

European Academy of Nursing Science

Since 1999



E·A·N·S



- Who we are
- What we do
- What we offer

Presentation prepared by
Gabriele Meyer, DE
1/2019



E•A•N•S

Who we are



Rosemarie Crow, Ruth
Schröck, George Evers ...

BYLAWS OF THE EUROPEAN ACADEMY OF NURSING SCIENCE (EANS)

Section 2: Authority

The European Academy of Nursing Science is an independently organised body composed of individual members who have made significant contributions to the advancement of nursing science in Europe through scholarship and research. Europe is defined in a broad sense as by the Council of Europe.

Purpose of Academy:

The purpose of the Academy is to be *the* scientific community in Europe providing inspiration, collaboration and academic leadership in nursing by sustaining a forum of European nurse scientists who are developing and promoting knowledge in nursing through research and scholarly achievement in the pursuit of excellence.

Members of EANS

- Full Members
- Honorary Members
- Student Members
- Fellows of the Academy

	Full members	Student members
Austria	3	1
Belgium	9	13
Canada	1	0
Czech Republic	0	1
Denmark	13	15
Finland	13	14
France	2	1
Germany	17	10
Greece	4	4
Iceland	1	4
Ireland	9	4
Italy	2	8
Lithuania	2	1
Malta	1	1
Norway	17	15
Portugal	9	9
Spain	12	13
Sweden	12	15
Switzerland	8	13
The Netherlands	26	13
United Kingdom	35	16
Total	196	171

Where do the members
come from? 6/2018

21 Countries

Committees

- Executive Board
- Standing Committees
 - Membership Committee
 - Scientific Committee
- Other committees

What we do – range of activities

- Annual Meetings of the Members of the Academy
- Scientific Activities
- Doctoral and postdoctoral education activities
- Provision of advice on all matters concerning the development of Nursing Science in Europe



E·A·N·S

Summer Schools 2010-2019

Year	City
2019 upcoming	Lisbon / PT
2018	Ghent /BE
2017	Malmö / SE
2016	Halle / DE
2015	Barcelona / ES
2014	Rennes / FR
2013	Nijmegen / NL
2012	Leuven / BE
2011	Lund / SE
2010	Witten / DE

Developing Stage ‘Certainty’		Year 1 Week Ghent, Belgium 2018				
1.1. Identifying the evidence base 1.2. Identifying/developing theory 1.3. Process & outcome		Senior Mentor: M. Horne Team lead: R. Möhler Team lead: A. Koppitz		Building: Entrance 42. K3. University Hospital Ghent, Corneel Heymanslaan 10, Ghent Class room: 5.3 Faculty room: 5.28 / extra work room 5.17		
Date & time	Monday 2 nd July	Tuesday 3 rd July	<div>Lectures Exercises Presentations Get together Site visits, social events</div>		Thursday 5 th July	Friday 6 th July
08.30 – 09.00	Registration & Paying for the Gala Dinner	Arrive in classroom no later than 8.55 in preparation for day			Arrive in classroom no later than 8.55 in preparation for day	Arrive in classroom no later than 8.55 in preparation for day
09.00 – 10.30	Welcoming faculty and students Room: Follow signs Cultural Competency session Senior mentor & team leads	Student presentation 1: My PhD, making a start x 6 Senior mentor & team leads			Student presentation 1: My PhD, making a start x 6 Senior mentor & team leads	Student presentation 2: Our Health Care Systems x 6 Senior mentor & team leads
10.30 – 11.00	Coffee Break	Coffee Break			Coffee Break	Coffee Break
11.00 – 12.30	1-4 Introduction: MRC Framework D. Richards (Chapter 1-2)	1.1.1 Overview of Systematic Reviews R. Möhler/M. Horne	1.2.1 Interventions & Intervention Development Studies, TIDiER Guidelines G. Borglin	1.3.1. Relating process to outcomes including modelling W. Sermeus	Summing up and Feedback of “My PhD” D. Richards, senior mentor & team leads	
12.30 – 13.30	Lunch	Lunch	Lunch	Lunch	Time off for European Networking	
13.30 – 15.00	1- 4 Developing Complex Interventions – where are we at? A. Van Hecke	1.1.2 Overview of Systematic Reviews R. Möhler/M. Horne	1.2.2. Intervention mapping a process for developing theory and evidence-based research programs. B. van Gaal	1.3.2. Relating process to outcomes including modelling W. Sermeus		
15.00 – 15.30	Coffee Break	Coffee Break	Coffee Break	Coffee Break		
15.30 – 17.00	Introduction to student activities Senior mentor & team leads	Student presentation 1: My PhD, making a start x 6 Senior mentor & team leads	Student presentation 1: My PhD, making a start x 6 Senior mentor & team leads	Student presentation 1: My PhD, making a start x 6 Senior mentor & team leads		
Social events:	Casual Get-2-gether		Site visit University Hospital Ghent			

