



**NZNO Nursing Research Section (NZNO)
bi monthly news bulletin
Friday 26 March 2021**

This bulletin has been compiled by Linda Stopforth, SNIPS, on behalf of the NZNO Nursing Research Section (NRS). It is provided every two months. This bulletin contains an overview of news items, articles and research papers of interest to the Section members but does not necessarily represent the views of the NZNO Nursing Research Section. All links are current at the time of being compiled. For feedback please contact NRS Administrator: nzno.nrs@gmail.com

Section news

Welcome to the NZNO Research Section newsletter. On behalf of the NRS committee we warmly welcome you to our January newsletter, linking education and research in nursing.

Kai Tiaki Nursing Research

is an annual subscription only journal, which has showcased New Zealand nursing research since June 2010. Kai Tiaki Nursing Research is an internationally double blinded peer reviewed research journal. It publishes original, full length research manuscripts from New Zealand based nurse researchers (or other researchers where the research can be shown to have relevance to nursing in New Zealand). [Further information can be found here](#)

Patricia McClunie-Trust, Editor-in-Chief of Kai Tiaki Nursing Research encourages nurses to submit manuscripts to the Journal, particularly:

- new and emerging researchers
- established researchers
- clinicians who have undertaken research-based projects

Social Media

Visit and follow us on [Twitter](#)

Like and follow us on [Facebook](#)

Consultation

NZNO consults with members on a range of issues.

The full outline can be [found here](#)

Contraception, Sterilisation, and Abortion (Safe Areas) Amendment Bill

NZNO welcomes your feedback on Louisa Wall's bill which is currently before the Health Committee.

Review of the National Ethical Standards for Health and Disability Research and Quality Improvement

NZNO welcomes your feedback on the revised National Ethical Standards for Health and Disability Research and Quality Improvement.

Clinical research

Starting A Career In Clinical Research: 7 Things We Wish We Knew

When I first transitioned to a career in clinical research from a practicing registered nurse, I was drawn to the opportunity to work toward advancing therapeutic candidates through a pipeline and out to clinics and patients. The impact I could have working in this setting felt like a natural next step in a career centered on improving the health of others. My education in clinical research was nonexistent before I hit the road on my first clinical research associate (CRA) job. During my first week, I was handed a binder of standard operating procedures (SOPs) and was told to book a flight to Illinois to begin site monitoring the following week. Within the first three months, I was assigned to seven different trials in my territory, the ENTIRE Midwest. Gripped with panic and anxiety associated with not knowing how to do my assigned job, I sought out my boss and told her I needed to know more about monitoring. Her response was, "What do you want to know?" I felt like I didn't know enough to do my job correctly, but I didn't really know what questions to ask. Subsequently, I was left to flounder alone in places like Peoria, Illinois, and Des Moines, Iowa, hoping I wasn't missing important trial details. [Read more](#)

Clinical Academic Research Internships: what works for nurses and the wider nursing, midwifery and allied health professional workforce.

Olive, P., Maxton, F., Bell, C.A., Bench, S., Tinkler, L., Jones, S. and Kenkre, J. (2021), J Clin Nurs. Accepted Author Manuscript. <https://doi.org/10.1111/jocn.15611>

Nurse-led research and innovation is key to improving health experiences and outcomes and reducing health inequalities. Clinical academic training programmes for nurses to develop research and innovation skills alongside continued development of their clinical practice are becoming increasingly established at national, regional and local levels. Though widely supported, geographical variation in the range and scope of opportunities available remains. It is imperative that clinical academic opportunities for nurses continue to grow to ensure equity of access and opportunity so that the potential of nurse-led clinical academic research to improve quality of care, health experience and health outcomes can be realised. In this paper we describe and report on clinical academic internship opportunities available to nurses to share internationally, a range of innovative programmes currently in operation across the UK. Examples of some of the tangible benefits for patients, professional development, clinical teams and NHS organisations resulting from these clinical academic internships are illustrated. Information from local evaluations of internship programmes were collated to report what has worked well alongside 'real-world' set-up and sustainability challenges faced in practice. Clinical academic internship schemes are often opportunistically developed, making use of hybrid models of delivery and funding responsive to local needs and available resources. Key enablers of successful clinical academic internship programmes for nurses were support from senior clinical leaders and established relationships with local universities and wider organisations committed to research capacity building. [Read more](#)

Caught between a rock and a hard place: An intrinsic single case study of nurse researchers' experiences of the presence of a nursing research culture in clinical practice.

Berthelsen, CB, Hølge-Hazelton, B.

