Title: SPECIAL SESSION: Planning and Thinking Innovatively: Where to Start Your Nursing Education Research

Keywords: Career trajectory, Research funding and Research in nursing education

Description/Overview: Launching a program of research in nursing education requires extensive knowledge and innovation. The goals of this interactive session are to help participants develop a clear, compelling career trajectory that will move science forward and expand understanding of what makes projects relevant to different funders and stakeholders.

Abstract Text: Launching a program of research in nursing education requires extensive knowledge and determination. Establishing a research trajectory is often required for promotion and/or tenure, however, it is absolutely required if your goal is to contribute to the state of the science in nursing education. Your program of research should be a systematic, planned series of studies that address a focus area or gap in the science. Construct your plan with the intent to conduct sequential studies such that each successive study builds on your own and others’ prior work in a meaningful way to advance the state of the science in nursing. Therefore, it is vital that what you choose is something you are passionate about and will sustain your research trajectory. As you develop these ideas, keep in mind the ethical and financial implications of your work. Will the results from your studies be possible to implement? Will solutions derived from the evidence be workable in academic or health care settings?

Your research plan needs to remain flexible and driven by the evidence generated, and not by the method (qualitative or quantitative). It is important to be open to different paths while maintaining focus on the topical area. Thus, developing an important research idea that addresses a large programmatic issue is the first and often most difficult step in the process. Content expertise, innovation, creativity, curiosity and scientific rigor are the necessary foundations on which to develop, build and sustain your program. Strong mentors and team members are also essential to your success and will help you develop your research plan. Finally, funding is necessary to support your work. Framing a compelling purpose statement that is clear, addresses a significant issue in nursing education, and aligns with organizations’ funding priorities, will position you for success in securing the financial support needed in your pursuit to develop the evidentiary base in nursing education.

References:


Content Outline:
1. Introduction
   1. Addressing a significant problem
   2. Identifying funding mechanism
2. Body
1. Answering the question advances the science of nursing education
   1. Content expertise
   2. Developing a systematic program

- Finding a mentor
- Building your team
- Generating evidence linking student learning to health promotion, disease prevention, symptom management
  1. Rigorous design
  2. Generalizable results
- Aligning funding priorities with problem
  1. Compelling idea
  2. Stakeholder interests
- Robust evidentiary base is critical
  1. Student-centered
  2. Ethically and fiscally responsible

**Moderator**

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**Professional Experience:** Expert in debriefing and pedagogical research for past 10 years focused on developing, using, and testing innovative methods to improve students’ clinical reasoning skills, and investigate how teachers can best be prepared to use evidence-based methods to enhance clinical teaching. She is best known for the teaching method she developed, Debriefing for Meaningful Learning or DML which has been adopted by schools of nursing and interdisciplinary schools in health sciences across the US, Canada, Australia, China and the United Kingdom for use in simulation other clinical settings and across the curriculum. Dr. Dreifuerst is a popular national and international speaker on debriefing and clinical teaching. She is the author of numerous articles on debriefing and has received national and international awards for her work. Dr. Dreifuerst is the President-Elect of the International Nursing Association for Clinical Simulation Learning.

**Author Summary:** Dr. Dreifuerst is an Associate Professor at Marquette University in Milwaukee, WI. Her research is focused on developing and testing innovative teaching methods to improve clinical reasoning and investigate how teachers can best be prepared to use evidence-based teaching methods. She is best known for developing Debriefing for Meaningful Learning which has been adopted by nursing schools and interdisciplinary health sciences schools across the US and other countries for use across the curriculum.

**Organizer**

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