2. Feasibility/Pilot Stage 'Uncertainty'		Year 1 Week 2 – Ghent, Belgium 2018			
2.1. Testing procedures		Senior Mentor: C. Bradbury- Jones		Building: Entrance 42. K3. University Hospital Ghent, Corneel Heymanslaan 10, Ghent	
2.2. Recruitment & retention		Team lead: L. Uhrenfeldt		Class room: 5.3	
2.3. Determining sample size		Team lead: M.C. Portillo Observer: S. Hinno		Faculty room: 5.28 / extra work room 5.17	
Date & time	Monday 9 th July	Tuesday 10 th July	Wednesday 11 th July	Thursday 12 th July	Friday 13 th July
08.30 – 09.00	<u>Auditorium C</u>	Arrive in classroom no later than 8.55 in preparation for day	Arrive in auditorium C no later than 8.55 in preparation for day	Conference 08.45 -16.15	Arrive in classroom no later than 09.00
09.00 – 10.30	Welcoming Students and faculty A. Van Hecke/G. Meyer Auditorium C 09.45 Introduction/presentation 2 nd week team leads & students	Doctoral development Academic Writing G. Borgli	Inspirational session Debate Meet the experts Gala Dinner	Central hall of Faculty of Pharmaceutical Sciences. 8.45–8.55 , Welcome host university 8.55–9.40 , Keynote 1 9.40–10.25 , Keynote 2 10.25–11.05 , 'Come and see my poster on stage,' 3 rd Year students	09.00 – 11.00 Doctoral development session: Senior mentor & team leads
10.30 – 11.00	Coffee Break	Coffee Break	Coffee Break	Coffee Break & poster voting 11:05 – 11:45	Coffee Break 11.00 – 11.30
11.00 – 12.30	2.1.1. Testing procedures, addressing clinical uncertainty D. Richards	2.1.3 Mixed Methods Design M.C Portillo	Inspirational session Year 1 & 2 What (not) to do to get published G. Verbeke	1 st Year students preparing for partaking in the debate Senior mentor & team leads	11.30 – 12.00 Evaluation: Senior mentor & team leads
12.30 – 13.30	Lunch	Lunch	Lunch	Lunch & poster voting 12.45–13.45	End of Summer School
13.30 – 15.00	2.1.2. Testing procedures, Acceptability & Feasibility D. Richards	2.2.1. Determining samples size, recruitment & retention strategies, addressing uncertainty S. Köpke	Inspirational session Year 1 & 2 Topic from Ghent university S. Verhaeghe	13.45–15.15 'The EANS summer school debate' 2 nd Year students Chair D. Richards	
15.00 – 15.30	Coffee Break	Coffee Break	Coffee Break	15.15–16.00	
15.30 – 17.00	Student preparation: Partaking in the debate from the floor Senior mentor & team leads	2.2.1. Continue S. Köpke	Student preparation: Partaking in the debate from the floor, team leaders Senior mentors & team leads	Reflection on debate 16.00–16.15 Closing remarks The president of EANS, G Meyer	
Social events	Official Get-2-Gether	Meet the experts		Gala Dinner	



European Academy of Nursing Science

Summer School for Doctoral Studies

Ghent 2018

Handbook for Participants



European Academy of Nursing Science

Summer School for Doctoral Studies

**HOSTING UNIVERSITY
HANDBOOK**

<https://www.youtube.com/watch?v=b66U4s5G4jg>



University Centre for
Nursing and Midwifery



GHEENT
UNIVERSITY



Summer School
Ghent 2018





E·A·N·S

EANS Summer Conference: Leadership in Nursing: Challenges for the Future

July 11th-12th, 2018

Conference theme

This year, the conference theme is about “Leadership in Nursing”. Leadership in nursing is conceptualized as occurring in three primary domains: in clinical practice with patients and staff, within healthcare institutions and professional organisations, and in healthcare policymaking areas. Powerful leadership is deemed important to face the challenges of current nursing care. It might lead to superior performances in clinical practice, thereby delivering benefits to those involved in the delivery or receipt of care. This conference will address different aspects of leadership in nursing, as well as the evidence based perspectives on this topic. This international conference will allow lively discussions and debates on challenges and opportunities for leadership in nursing in a global perspective.



The EANS Summer School Debate 2017

“To be is to do”—Socrates.

“To do is to be”—Jean-Paul Sartre.

“Do be do be do”—Frank Sinatra.

“This house believes that philosophies of nursing and the reality of nursing practice are best maintained as: ‘Strangers in the Night’.”

