Teaching Prioritization: "Who, What, & Why?"

Jessee MA.


New graduate nurses must be equipped to prioritize the needs of multiple complex patients and intervene on problems causing the highest risk of adverse outcomes. Targeted and theoretically supported strategies to teach prioritization without significant change to clinical education structure are needed. Simple and theoretically based teaching strategies offer a pathway for teaching students to recognize salient features of complex patient situations, prioritize actions, and provide safe patient care.

Baccalaureate Nursing Students’ Perceptions of Learning in Mentored and Simulated Research Practica.

Bird M, Tolan J, Carter N.

*J Nurs Educ.* 2019 May 1;58(5):290-293

A simulated research practicum was developed in our nursing program to increase the number of quality research placements for our students. In order to evaluate the success of this simulation activity, we compared students’ experiences in simulated and traditional mentored research placements. The simulated practicum provided our organization with a feasible means of providing high-quality research placements by exposing undergraduate nursing students to several aspects of the research process.

Transitional Experiences: From Clinical Nurse to Nurse Faculty.

Hoffman DME.


A limited pool of nurse faculty has affected enrollment of nursing students and the ability to produce the nursing workforce needed for the evolving health care system. The experiences clinical nurses face as they transition to the faculty role may contribute to the faculty shortage. Implications exist for academic nursing program administration to invest in developing nurse faculty skill level and ease the transition to the role.

Heteronormative models of health-care delivery: investigating staff knowledge and confidence to meet the needs of LGBTIQ+ people.

Kilicaslan J, Petrakis M.

*Soc Work Health Care.* 2019 Apr 30:1-21

Health services internationally are reconsidering whether current service delivery models are inclusive and responsive to lesbian, gay, bisexual, trans* and gender diverse, intersex, and/or queer (LGBTIQ+) identifying individuals. A survey was conducted to establish a baseline needs analysis, as part of an LGBTIQ+ workforce development program, on perceived staff knowledge and confidence in a multi-site public mental health service in Melbourne, Australia. Staff attitudes, knowledge, confidence, and support needs should be carefully considered at organizational and leadership levels, to ensure health services foster LGBTIQ+ responsive service delivery models and practices.
<table>
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<tr>
<th>Immerging students in family-centered interprofessional collaborative practice.</th>
<th>Pawłowska M. et al.</th>
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<td>J Interprof Care. 2019 Apr 30:1-9.</td>
<td>The goal of interprofessional education (IPE) is to improve outcomes and experience of healthcare services for patients and families through collaborative practice. While patients and families may participate in IPE experiences as recipients of healthcare services, their perspective on students' emerging collaborative skills is rarely sought. We describe a pediatric IPE activity in which participating families rated students' performance of the targeted interprofessional collaborative competencies. We asked whether family ratings would be consistent with student self-ratings and independent observer ratings. Our results suggest that patient/family feedback can provide a useful measure of the effectiveness of IPE activities and should be included in such activities targeting interprofessional collaborative competences across settings and patient populations.</td>
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<th>&quot;They cared about us students:&quot; learning from exemplar clinical teaching environments.</th>
<th>Gamble Blakey A. et al.</th>
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<td>BMC Med Educ. 2019 Apr 29;19(1):119.</td>
<td>In order to foster positive student experiences in the clinical learning environment, we wanted to better understand which teaching practices they regard highly. The framework formed by this thematic analysis is useful, clear and transferrable to other clinical teaching contexts. It also aligns with current thinking about best supporting student learning and cultivating student values as part of developing professionalism. Instigating such practices might help to optimise clinical teaching. We also tentatively suggest that such practices might help where resources are scarce, and perhaps also help ameliorate student bullying.</td>
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<tr>
<th>Using theories of behaviour change to transition multidisciplinary trauma team training from the training environment to clinical practice.</th>
<th>Murphy M, McCloughen A, Curtis K.</th>
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<tr>
<td>Implement Sci. 2019 Apr 29;14(1):43.</td>
<td>Major trauma patients—such as patients who have experienced road injury, high-impact falls or violence—require complex, intense and rapid resuscitation from a multidisciplinary team of clinicians. These 'flash teams' must form quickly and function effectively, often having never met before. There is evidence that multidisciplinary teamwork training improves the performance of the trauma team in simulation. However, the translation of learnt resuscitation teamwork skills from simulation into clinical practice has had modest and variable effects. This paper outlines a method for developing an intervention designed to translate the teaching from a simulated training environment into clinical practice using the theoretical domains framework, behaviour change wheel and behaviour change techniques as the theoretical and empirical basis for the process. This study offers a framework for deductively employing the theoretical domains framework, behaviour change wheel and behaviour change techniques to assess and develop intervention strategies to improve the functioning of trauma resuscitation teams.</td>
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<th>Do prelicensure nursing students' backgrounds impact what they notice and interpret about patients?</th>
<th>Lasater K, et al.</th>
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<td>Nurse Educ Today. 2019 Apr 17;78:37-43.</td>
<td>Academic educators are challenged to foster the development of clinical judgment in diverse learners. The impact of nursing students' backgrounds on clinical judgment has not previously been studied. The data strongly suggest that background variables impact clinical judgment, however, not in interpretable patterns. Nurse educators must acknowledge that prelicensure students' backgrounds impact their clinical judgment and assist them to learn to think like nurses.</td>
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**Bounce back- bounce forward: Midwifery students experience of resilience.**
Clohessy N, McKellar L, Fleet J.  

