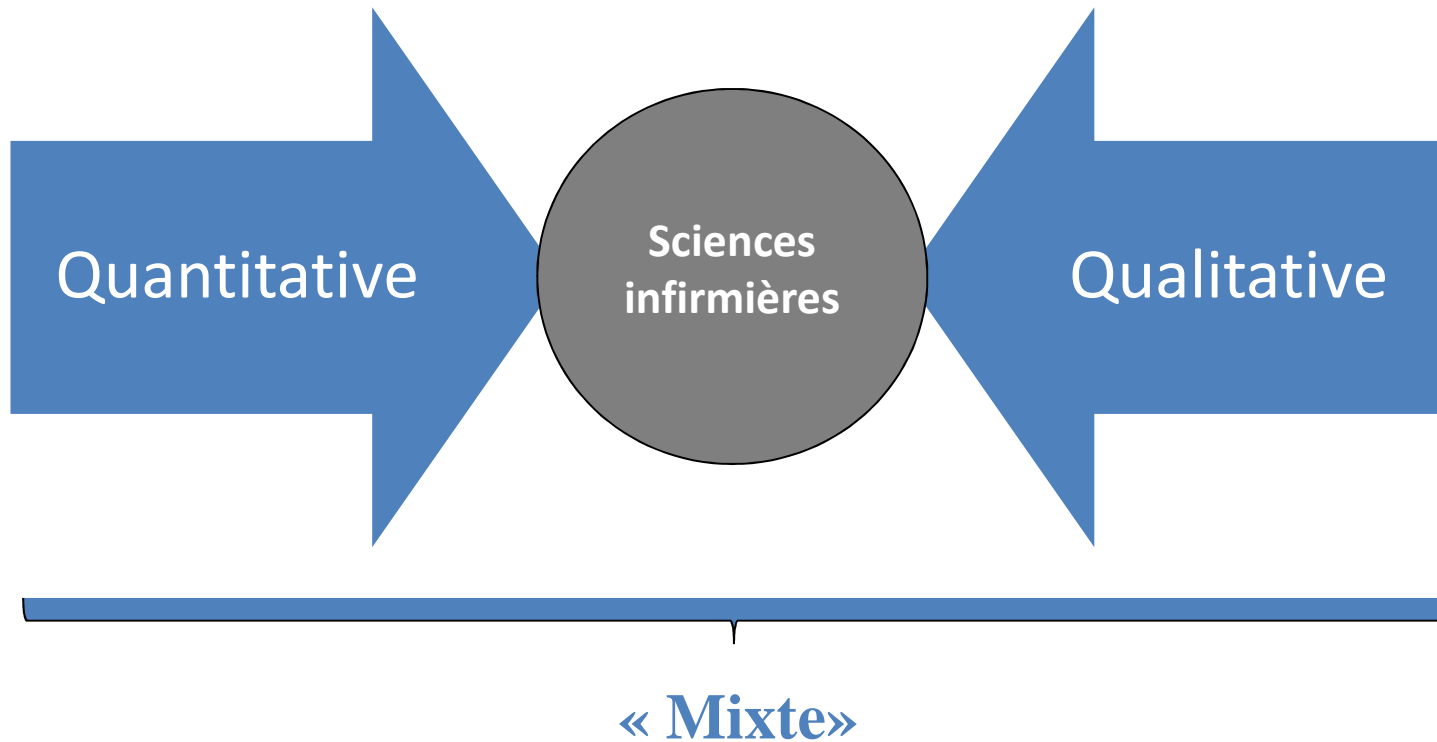
Recherche en nursing

management: priorités et tendances

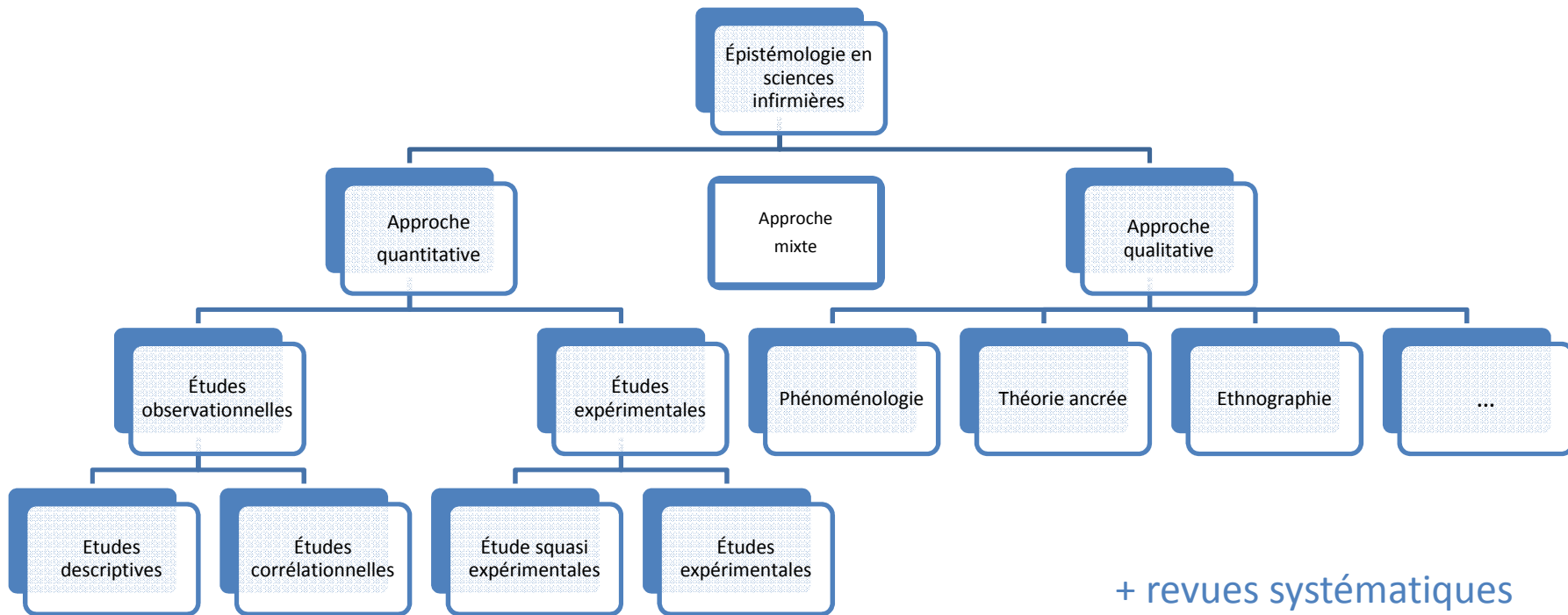
(FERASI, 2005)



Une diversité
des approches de recherche



Une gamme étendue
de méthodologies disponibles



+ revues systématiques

Des publications
scientifiques spécialisées



Ces thématiques répondent-elles vos préoccupations?



Titres d'articles figurant au sommaire des 2 derniers numéros de Nursing Management

- Revue systématique portant sur les interventions qui favorisent la fidélisation des infirmières dans les établissements de santé
- Climat de travail, valeurs de l'équipe et implication professionnelle : des prédicteurs de la satisfaction au travail des infirmières
- Facteurs qui influencent le choix des infirmières qui exercent en extrahospitalier de conserver ce type d'activité
- Conduites addictives au sein de la population infirmière : prévalence, risques induits et mesures disciplinaires
- Evaluer la satisfaction des infirmières et des sages-femmes de pratique avancée : enquête en République d'Irlande



Des concepts

qui s'imposent peu à peu

Evidence based medicine

Evidence based practice

Evidence based nursing

Evidence based education

Evidence based policy

Evidence based
management



Utiliser les savoirs produits: vers l'evidence based management?

* Academy of Management Review
2006, Vol. 31, No. 2, 258-269.

2005 Presidential Address

IS THERE SUCH A THING AS "EVIDENCE-BASED MANAGEMENT"?

DENISE M. ROUSSEAU
Carnegie Mellon University

I explore the promise organization research offers for improved management practice and how, at present, it falls short. Using evidence-based medicine as an exemplar, I identify ways of closing the prevailing "research-practice gap"—the failure of organizations and managers to base practices on best available evidence. I close with guidance for researchers, educators, and managers for translating the principles governing human behavior and organizational processes into more effective management practice.

