

## Conceptual Framework

A conceptual framework is a representation of the relationship or connection between concepts or variables of a study. Conceptual frameworks are used in research to organize the research work, provide structure, guide interventions, and help interpret the results of the study (Renjith et al., 2016).

The Knowledge of Action Framework (KTA) will guide the development, implementation, and evaluation of this doctoral project. The KTA framework was published by Graham and Colleagues in 2006, and it is one of the most frequently cited conceptual frameworks for knowledge translation (Field et al., 2014).

The KTA framework is composed of two elements: Knowledge Creation and the Action Cycle (Spooner et al., 2018). The Knowledge creation, as the name implies, is the production of knowledge and consists in three phases:

1. Knowledge inquiry
2. Knowledge synthesis
3. Creation of knowledge for best practice

The Action Cycle is a process that guides the implementation process for change and sustainability and consists of seven phases:

1. Problem identification/select knowledge.
2. Adapt knowledge to the local context.
3. Assess barriers to knowledge use.
4. Select, tailor, and implement interventions.
5. Monitor knowledge use.
6. Evaluate outcomes.

## 7. Sustain knowledge use.

The phases of each component can overlap and can be repetitive, sequential and can influence each other (Field et al., 2014). Thus, action phases can be conducted in sequence or simultaneously. On the other hand, the knowledge phases can impact on the action phases. Furthermore, it is important to understand that the Action Cycle represents a process and the steps necessary for knowledge to be applied in practice (Field et al., 2014).

Utilizing the KTA framework, the project's aim is to implement and evaluate a lesson about CRNA advocacy and political literacy for student registered nurse anesthetists (SRNAs).

The project sought to answer five questions:

- 1) What is the level of political literacy among SRNA students?
- 2) To what extent do SRNAs are involved in political action?
- 3) What are the barriers SRNAs encounter for political involvement?
- 4) What strategies should be used to implement a lesson for CRNA advocacy?
- 5) What are the SRNAs' perceptions of CRNA advocacy?

The action cycle from the KTA framework will guide knowledge translation (Spooner et al., 2018). Phases 1, 3, 4, and 6 will be used during the development, implementation, and evaluation stages of the project.

### **Phase 1. Problem identification/select knowledge**

The literature review revealed that there is minimal research on nurse anesthesia students and political advocacy. CRNA advocacy can help to safeguard the profession, expand nurse anesthesia independent practice, reduce healthcare costs, and improve patient care. Thus, more efforts need to be employed to engage SRNAs in policymaking and advocacy for this profession.

### **Phase 3. Assess barriers to knowledge use**

One of the objectives of this project is to identify SRNA barriers to political participation and CRNA advocacy. A pre-lesson survey will be disseminated to current first and second-year anesthesia students at Southern Illinois University at Edwardsville (SIUE). The results of the pre-lesson survey will help assess and understand the barriers that nurse anesthesia students encounter to political involvement and political literacy.

### **Phase 4. Select, tailor, and implement interventions**

This project will include the development and implementation of a lesson aimed at student registered nurse anesthetists (SRNAs) to increase the level of political astuteness and involvement in CRNA advocacy. This lesson will include topics such as the legislative process, political matters that affect nurse anesthetists, how to identify and contact pertaining legislators, and how to become more politically engaged.

### **Phase 6. Evaluate Outcomes**

A post-implementation survey will be administered to assess the effectiveness of the lesson in improving political literacy and the likelihood of SRNAs partaking in CRNA advocacy.

## References

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