Resilience is considered a vital characteristic and has gained attention in midwifery practice and education. In particular, midwifery students face challenges during their education in both academic and clinical components of the program. There is need for greater understanding and strategies to develop resilience in the midwifery student population. The aim of this study is to gain insight into how midwifery students conceptualise resilience, and explore how education might support the development of resilience. Resilience contextualised to midwifery was triggered by exposure to adversity; resilience was identified as the ability to bounce back and move forward, and was seen to be important for midwifery students. The concept of resilience appears to play an important role in student success. Evidence suggests resilience can be developed and education providers have a role to foster student's resilience. Findings offer strategies to strengthen resilient behaviour for the midwifery student population and provide a basis for further research.

**Self-regulated learning ability, metacognitive ability, and general self-efficacy in a sample of nursing students: A cross-sectional and correlational study.**
Chen JH, Björkman A, Zou JH, Engström M.  

The healthcare sector is fast-growing and knowledge-intensive, and to meet the demands associated with it, nursing students must have high levels of self-regulated learning (SRL), metacognition, and general self-efficacy (GSE). Nursing students had moderate levels of SRL ability and metacognitive ability, but lower levels of GSE. Positive relationships between SRL ability, metacognitive ability, and GSE were observed. Third-year nursing students had a higher level of SRL ability but lower levels of GSE, compared to second-year students. In terms of metacognitive ability, no significant differences were observed between the student batches. Interventions are required for the improvement of nursing students’ SRL ability, metacognitive ability, and GSE.

**Does health coaching improve health-related quality of life and reduce hospital admissions in people with chronic obstructive pulmonary disease? A systematic review and meta-analysis.**
Long H, Howells K, Peters S, Blakemore A.  

To systematically review the evidence for health coaching as an intervention to improve health-related quality of life (HRQoL) and reduce hospital admissions in people with chronic obstructive pulmonary disease (COPD). This is the first systematic review to show that health coaching may be a candidate intervention to improve HRQoL and reduce costly hospital admissions in people with COPD. Statement of contribution What is already known on this subject? COPD is a leading cause of death worldwide and considerably reduces HRQoL. In turn, HRQoL is associated with a range of adverse health outcomes in COPD. Health coaching is a self-management intervention for people with long-term conditions such as COPD. Studies have examined whether health coaching improves HRQoL and other health outcomes in people with COPD, but no systematic review has been conducted. What does this study add? The first systematic review and meta-analysis of RCTs of health coaching for people with COPD. Health coaching may be a candidate intervention for improving HRQoL and reducing COPD-related hospital admissions in people with COPD. The need to establish the most effective health coaching components, delivery modality, and economic impact.