Evidence-based management means translating principles based on best evidence into organizational practices. Through evidence-based management, practicing managers develop into experts who make organizational decisions informed by social science and organizational research—part of the zeitgeist moving professional decisions away from personal preference and unsystematic experience toward those based on the best available scientific evidence (e.g., Barlow, 2004; DeAngelis, 2005; Lemieux-Charles & Champagne, 2004; Rousseau, 2005; Walshe & Rundall, 2001). This links how manag-

monthly, comparing each clinic to the 19 others), the director recalls a principle from a long-ago course in psychology: human decision makers can only process a limited amount of information at any one time. With input from clinic staff, a redesigned feedback system takes shape. The new system uses three performance categories—care quality, cost, and employee satisfaction—and provides a summary measure for each of the three. Over the next year, through provision of feedback in a more interpretable form, the health system's performance improves across the board, with low-performing units

(Rousseau, 2006)

Evidence-based Management: From Theory to Practice in Health Care

KIERAN WALSH and
THOMAS G. RUNDALL

University of Birmingham; University of California at Berkeley

OVER THE LAST DECADE, THERE HAS BEEN A significant shift in the way that health care professionals use evidence from scientific research in their clinical practice. The concept of evidence-based health care (Sackett and Rosenberg 1995) has become part of the language of clinicians, managers, policymakers, and researchers in health services throughout the world. Though the notion of evidence-based health care is far from new (Cochrane 1972) and the extent of its uptake in clinical practice is uneven, the diffusion and adoption of the ideas associated with evidence-based health care during the 1990s provide a remarkable testament to their power and their relevance to the current problems and challenges of health care systems in many countries (Davies and Nutley 1999). Moreover, the concept has begun to spread to fields outside health care, with the establishment of initiatives for evidence-based practice in social care, criminal justice, and education (Davies, Nutley, and Smith 1999; Boruch, Petrosino, and Chalmers 1999), and interest in its methodologies in many other scientific fields (Petticrew 2001).

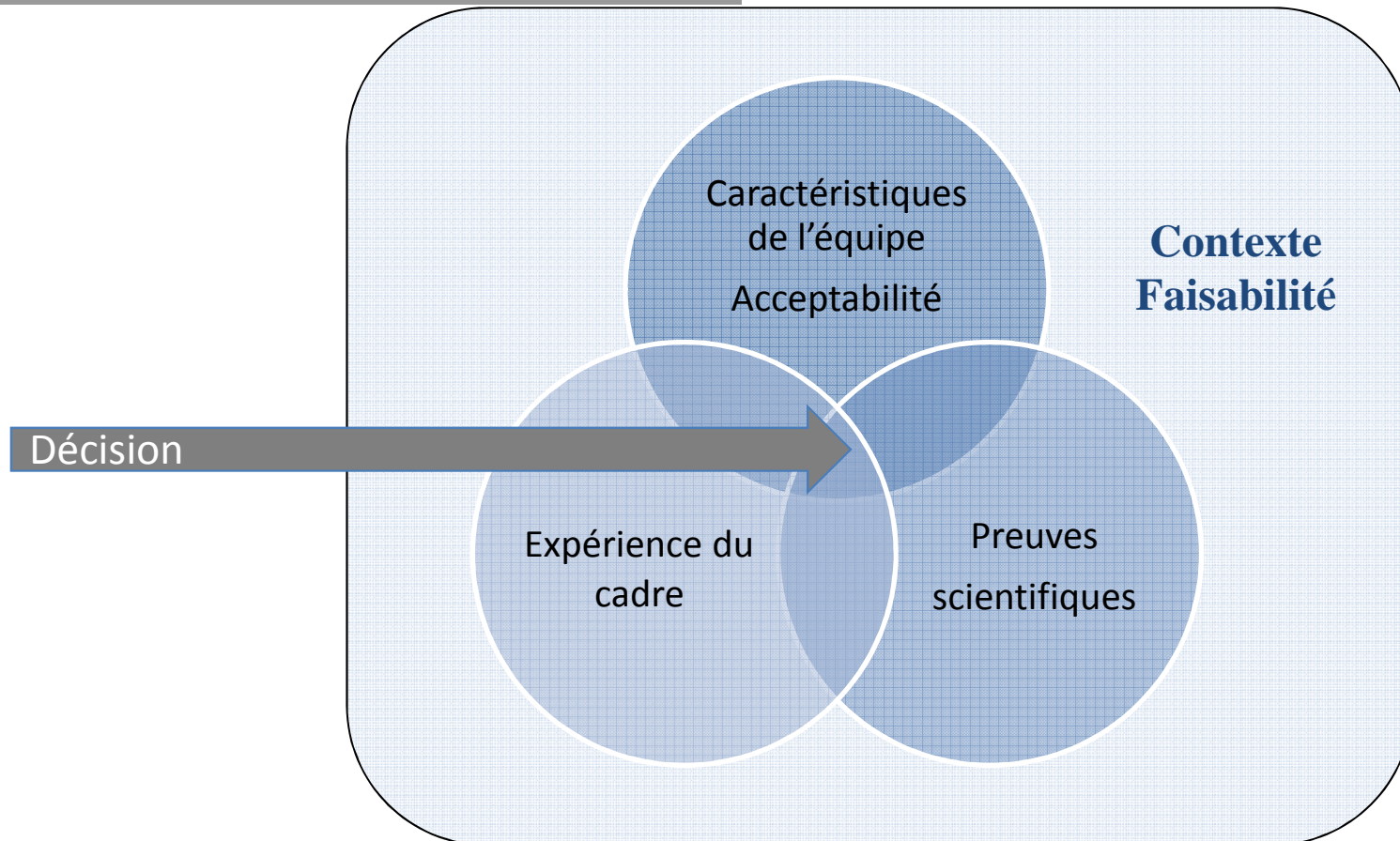
However, the leaders and managers of health care organizations, while often doing much to encourage clinicians to adopt an evidence-based approach to clinical practice, have been slow to apply the ideas to their own