This year our debate title will really make us think. Last year we asked you to consider the relationship between research and nursing action. This year we invite you to consider the relationship between philosophy and nursing action.

According to many in our profession, this topic is central to professional nursing and nursing identity, i.e. what is nursing? what if anything distinguishes nursing from other health care professional practice?

The proposers of the motion may need to argue that nursing and nursing philosophies are not at all unique, but more importantly, that philosophy provides no blueprint for action, and that it is action that defines nursing and patient experience.

Those against the motion will need to think about how they identify and argue for a position where the opposite is true, i.e. that nursing is shaped by its philosophy, and its knowledge base is driven by philosophical standpoints that set it apart from other health care practices and the beliefs that drive these practices.

Both sides in the debate would be advised to use published theory, research and practice examples in their arguments.

Good luck!

The EANS Summer School Debate 2018

The 2nd year EANS participants will lead the EANS debate taking place during the EANS summer conference. A member of EANS faculty will chair the debate.

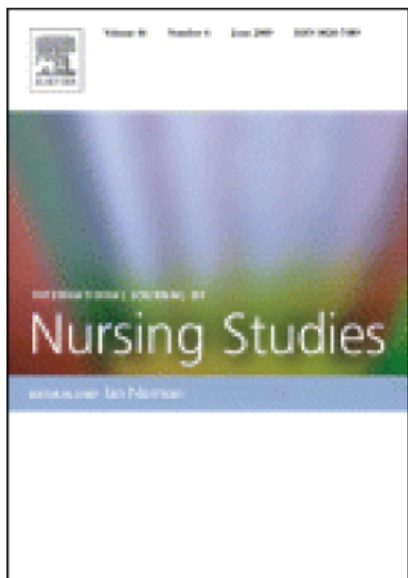
The debate running order is detailed in full below.

- Chairperson introduces the debate (about 2-4 min.)
- Voting for and against the motion (about 2-4 min.)
- Team speaker 1 for the motion (about 5 min.)
- Team speaker 1 against the motion (about 5 min.)
- Team speaker 2 for the motion (about 5 min.)
- Team speaker 2 against the motion (about 5 min.)
- Contributions from audience including 1st and 3rd year groups
- Team speaker 3 for the motion rounding up (about 5 min.)
- Team speaker 3 against the motion rounding up (about 5 min.)
- New voting for and against the motion (about 2-4 min.)
- Chairperson concludes the debate (about 2-4 min.)

The 2nd year debate team that gains the biggest *change* in the number of people voting between the two votes will be the winner of the debate. This year our debate topic is:

"This house believes that the best leaders are born, not bred."