**Nursing students' view of critical thinking as 'Own thinking, searching for truth, and cultural influences'.**
Chan ZCY.  

Students should enhance their ability to think critically as part of a process of whole-person development. Within nursing education, students should employ critical thinking to ensure quality of patient care and patient safety. It is suggested that future studies be conducted on how these factors might affect critical thinking. In addition, multiple nursing schools could become involved in these studies to obtain rich data and enrich the picture of students’ views on critical thinking. If nurses have more time to think about what is going on, they could think critically about what they are actually doing. This would help to protect the safety of patients and to reduce the occurrence of medical accidents.
The Admiral Nurse Competency Framework: Encouraging Engagement and Putting It Into Practice.
Carter C, Bray J, Read K.
Admiral Nurses undertake complex work with families living with dementia. Dementia UK commissioned The Association for Dementia Studies to refresh the Admiral Nurse Competency Framework and enable Admiral Nurses to articulate and critically reflect on their own practice progression. The Admiral Nurses were involved throughout the process to refresh the framework to ensure it was evidence based. This technique could benefit work-based learning, facilitating creative critical reflection within practice.

A Multicountry Study on Nursing Students’ Self-Perceived Competence and Barriers to Evidence-Based Practice.
Labrague LJ, et al
Worldviews Evid Based Nurs. 2019 Apr 25
Nursing education and training are essential in the attainment of evidence-based practice (EBP) competence in nursing students. Although there is a growing literature on EBP among nursing students, most of these studies are confined to a single cultural group. Thus, cross-cultural studies may provide shared global perspectives and theoretical understandings for the advancement of knowledge in this critical area. Both academe and hospital administration can play a pivotal role in the successful acquisition of EBP competence in nursing students.

A Phenomenographic Approach to Understanding the Expertise of Perioperative Nurses.
Park BH, Chang SO.
Understanding the ways that perioperative nurses view the acquisition of expertise may provide foundational information for perioperative nurse educators. Our study aimed to evaluate specific types of expertise exhibited by experienced perioperative nurses and identify how nurses perceived these areas of expertise. We interviewed 20 perioperative nurses working in a university hospital in Korea. We extracted six themes regarding perioperative nursing expertise: sticking to principles, using available resources in complex situations, paying close attention to details, seeing the whole picture, prioritizing actions according to patients’ conditions, and organizing a team to maximize efficiency. These findings may help perioperative educators develop practical educational strategies for novice perioperative nurses by providing a common language regarding the areas of expertise exhibited by experienced perioperative nurses.

It’s 'probably the teacher!' A strategic framework for clinical staff engagement in clinical student bullying intervention.
Student bullying in clinical practice persists, and poor outcomes continue: for learning, academic achievement and career goals, for their mental and physical health and potentially affecting all staff and patients in a clinical workplace. We describe an emergent framework for the strategic design of a bullying intervention, presented as a staff development opportunity. This research aggregates and adds weight to the current literature about student bullying and adds important pragmatic detail about best practice for bullying intervention design and delivery. Ultimately, this emergent framework offers insight to help move past some persistent barriers encountered by those wishing to improve workplace behaviour.

Mobilizing Education to Nurses at the Bedside.
Van Ryan V, Draganski E, Schellbach LH.
J Nurses Prof Dev. 2019 Apr 22.
After a survey revealed practice gaps in central venous catheter care, one organization was challenged to identify a novel approach to educate nurses. Through a search for evidence, a project workgroup discovered an existing but beneficial teaching method, using a mobile cart to deliver meaningful education at the point of care. Successful outcomes and sustained practice change were realized.