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350 Main Street, Malden, MA 02148, USA, and 108 Cowley Road,
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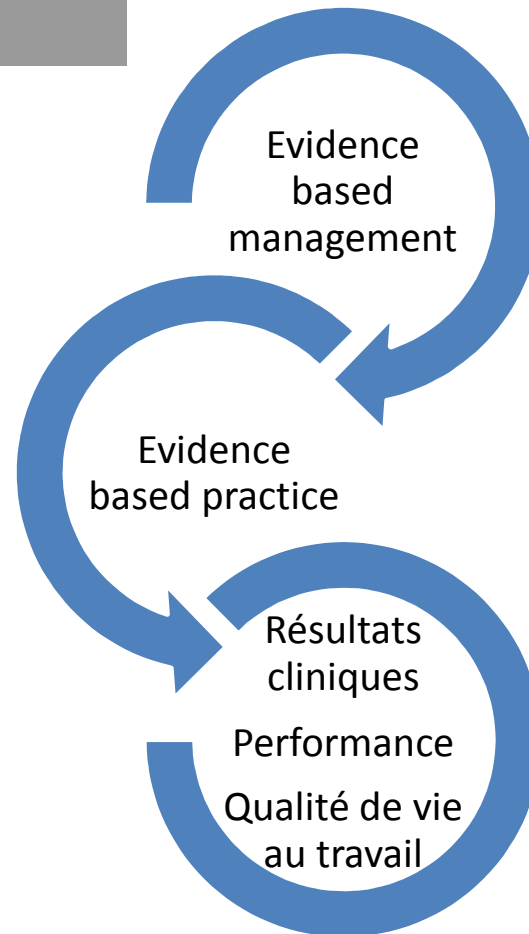
429

(Walsh & al, 2001)

Des décisions managériales
fondées sur des données probantes



Créer un cercle vertueux...



Créer un environnement favorable à la culture scientifique

Journal of Nursing Management, 2013, 21, 5–16

Evidence-based practice: collaboration between education and nursing management

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LINTON M.J. & PRASUN M.A. (2013) *Journal of Nursing Management* 21, 5–16
Evidence-based practice: collaboration between education and nursing management

Aim To examine practicing nurses' attitudes and knowledge of evidence-based practice.

Background Health care providers acknowledge that health care decisions should be grounded in current evidence. Limited evidence documents practicing nurses' attitudes and knowledge regarding evidence-based practice.

Methods A descriptive survey was administered to 286 practicing nurses. Demographics of educational preparation, area of practice, years in practice, age and gender were collected.

Results The largest number of respondents held an associate degree (30.6%) or baccalaureate degree (29.5%). Thirty-seven per cent reported over 15 years experience in nursing. Forty-three percent reported 61–100% of their practice was evidence based. Fifty percent reported an ability to determine the validity of evidence, and 58% rated an ability to apply findings to individual cases positively. Administrative support of evidence-based practice was reported by only 5.5%.

Conclusions Nurses voiced agreement that their practice was evidence-based; however, they reported only an average ability to retrieve or critically analyse evidence.