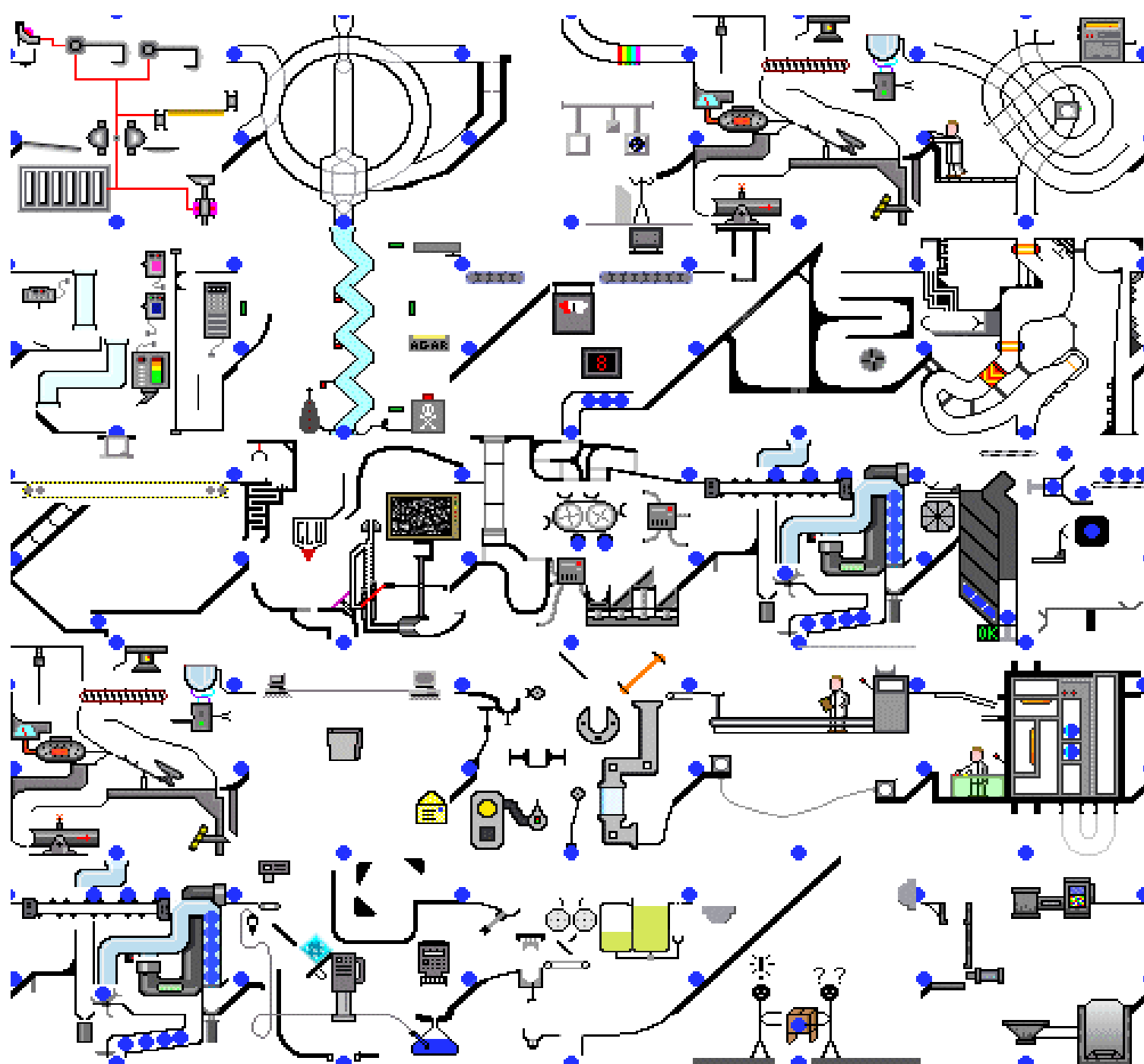
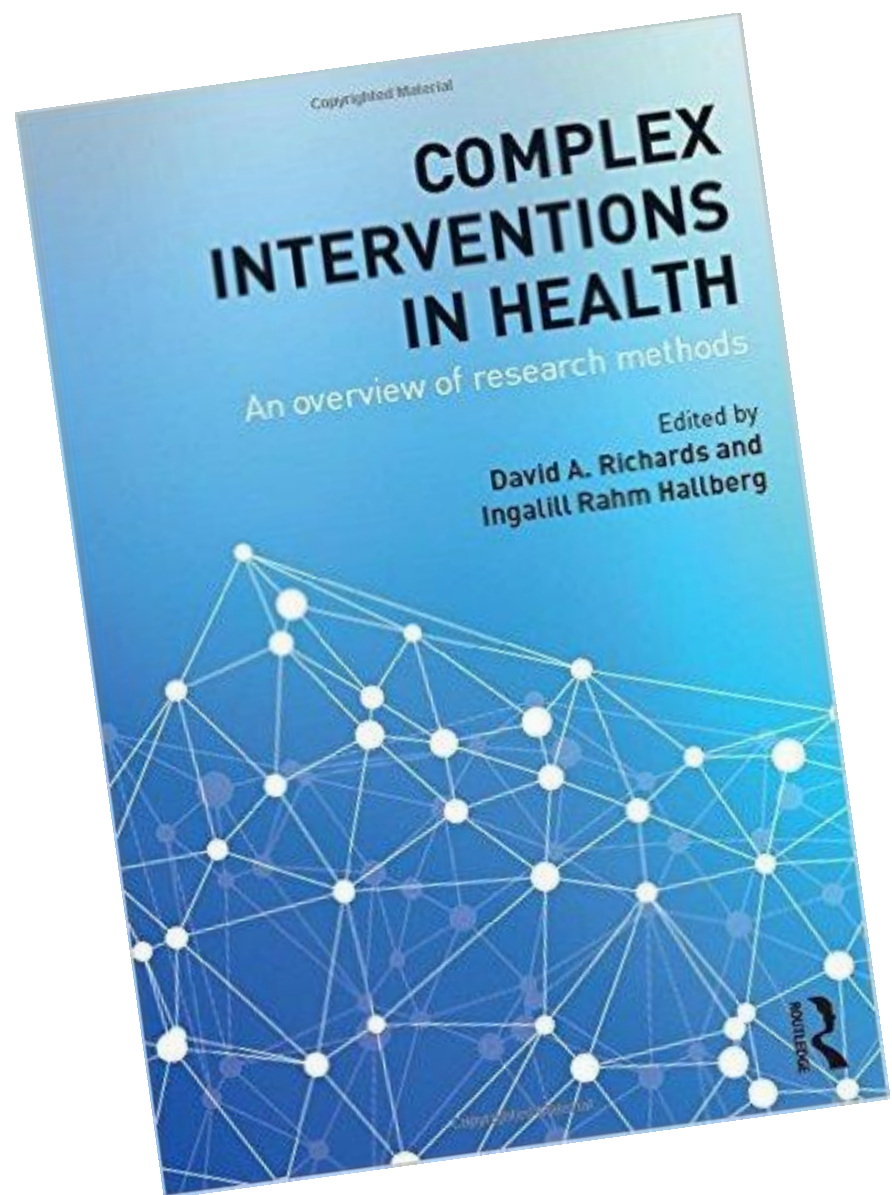
Leadership in nursing is quite the fashion these days. There are articles and journals dedicated to it. Education programmes have been set up nationally and internationally to prepare nurses for leadership roles in the future. But who are these leaders? Can anyone be a leader? Do you need to be an experienced clinician before you can lead other nurses? Can we train people to lead? Or are leadership skills an innate personality trait possessed by people from an early age? Will the best leaders always emerge from the crowd independently of (or despite) any attempts to train them? You can decide the answer to these questions by listening to the arguments presented by our teams of skilled debaters!



