### A systematic review of the effectiveness of empathy education for undergraduate nursing students.
Levett-Jones, T. et al.
*Nurse Education Today*; Apr 2019; vol. 75; p. 80-94

The objective of this systematic review was to identify, critically appraise and synthesize evidence for the effectiveness of empathy interventions in undergraduate nursing education. Nine of 23 empathy education studies in undergraduate nurse education demonstrated practical improvements in empathy. The most effective interventions were immersive and experiential simulations that focused on vulnerable patient groups and provided opportunities for guided reflection. We noted the research designs were limited in terms of levels of evidence and use of subjective measures. Larger experimental studies are required to provide higher levels of evidence to identify unequivocal outcomes in terms of empathy research. Future studies should consider transfer to practice and longer-term changes in empathy as study outcomes.

### Becoming a nurse preceptor, the challenges and rewards of novice registered nurses in high acuity hospital environments
Smith, J.H. et al.
*Nurse Education in Practice* Available online 6 March 2019

Precepting is a common and expected role of nurses in clinical settings worldwide. This research explored novice nurse's experiences of precepting undergraduate nursing students in high-acuity hospital environments. Participants identified the need for guidance and support from more capable peers to develop confidence while precepting nursing students.

### Best practices for teaching pharmacology to undergraduate nursing students: A systematic review of the literature.
Gill, M. et al
*Nurse Education Today*; Mar 2019; vol. 74; p. 15-24

In this systematic review we describe best practices for teaching pharmacology to undergraduate baccalaureate nursing students based on the available evidence. Numerous teaching strategies employed in undergraduate pharmacology courses for nursing students have been summarized and compared for their impact on pharmacology knowledge retention, application of pharmacology theory to practice, and student satisfaction. Future directions for research are discussed. This systematic review will contribute to the body of knowledge used by nurse educators who teach in undergraduate nursing programs, may be particularly useful for undergraduate nursing program directors/administrators who are considering undergoing curricular changes, and may be a conduit for future researchers who wish to design studies aimed at improving teaching and learning within undergraduate nursing education.
Changing attitudes: The impact of Expert by Experience involvement in Mental Health Nursing Education: An international survey study.
Happell, B. et al.

International journal of mental health nursing; Apr 2019; vol. 28 (no. 2); p. 480-491
Reform to nursing education is essential to ensure future generations of nurses are strongly positioned to value, know, and deliver strength-based, recovery-oriented mental health practice. A promising pathway to effectively drive reform is the coproduction of curricula by nursing academics and people with lived experience of recovery from mental distress referred to as Experts by Experience. The Co-production in Mental Health Nursing Education (COMMUNE) project is an international collaboration for development and implementation of consumer coproduced curricula. This study evaluated the inclusion of Expert by Experience-led mental health nursing education on nursing students' attitudes to people labelled with mental illness, mental health nursing, and consumer participation.

Collaborative learning: Application of the mentorship model for adult nursing students in the acute placement setting.
Harvey, Sarah; Uren, Claire D.

Nurse Education Today; Mar 2019; vol. 74 ; p. 38-40
Traditionally mentorship of pre-registration student nurses in clinical practice has followed a 1:1 model. Students are allocated a named mentor for the duration of the placement and they are responsible for supporting and assessing the learner. Many studies have identified problems with this approach to mentorship, including lack of time to facilitate learning on a 1:1 basis. In response to some of these challenges, a collaborative model of mentorship is being adopted both internationally and nationally. This involves placing a range of 1st, 2nd and 3rd year students on placement together, with students being allocated specific patients to care for collaboratively, under supervision. This model has already become established in Amsterdam, as an effective approach to mentorship (Lobo et al., 2014). In addition collaborative learning in practice has also been introduced in Ireland, Australia and the United States of America. This paper discusses the implementation of a collaborative model of learning by a district hospital and higher education institute (HEI) in the South West of England, commencing with a preliminary study in one placement area. Following success of this project this model is being implemented in other placement areas within the Trust.

Cultivating compassion in nursing: A grounded theory study to explore the perceptions of individuals who have experienced nursing care as patients.
Straughair C.