Implications for nursing management The findings support the need for an educational intervention for practicing nurses regarding evidence-based practice. Role modelling and collaboration of nurse managers and educators will promote transition of evidence into clinical practice.

Keywords: attitudes, education, evidence-based practice, knowledge, nursing management

Accepted for publication: 26 April 2012

(Linton & al, 2013)

Original Article

An Exploration of the Roles of Nurse Managers in Evidence-Based Practice Implementation

Joyce E. Wilkinson, PhD, BA(Nurs), DipCPCouns, RSCN, RGN, RHV, Sandra M. Nutley, PhD, BA, BPhil, DipMan, Huw T.O. Davies, PhD, MA, MSc, PGDipHEcon, HMFPHM

ABSTRACT

Background: Internationally, nurses face ongoing difficulties in making a reality of evidence-based practice. Existing studies suggest that nurse managers (NMs) should play a key role in leading and facilitating evidence-based practice, but the nature of this role has not yet been fully explored or articulated. This is one of the first studies to investigate the roles of NMs in evidence-based practice implementation.

Methodology and Methods: Using a case study approach the study explores five propositions in relation to the NMs' potential evidence-based practice role and the extent to which their attitudes, knowledge, and skills support such a role. In doing so, it draws on interviews (n = 51), documentary analysis and observational data.

Findings: Data analysis reveals that the role of NMs in facilitating evidence-based practice is under-articulated, largely passive and currently limited by competing demands. Progress in implementing evidence-based practice in the case study sites is largely explained by factors other than the role played by NMs. As such, the findings expose significant discrepancies between NMs' actual roles and those espoused in the literature as being necessary. Contextual factors are important and it is clear that the role of the contemporary NM places considerable emphasis on management and administration to the detriment of clinical practice concerns.

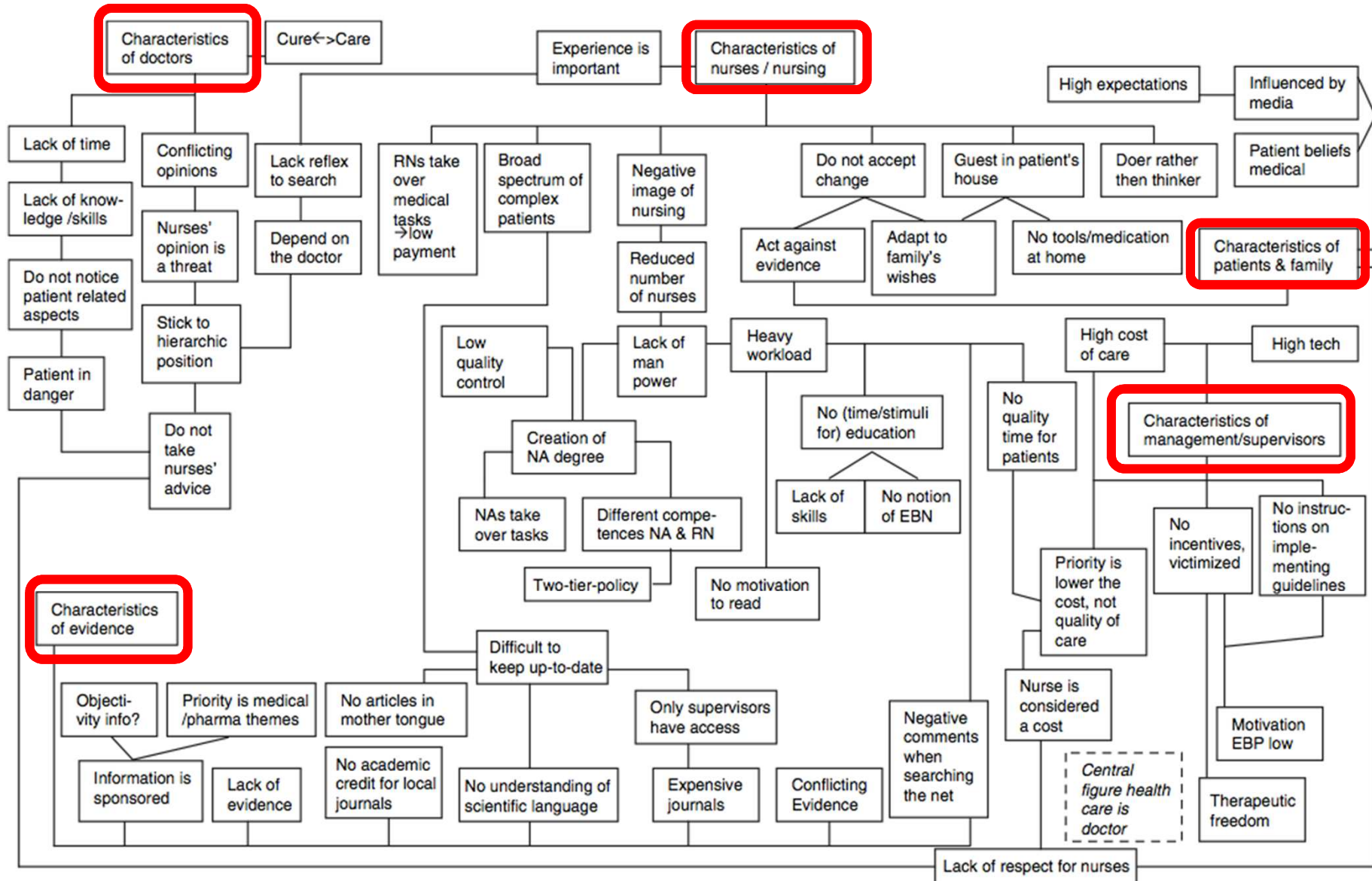
Conclusions: The study reveals that NMs are only involved in evidence-based practice implementation in a passive role, not the full engagement described in the literature as being necessary. This study adds previously lacking detail of the roles of NMs. It elucidates why exhortations to NMs to become more involved in evidence-based practice implementation are ineffective without action to address the problems identified.

