

Learning in knowledge transfer projects: perception of the professionals

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1 Abstract

This qualitative, exploratory and descriptive study aims to understand how the professionals involved in the safe transition project perceive the learning performed as a fundamental element for the transfer of knowledge to the clinic. The participants were 32 nurses involved in the project call safety transition. Despite the exponential increase in health studies, their dissemination and easy access, participants point out difficulties in introducing evidence into the clinic. Collaborative work between researchers and clinicians has translations in the design of the studies, the production of research and the faster introduction of results.

Keywords: Learning; Knowledge Transfer; Clinic in nursing; Investigation.

2 Introduction

One of the emerging challenges in the learning of clinical competences in nursing is the integration of theoretical knowledge, based on evidence, into clinical practice contexts, enabling the health professionals to achieve learning outcomes for that context of clinical practice, but also increase the literacy in science and make visible the process of transfer of knowledge to the clinic.

The need to use research results for problem solving implies a paradigmatic break with traditional knowledge transfer models, which are predominantly linear and unidirectional models, to pass in a passively way the information from research to users and consumers (Baixinho, Ferreira, Marques, Presado, & Cardoso, 2017). For this break to occur, professionals need to learn how to use the evidence and transfer it to the clinic in a short period of time. The collaborative and participatory work between academia and health institutions, in order to generate lasting changes and "useful" knowledge (Baixinho et al., 2017), may be the key to a structural and organizational change in training models in the context of praxis clinic, when the slogan is evidence-based practice.

The epistemological rupture with the traditional view of the production of knowledge, attributing to it a value of social justice and contribution to the sustainability of health systems and the development of human resources potential in health (Baixinho et al., 2017) implies the training of professionals for a dynamic and complex practice. In addition to this view, the definition of Nursing knowledge patterns defined by Carper, in 1978, already predicted the difficulties in knowing reality from a reduced number of methods and techniques. The definition of the standards of empirical, aesthetic, ethical and personal knowledge (Carper, 1978) implies the need to have knowledge obtained through different ways. The learning of these patterns and of different models that present the elements for the transfer of knowledge, recognize that it includes a set of activities and interaction mechanisms that promote the dissemination, adoption and appropriation of the most



updated knowledge possible to allow its use professional practice and health management (Canadian Institutes of Health Research (CIHR), 2014). We agree with this view that learning to transfer knowledge is complex and difficult to measure due to difficulties in monitoring and evaluating the impact of training and access to knowledge utilization and its introduction into the clinic.

In view of the aforementioned, this study aims to understand how the professionals involved in the safe transition project perceive the learning performed as a fundamental element for the transfer of knowledge to the clinic.

3 Methodology

Given the object of study, we opted for a qualitative, exploratory and descriptive study. The choice for this type of approach is based on the belief that people actively participate in social actions and through them, which occur according to previous experiences, know and understand phenomena in various ways, providing an important view of reality for participants (Streubert, & Carpenter, 2013).

This investigation is part of a project call Safe Transition (TS) wich involves a higher education institution, a hospital and a cluster of health centers and its main purpose is the Translation of Knowledge (TC) to solve problems of different services, in order to increase the knowledge and empower patients and families in the process of transition from hospital to community (Baixinho, Ferreira, Marques, Presado, & Cardoso, 2017). The methodology is based on a simultaneous process of problem solving and knowledge transfer to the clinic. Collaborative work between partners (academia and praxis) has produced results in the production and dissemination of knowledge, as well as its integration in contexts (Baixinho et al., 2017).

Since the projects are underway, with the monitoring of the objectives, activities and results, it is possible to study the interaction between the different participants of the and how this allowed to foster the sharing of formal and informal knowledge, between theory and practice (Silva, Morais, Figueiredo, & Tyrrell, 2011; Streubet, Carpenter, 2013). Moved by the question "How do the professionals involved in the safe transition project perceive the learning performed as a fundamental element for the transfer of knowledge to the clinic?", We selected 32 nurses involved in the project, who were given a questionnaire with questions semi structured for open response. Content analysis (Bardin, 2008) was the technique used to describe and interpret the participants' written discourse. The protocol followed included the preparation of information; the transformation of content into units; the categorization; the description and the interpretation. In order to ensure that the methodological processes were correctly applied and to verify that the categories were valid, appropriate, relevant, exhaustive, homogeneous and objective, two judges who validated the entire process were used. Ethical procedures have been taken into account. The anonymity and confidentiality of the data were ensured and the data were coded without identifying the source.

4 Results and Discussion

Participants are mostly female (N = 30), with a mean age of 34.6 years, twenty-five participants have a specialization course in a nursing area. The nurses who participated in the study perceived that the involvement in the activities of the safe transition project allowed the learning and the development of competences in the leadership of projects of clinical practice. These professionals also considered that, the project has motivated to deepen the knowledge in the clinical area of the same and promoted its role as trainers of the remaining team.



Nurses report that despite the search engines and ease of access to research results, the introduction of study results into clinical practice takes some time, due to difficulties in research, knowledge appropriation and the lack of knowledge of models for transference. They consider that model learning and participation in research projects with active methodologies (participatory research / action research) make it possible to learn the transfer process; organization, systematization and dissemination of good practices. Outstanding possibilities for clinicians and academics to work together for better learning for the use of research.

At the same time the discourses of these professionals introduce challenges to research, namely in the scope of understanding and evaluation of the impact that the pedagogical practices used form facilitators of the learning process for the transfer of knowledge to the clinic and if it is perpetuated over time.

4 Conclusions

The analysis of the participants' discourse points the importance of knowledge transfer projects and their contribution to the innovation of practices and motivation of professionals. At the same time, the discourses introduce challenges to research, to deepen the methodology used and the results in the dissemination of knowledge. The limitations of the study are related to the size of the sample and to the fact that it is a self-perception study, which does not allow to generalize the results to other contexts.

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