Although compassion is considered integral to nursing, the ongoing reality of this traditional philosophy has been challenged due to emerging patient reports of care experiences reflecting a lack of compassion. Political and professional guidance reaffirms compassion as an enduring philosophy of contemporary nursing practice, but provides limited insight into what compassion involves. To address this knowledge gap, a constructivist grounded theory study was undertaken with eleven participants who had experienced nursing care as patients across a range of contexts, exploring what they perceived compassion to involve. Theoretical sampling supported data collection via eleven interviews, a focus group discussion and three additional interviews. Data was analysed with initial coding, focused coding and conceptual mapping. Key findings highlighted the importance of cultivating compassion, which involved learning about compassion, role modelling for compassion, leadership for compassion, resources for compassion and systems and processes for compassion. These findings contribute to the ongoing professional dialogue surrounding compassion, specifically in relation to recruitment and selection, nurse education curricula, supervision of student nurses, compassionate organisational cultures, staffing levels and the systems and processes that underpin contemporary ways of working.
Effects of Nursing Students' Empathy and Interpersonal Competence on Ideal Nurse Attributes.

Jihyun Oh

Journal of Nursing Education; Mar 2019; vol. 58 (no. 3); p. 130-135

Nurse attributes encompass one's character, competence, proficient skills, and ability to participate in hospital policies and social problems. Previous studies have not adequately examined the factors influencing the formation of nurse attributes. Therefore, this study explored 10 ideal nurse attributes and analyzed effects of influential factors on their formation. Method: This is a descriptive quantitative study that examined nursing students' empathy, interpersonal competence, and nurse attributes. Participants were 247 nursing students from two universities in South Korea. The correlations among the variables and the factors affecting nurse attributes were identified. Results: Positive correlations existed between empathy, interpersonal competence, and 10 ideal nurse attributes. A stepwise multiple regression analysis showed that interpersonal competence, grade level, satisfaction with major, empathy, club participation, and peer relations were major factors influencing nurse attributes. Conclusion: It is necessary to develop an effective education program to improve nursing students' empathy, interpersonal competence, and nurse attributes.

End-of-Life Nursing and Education Consortium Communication Curriculum for Nurses.

Buller H; Virani R; Malloy P; Paice J

Journal of hospice and palliative nursing : JHPN : the official journal of the Hospice and Palliative Nurses Association; Apr 2019; vol. 21 (no. 2); p. E5-E12

Nurses have unique clinical responsibilities and opportunities with patients that require strong communication skills. However, many nurses lack effective communication skills and often receive inadequate palliative care communication training and education. To promote communication education for palliative care nurses, the End-of-Life Nursing and Education Consortium created a Communication Curriculum for nurses and developed an in-person train-the-trainer course.

Engagement in Research: A Clinical Nurse Profile and Motivating Factors.

Scala E. et al

J Nurses Prof Dev. 2019 Mar 1.

The purposes for this interpretive descriptive study were to gain an understanding of what motivates clinical nurses to be interested and/or engaged in research, describe the motivators for these clinical nurses, and identify common characteristics of these clinical nurses. Results revealed four themes and a clinical nurse profile. Based on findings, educators should encourage clinical nurses who are motivated to participate in nursing research to ignite intrinsic passion, professional growth, and nursing credibility and improve patient outcomes.

Exploring Strategies to Enhance Scholarly Writing for RN-BSN Students Using an Online Tutorial.

Riley, Elizabeth

Teaching & Learning in Nursing; Apr 2019; vol. 14 (no. 2); p. 128-134

Scholarly writing has been documented in the research as crucial to nursing education and professional development. However, there remains a lack of clarity on the best standardized guidelines regarding tutorials and resources in nursing education. The purpose of this quantitative, non-experimental study was to further explore the impact of a scholarly writing tutorial on writing assignment rubric scores in an online, RN-BSN completion program. Statistical significance was found between a pre and post-intervention group when comparing the difference in median rubric scores of RN-BSN nursing students which supports the use of an interactive, online scholarly writing tutorial.

Faculty as Active Learners About Their Practice: Toward Innovation and Change in Nursing Education.

Cabral, Ana; Baptista, Ana

Journal of Continuing Education in Nursing; Mar 2019; vol. 50 (no. 3); p. 134-140

This article describes the perceptions of a small group of nursing education faculty members participating in the continuing professional development module, Pedagogy in Higher Education, regarding the use of active learning strategies. Data were collected using field notes and participants' presentations and articles about their experiences when using innovative teaching strategies. The findings point out the benefits for knowledge mobilization, the development of synergies based on collaboration, and other gains in terms of students' experiences. Challenges involve the use of these active strategies on a regular basis as part of a sustained and aligned approach to enhance teaching and learning.
Future of Specialist Practice Qualifications in district nursing for band 6 leadership roles.
Carlin A., Chesters A.

