"Where would I prefer to work after graduation?" Career preferences of students attending Italian nursing schools
Matarese, Maria et al
Nurse Education Today, December 2019, Vol.83
Worldwide, nursing students have reported a preference for working in intensive care, paediatrics, and operating theatres after graduation, disregarding psychiatry and geriatrics. Many factors can influence student choices. Educators need to know students' preferences and influencing factors in order to plan appropriate interventions to orient future nurses towards the clinical areas that are most in need of trained and motivated nurses. In line with international literature, students attending Italian nursing schools expressed preferences for working in some clinical areas and to disregard others. Nursing curricula and internships need to be reviewed in terms of declared and hidden curriculum in order to enable students to view all areas of practice as equally valuable.

A salutary childbirth education program: Health promoting by design. A discussion paper
Davis, Deborah ; et al
Sexual & Reproductive Healthcare, December 2019, Vol.22
Pregnancy is an ideal time to focus on health promotion. Many women and their partners attend childbirth education classes to prepare themselves for pregnancy, birth and parenting. However, rather than promoting health, these classes have been criticized for preparing women and their partners for a medicalized birth, which has become the norm in many well-resourced countries. This paper describes the development of a childbirth education program using the theory of salutogenesis. While much has been written about the theory, few have attempted to operationalize the theory for health service delivery, particularly in the maternity care context. The aim of the program was to move individuals participating in the program towards greater health on the health-ease/dis-ease continuum by increasing their sense of coherence, focusing on generalized resistance resources and strengthening the key components comprehensibility, manageability and meaningfulness. This paper describes the development of the program.

Development of a position statement for Australian critical care nurse education
Gill, Fenella J.; et al
Australian Critical Care. Volume 32:Issue 4 (2019); pp 346-350
Position statements are used by large organisations such as the Australian College of Critical Care Nurses to publically present an official philosophy or beliefs and to propose recommendations. Position statements are increasingly used by health departments and healthcare facilities to allocate resources and to guide and audit nursing practice, yet there are limited resources on the process of their development. A position statement should help readers better understand the issue, communicate solutions to problems, and inform decision-making. It should be supported by the highest level of evidence available and reflect the organisation's governing objectives and goals. In this article, we describe the structured approach used to develop a position statement for Australian critical care nurse education.
Effect of learning contracts in clinical pediatric nursing education on students’ outcomes: A research article
Oh, Jae-Woo; Huh, Boyun; Kim, Mi-Ran
Nurse Education Today, December 2019, Vol.83
According to previous research, learning contracts positively influence learners' self-directed learning ability, learning satisfaction, and academic performance. However, there are insufficient researches on the application of learning contracts to clinical training in pediatric nursing. This study sought basic data for developing an effective teaching and learning strategy for clinical education in pediatric nursing. Learning contracts should be applied in practical courses as a teaching and learning method to improve relevant nursing skills, such as problem-solving skills, self-directed learning capabilities, and communication self-efficacy.

Effectiveness of three-dimensional visualisation on undergraduate nursing and midwifery students' knowledge and achievement in pharmacology: A mixed methods study
Hanson, J.; Andersen, P.; Dunn, P.K.
Nurse Education Today, October 2019, Vol.81, pp.19-25
Historically nursing and midwifery students have reported difficulty understanding the concept-based science underpinning the interactions between drugs and their targets. This knowledge is crucial for the administration and monitoring of the therapeutic and adverse effects of medications. Immersive three-dimensional technology is reported to enhance understanding of complex scientific concepts but the physical effects of motion sickness may limit its use. This project compared the effectiveness of three-dimensional immersive visualisation technology with two-dimensional visualisation technology as a teaching method to improve student understanding of a pharmacological concept, and to assess levels of student discomfort and satisfaction associated with the experience. The three-dimensional experience improved understanding when compared to two-dimensional viewing, satisfied students leaning needs, and caused minimal discomfort. The results are encouraging in terms of using three-dimensional technology to enhance student knowledge of pharmacological concepts necessary for competency in medication management.

Evaluation of operating room staff's attitudes related to patient safety: A questionnaire study
Önler, Ebru; Akyolcu, Neriman
Journal of Interprofessional Education & Practice, December 2019, Vol.17
This research was performed in order to evaluate the safety attitudes of operating room staff according to some personal and professional characteristics and their inter-professional relationships which can affect safety attitudes. Patient safety culture and teamwork between OR staff should be improved.

Improving student-centered feedback through self-assessment
Piper, Katie; Morphet, Julia; Bonnamy, James
Nurse Education Today, December 2019, Vol.83
Traditionally, feedback on written work is unidirectional, with academics feeding back to students. This project aimed to establish bi-directional feedback between the student and academics through a process of self-assessment. When students engaged with the process, their self-review of work enabled them to improve the work prior to submission, and academic feedback was more meaningful. However, many students lacked trust in the process, and instead opted to 'game the system', hoping to hide flaws in their work, or draw extra marks from an academic by marking their own work down.