CALL FOR APPLICATIONS

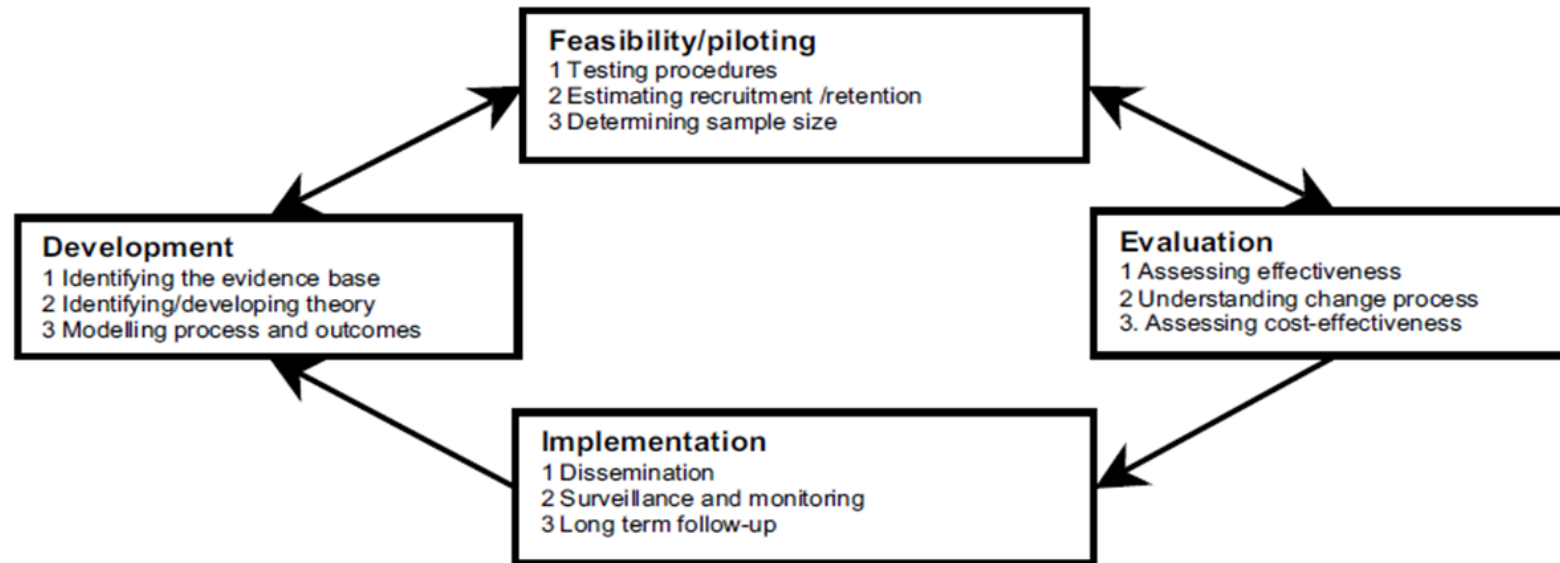
THE INTERNATIONAL JOURNAL OF NURSING STUDIES ROSEMARY CROW AWARD- 2019

The EANS Board is pleased to invite applications for the *International Journal of Nursing Studies Rosemary Crow 2019 Award* which is designed to support and encourage EANS students and recently graduated Scholars to publish scholarly papers drawn from their doctoral studies. The annual award is sponsored by the *International Journal of Nursing Studies*, one of the leading academic nursing journals.