Characteristics of the collaborative learning unit practice education model for undergraduate nursing students: a scoping review protocol.
Marcellus L, Jantzen D, Sawchuck D, Gordon C, Humble R.
What evidence on characteristics and processes of the collaborative learning unit practice education model for undergraduate nursing students is available?
Effectiveness of avatar-based technology in patient education for improving chronic disease knowledge and self-care behavior: a systematic review.


*JBI Database System Rev Implement Rep.* 2019 Apr 23

The objective of the review was to examine the effectiveness of patient education using avatar-based technology on knowledge and self-care behaviors in patients with chronic disease. Within the body of literature, research into avatar-based technology for patient education is growing rapidly. To date, the evidence has not been systematically reviewed to determine the effectiveness of patient education using avatar-based technology on patients’ knowledge and self-care behaviors in chronic disease. Avatar-based technology in patient education can have a positive effect on a wide range of healthcare outcomes. The intervention can improve knowledge, self-care behaviors and self-efficacy in patients with chronic diseases. However, there is limited evidence of improvement in health-related quality of life and adherence to medication, and no available research on readmission.

Creation of nurse-specific integrated inter-professional collaboration and team-efficiency (IIT) scenario/video improves trainees' attitudes and performances.

Shiao TH, et al


It is importance to train the inter-professional collaboration (IPC) and team-efficiency (TE) of medical trainees. This prospective study evaluate whether implementation of scenario/video-created workshops in integrated IPC and TE (IIT) program provides additional benefits for IPC-TE skills of nursing trainees. For nursing trainees, our study suggested that implementation of a scenario creation-based training resulted in additional improvement in trainee' IPC and TE behaviors and attitudes. Additionally, making video of newly created nurse-specific scenario enhances partnership and cooperation among nursing trainees and their inter-professional team members.

Graduate experiences with transnational nursing education: a qualitative enquiry.

Naidoo V, Sibiya MN.


The purpose of this paper is to share insights, research findings and discuss key issues related to graduate experiences with transnational nursing education (TNE). The experience of being involved in TNE for nursing students may not be that much different than students of other disciplines. While not able to be generalized to the entire population, the reports by the nursing students in this sample appear to be valuable and worthwhile to continue supporting and encouraging other TNE opportunities.

Using two models of workplace facilitation to create conditions for development of a person-centred culture: a participatory action research study.

Hardiman M, Dewing J.


Evidence suggests that person-centred cultures depend on purposeful, facilitated practice based learning activities. For person-centredness to become more meaningful to nursing leaders in their daily work, focus must be placed on their acquisition and use of facilitation skills. The facilitation framework 'Critical Companionship' remains an exemplar in the development of expert facilitation skills. Two sequential facilitation models were developed as 'steps' towards Critical Companionship, as a framework for novice and proficient facilitators and practitioners to learn in and from their own workplaces and practices. This research adds to the body of knowledge on developing person-centred culture. It offers practical stepping stones for novice and proficient facilitators to enable embodiment of the skills necessary to facilitate learning in person-cultures. The models offer a workplace friendly pathway with practical methods and further contribute to our understanding of how we create person-centred cultures.

Pairing pedagogical and genomic advances to prepare advanced practice nurses for the era of precision health.

Flowers E, Martin M, Abid H, Binford S, Mackin L.


Broadly accessible curriculum that equips Advanced Practice Nurses (APNs) with knowledge and skills to apply genomics in practice in the era of precision health is needed. Increased accessibility of genomics courses and updated curriculum will prepare APNs to be leaders in the precision health initiative. Content on genomics sufficient to obtain self-perceived attainment of genomics competencies can be successfully delivered using contemporary pedagogical teaching approaches.
Development of student competencies for palliative care. Carrillo GM, Gómez OJ, Díaz LC, Carreño SP. Int J Palliat Nurs. 2019 Apr 2;25(4):177-184. Identify the palliative care learning needs of healthcare students and determine the acceptability of an innovative learning strategy for palliative care named competencia para cuidar en el hogar-paliar (CUIDAR-PALIAR) aimed to increase students' competencies. The strategy is highly accepted by students, and statistically significant increases in palliative care were observed before and after the intervention. These preliminary results justify future interventions due to the potential effect of the strategy CUIDAR-PALIAR in the development of competencies for palliative care in undergraduate students.