Integrating preparation for care trajectory management into nurse education: Competencies and pedagogical strategies
Allen, Davina; Purkus, Mary Ellen; Rafferty, Anne Marie; Obstfelder, Aud
Nursing Inquiry. Volume 26:Issue 3 (2019);
Nurses make an important contribution to the organisation and coordination of patient care but receive little formal educational preparation for this work. This paper builds on Allen's care trajectory management framework to specify evidence-based and theoretically informed competencies for this component of the nursing role and proposes how these might be incorporated into nursing curricula. This is necessary so that at the point of registration nurses have the expertise to realise their potential as both providers and organisers of patient care and are better able to articulate and develop this aspect of nursing practice.
Knowledge and use of the ICM global standards for midwifery education
Barger, Mary K. ; et al.
Midwifery, December 2019, Vol.79
We explore how the International Confederation of Midwives Global Standards for Midwifery Education are currently used and their influence, if any, on the development of education programs globally. Secondarily, to identify current challenges to midwifery education. The Education Standards need to be more widely disseminated and implemented. Stronger collaborations with clinical settings and government systems are required to solve the current challenges to midwifery education. Well-educated midwives can provide the majority of maternal and neonatal care, however it will require an investment in strengthening midwifery programs globally for this goal to be achieved.

Learning through structured peer discussion: An observational study
Grealish, L. et al
Clinical experiences are an essential foundation of nursing education. While there have been many significant investigations into models of clinical education and student learning, how students 'make sense' of their experiences is less well investigated. Senior nursing staff in a tertiary health service partnered with nurse researchers to explore how students can learn more about practice through structured discussions with peers to promote shared understandings. While clinical placement is valued for developing empirical and aesthetic forms of knowing, the other forms of knowing have value for patient and family care and warrant strategies to improve their further development. Developing strategies to support student learning of ethical and personal forms of knowing deserves further investigation.

Nurturing cultural competence in nurse education through a values-based learning approach
Markey, Kathleen; Okantey, Christiana
Nurse Education In Practice. Volume 38 (2019); pp 153-156
Global reports of cultural insensitivity continue despite the growing evidence highlighting the importance of nurturing cultural competence development in nurse education and practice. With the widening sociocultural diversification of the patient population, it is now imperative that nurse educators establish cultural competence as a graduate capability. The recent focus on revisiting and recommitting to core nursing values is welcomed, however further consideration is needed to ensure such values are lived in nurses behaviours, when engaging with culturally diverse patients. Undergraduate nurse education needs to embrace opportunities to engrain values based learning in curriculum design and utilise innovative learning and teaching approaches that ensure cultural competence is more explicitly developed. This paper discusses the importance of providing opportunities for students to critically review approaches to care, whilst ensuring cultural competency is a more visible responsibility of the future registered nurse in delivering quality care. The authors outline some practical approaches to examining core values underpinning nursing practice in the context of cultural competence development.

Partnering to provide interprofessional education in aged care
Corlis, Megan ; et al
Journal of Interprofessional Education & Practice, December 2019, Vol.17
The Student Education and Participation Program that has evolved at Helping Hand Aged Care over the past decade is based on ongoing research and evaluation, most of which has been undertaken in partnership with the University of South Australia

Surgical nurses’ knowledge and practices about informed consent
Akyüz, Elif ; et al
Nursing Ethics, November 2019, Vol.26(7-8), pp.2172-2184
Informed consent involves patients being informed, in detail, of information relating to diagnosis, treatment, care and prognosis that relates to him or her. It also involves the patient explicitly demonstrating an understanding of the information and a decision to accept or decline the intervention. Nurses in particular experience problems regarding informed consent. The nurses in this study lacked information regarding their role in obtaining informed consent from patients and they often performed incomplete and/or incorrect practices within the framework of their required role. It is believed that an increased level of education along with the creation of official policies and procedures would contribute towards solving these problems.
### Teaching Palliative Care to Health Professional Students: A Systematic Review and Meta-Analysis of Randomized Controlled Trials

Donne, Jack; Odrowaz, Thomas; Pike, Sarah; Youl, Bonnie; Lo, Kristin


End-of-life care is challenging on health professionals' mental and emotional state. Palliative care education can support health professional students' transition, helping them to cope with the challenges of working in this complex setting. Students feel that they need more preparation in this area. Palliative care education is effective in improving health professional students' knowledge and attitudes toward palliative care. More research is required into skill development. This review highlights the need for more high-quality trials in both the short and long-term to determine the most effective mode of palliative care education.

### The development of a clinical policy ethics assessment tool

Garcia-Capilla, D.J. et al

*Nursing Ethics*, November 2019, Vol.26(7-8), pp.2259-2277

Clinical policies control several aspects of clinical practice, including individual treatment and care, resource management and healthcare professionals' etiquette. This article presents Clinical Policy Ethics Assessment Tool, an ethical assessment tool for clinical policies that could be used not only by clinical ethics committees but also by policy committees or other relevant groups. Clinical Policy Ethics Assessment Tool has the potential to detect ethical issues and facilitate the correction and improvement of clinical policies and guidelines in a structured way. This is especially so as it has shown reliability in detecting issues in clinical policies involving human participants and in encouraging policymakers to consider common ethical dilemmas in nursing practice.

### The relationship amongst student nurses’ values, emotional intelligence and individualised care perceptions

Culha, Yeliz; Acaroglu, Rengin

*Nursing Ethics*, November 2019, Vol.26(7-8), pp.2373-2383

Students’ gaining and adopting basic professional values, improving their emotional intelligence skills during the process of nursing education plays a significant role on meeting the needs of healthy/patient individual and his or her family, and individualized care practices. In nursing education, nursing values peculiar to affective field, caring behaviors, and emotional intelligence skills that are guiding to maintain and direct these behaviors should be gained to students by supporting with correct learning methods and role models.

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