Developing and evaluating complex interventions: new guidance

Figure 1 Key elements of the development and evaluation process





SIGN IN

to my Network



Profile



Projects



Activities



Forum



Documents

HOME

ABOUT REFLECTION

STEERING COMMITTEE

CONTRIBUTING ORGANISATIONS

NEWS

CONTACT

LINKS



RESEARCHING COMPLEX INTERVENTIONS IN NURSING

The REFLECTION Network is
leading translational nursing
intervention research in Europe



Goals of the REFLECTION Network



Develop an



Share knowledge and

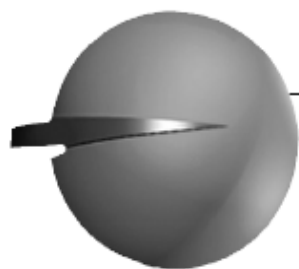


Develop programmes of

How to get involved

Clinical nursing research is underrepresented

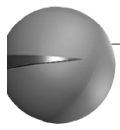
- Nursing research is predominately descriptive and observational (Polit & Beck 2009)
- *„... we need to strike a more equal balance between descriptive studies in general, qualitative studies and studies that really inform practice, not loosing sight of the consumer's perspective“* (Rahm Hallberg 2006)



Evidence Review

The State of European Nursing Research: Dead, Alive, or Chronically Diseased? A Systematic Literature Review

David A. Richards, RN, BSc (Hons), PhD • Vania Coulthard, MSc • Gunilla Borglin, RN,
MSc, PhD, on behalf of the REFLECTION review team



Evidence Review

The State of European Nursing Research: Dead, Alive, or Chronically Diseased? A Systematic Literature Review

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- 20 English language nursing journals with highest IF (1.221-2.103)

Inclusion: 223 studies from 21 EU-European countries

Results: 34% report on nursing interventions

45% observational studies

39% qualitative

12% experimental

4% randomised controlled trials



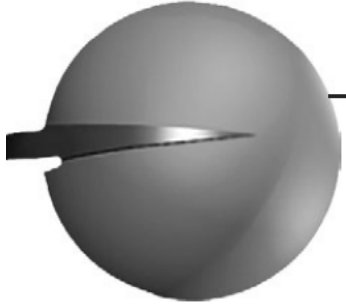
LINKING EVIDENCE TO ACTION

- Researchers in nursing should design, undertake, and report **fewer descriptive studies and more experimental research** into the effectiveness of nursing interventions to ensure a more balanced proportion of intervention and descriptive research in nursing.
- Researchers should **structure their studies** to explicitly link the development, testing, evaluation, and implementation of nursing interventions in coherent programs of research activity **rather than as stand-alone projects**.



LINKING EVIDENCE TO ACTION

- Nursing researchers should consider using the UK Medical Research Council's “Complex Interventions Research Framework” to organize studies that will deliver an increased evidence base for nursing interventions.
- Doctoral education programs for nurses should encourage students to undertake experimental work into the efficacy and effectiveness of nursing interventions.



Evidence Review

The Second Triennial Systematic Literature Review of European Nursing Research: Impact on Patient Outcomes and Implications for Evidence-Based Practice

David A. Richards, PhD, BSc (Hons), RN • Tove Aminda Hanssen, PhD, RN,
• Gunilla Borglin, PhD, MSc, RN

ABSTRACT

Background: European research in nursing has been criticized as overwhelmingly descriptive, wasteful and with little relevance to clinical practice. This second triennial review follows our previous review of articles published in 2010, to determine whether the situation has changed.

Objective: To identify, appraise, and synthesize reports of European nursing research published during 2013 in the top 20 nursing research journals.

Methods: Systematic review with descriptive results synthesis.

Results: We identified 2,220 reports, of which 254, from 19 European countries, were eligible for analysis; 215 (84.7%) were primary research, 36 (14.2%) secondary research, and three (1.2%) mixed primary and secondary. Forty-eight (18.9%) of studies were experimental: 24 (9.4%) randomized controlled trials, 11 (4.3%) experiments without randomization, and 13 (5.1%) experiments without control group. A total of 106 (41.7%) articles were observational: 85 (33.5%) qualitative research. The majority (158; 62.2%) were from outpatient and secondary care hospital settings. One hundred and sixty-five (65.0%) articles reported nursing intervention studies: 77 (30.3%) independent interventions, 77 (30.3%) interdependent, and 11 (4.3%) dependent. This represents a slight increase in experimental studies compared with our previous review (18.9% vs. 11.7%). The quality of reporting remained very poor.

Linking Evidence to Action: European research in nursing remains overwhelmingly descriptive. We call on nursing researchers globally to raise the level of evidence and, therefore, the quality of care and patient outcomes. We urge them to replicate our study in their regions, diagnose reasons for the lack of appropriate research, identify solutions, and implement a deliberate, targeted, and systematic global effort to increase the number of experimental, high quality, and relevant studies into nursing interventions. We also call on journal editors to mandate an improvement in the standards of research reporting in nursing journals.

