

## Issue 4 | Spring 2026



### From the Chair

Ngā mihi nui e te whānau,

This year marks the Golden Jubilee of the Nursing Research Section, celebrating 50 years of nursing scholarship, leadership, and contributions to health outcomes across Aotearoa New Zealand. As we prepare for our Golden Jubilee forum at **UCOL Palmerston North on 12 March 2027**, we are guided by the theme *"Sustainability: Treasuring Our Past, Protecting Our Future."*

The past few months have also brought change within our committee. I would like to acknowledge former Acting Chair Stacey Wilson.

I also warmly thank Dr Lorraine Ritchie for returning to support the committee as we prepare for our Golden Jubilee and begin to gradually implement our new identity and direction.

A special thank you to Dr Isaac Amankwaa, whose outstanding social media engagement over the past few months has increased the visibility and accessibility of New Zealand nursing research, with some social media posts reaching more than 70,000 views.

Most importantly, thank you for your ongoing commitment to nursing research, education, and quality improvement. Together, we honour our past while shaping our future.

Ngā manaakitanga

**Kim Monteiro**, Acting Chair

## Your committee

**Kim Monteiro** Acting Chair

**Grace Wang** Secretary

**Treasurer: VACANT**

**Dr Isaac Amankwaa**

Social Media Co-ordinator

**Membership Coordinator: VACANT**

**Dr Lorraine Ritchie**

Newsletter Coordinator

**Maria Tutahi**

Te Poari & Te Ao Representative

**Dr Patricia McClunie-Trust**

Special Projects Coordinator

**Jon Gullidge**

Communication Team Support

**Sandie Bayliss**

Professional Nursing Advisor

For more information on the NRS committee, click on [committee](#).

## Nursing Research Section

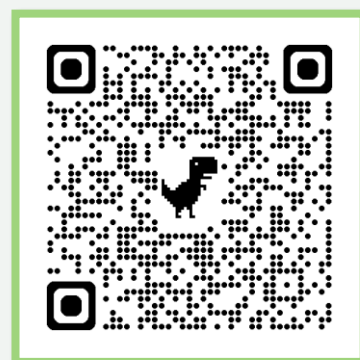
**Grants:** These grants support your growth through workshops, conferences, study days, seminars, postgraduate study, or publications.

### Application Deadlines:

30 October 2026.

Click on this link to apply:

[Scholarships and Grants](#)



# Section Updates

## Growth and Changes

- **Membership Growth:**

We are thrilled to announce that our membership has grown to approximately **394** members over the past six months.

- **New Committee Members:**

Welcome back to Lorraine Ritchie who is not new to our committee but is here in a temporary role:

- **Role Changes:**

- Jon Gullidge has transitioned from Treasurer to Communication Team Support
- Kim Monteiro takes over as Acting Chair
- Grace Wang as Secretary and
- Lorraine Ritchie will be compiling our newsletters.

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## Research News, Highlights and innovations

Below is an abstract from Kim McLellan, which outlines a curriculum development initiative aligned to her Master's degree.

*Abstract: Developing a Scaffolded Simulation Approach in the Bachelor of Nursing Programme*

Within the UCOL Bachelor of Nursing programme, we are developing a more intentional and coordinated approach to simulation across all three years of the curriculum. Rather than relying on isolated or ad hoc scenarios within individual papers, teaching teams are using a shared simulated whānau whose health journeys and changing needs are revisited throughout the ākonga's three-year degree.

## In this issue

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## Contact Us

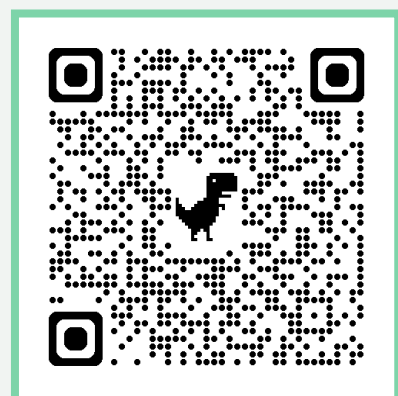
Have questions or ideas to share?