KEYWORDS evidence-based practice, implementation, nurse managers, nurse leaders, role, context, process, case study

(Wilkinson & al, 2011)

EBN dans la pratique: nature des obstacles à lever!

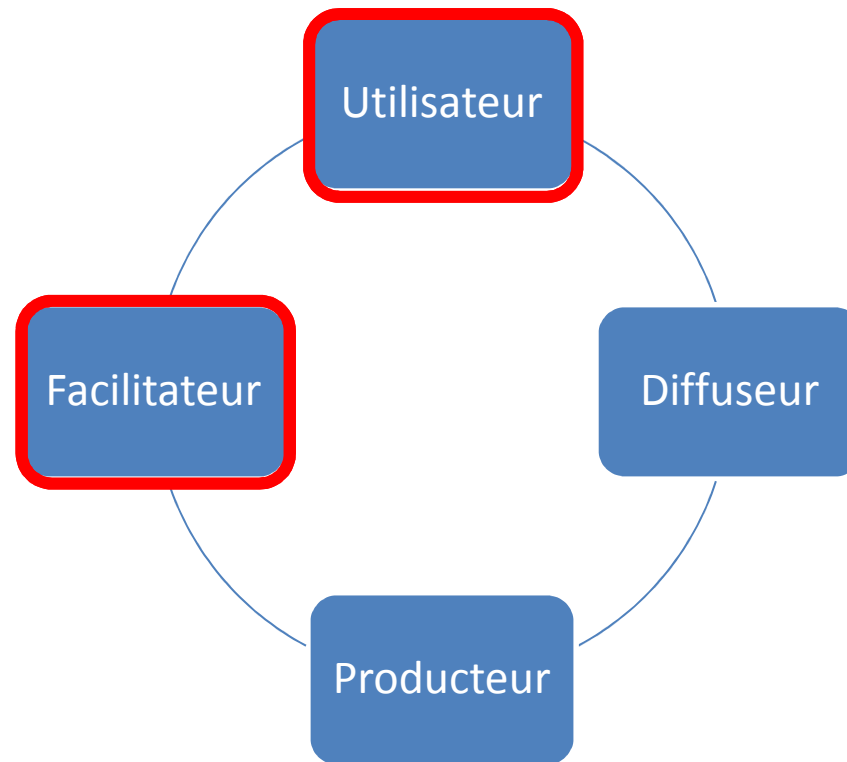
(Hannes & Col, 2007)





Pour conclure

Modes d'engagement des cadres dans la recherche



L'objectif: articuler pratique/recherche

une contribution essentielle du cadre soignant

Formation: formation initiale,
DPC, formation à la recherche

Recherche: concevoir, mettre en œuvre
et valoriser des études/programmes

Pratique: EBN, EPP,
RMM



Encadrement: procurer
un environnement favorable

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