

## Asia Programme 2020

China, India, Indonesia, Malaysia, Singapore, Thailand & Vietnam

### Project Plan

**Name of the Project** Evidence-based Leadership in Nursing

**Coordinating HEI:** University of Turku, Department of Nursing Science, Finland



# Opportunities and challenges in communicating evidence to nurse leaders: Experiences of online course in Finland and China

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# BACKGROUND

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About 28 million nurses make up over half of the world's health care professionals (WHO 2023)



Nurse leaders are in important position in supporting adaptation of evidence-based knowledge in nursing



Nurse leaders themselves are slow in adapting evidence in their own work

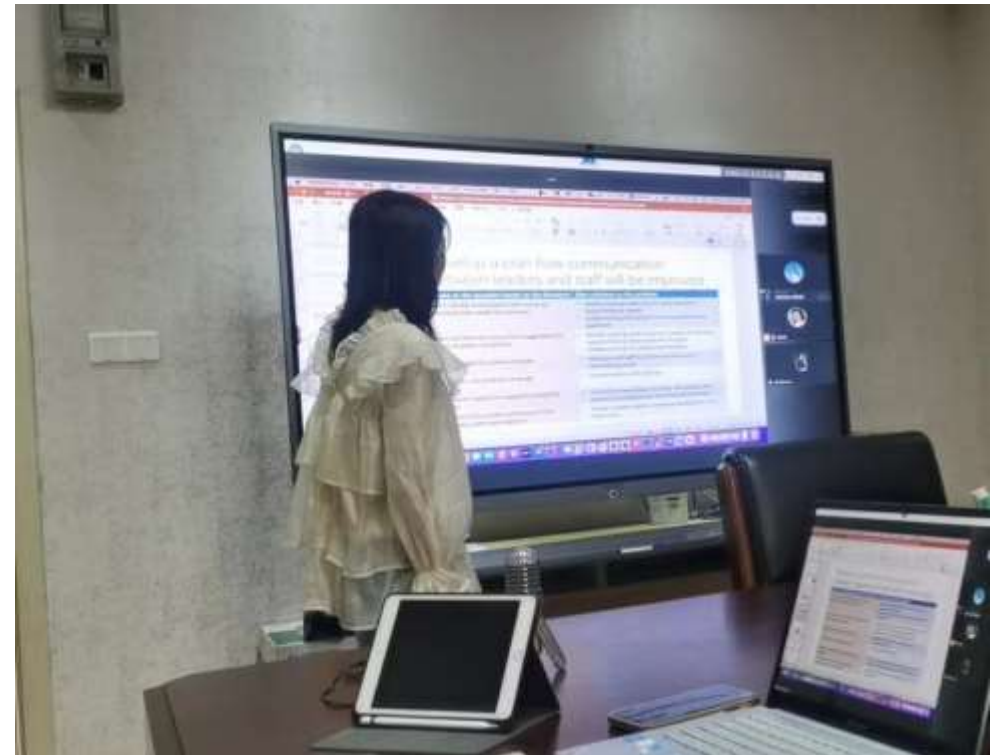


Decisions made by nurse leaders are often based on experience, intuition and personal views

# AIMS

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- To describe the engagement of nurse leaders in online evidence-based leadership course
- To explore opportunities and challenges in communicating evidence to nurse leaders



# Definition of the evidence-based leadership (Barends et al. 2014)

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- (1) a clearly stated leadership problem, question or issue identified in practice,
- (2) organisational evidence or data about the leadership problem collected and analysed to check for relevance and validity; the problem is restated, reformulated or made more specific,
- (3) scientific evidence from published research about the leadership problem identified and critically appraised,
- (4) the views of stakeholders (patients, clinicians, family members, etc.) are considered, together with ethical implications of the decision; and
- (5) all sources of information are critically appraised

# METHODS

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- Two randomised, parallel-group **feasibility trials** simultaneously in Finland and China (N=300)
- Nurse leaders randomly allocated in two groups (1:1)
- **Online training intervention groups:**
  - 1: **Experimental group:** activating learning material, tutors, peer support via Moodle
  - 2: **Active control group:** reading material only in Moodle (stand-alone)