District nurse numbers in the UK are rapidly declining. To overcome this severe staff shortage, one community trust in a rural county appointed ‘case managers’ (nurses without Specialist Practice Qualifications in district nursing [SPQDN]) in band 6 leadership roles that were traditionally held by district nurses. Here, we aimed to establish the value of the SPQDN to determine if there is a future for the conventionally accepted DN role, instead of case managers. The study used an exploratory mixed-methods design. Using the classic e-Delphi technique, data were collected over 5 months from 10 purposively sampled senior nurse managers employed by the community trust who formed an expert panel. In round one, the panellists provided three responses each to the question ‘what is the future for district nurse specialist practitioner qualifications in [the trust] for band 6 leadership roles?’ In rounds two and three, they answered a close-ended questionnaire using a 3-point Likert scale. The core findings suggest that SPQDN and the district nurse role are considered extremely valuable (both achieving 100% consensus). Additional findings are linked to four core themes, namely, (1) SPQDN, (2) clinical practice educators, (3) workforce and (4) leadership. This study recommends continued investment in SPQDN and the district nurse role with the use of succession planning for workforce management.

How to Write a Good Test Question: Nine Tips for Novice Nurse Educators.
Kranz C. et al

Nurses are lifelong learners who are always seeking ways to improve and perfect their skills. Test item writing is a skill that must be practiced and perfected over time. Often, nurses in a clinical role are promoted to the role of nurse educator without receiving training on how to write good test questions. This article presents nine tips for item writing to help nurse educators and clinical educators to create better test questions.

Letter gives first glimpse at future nurse workforce strategy
Gemma Mitchell
Nursing Times 8 March, 2019
Nursing shortages in England are “unlikely to improve” without seriously ramping up efforts to recruit more students and stop those already in the workforce from leaving.

Gibson, Erin

Teaching & Learning in Nursing; Apr 2019; vol. 14 (no. 2); p. 122-124
Nursing curriculums strive to prepare students for their role as a professional nurse. Nursing ethics should continue to play a vital role in educating future nurses. Moral courage is one of many important virtues nurse educators should impart on students prior to entering the profession. By using theoretical frameworks and innovative strategies involving moral dilemmas, nurse educators may be better able to foster this complex characteristic in nursing students.

Looking beneath the surface of a preceptor-training programme through a realist evaluation.
Hugo L. and Botma Y

Evaluation and program planning; Apr 2019; vol. 73 ; p. 195-203
South Africa's department of health devoted themselves to the clinical nursing education and training model, which indorses preceptors as essential stakeholders to promote competence in students. A preceptor-training programme was developed that build on this model and implemented through an intervention. The main conclusion drawn showed that a preceptor-training programme alone is not the sole determining factor to ensure preceptors’ motivation to transfer their learning; a systems approach, ensuring the effectiveness of the programme, should be followed. Reflection on findings indicated the implementation context as a major determining factor of the training programme.
Performance based situation awareness observations in a simulated clinical scenario pre and post an educational intervention
Gluyas, H. et al.
Nurse Education in Practice Volume 36, March 2019, Pages 20-27
This study compared final year nursing students’ error rate and use of strategies to maintain SA when undertaking specific nursing care in a simulated clinical environment pre and 10 weeks post a planned SA education intervention. The findings of this study demonstrate that the implementation of an intervention designed to increase SA actually appear to have resulted in hyper-vigilance and subsequent non-completion of required tasks.

Role Transition of Clinical Nurse Educators Employed in Both Clinical and Faculty Positions.
Wenner TA, Hakim AC
The aim of this study was to explore how nurses experienced the role transition from clinical expert to part-time clinical faculty member when they worked in both a clinical and academic setting. In response to the current nurse faculty shortage and the anticipated return of a nationwide shortage of registered nurses, the use of part-time clinical nurse educators has been increasing. This work-role transition was found to be highly individualized and multifactorial. Results of the study may be beneficial in future administrative decision-making.

Simulation as a Method of Competency Assessment Among Health Care Providers: A Systematic Review.
Keddington A.S. et al.
The aim of this study was to review and assess current research on simulation as a method of competency assessment among health care professionals and the efficacy of simulation-based competency assessment compared to standard methods. Simulation has been proven to be an effective instructional methodology for many health care specialties. However, there is a limited amount of research on simulation as a method of competency assessment. This systematic review indicates that simulation may be a safe and effective method of competency assessment in health care professionals.

