

Sykepleieforskning

Hvorfor skal sykepleiere forske?

Førstelektor Anne Marit Føreland
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Forskrift om nasjonal retningslinje for sykepleierutdanning. (FOR-2019-03-15-412). (2019). Retrieved from <https://lovdata.no/dokument/SF/forskrift/2019-03-15-412>

- Grunnlaget for omsorgsfull og faglig forsvarlig sykepleie er **oppdatert kunnskap**, skikkethet og respekt for menneskers autonomi og medbestemmelse.
- Sykepleierutdanningen skal være praksisnær, profesjonsrettet og **forskningsbasert**, og skal møte samfunnets krav om likeverdige og **kunnskapsbaserte tjenester**.
- Kapittel 4. Læringsutbytte for kompetanseområdet vitenskapsteori og forskningsmetode
 - har kunnskap om hvordan man kan **oppdatere sin fagkunnskap**
 - kan anvende faglig kunnskap og relevante resultater fra forsknings- og utviklingsarbeid i teoretiske og praktiske problemstillinger, og kan treffen grunnete valg i tråd med **kunnskapsbasert praksis**

Rethos: Forskrift om nasjonal retningslinje for barnesykepleierutdanningen

Kapittel 9. Læringsutbytte for kompetanseområdet forskning, kvalitetsarbeid og formidling

§ 25.Forskning, kvalitetsarbeid og formidling – kunnskap

Kandidaten

- a) har avansert kunnskap om vitenskapsteoretiske perspektiver, **forskningsmetoder**, **forskningsprosessen**, **vitenskapelig arbeid**, **kvalitetsarbeid** og **forskningsetikk**, herunder personvernreguleringer og krav til innsamling og håndtering av sensitive data, som er relevant for barnesykepleie
- b) har **spesialisert innsikt i de valgte metodiske tilnærmingene** i det aktuelle forsknings- eller kvalitetsarbeidet
- c) har avansert kunnskap og spesialisert innsikt i et avgrenset område relevant for utøvelse av barnesykepleie

§ 26.Forskning, kvalitetsarbeid og formidling – ferdigheter

Kandidaten

- a) **kan analysere og anvende teori og metoder** til å formulere og strukturere faglige og teoretiske problemstillinger innen barnesykepleie
- b) kan analysere og forholde seg **kritisk til forsknings-, bruker- og erfaringeskunnskap** for å medvirke til utvikling av tjenesten
- c) kan **gjennomføre et selvstendig avgrenset barnesykepleiefaglig forsknings- eller kvalitetsarbeid under veiledning** og i tråd med forskningsetiske prinsipper

§ 27.Forskning, kvalitetsarbeid og formidling – generell kompetanse

Kandidaten

- a) kan **anvende og formidle forsknings- eller kvalitetsarbeid** for å bidra til utvikling av barnesykepleiefaget og helsetjenesten
- b) kan analysere, konkludere og formidle faglige problemstillinger innenfor barnesykepleie
- c) kan analysere relevante forskningsetiske problemstillinger innen barnesykepleie.

Problemstillinger som oppstår i klinisk praksis

BARNESYKEPLEIE



Barnet suger på vannpennen med
sukkervann mens blodprøver tas
ved halsstikk.

Påvirker sukkervann blodsukkerverdien hos nyfødte?

Overlys eller lysmatte?



Highflow eller cpap?



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Nurses' experiences by using heated humidified high flow cannula to premature infants versus nasal continuous positive airway pressure

Helene Engesland (Master in Pediatric Nursing)^a, Bent Johannessen, Ph.D (Associate Professor)^b,

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<https://doi.org/10.1016/j.jnn.2015.05.005>

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Abstract

Background

Some premature infants are now being treated with heated humidified high flow nasal cannula (HHHFNC) instead of nasal continuous positive airway pressure (nCPAP).

Purpose

To explore nurses' experiences of using HHHFNC compared with nCPAP for premature infants.


Child health

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Qualitative synthesis

Review

Adolescents' a transferring to metasynthesis

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Keywords: adolescence, chronic disease, transition, young adults

Abstract: This study explored adolescents' experiences of transitioning from paediatric to adult care.

Introduction: Adolescents' experiences of transitioning from paediatric to adult care have been explored in the literature.

Method: A Delphi study involving 32 experts was carried out. The only outcome of this research, which involved 12 rounds, was to identify 10 key elements identified as the most important elements for the task and transitions defined as quantitative characteristics. At each round, participants were invited to email their responses to the lead researcher. An analysis was carried out to determine the most important elements and to refine them. This process was repeated until no new elements were identified.

Results: The 10 key elements identified were:

• Adolescents' and young adults' transferring from paediatric to adult synthesis. *Jt Nurs Stud* 2014; 51:112–9008-230

Conclusion: Adolescents' and young adults' transferring from paediatric to adult synthesis.

Implications for practice and research:

- Challenges associated with the transition are experienced by young people.
- Poorly managed transition has long-term implications for young people.
- Additional research in successful transition factors contributing to success would be

An International Delphi Study
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²Académie de Développement, Centre d'enseignement Supérieur en Psychiatrie, Geneva, Switzerland

Keywords: adolescence, chronic disease, transition, young adults

Abstract: The purpose of this study was to search an international consensus to determine what key elements should be part of a transition programme that families can be used to discuss in the future.

Method: For this project, a Delphi study involving an international panel of 32 experts was carried out. The only outcome of this research, which involved 12 rounds, was to identify 10 key elements identified as the most important elements for the task and transitions defined as quantitative characteristics. At each round, participants were invited to email their responses to the lead researcher. An analysis was carried out to determine the most important elements and to refine them. This process was repeated until no new elements were identified.

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Forskningsgruppen Heifa v/Universitetet i Agder: Helse- og livskvalitet i et familieperspektiv

- Medlemmer fra
 - UiA
 - OsloMet
 - SSHF
 - Kristiansand kommune
- 8 stipendiater
- Tematisk er pågående forskningsprosjekter rettet mot smerte, søvn, astma, barnepalliasjon, psykososial helse og livskvalitet hos barn og ungdom.

Anvende masterkompetansen

- Bli utfordret!
- Utforske nye intervensionsjoner
- Nasjonalt/ internasjonalt samarbeid
- Samarbeid klinikk og akademia
- Kuvøse eller hudkontakt rett etter fødsel når barnet fødes svært prematurt?
- Tilrettelegging for forskning?