- ❑ To improve evidence-based leadership competences for nurse leaders in hospitals
- ❑ Xiaoe Teach, Moodle
- ❑ 7 modules, 7 months online course
- ❑ Free of charge
- ❑ Based on each participant's learning needs

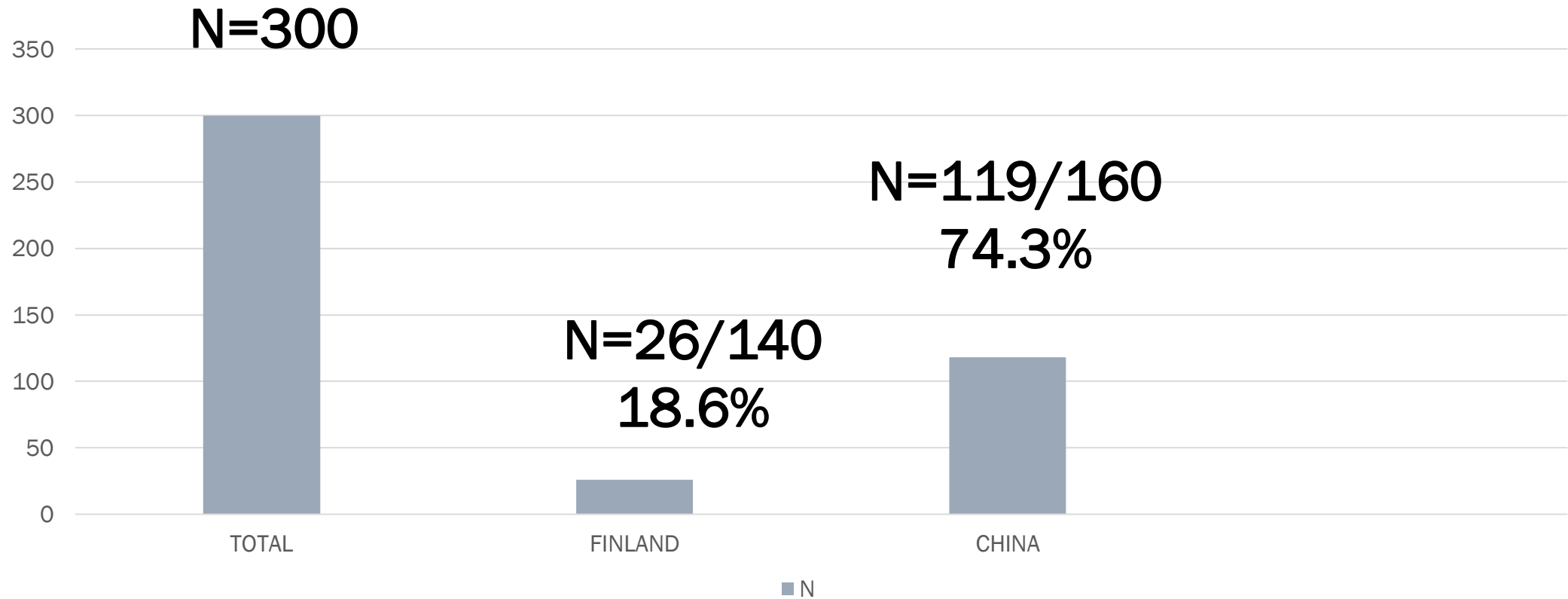
**Table S1. Module topics and tasks of the Intervention**

Module	Topic
1	Orientation and leadership problem identification
2	Leadership problems and competences
3	Collecting and analysing organizational information
4	Collecting evidence from scientific literature to support problem solving
5	Considering stakeholders' views
6	Implementation of evidence-based change
7	Evaluation of evidence-based change