Reach out to us at

[nzno.nrs@gmail.com](mailto:nzno.nrs@gmail.com)

## Help us grow!

We have **394** members and aim to have **500** by the end of 2026. Scan the QR code and complete your details.



The same simulated patient retains their name, identity, personal background, whānau relationships and clinical history as their health journey progresses across the three years. This enables ākonga to become familiar with the simulated patients, make stronger connections between courses and recognise their own progression in confidence, clinical reasoning and professional practice.

The approach builds on an end-of-life simulation developed by Tracey Duncan and Faye Davenport for third-year primary health care. In the first year, ākonga meet a patient who has received a new cancer diagnosis and develop foundational skills in therapeutic communication, responding to difficult news, assessment and patient education. In the second year, they care for the same patient following cancer surgery. The simulation focuses on immediate postoperative care, assessment, medication management, drains, documentation, ADPIE planning, ISBAR handover, recognising complications and communicating with whānau about the patient's progress.

In the third year, the patient's cancer has returned, and their care has progressed into the community. Ākonga then support the patient and whānau through palliative and end-of-life care, including the complexities of district nursing, symptom management, communication and care following death.

This curriculum development is supported by Kim McLellan's Master's JBI scoping review exploring how longitudinal and scaffolded simulation is integrated into pre-registration nursing education.

**Kim McLellan**

Lecturer - Nurse Education  
Nursing



Get Future-Ready

**Gemma Notman recently completed her Master's in Health Sciences on clinical coaching in acute wards at Health New Zealand Te Whatu Ora. Below is an abstract of her Findings.**

*Supporting Learning in Practice: A Qualitative Descriptive Study of Registered Nurse Clinical Coaches in Health New Zealand | Te Whatu Ora*

The growing demand for workplace learning and development has led to the establishment of the Registered Nurse Clinical Coach role in Aotearoa, New Zealand. This research aimed to explore the Registered Nurse Clinical Coach role through the lived experience of a selection of Clinical Coaches, using a qualitative descriptive design. Six Clinical Coach participants were recruited and interviewed. Transcripts were analysed using reflexive thematic analysis. Four main themes were identified:

### **Theme 1: Creating Safety in Practice**

The findings illustrated that Clinical Coaches promote safe practice by creating a supportive environment where nurses feel comfortable seeking guidance. They support clinical decision-making, encourage reflective and collaborative practice, and address knowledge gaps through tailored teaching to improve patient care.

### **Theme 2: Role Clarity and Identity**

Participants described uncertainty about the role's future, frustration at being diverted to cover staffing shortages, and a sense of devalue from an organisational level that the role is not recognised as a senior position. Participants found defining the role for themselves takes time with the added challenge of navigating a variety of expectations.

### **Theme 3: Empowering Professional Practice**

Participants felt this role has helped ease the pressure on educators, senior nurses, and their leadership teams—while strengthening support for nurses at the bedside. The supernumerary nature of the role means that Clinical Coaches have the time and flexibility to teach and direct nature of the role means that Clinical Coaches have the time and flexibility to teach and direct their energy to areas of need.

### **Theme 4: Professional Fulfilment**

Participants found the role highly rewarding, providing renewed purpose and the opportunity to support colleagues, foster team stability, and positively influence nursing practice. The intrinsic reward of being able to see staff thrive and feel that they have made a positive difference gave participants a high level of job satisfaction. In conclusion, findings from this study suggest that the introduction of the Clinical Coach role has made a positive impact within the clinical settings in which participants work, particularly in relation to patient and nurse safety. Participants identified Clinical Coaches as valuable facilitators of learning for new graduate nurses, the existing workforce, and internationally qualified nurses (IQNs), highlighting their role in promoting integration, professional development, and transition into practice. Drawing on the lived experience of participants, strategic and operational recommendations have been made to help strengthen the role going forward.

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### **Section committee member and Chief Nurse Jon Gullidge**

Congratulations to Jon on the publication of his latest research in Health & Social Care in the Community. His article, *Defining Acuity in Community Mental Health: An Evolutionary Concept Analysis*, is the first comprehensive concept analysis of acuity in community mental health and addresses a longstanding lack of conceptual clarity surrounding the term. By identifying the defining attributes, antecedents, and consequences of acuity, the research provides a stronger theoretical foundation for future research, policy, and clinical practice. The findings have the potential to support more transparent, consistent, and equitable approaches to determining access to community mental health services.

