INNOVATION IN CLINICAL RESEARCH NURSING PRACTICE

As the role of the MLPs transitioned to the role of RNs opportunities became available for practice changes in the MCRU.

METHOD: Prior to a complete transition of these services, Primary Investigators were informed of these changes and queried as to the type of patient history and assessment information needed for their studies. In redesigning our clinical workload, three areas for education and training to meet the change associated with the transition were identified. They were Physical Assessment, Procedures, and Orders Management.

Physical Assessment: “Refreshed” training started with a Physical Assessment DVD viewed independently, In-service education included a demonstration of the Physical Assessment Skills and review of the revised History and Physical Form to be more user friendly and capture the information needed by study teams. PIs were sent frequent reminders the first month to keep them abreast of our changes. Competency was achieved following demonstration of three physical assessments with a preceptor.

Procedures/Intervention Teaching: Nursing staff were provided demonstrations of both skin biopsy and Acupressure teaching. Supportive handouts and reference materials were provided. Competency was achieved following demonstration of three skin biopsies and three Acupressure teaching sessions.

Orders Management: MCRU–(Server) order sets were developed for our Extended Stay Protocols. Investigators and their staff are emailed the order sets which are then filled out and signed; emailed back to MCRU Nursing Staff prior to participant’s arrival.

PURPOSE: To continue to provide needed services, we examined skills needed to meet these changes consistent with research nursing and the Nursing framework at University of Michigan. As a result, we redesigned our Nursing practice in MCRU. Physical Assessments and Skin Biopsies transitioned to MCRU RNs to perform as well as providing intervention education and order set creation for our extended stay study teams. Refreshing skills as well as learning new ones have been exciting and rewarding for the nurses.

RESULTS/CONCLUSIONS: Nursing staff were able to demonstrate competence in Physical Assessment, Skin Biopsies and Acupressure teaching in a short period of time. Nurses gained professional and personal higher job satisfaction due to the following:

- Opportunity for research nurses to refresh and learn new skills
- Professional growth consistent with the Framework
- No loss in quality of procedures performed
- No loss of research data due to staff

CONCLUSIONS/IMPLICATIONS: MCRU Nurses have embraced this opportunity for growth and development of their professional Research Nursing Practice.