

NLN

**National League  
for Nursing**

NLN | Chamberlain College of Nursing  
Center for the Advancement of the Science of Nursing Education

# NLN RESEARCH PRIORITIES IN NURSING EDUCATION

*2016 - 2019*



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The new *NLN Research Priorities in Nursing Education* continues to support researchers who study the science of nursing education. The 2016-2019 priorities challenge nurse researchers to extend the scientific foundation through inclusion of complementary sciences. Alignment with other care providers and practice partners can help achieve robust evidence-based patient care outcomes. The priorities are presented in the context of multiple perspectives:

- › Cross-cutting themes based on the NLN mission, core values and strategic plan
- › A review of evidence about nursing education research from the literature and from experts on the NLN Nursing Education Research Review Panel
- › National Institute of Nursing Research (NINR) advancing the science of health foci:
  - › Enhance health promotion and disease prevention
  - › Improve quality of life by managing symptoms of acute and chronic illness
  - › Improve palliative and end-of-life care
  - › Enhance innovation in science and practice
  - › Develop the next generation of nurse scientists
- › *NLN Nurse Educator Competencies* (Halstead, 2007)

The 2016-2019 priorities create a roadmap to connect the science of nursing education with the science of learning. Developing such an evidentiary base will help educators prepare nurses who will promote and maintain wellness and care for illness through transformative transitions. These priorities guide the development of future programs of nursing education research dedicated to the generation and translation of evidence that builds best teaching and learning practices. The ultimate goal of these endeavors is the preparation of practitioners who deliver excellent health care.

## Nursing Education Research Priorities

### I. Build the science of nursing education through the discovery and translation of innovative evidence-based strategies.

This priority addresses:

#### Research Scholars

- › Impact of educational preparation to increase the capacity of nurse scientists whose focus is the scientific and theoretical basis for nursing education
- › Evaluation of effective faculty career development models for diverse research scholars

#### Research Methodology

- › Development and testing of instruments for nursing education research to measure learning outcomes and linkages to patient care
- › Creation of robust multi-site, multi-method research designs that address critical education issues
- › Meta-analysis and meta-synthesis informing the state of the science
- › Translation of research outcomes into evidence-informed educational practices
- › Evaluation of the impact of evidence generation and translation on learner preparation and clinical practice

## Education-Practice Link

- › Leadership development for faculty and students to achieve excellent educational and clinical practice outcomes
- › Mechanisms to build meaningful connections among the science of learning, policy development, and patient care outcomes
- › Examination and use of technology, simulation, informatics, and virtual experiences on student learning affecting clinical practice
- › Conceptualization of integrative paths linking nursing education research to systematic and inter-professional health care
- › Integration of concepts of lifelong learning through inter-professional collaborations
- › Pursuit of evidence-based outcomes that recognize the shift of nursing education from episodic to transformative and collaborative care

## II. Link student learning to sentinel health indicators to promote health, prevent disease, and manage the symptomatology of illness.

This priority addresses:

- › Identification of innovative approaches to learning that improve clinical reasoning and judgement applied to patient care affecting individuals, families and communities at national and global levels
- › Effective teaching strategies that address individual variation in risk and resilience for illness related to the social determinants of health
- › Integration of differences based on genomics, sex, ethnicity, age, gender, and other aspects of diversity in educational approaches
- › Links among learning, improved care delivery, and chronic care management with effective intra/inter-professional education and practice

## III. Examine the science of learning in the academic context related to health transitions.

This priority addresses:

- › Caregiving and care givers in the provision of palliative care, pain management, care of the aged, disabled, mentally challenged
- › Grief, grieving, and loss as fundamental to transformative community-based care
- › Community-based care transitions that recognize patient and family options in decision-making, financing of care, and planning for life-limiting situations

## Cross-Cutting Themes in Nursing Education Research

The *Research Priorities in Nursing Education 2016 – 2019* incorporates one or more cross-cutting themes reflecting the NLN mission and its core values of caring, integrity, excellence and diversity. These themes are essential to achieving excellence in nursing education research:

- › The development of **leadership competencies** in caring for faculty and students through mentoring, encouraging scholarship and pedagogical merit, research participation and outcomes utilization, engagement in patient advocacy and public policy development
- › The connectivity and interoperability of **technology** as a crucial adjunct to nursing education research recognizing its applicability to teaching and learning strategies
- › Nursing education research activities that are guided by the integrity of **ethical codes of conduct** applied in the implementation of studies in teaching and practice
- › National and global efforts that contribute to building a strong, effective, representative nursing workforce that will value and promote **diversity**.
- › **Partnerships** as key strategic approaches to leverage resources and build nursing education research capacity through intra/inter-professional and collaborative practice that improves patient-centered outcomes for the benefit of all participants

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