Teaching nurses to teach: A qualitative study of nurses' perceptions of the impact of education and skills training to prepare them to teach end-of-life care.
Jack B.A. et al.
Central to national and international policies are the need for generalist healthcare staff to have education in end-of-life care. Much end-of-life care education is provided by specialist nurses who often have no specific education development to prepare them to teach. Quality end-of-life care is only possible with a skilled workforce, confident and able to apply the principles of compassionate end-of-life care to everyday practice. Appropriately trained, specialist staff are better able to teach others how to deliver good quality end-of-life care. Specialist staff with teaching responsibilities should be provided with, or engage in, continuous professional development to develop their skills and improve their efficacy when teaching.

The Effect of a Perioperative Nursing Elective on Nursing Career Paths.
Schmidt N.A., Brown J.M.
Nurse educators play a role in addressing the growing perioperative nurse shortage in the United States by implementing strategies to entice new graduates to this specialty. The purpose of our study was to determine if an undergraduate perioperative nursing elective influenced the career choices of nurses four to nine years after they graduated from a baccalaureate nursing program in the midwestern United States. Using a descriptive study design, 23 of 50 nurses responded to a survey about positions they have held since graduating and the influence of a perioperative nursing elective on their career choices. Twenty-six percent of nurses in this sample went on to work in the perioperative specialty, and the majority indicated they continued to consider perioperative nursing as a career choice. Considering the potential long-term effects of this strategy, incorporating a perioperative nursing elective into nursing school curricula could be helpful to address the shortage of perioperative nurses.
The Role of Education in Developing Leadership in Nurses
Marcellus L. et al.
Nurses, with their intimate knowledge of person-centred healthcare, are called to lead at the point of care and to promote health across settings and the continuum of care. Capacity building and knowledge development for nursing leadership is a current priority in Canada, and therefore, academic preparation is foundational to developing nurses who lead. We provide examples of how to build leadership capacity in undergraduate, graduate and continuing professional development programs. Nurse educators across practice settings need to align educational content and pedagogies with the necessary knowledge, skills and attributes for leading both within and beyond healthcare contexts. Excellence in nursing education and strong partnerships with health sectors will contribute to effective and collaborative healthcare provided through nursing’s distinctive lens.

The role of the nurse in supporting cancer clinical trials
Lavender V. and, Croudass A.
Clinical trials are a fundamental component of high-quality care, and have been widely reported to improve care and patient outcomes. For research trials to be successful, patients need to have awareness of trials, be invited to participate, and be supported to make informed decisions about consenting to enrol in clinical trials. Some cancer nurses have been reported to be reluctant to discuss clinical trials with patients, based on their own beliefs about the perceived burden of clinical trials, while others have been reported to facilitate patient access to clinical trials by working closely with their clinical research nurse colleagues. Nursing patients enrolled in cancer clinical trials is a specialised (and often complex) area of practice. There is significant opportunity for nurses to develop their knowledge about clinical trials, for example, through reciprocal learning between clinical and research teams, which might enhance patients’ experiences of, and outcomes from, clinical trials.

The use of a theatre workshop in developing effective communication in paediatric end of life care
Neilson S.J. et al
Nurse Education in Practice Volume 36, March 2019, Pages 7-12
Being able to communicate effectively is an essential skill for all nurses. Communication in paediatric end of life care can be challenging for both the student and lecturer as it is a rare experience and challenging to teach. Innovative approaches to teaching communication skills such as role play, simulation and drama have been used; however there is a dearth of literature examining the use of drama in this specialist context. The aim of this study was to explore the effectiveness of a novel workshop in teaching transferable knowledge and skills in palliative, end of life and bereavement care communication to a convenience sample of first year pre-registration nursing students undertaking clinical skills training at a UK university.

Undergraduate nursing students' knowledge about palliative care and attitudes towards end-of-life care: A three-cohort, cross-sectional survey
Dimoula, M. et al.
Nurse Education Today; Mar 2019; vol. 74 ; p. 7-14
Ensuring adequate knowledge about palliative care and positive attitudes towards death and dying are crucial educational aspects when preparing undergraduate nursing students to respond effectively to the complexities of care for people affected by a progressive, life-limiting illness. In undergraduate nursing education in Greece, the level of students’ attained knowledge and developed attitudes towards palliative and end-of-life care remain unknown. Our findings suggest that structured courses in palliative care can be a core part of undergraduate nursing education. Specific attention could be given to such areas patient-health professional communication, misconceptions and biases towards death and dying, and comfort in caring for the dying in order to prepare student nurses to psychologically deal with the sensitive and challenging process of death and dying.
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