# RESULTS

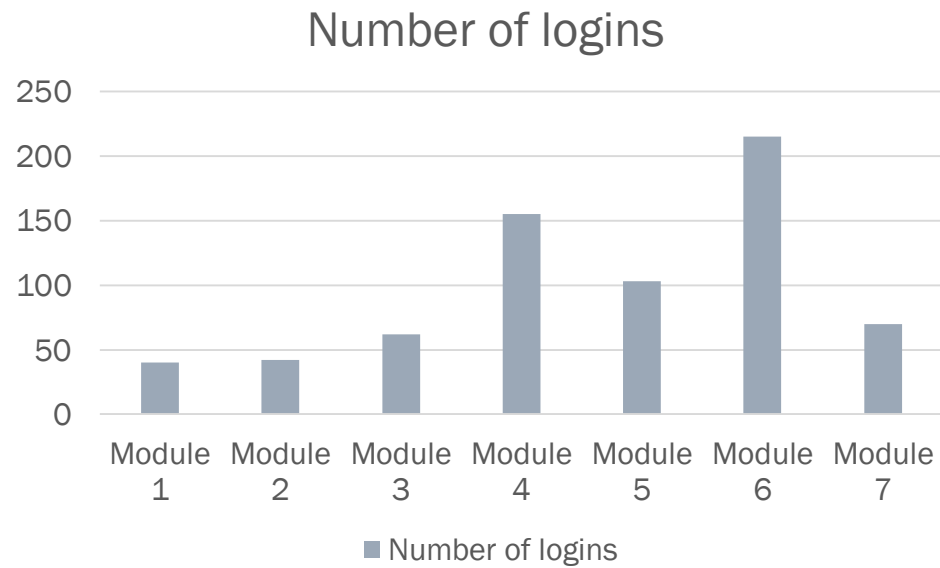
## Course participation in Finland and China