J Clin Nurs. 2018; 27: 1572– 1580. <https://doi.org/10.1111/jocn.14209>

Aims and objectives

To explore how nurse researchers in clinical positions experience the presence of a nursing research culture in clinical practice.

Background

Higher demands in the hospitals for increasing the quality of patient care engender a higher demand for the skills of health professionals and evidence-based practice. However, the utilisation of nursing research in clinical practice is still limited. [Read more](#)

Research nurses rising to the challenges of COVID-19.

Maxton, F., Darbyshire, P. and Thompson, D.R. (2021),

J Clin Nurs, 30: e13-e15. <https://doi.org/10.1111/jocn.15504>

Covid-19 has profoundly changed the landscape of clinical nursing research and the profile of research nurses in hospitals and health services. For the purposes of this article, we define “research nurses” as a broad group of nurses within health services and universities who have a major research remit as part of their role. They may be clinical research nurses employed by health services or funded/supported by National Institute for Health Research (NIHR, UK) or similar bodies, nurse researchers or academics employed by universities or specialist nurses who have dual roles or joint appointments with a large research component. Processes and protocols once deemed to be sclerotically immune to change have been streamlined almost overnight. Empires and silos that were once accepted as solidified examples of “just how the world is” have dissolved in favour of unprecedented levels of collaboration and cooperation across disciplines, sites and even countries. Permissions and authorisations that would once have taken months are now happening in days or weeks. Ethics consideration and other approvals are being expedited. As one research nurse observed: “Now, we’re getting information on a Monday and by Thursday we’re opening the study and recruiting patients” (O’Neill, [2020](#)). [Read more](#)

The articles below are not freely available but may be sourced via the NZNO library or those of a DHB or educational institution

Clinical trials: what does a research nurse do?

Radhika Holmström

Cancer Nursing Practice. 19, 6, 20-22. doi: 10.7748/cnp.19.6.20.s13

Roles that can change patients’ lives, from study coordinator to supporting participants

Clinical trials stand at the cutting edge of healthcare, helping to advance medicines, products and procedures for the benefit of patients.

Data management

Navigating statistics for successful project implementation

Data and statistics are the building blocks of quantitative research and quality improvement (QI). Without them, we don’t know if a problem exists or if a change led to improvement. Understanding basic statistical terms, concepts, and analyses will help you successfully plan and implement your project. Underlined terms in this article are defined in Common statistics terms. [Read more](#)

Managing and sharing research data in children's palliative care: Risks, benefits and imponderables.

Harris, N., Noyes, J., Fraser, L., Lapwood, S., Harrop, E., Blackburn, M., Price, J., Chambers, L., Bluebond-Langer, M. and (2020),

J Adv Nurs. doi:[10.1111/jan.14527](#)

There is an expectation that during academic studies, publication of peer-reviewed papers or production of reports to funding bodies, this scrutiny will include access to the data collected as part of the research process (Concordat Working Group, [2016](#)). Access to research data by those outside the research team raises some important issues for research in this area, amplified by the challenges of research with a small population. In this editorial, we explore what this means for those conducting research and for participants in research. We then highlight areas for further consideration to inform a conscientious approach in the future. [Read more](#)

Evidence based practice

Evidence-Based Practice: Step by Step: The Seven Steps of Evidence-Based Practice,

Melnyk, Bernadette Mazurek; Fineout-Overholt, Ellen; Stillwell, Susan B. ... et al

AJN, American Journal of Nursing: January 2010 - Volume 110 - Issue 1 - p 51-53 doi:

10.1097/01.NAJ.0000366056.06605.d2

This is the second article in a new series from the Arizona State University College of Nursing and Health Innovation's Center for the Advancement of Evidence-Based Practice. Evidence-based practice (EBP) is a problem-solving approach to the delivery of health care that integrates the best evidence from studies and patient care data with clinician expertise and patient preferences and

values. When delivered in a context of caring and in a supportive organizational culture, the highest quality of care and best patient outcomes can be achieved. The purpose of this series is to give nurses the knowledge and skills they need to implement EBP consistently, one step at a time. [Read more](#)

Research 101: Forest plots

Patient care decisions must be made based on the current best evidence, and nurses critically appraise many kinds of research designs and their associated statistical analyses to determine what they know about a clinical issue. Learning commonly used terms is important in helping nurses understand research and how to use it in everyday clinical decision-making. (See [Words to know](#).) [Read more](#)

Seeing the forest for the trees: How to interpret a meta-analysis forest plot.