METHODOLOGY

Open Access

Criteria for Reporting the Development and Evaluation of Complex Interventions in healthcare: revised guideline (CReDECI 2)



Ralph Möhler^{1,2*}, Sascha Köpke³ and Gabriele Meyer²

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Mette Spliid Ludvigsen¹ (Post-Doctoral Researcher, PhD, MScN, RN), Gabriele Meyer² (Professor Dr. phil.),

Elisabeth Hall³ (Professor Emerita, PhD, MScN, RN), Liv Fegran⁴ (Associate Professor, PhD, MScN, RN),

Hanne Aagaard^{1,3} (Assistant professor, PhD, MScN, RN), Lisbeth Uhrenfeldt^{3,5} (Assistant professor, PhD, MScN, BA, RN)

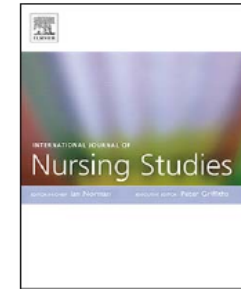
Development of clinically meaningful complex interventions – The contribution of qualitative research



Contents lists available at ScienceDirect

International Journal of Nursing Studies

journal homepage: www.elsevier.com/locate/ijns



Increasing value and reducing waste by optimizing the development of complex interventions: Enriching the development phase of the Medical Research Council (MRC) Framework



Nienke Bleijenberg^{a,b,*}, Janneke M. de Man-van Ginkel^a, Jaap C.A. Trappenburg^{a,b},
Roelof G.A. Ettema^b, Carolien G. Sino^b, Noor Heim^a, Thóra B. Hafsteindóttir^{a,b},
David A. Richards^c, Marieke J. Schuurmans^{a,b}

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^b University of Applied Sciences Utrecht, Institute of Nursing Studies, Research group Care for the Chronically Ill and Elderly, The Netherlands

^c University of Exeter Medical School, Institute of Health Research, Exeter, United Kingdom