Shouldn't we all be clinical academics? Gibson JME. J Adv Nurs. 2019 Apr 22. This recent tweet by the President of the Royal College of Nursing highlighted concern about the perennial lack of funding and support for nurses to pursue clinical academic careers. Although there are multiple interpretations of what 'participating in research' actually consists of, it is apparent that research activity is still undervalued and under-resourced in nursing. The development of an integrated clinical academic (ICA) career pathway in nursing in the past decade has been underpinned by the growing academisation and research culture of both nursing education and clinical practice, highlighted in the Willis Report (Health Education England, 2015).

Benefits of Peer Mentoring in Prelicensure Nursing Education: A Dual Perspective. Miller H, et al. Nurse Educ. 2019 May/Jun;44(3):159-163. College retention rates continue to be a national issue in the United States. Solutions to decrease attrition have not been adequately tested in the nursing student population. Peer mentoring was found to be advantageous for both the mentees and mentors.

Implementation, evaluation, and outcome of TeamSTEPPS in interprofessional education: a scoping review. Chen AS, Yau B, Revere L, Swails J. J Interprof Care. 2019 Apr 22:1-10. The ability to effectively work in interprofessional teams is listed as one of the five core competencies in health professions education. Though the importance of interprofessional education (IPE) has been established, results of studies have been difficult to compare due to the high variability of programs. We undertook a scoping review to examine the use of a prescribed curriculum, TeamSTEPPS, in IPE. There was great variation in the implementation of TeamSTEPPS implying that while a consistent curriculum it can be adapted to meet the needs of different educational contexts. The variation in evaluation methods makes comparing and synthesis of results problematic. Future IPE research can expand on the use of this prescribed curriculum, especially with focus on uniform evaluation methods.

Fostering Academic-Clinical Research Partnerships. Albert NM, et al. J Nurs Adm. 2019 May;49(5):234-241. Academic-clinical research partnerships can benefit academic and clinical partners when goals are clearly articulated and mutually determined and include increased research dissemination and lower research costs. This article explores the history of academic-clinical research partnerships and discusses the drivers of collaborative academic-clinical research relationships, resources from academia and clinical sites, and sustainability of collaborative partnerships. Through collaboration, academic-clinical partners can improve clinical outcomes and reduce healthcare costs.
Comparing the effects of two different educational methods on clinical skills of emergency intermediate technician: A quasi-experimental research.
Aminizadeh M, et al.
*J Educ Health Promot.* 2019 Mar 14;8:54.
Assessing the clinical skills of prehospital Intermediate technician is considered to be one of the priorities in dealing with diseases, which may provide an appropriate reflection of the training programs. The purpose of this study was to compare the two methods of clinical skills training of emergency intermediate technician. According to the results obtained by the present study, the electronic educational systems due to their inclusive and interactive nature are recommended to be employed in courses that have more theoretical aspects such as triage. The traditional method is suggested in teaching practical courses such as CPR that need more practical and clinical skills.

Clinical educators' attitudes towards the use of technology in the clinical teaching environment. A mixed methods study.
McInerney J, Druva R.
In healthcare, there is ongoing flux in expectations for students and practitioners. Establishing integrated systems of monitoring and evidencing students' development is imperative. With current trends towards the use of technology in tertiary education, online learning environments (OLEs) could constitute more effective evidencing of student progress in the clinical environment. However, there is little research exploring clinical educators' experiences with implementing technology in clinical education. The research aimed to: Examine clinical educators' attitudes towards technology and its use in clinical education. Explore clinical educators' experiences of implementing technologies in a clinical environment. Clinical environments have specific challenges when implementing technology such as access to computers and time constraints on practitioners. Even with positive attitudes towards technology, a change in pedagogical outlook when using technology in clinical teaching is necessary.