Alavi, M., Hunt, G.E., Visentin, D.C., Watson, R., Thapa, D.K. and Cleary, M. (2021), J Adv Nurs. <https://doi.org/10.1111/jan.14721>

Evidence based practice is essential to translate the outcomes of research into better treatments. Where there are multiple studies assessing the benefit of a novel intervention, clinicians relying on the outcome of a single research study may not be benefiting from the weight of all available evidence. Systematic reviews can provide robust, evidence-based answers to clinical questions by identifying, appraising, and synthesizing available evidence relevant to the question (Boland et al., [2017](#)). [Read more](#)

Understanding confidence intervals helps you make better clinical decisions

PERHAPS YOU DIDN'T LEARN about the confidence interval (CI) in your formal education or you don't hear the term in daily conversation. Confidence interval just doesn't roll off the tongue of a staff nurse quite like blood pressure or urine output does. [Read more](#)

The article below is not freely available but may be sourced via the NZNO library or those of a DHB or educational institution

Evidence-Based Research in Nursing Science: A Reproducible Framework.

Choi S.

Western Journal of Nursing Research. December 2020. doi:[10.1177/0193945920977792](https://doi.org/10.1177/0193945920977792)

While current clinical research generally employs complex computational methods to analyze large amounts of data, reproducible research is a growing movement within the scientific community. This methodology paper consists of five sections discussing the definitions of replicability, reproducibility, and reproducible research, the current status of reproducible research in nursing science, the introduction of a reproducible framework, and the challenges and recommendations for reproducible research. To ensure the data preprocessing process and data analysis of an original study at the minimum standard, it is necessary for the study's data investigative cycle to be transparent. Most arguments for reproducible research were driven by a critical review of journal articles and conference proceedings. The suggested methodological framework capturing how scientific research generates is expected to contribute to guiding nurse scientists to conduct reproducible research. To generate high-quality scientific evidence for evidence-based practice, the reproducible framework should be integrated into nursing research.

Determining the level of evidence,

Glasofer, Amy DNP, RN, NE-BC; Townsend, Ann B. DRNP, RN, ANP-C, CNS-C
Nursing: March 2021 - Volume 51 - Issue 3 - p 53-57 doi:
[10.1097/01.NURSE.0000733964.06881.23](https://doi.org/10.1097/01.NURSE.0000733964.06881.23)

To support evidence-based nursing practice, the authors provide guidelines for nonresearch evidence, which includes clinical practice guidelines, consensus or position statements, literature review, expert opinion, organizational experience, case reports, community standards, clinician experience, and consumer preferences. This is the third in a three-part series.

Publication opportunity

Kai Tiaki Nursing Research Journal and the NZNO Research Section are looking to strengthen their relationships. If members are interested in this exciting opportunity, there are two ways you can contribute.

By submitting a 2000-3000 word article on a research methodology you have used in research. The aim of these articles is to guide new researchers in their use.

By acting as reviewers for research articles and literature reviews submitted to the journal.

If you are interested please contact patricia.mcclunie-trust@wintec.ac.nz

Call for papers

JRSNZ Special issue call for papers: Longitudinal Research in Aotearoa New Zealand

This special issue of the *Journal of the Royal Society of New Zealand* invites submissions with a focus on health and medical longitudinal research.

The *Journal of the Royal Society of New Zealand* is calling for papers for a 2022 Special Issue entitled Longitudinal Research in Aotearoa New Zealand. [Read more](#)

Alzheimers NZ Conference

Abstract submission now open!

18th-19th November 2021, Auckland

Living with dementia: Taking action for a better future

Te noho rangatira me te mate wareware: Te kōkiri kaupapa mō ngā rā e tū mai nei

Submit a conference abstract and come and share your research, experience, knowledge, ideas and insights.

We invite abstracts reflecting the following programme themes:

Dementia rights are human rights

Becoming dementia friendly

Initiatives that make a difference

Supporting our diversity

Preserving well-being in times of community crisis.

The safety and wellbeing of everyone is our top priority. We will make sure the Conference can run safely at different Covid-19 alert levels. More information will become available as arrangements are confirmed. [Read more](#)

Where to find SNIPS

twitter



Twitter - [@snipsinfo](https://twitter.com/snipsinfo)



Facebook – [Snips Info](#)

Linda Stopforth, BA, Dip Bus; NZLSC, RLIANZA

PO Box 315 WELLINGTON 6140; PH: 04-383-6931 or 021-107-2455; email: stop4th@xtra.co.nz



Stop4th Nursing Information Provision Service
Providing information to nurses and allied health professionals