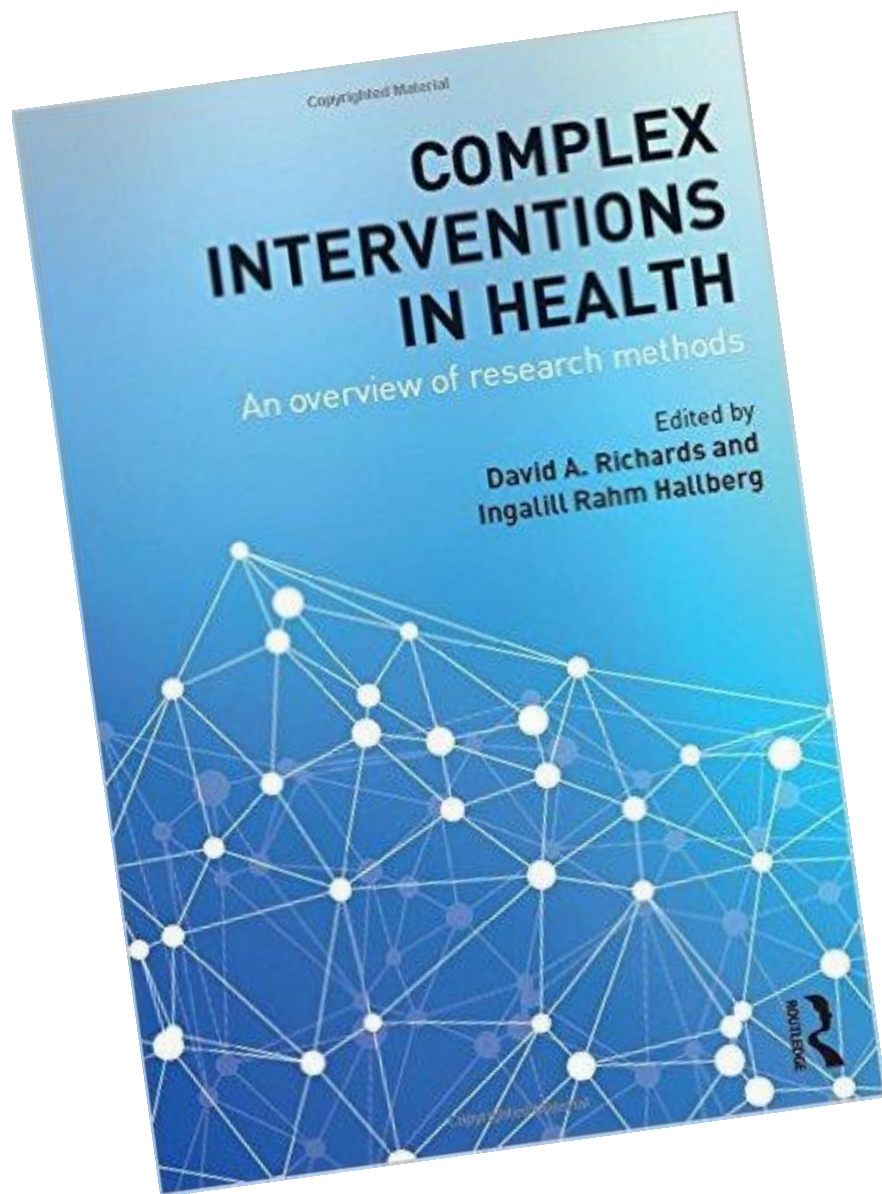
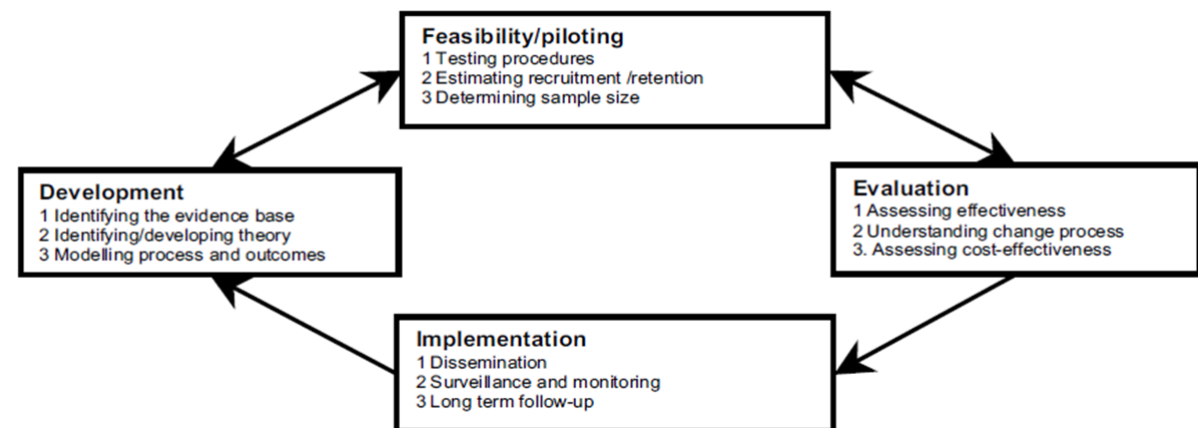


Figure 1 Key elements of the development and evaluation process



Finished European projects

- **RN4Cast**, EC 7th Framework, with EANS members from Belgium, England, Ireland, the Netherlands, Switzerland



- **RightTimePlaceCare**, EC 7th Framework, with EANS members from Finland, Germany, the Netherlands, Spain, Sweden



Ongoing European projects

- **DeMoPhac**, Development of a Model for Nurses' role Interprofessional Pharmaceutical Care", funded by Erasmus+, with EANS members from Belgium, Germany, Greece, The Netherlands
- **Nurse Lead**, funded by Erasmus+, with EANS members from Finland, Germany, Iceland, Portugal, Lithuania and The Netherlands
- **TransSenior**, funded by Marie Skłodowska Curie EU Actions within Horizon2020, with EANS members from Belgium, Germany, The Netherlands and Switzerland.
- **PROCOMPNurse**, inhouse funding, with EANS members from Finland, Germany, Iceland, Ireland, Lithuania, Spain

Winter Scientific Meetings 2010-2019

Year	City
2019 upcoming	Birmingham / UK
2018	Turku / FI
2017	Dublin / IR
2016	Utrecht / NL
2015	Athens / GR
2014	Oslo / NO
2013	Aarhus /DK
2012	Barcelona /ES
2011	Limassol/ CYP
2010	Lisbon / PT



The European Academy of Nursing Science (EANS)

Winter Summit 2019

University of Birmingham, UK

Thursday 24th and Friday 25th January 2019

University of Birmingham, Centre for Professional Development

Medical School, University of Birmingham, Edgbaston, BIRMINGHAM, B15 2TT

Topic: Clinical Academic Careers in Nursing: The Best of Both Worlds?

Visit us:

<https://european-academy-of-nursing-science.com/>

What EANS offers ...

- Professional and personal networking
- Scientific exchange and knowledge transition
- Befriending
- Enhancing mutual understanding
- Sharing experience in Europe and supporting early career researchers



EANS Board in
Birmingham, UK,
School of Nursing

Winter Summit
January 24 & 25, 2019