

The New Era of Nursing Research

Ya-Lie Ku*

College of Nursing, Fooyin University, Taiwan

***Corresponding author:** Ya-Lie Ku, College of Nursing, Fooyin University, No. 151, Chin-Hsueh Road, Ta Liao District, Kaohsiung City 83102, Taiwan

Submission: 📅 September 16, 2017; **Published:** 📅 November 03, 2017

Opinion

The new era of nursing research is to develop the innovating research in team style to improve the quality of care in the clinical or community settings or teaching in the nursing education. For the clinical settings, ten Ham [1] integrate reviewed 35 documents regarding the characteristics of benefit levers' for evidences-based nursing practices and indicated that three standards of individual, organizational, and contextual trait were merged into the different types, strategies, position, attitude, and support of leadership for the purpose of changing by the reinforcing structures. However, Munten [2] integrated reviewed 21 action studies to identify the lack of implementation strategies in terms of the intensity and frequency so that the authors could not provide evidences-based protocols for nursing research using action designed; additionally, the majority of research projects were focus on improving the knowledge of nurses, but their performances and the patients' outcomes. Therefore, Wright [3] integrate reviewed 18 articles following 85 unique resources regarding the productive ward of releasing time to care for the patients and identified seven themes were focused on the direct care time of the patient and staff experience emphasizing on the major issues of patient safety and financial impact as well as the team cooperation and support of leadership playing the success and barriers of determinants.

For the community settings, Nambozi [4] integrate reviewed 38 articles related to the community-based pedagogy of nursing in developing countries and found the major domain of five themes was to facilitate the nursing students to be the competent nurses bridging their academic learning with the clinical works by using community partnership relationship. In terms of the roles of facilitating, Doghtrey [5] conducted the literature review of three cases with a mixed method of 46 discrete and practical facilitation activities and identified that communication and relationship-building were the key elements of developing evidences-based practice of facilitation along with the internal and external factors. In terms of team cooperation and learning, Timmermans [6] reported that the limited studies were found on team learning and innovation in nursing after integrate reviewing 8 articles, including the individual and contextual factors as contributing or hindering of team-learning activities with gathering process, processing, and storing information from the various innovation.

For the innovation in nursing education, Sobral [7] integrate reviewed scientific publications in Brazil in terms of active research methodology and identified that problems-based learning was the focused and lack of theoretical framework and teaching strategies for innovation studies. Additionally, Pedrolo [8] proposed that there is lack of clinical nursing studies contributing on the technological innovation due to the majority of studies focused on the soft technologies rather than developing the materials and products. Currently the author developed the innovative nursing course of "nursing practicum project production" in the Department of Nursing, Fooyin University. Following are the introduction of the process of developing the research teams and projects as well as the implementation and reinforcing strategies for constructing this evidences-based course along with the plentiful research outcomes.

Initially the author developed an innovative research team for developing a teaching framework of creative thinking in nursing education on the creative process of clinical nurses in Taiwan [9]. Lately the author constructed and evaluated a nursing practicum project production course for the purpose of cultivating the creativity in RN-BSN students as well as producing the innovative nursing products [10]. Additionally, the questionnaire of factors influencing creative process for RN-BSN students was developed and validated as well as the framework of factors influencing creative process for RN-BSN students was validated [11,12].

Furthermore, the effectiveness of a nursing practicum project production course was validated in enhancing the creativity of RN-BSN students [13]. Finally, there are more than 30 patents developed in our innovative research team and published in the scientific articles [14,15].

In summary, the new era of nursing research based on the literature review was identified that the team style with innovative strategies guiding by the leadership was suggested for the future nursing research and the author provided the series of innovative studies from their research team, providing as the reference for other innovative and scientific nursing researchers. Additionally, during the process of constructing and developing the innovative research team, communication and partnership-relationship are the important keys for being successful in the transforming process

References

1. Ten Ham W, Minnie K, van der Walt C (2015) Integrative review of benefit levers' characteristics for system-wide spread of best healthcare practices. *J Adv Nurs* 72(1): 33-49.
2. Munten M, van den Bogaard J, Cox K, Garretsen H, Bongers I (2010) Implementation of evidences-based practice in nursing using action research: A review. *Worldviews Evid Based Nurs* 7(3): 135-157.
3. Wright S, McSherry W (2013) A systematic literature review of releasing time to care: The productive ward. *Journal of Clinical Nursing* 22(9-10): 1361-1371.
4. Nambozi G, Locsin RC (2017) Community-based pedagogy of nursing in developing countries: An integrative review. *Journal of Nursing Education & Practice* 7(1): 51-61.
5. Dogherty EJ, Harrison MB, Baker C, Graham ID (2012) Following a nature experiment of guideline adaptation and early implementation: a mixed- methods study of facilitation. *Implementation Science* 7(9): 1-12.
6. Timmermans O, Linge RV, Petegem PV, Rompaey BV, Denekens J (2012) Team learning and innovation in nursing, a review of the literature. *Nurse Educ Today* 32(1): 65-70.
7. Sobral FR, Campos CJG (2012) The use of active methodology in nursing care and teaching in national productions: an integrative review. *Revista da Escola de Enfermagem da USP* 46(1): 208-218.
8. Pedrolo E, Schneider F, Pott FS, Rinaldi EC, Meier MJ, et al. (2012) Clinical research in nursing: contributions for technological innovation. *Revista Mineira de Enfermagem* 16(3): 444-453.
9. Ku YL, Kuo CL (2016) Develop a teaching framework of creative thinking in nursing education on the creative process of clinical nurses in Taiwan. *Innovations in Education and Teaching International* 53(4): 424-434.
10. Ku YL, Lee PY, Shen MH, Kuo CL (2014) Constructing and evaluating a nursing capstone course for cultivating creativity in RN-BSN students in Taiwan. *Journal of Nursing Education and Practice* 4(7): 1-10.
11. Ku YL, Lee PY, Tu CT, Shen MH, Kuo CL (2015) Validating the questionnaire of factors influencing creative process for RN-BSN students in Taiwan. *Journal of Nursing Education and Practice* 5(5): 55-64.
12. Ya-Lie Ku, Chin Tang Tu, Chien-Lin Kuo, Pei-Yu Lee (2016) Validating the framework of factors influencing creative process for RN-BSN Students in Taiwan. *International Journal of Advanced Scientific Research* 1(7): 43-47.
13. Lee PY, Tu CT, Shen MH, Ku YL (2016) Effectiveness of a nursing capstone project course in enhancing nursing student creativity. *Innovative Journal of Medical and Health Science* 6(3): 69-75.
14. Ku YL, Lee PY, Wang YC, Wang MY (2016) Innovative nursing products created by the nursing teachers and students in Taiwan. *Asian Journal of Science and Technology* 7(11): 3804-3810.
15. Ku YL, Shen MH, Lee PY, Ku CL, Tsai FC (2017) Obtaining patents for innovative products designed by nursing faculty members in Taiwan. *International Journal of Innovative Research in Medical Science* 4(2): 679-685.