Breen CJ, Kelly GP, Kernohan WG.
The recording of 12 lead electrocardiograms (ECG) is one of the most useful and commonly performed medical procedures. ECGs are used in diagnosis, risk-stratification management decision-making, and assessment in response to therapy. The correct interpretation of 12 lead ECG recordings is complex and clinically challenging with misinterpretation having the potential to result in poor outcomes or even patient fatality. Despite its widespread use, several studies have highlighted deficiencies in ECG interpretation skills among health professionals. This review of the literature reports how a lack of established ECG reporting methods may contribute to the variation in reported ECG interpretation competence across many healthcare professionals. The ubiquity of the ECG in clinical practice and an over reliance on computer assisted ECG interpretation are additionally explored as factors affecting acquisition and retention of this clinical skill.

Evaluating the quality of simulation teaching in Fundamental Nursing Curriculum: AHP-Fuzzy comprehensive evaluation.
Yang J, et al.
*Nurse Educ Today.* 2019 Jun;77:77-82.
Simulation has been widely adopted in nursing education, while it is difficult to evaluate the quality of simulation. AHP-Fuzzy comprehensive evaluation could be an effective method based on one a comprehensive and scientific evaluation Index system. The application of simulation teaching in (Fundamental Nursing Curriculum) proves high quality. The fuzzy comprehensive evaluation combining subjective evaluation and objective evaluation proves to be a scientific and feasible methodology in nursing education.
The SQUIRE 2.0 (Standards for QUality Improvement Reporting Excellence) guidelines were published in 2015 to increase the completeness, precision, and transparency of published reports about efforts to improve the safety, value, and quality of health care. The principles and methods applied in work to improve health care are often applied in educational improvement as well. In 2016, a group was convened to develop an extension to SQUIRE that would meet the needs of the education community. This article describes the development of the SQUIRE-EDU extension over a three-year period and its key components.

A Brief Communication Curriculum Improves Resident and Nurse Communication Skills and Patient Satisfaction.
Allenbaugh J, Corbelli J, Rack L, Rubio D, Spagnoletti C.
Despite the ever-expanding role that the patient experience plays in healthcare, effective strategies proven to increase patient satisfaction ratings remain scarce. At the University of Pittsburgh Medical Center, we identified patient-doctor and patient-nurse communication as an area for intervention to improve suboptimal patient satisfaction among medicine inpatients. We posited that the likely reasons for underperformance in this area were a lack of adequate training in bedside communication skills. A small investment of curricular time devoted to clear communication skills improved residents' and medical nurses' knowledge, attitudes, skills, and communication-specific HCAHPS scores. This curriculum, focused on improving bedside communication skills, could be implemented in a variety of settings to improve patient satisfaction and patient experience.

Impact of interprofessional education for medical and nursing students on the nutritional management of in-patients.
Braun B, et al
Despite its frequency, malnutrition is underestimated in its importance for morbidity and mortality. Interprofessional nutrition management can improve patient safety and clinical outcomes. An interprofessional education is considered as the basis for good team cooperation. So far, little data is available on the effects of interprofessional education on measurable outcomes for patients. The objective is to determine to what extent student feedback leads to a change of in-patient nutritional management for a selected internal medical ward. The feedback from the results of student interprofessional cooperation led to a sensitization of decision-makers and enabled new measures to improve nutritional management. These can increase patient safety.

How the NMC quality standards assure nursing and nursing associate education.
Gasper A.
Emeritus Professor Alan Glasper, University of Southampton, discusses the new processes used by the Nursing and Midwifery Council to ensure that all programmes leading to registration are fit for purpose and award.

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