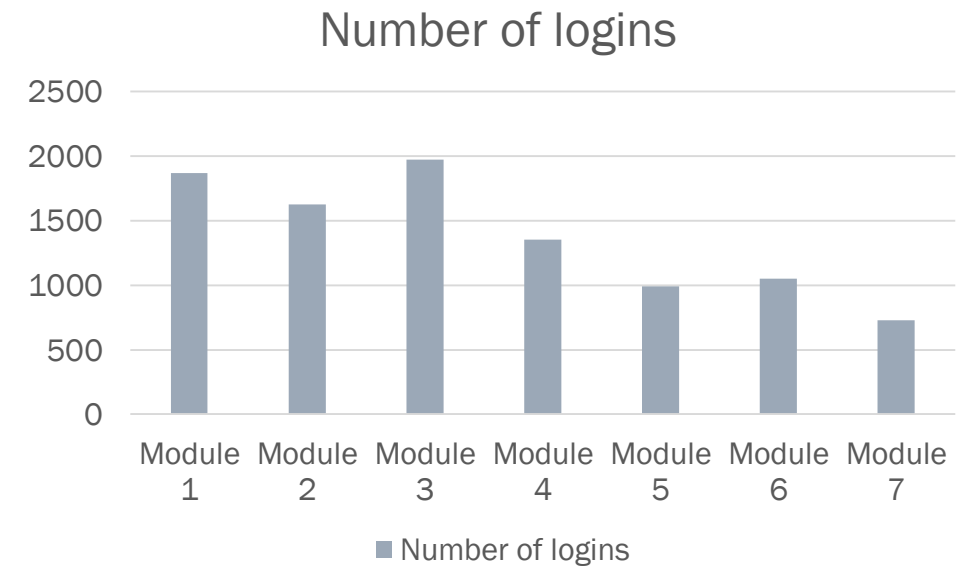
# The total number of logins

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## FINLAND



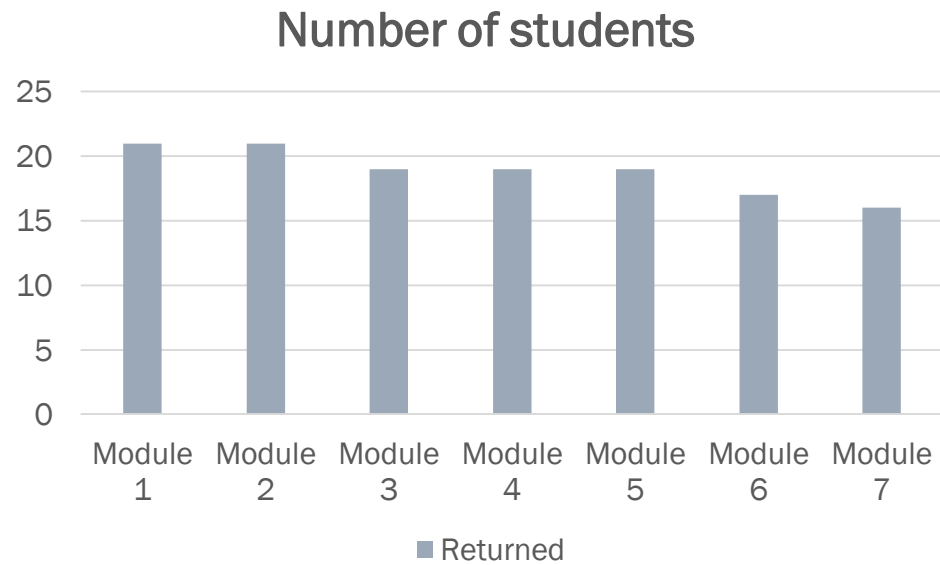
## CHINA



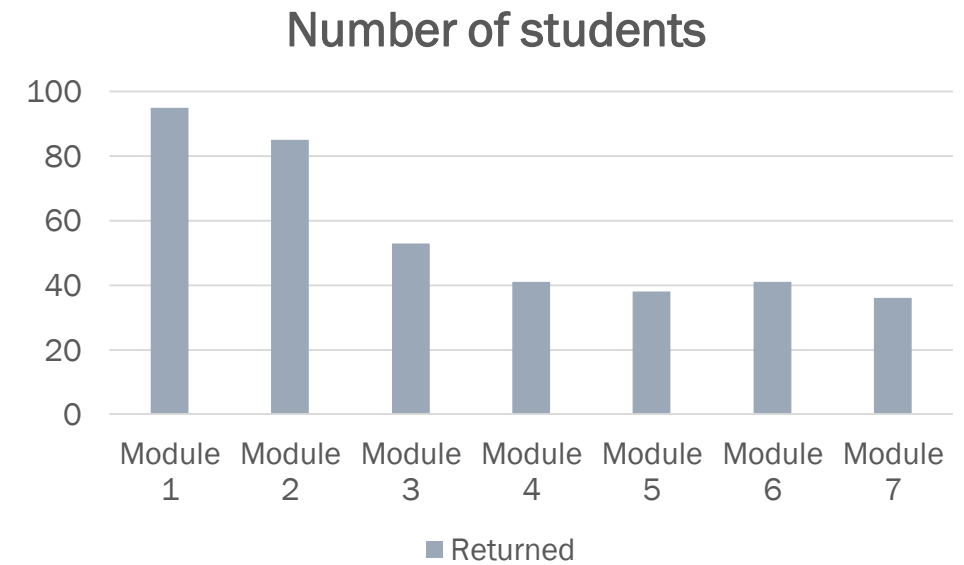


# Number of nurse leaders who returned course tasks

## FINLAND



## CHINA



# OPPORTUNITIES

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- Participants perceived the course with great importance
  - Course tasks were based on real leadership problems
  - Those who finalised the course saw it extremely helpful
  - Hands-on learning opportunities
  - **Only one university in China** provides nursing leadership courses for master students - leadership training is offered in hospitals |

# CHALLENGES

- A lack of time and energy to join and finalise course tasks
- The idea of evidence-based approach was challenging

# LIMITATIONS

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## FINLAND

- Low participation rate (strike, COVID-19)
- High drop-out
- A lack of real organisational support (e.g. time)
- Nurse leaders' unclear role in practice development

## CHINA

- Difficult to be aware of participants' real capacities and skills to use online methods
- Extra 'token' , extra hands-on training, support in technical issues
- Nurses wait orders from others what to do:
  - **How relevant evidence-based approach is on daily bases?**

# CONCLUSIONS

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- Who are the most important target groups for evidence-based training?
- How to engage people to participate in training courses?
- **Compulsory or voluntary?**
- Extra payment for participation?
- How to support in learning tasks to avoid early drop-out?
- **Robust RCT study is needed to assess the effectiveness of the online training course in full-scale RCT study design**

