A Guided Reflection Activity on Sudden Death
Jobes, M.J. ; Duncan, K.
Sudden patient deaths occur in the critical care setting, but nursing students have few opportunities to experience this type of situation. Positive strategies exist for helping students process a patient’s death (Dzubak, 2018). In order to expose students to the emotional aspects of sudden patient death, a specific non-graded guided reflection activity was developed for senior baccalaureate nursing students in a required advanced medical–surgical critical care course. A published scenario provided a death experience in the classroom, and instructors guided students through personal emotional responses. More than 200 students have participated in this activity.

A narrative synthesis on healthcare students use and understanding of social media: Implications for practice
Ramage, Colin; Moorley, Calvin
Nurse Education Today. Volume 77 (2019); pp 40-52
The aim of this review was to explore healthcare students’ professional and personal use and understanding of social media. A comprehensive search was performed in October 2017 using CINAHL, Academic Search Complete, Education Search Complete, ERIC, MEDLINE and British Education Index. A further search was completed in February 2018 including Google Scholar. Social media is predominately used by students to communicate with peers and to access course related information. It can provide a collaborative environment which allows engagement and promotion of the nursing profession. Student nurses are generally aware of what constitutes safe and professional social media usage but there remains a need for additional training on how students should navigate the online world as there remains a significant risk of unprofessional behaviours.

A preliminary framework to guide implementation of The Flipped Classroom Method in nursing education
Barbour, Connie; Schuessler, Jenny B.
Nurse Education In Practice. Volume 34 (2019); pp 36-42
Healthcare environments have increased in complexity over the last 30 years. However, educational methods to prepare nurses have remained virtually unchanged. To prepare nurses to practice in today's complex practice environment, there are calls for change and transformation in how nursing education is implemented. This transformation requires nurse educators to shift their epistemic beliefs about teaching and learning by considering theories that promote effective learning. An innovative method being used in nursing education is the Flipped Classroom Method (FCM). The FCM is a teaching strategy that encourages critical thinking and application of knowledge obtained outside of the classroom to real-world situations and problems within the classroom. This paper presents a preliminary framework synthesized from multiple theories including andragogy, constructivism, self-efficacy, and diffusion of innovations. The purpose of this preliminary framework is to support the nurse educator’s reflections about the learner, their abilities to implement the FCM and to synthesize theoretical constructs to implement the FCM.
Adult student nurses' experiences of encountering perceived child abuse or neglect during their community placement: Implications for nurse education

Tweedlie, Julie; Vincent, Sharon

Nurse Education Today. Volume 73 (2019); pp 60-64

While child nursing students may expect to encounter child abuse and neglect and assume a safeguarding role when they qualify, those undertaking adult nursing courses may not expect to come into contact with children and may be even less likely to expect to encounter child abuse or neglect. This paper presents the findings of an interpretative phenomenological analysis (IPA) study. Students learn through experience and reflection and Mezirow's Transformational Learning Theory (TLT) was used to explain the various ways in which nine adult nursing students attempted to make sense of and learn from their experiences of encountering perceived child abuse and neglect during their community placement. The findings highlight there is a need for HEIs to ensure students on adult nursing programmes understand they have a role to play in protecting children; they also highlight a need for more effective preparation and support.

An Integrative Review of Clinical Reasoning Teaching Strategies and Outcome Evaluation in Nursing Education

Brown Tyo, Mirinda ; Mccurry, Mary K

Nursing education perspectives, 2019, Vol.40(1), pp.11-17

This study explored teaching strategies used to promote clinical reasoning in nursing education and identify outcomes used to evaluate effectiveness. Improving clinical thinking requires development of innovative, effective teaching strategies. Instruments that can accurately evaluate teaching and learning strategies are needed to advance this educational initiative and improve quality of care.

Development of a Foundations of Simulation Teaching Course for Nurse Educators

Gore, Teresa ; Singh, Oma Baliram


Academic leaders in a college of nursing were faced with an increasing need to integrate high quality simulations into their undergraduate curriculum; however, there was a general lack of expertise in the subject area among faculty. The leaders supported the development of an online course that focused on improving foundational simulation knowledge. The course, developed through collaboration between a faculty simulation expert and an instructional designer, was specifically designed to focus on key simulation objectives to improve the simulation skill set of faculty. Post-test scores revealed an increase in simulation knowledge.

Does nurse education promote caring and compassionate practice? A discussion following documentary review of current and future undergraduate curricula

Mackintosh-Franklin, Carolyn

Nurse Education In Practice. Volume 36 (2019); pp 121-124

The qualities that actually constitute caring and compassionate practice are difficult to identify and there remains an ongoing international debate about the nature of these attributes, the differential value of aspects of care and compassion, and the role leadership, organisational structure and education has in promoting these values.

