

THIRD EDITION

Leadership for
**Evidence-Based
Innovation**
in Nursing and
Health Professions

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Foreword

The third edition of *Leadership for Evidence-Based Innovation in Nursing and Health Professions* recognizes and embraces health care from a postpandemic perspective. The foundational philosophy of this textbook, *the recognition and demonstration of the continuum of innovation to evidence for safe practice and quality care*, has never been more important. Driving innovation at this time is the realization that much of what has been in place in health care is unsustainable and now requires significant levels of new thought and reconfiguration.

The authors recognize and describe numerous lessons learned during the pandemic from their unique perspectives. These scholars demonstrate that the historical evidence for many current practices is now inadequate, and such practices are no longer sustainable. In so many ways, long-held dogma has now been dispelled and replaced with new evidence reinforcing the need for a truly health-driven enterprise. Specifically, the significance of advancing the health of individuals and ensuring the health of the community now needs to be the driver of service and reinforced as the prevailing core of all health-related activities.

The lack of adequate resources, the paucity of systems support, and the failure of effective leadership challenged clinical nurses and their colleagues to develop unplanned innovations in nursing structures, practices, and processes to address serious gaps in health care during the pandemic. More importantly, the untapped potential of professional nursing was surprisingly unleashed, accelerating nursing innovations and transformation and providing strong evidence for new approaches to safe and quality patient care.

Leadership for Evidence-Based Innovation in Nursing and Health Professions delivers a relevant, critical resource for all nurses to engage in the validation of evidence-based care and new thinking related to the development and application of innovative health care, closing the historical and still-existing gap along the evidence–innovation continuum. Health care will not be the same, nor should it.

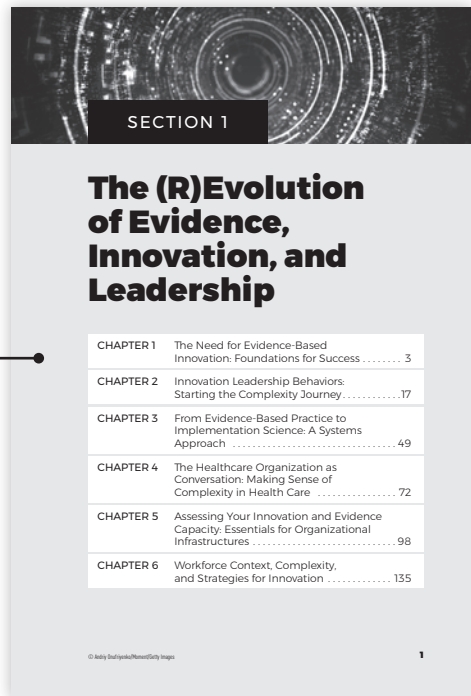
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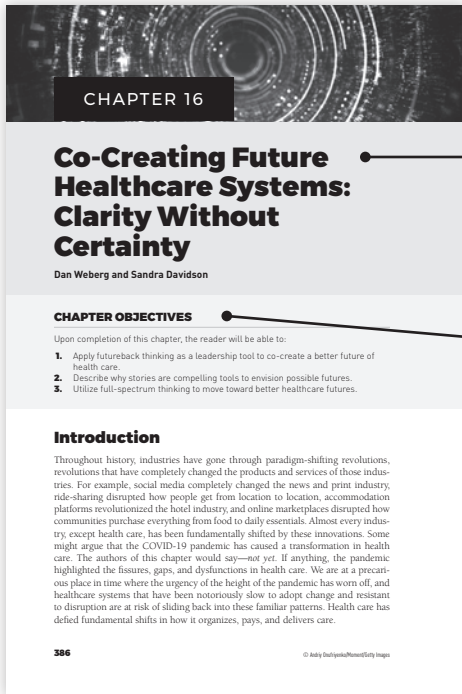
Walkthrough

New to the *Third Edition*

The exponential growth of available research, advancing healthcare and information technology, and the pressing need to prepare current and future leaders to navigate the dynamic contexts of health care were key drivers in the development of the *Third Edition* of this text. There are major revisions to reflect the changes and innovations in the healthcare system.

Section Dividers: Each of the three sections is marked clearly with an opener page to make it easier to navigate through the text and find what you are looking for.





Reformatting of Chapters 1 and 16, respectively, as an *introduction* to the book and concepts and a provocative *conclusion* to the text with a focus on a futuristic view of what healthcare systems will become.

Chapter Objectives: Every chapter opens with a list of *Chapter Objectives* that allow readers to review the important concepts they will encounter in the chapter.

Case Examples: These show how concepts might present in the real world and enhance critical thinking skills. They provide insights to help leaders to build capacity for transformation.