[Defining acuity in community mental health: an evolutionary concept analysis.](https://onlinelibrary.wiley.com/doi/10.1155/hsc/5524950)  
<https://onlinelibrary.wiley.com/doi/10.1155/hsc/5524950>

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## Upcoming Events

| Date                 | Event                                                           | City             |
|----------------------|-----------------------------------------------------------------|------------------|
| 22 September 2026    | NZNO Annual General Meeting (AGM)                               | Rotorua          |
| 23–24 September 2026 | NZNO Conference                                                 | Rotorua          |
| 30 October 2026      | NRS Scholarship Applications close (October 2026 round)         | NA               |
| 1–2 December 2026    | NZNO College & Section Induction for new committee members      | Wellington       |
| 2–3 March 2027       | NZNO College & Section Forum<br>Industry Leadership Development | Wellington       |
| 12 March 2027        | Golden Jubilee Forum and BGM                                    | Palmerston North |

### NURSING RESEARCH DRIVING INNOVATION AND EXCELLENCE



**EVIDENCE-BASED  
PRACTICE**  
Informed decisions



**EQUITY**  
Improving  
health



**KAUPAPA MĀORI**  
Enhancing well-being



**QUALITY  
EXCELLENCE**  
Advancing nursing

## Mastering Research Techniques and Strategies

### NZNO Online Courses



Develop or refresh your skills with flexible, self-paced online courses covering union and operational areas. These courses help meet PDRP requirements and are accessible via a mobile device or computer with internet access.

Click on this link: [Delegates learn online.](#)



### **Ako Aotearoa - National Centre for Tertiary Teaching Excellence**

Ako Aotearoa offers resources and funding for tertiary education research and projects, with a focus on nursing-related initiatives. Explore their programs for more details.

Click on this link: [Knowledge Centre » Ako Aotearoa](#)



### **The Goodfellow Unit**

The Goodfellow Unit, supported by the University of Auckland, provides free online modules emphasising evidence-based practice and research skills.

Click on this link: [e-Learning | Goodfellow Unit](#)



### **National Institute for Health and Care Research - Research skills e-learning**

Free e-learning modules for health and care professionals, developed in collaboration with eight royal colleges. The modules can help you prepare for a career in research if you have little-to-no experience. Click on this link: [Research skills e-learning | NIHR](#)



### **The Global Health Network**

Global Research Nurses - eLearning Offers courses on designing, planning, and operationalising health studies, including clinical trials. Available in multiple languages. Follow this link: [Welcome to The Global Health Network Training Centre • Global Health Training Centre](#)



### **RCNi Learning**

Provides free CPD modules for nurses, including research-related topics.

Follow this link: [Free online learning courses for nurses and student nurses | RCNi Learning](#)

## NURSING RESEARCH SECTION MISSION

The Nursing Research Section (NRS), Te Wāhanga Rangahau Tapuhi (NZNO), aims to elevate nursing research by inspiring collaboration, facilitating international and national partnerships, and promoting evidence-based practice. We support nurses in their research endeavours, assist with dissemination and publication, and recognise their contributions to the field.



Collaboration



Partnerships



Evidence-Based  
Practice

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## Looking ahead to 2027

We are excited about growing our membership in the coming year and look forward to connecting with you at our 50th Anniversary celebration on **12 March 2027 in Palmerston North**. Stay tuned for more details as we release them.

**Nga mihi nui**

**Te Wāhanga Rangahau Tapuhi Nursing Research Section**

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## Contact Us

Have questions or ideas to share? Reach out to us at [nzno.nrs@gmail.com](mailto:nzno.nrs@gmail.com)

**Facebook** - [Nursing Research Section Te Wahanga Rangahau Tapuhi](#)

**Instagram** - [Nursing Research Section](#)

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**Linked In** - [NZNO Nursing Research Section - Te Wāhanga Rangahau Tapuhi](#)

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