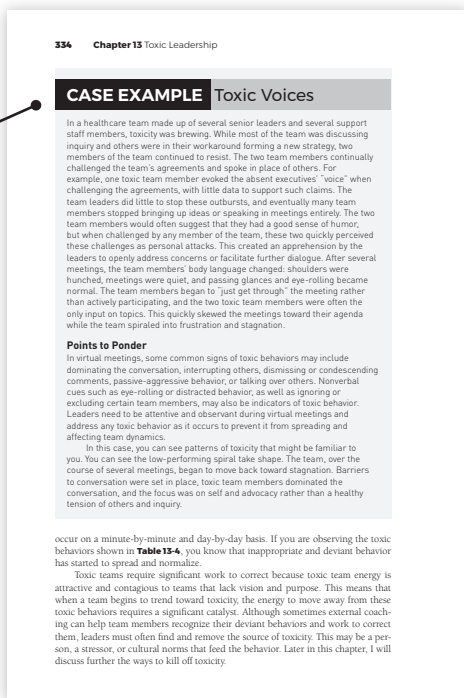




Figure 11-5 Web 3.0 spectrum.
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Table 11-6 2023 Trends in Health Care and Education

Healthcare Trends	Education Trends	Healthcare Education Trends
Artificial intelligence	Artificial intelligence	Artificial intelligence and big data
Personalized health care	Personalized learning	Immersive technologies
Wearable medical devices	Gamification	Simulation
Remote health care—virtual hospitals, healthcare communities, and telehealth	Nano-learning	E-training

Likewise, advances in technology and the ubiquity of technology in our everyday lives are worthy of consideration in terms of how they are transforming how we think about teaching and learning in nursing. How we educate and to what end are shifting. **Table 11-6** highlights the top trends emerging in 2023 across the healthcare system (including education). How are we as nursing educators prepared (or not) to teach future nursing professionals with this technology and for future practice with it?

The knowledge era has presented us with a new dynamic between information and learning, and we must overcome long-held assumptions about how we think about information, knowledge, and learning. The life span of relevant knowledge has greatly diminished. For instance, prior to the COVID-19 pandemic, futurists estimated that the volume of healthcare knowledge was doubling every 6 to 8 years. They now estimate it to be doubling every 78 days and accelerating. The shortening half-life of information further suggests that focusing on covering content is less useful than using content to learn how to learn. This also means that nursing education programs must prepare students to engage in lifelong learning and ongoing professional development to remain competent.

Knowledge is no longer a commodity, but it has become an application to be accessed and used as needed and purged when no longer useful (Brown, 2005). Brown used the term *navigationism* to frame how we might educate students to thrive in the knowledge economy. He described information navigation as a new

Tables, Boxes, and Figures: The chapters include tables, boxes, and figures to illustrate and substantiate the topics being discussed. They make difficult material more manageable and easily understood.

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Box 11-1 Resources for Creating More Inclusive Environments

1. **The Micropedia of Microaggressions** is a comprehensive tool to learn about the different microaggressions people experience and unlearn those behaviors to create more inclusive environments. (<https://www.themicropedia.org/>)
2. **A Progressive's Style Guide** is a multivoiced document aimed at combating discriminatory language, as well as a source for advice or more information when we are unsure. (https://s3.amazonaws.com/s3.sumofus.org/images/FSUMOFUS_PROGRESSIVE-STYLEGUIDE.pdf)
3. **Deconstructing Karen** is a provocative documentary where white women experience radical honesty about racism and their daily role in upholding it, their conditioning to ignore it, and the essential part they can play in tearing down racist systems. (<https://www.deconstructingkaren.com/>)

CASN Promoting Anti-Racism in Nursing Education in Canada was developed by the CASN's antiracism in nursing education working group, which included faculty members, students, and individuals working in health care from across Canada. Members engaged in critical conversations essential to developing these recommendations for schools of nursing. Although this is a Canadian document, the recommendations and strategies will be helpful to all nursing schools seeking direction to implement antiracist practices. (https://www.casn.ca/wp-content/uploads/2023/05/CASN-Promoting-Anti-Racism-in-Nursing-Education-in-Canada_FINAL.pdf)

Teaching and Learning in the Technology Tsunami

Since the 1990s, we have been living in the knowledge era. In nursing practice and education, we have experienced an unprecedented explosion in the generation and availability of research and information in general. The exponential growth of knowledge and the ubiquitous access to it have been enabled by amazing advancements in technology. Access to an ocean of information is literally at our fingertips through our mobile devices (e.g., drug guides, clinical practice guidelines, clinical decision support tools, and artificial intelligence [AI]-enabled search engines). Research databases and access to experts and networks of peers are as close as our pocket. Knowledge is accelerating at an exponential rate, and the rise of Web 3.0 (see Figure 11-3) technologies is transforming how we interact with knowledge, technology, and each other. Web 2.0 technologies focus on reading and writing content, whereas Web 3.0 focuses on creating content (semantic web). Web 3.0 utilizes technology to facilitate information interchange among users while simultaneously enhancing cybersecurity. Whereas Web 2.0 aims to connect people, Web 3.0 combines data with increasing trust enabled by such technologies as blockchain and the use of a decentralized structure (Nath, 2022). Although at present (2023), we are experiencing Web 2.5 with elements of both 2.0 and emerging 3.0 functionality, it is worth considering what this means for the future of how we engage in navigating and utilizing the web.

16 Chapter 1 Evidence-Based Innovation: Foundations for Success

organizations operate, yet we still have legacy systems, legacy leaders, and very slow change. Health care must undergo metamorphosis now in order to care for our aging population and stop the destruction of our professions resulting from burnout and broken systems. Will you pick up the call?

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References: *References* provide a list of additional resources to help readers gain a deeper understanding of the material. New references have been included to reflect the current research in the field.

Instructor Resources

- NEW! Slides in PowerPoint format
- Instructor Manual
- NEW! Podcasts

Student Resources

- NEW! Podcasts included the Navigate eBook

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