Effect of a game-based virtual reality phone application on tracheostomy care education for nursing students: A randomized controlled trial

Bayram, Sule Biyik ; Caliskan, Nurcan

Nurse education today, August 2019, Vol.79, pp.25-31

A game-based virtual reality phone application is used as a simulation to teach psychomotor skills in nursing education. This study aims at determining the effect of it on tracheostomy care education for nursing students. The game-based virtual reality phone application was effective in teaching the skill of suctioning a tracheostomy tube for nursing students in the short term, and it is recommended that this application be used in psychomotor skill training.
**Effect of education using the virtual social network on the knowledge and attitude of emergency nurses of disaster preparedness: A quasi-experiment study**
Najafi Ghezeljeh, T. et al

*Nurse Education Today*. Volume 73 (2019); pp 88-93

Nurses play an important role in helping people to cope with disasters. Dealing with disasters requires proper knowledge, attitudes and skills that can be achieved through education. Education through virtual social networks as a method of distance education can be used due to its accessibility and ease of use. This study looked to investigate the effect of education using the virtual social network on the knowledge and attitude of emergency nurses of disaster preparedness. This was a pre-test and post-test quasi-experimental study with a control group. A significant increase in the knowledge score of the intervention group was reported compared to the control group indicating the effectiveness of learning through the virtual social network. Also, the high level of attitude scores before and after education indicated the positive attitude of emergency nurses toward the need for disaster preparedness.

**Effect of Learning Mastery Model in Clinical Education of Nursing Students: A Systematic Review**
Negin Masodi Alavi et al

*Development Strategies in Medical Education*, 01 October 2019,

The purpose of teaching is learning. At yet, different patterns have been proposed for learning in different sciences. One of the new educational patterns is Learning Mastery Model that considers achieving clinical competence. Aim of the study is systematic review of Learning Mastery Model in Clinical Education of Nursing Students. A mastery learning pattern can be trained to instructors and faculty members of universities as a new educational model for clinical education of nursing and paramedical students.

**Effects of a Stress Management Training Program With Mindfulness-Based Stress Reduction**
Karaca, A.; Şişman, N.Y.


The purpose of this study is to evaluate the effectiveness of a mindfulness-based stress reduction program applied to a sample of Turkish nursing students. The results derived from this study suggest that the mindfulness-based stress reduction program is effective in reducing the stress experienced by students during nursing education, increasing their mindfulness, strengthening their coping mechanisms for stress, increasing their use of self-confident and optimistic approaches, and decreasing their use of the helpless approach.

**Effects of ASQ-based flipped learning on nurse practitioner learners' nursing skills, learning achievement and learning perceptions**
Lin, Hui-Chen; Hwang, Gwo-Jen; Hsu, Yaw-Don

*Computers & Education*, October 2019, Vol.139, pp.207-221

An ASQ-based flipped learning approach was proposed. The approach helps students effectively identify key concepts before the class. An experiment was conducted in a clinical nursing skills training course. The approach improved the learners' nursing skills performance. The approach improved the learners' self-efficacy and critical thinking tendency.

**Evaluation of a collaborative testing approach to objective structured clinical examination (OSCE) in undergraduate nurse education: A survey study**
Saunders, A. et al

*Nurse Education In Practice*. Volume 35 (2019); pp 111-116

OSCEs are widely used but resource intensive and heighten student anxiety. Students responded positively to a unique OSCE design. Collaborative testing reduced anxiety, increased satisfaction and peer-learning.

**Experiences of supervision during clinical education among specialised nursing students in Sweden: A cross-sectional study**
Sundler, A.J. et al

Factors developing nursing students and novice nurses’ ability to provide care in acute situations
Sterner, A. et al
Nurse Education In Practice. Volume 35 (2019); pp 135-140
Nurses play an important role in detecting, interpreting and deciding appropriate actions to take in order to care for patients in acute situations. Nevertheless, novice nurses are reported as feeling unprepared to provide appropriate care in acute situations. In order to address this issue, it is important to describe factors in nursing education and first year of practice that enable nurses to provide appropriate care in acute situations. 17 novice nurses were interviewed in this qualitative study. A phenomenographic analysis was applied and four categories were discovered: Integrating theory into practice, access to adequate support, experience-based knowledge and personality traits. Results suggest that a variety of factors contribute to novice nurses’ ability to provide appropriate care in acute situations. Experience of acute situations and the integration of theory and practice are pivotal in acquiring skills to provide appropriate care. To accomplish this, reflection, practice and/or applied training with a patient perspective is recommended.

International priorities for home care education, research, practice, and management: Qualitative content analysis
Jarrín, O.F. et al
Nurse Education Today. Volume 73 (2019); pp 83-87
Despite growing demand for home care nursing, there is a growing home care workforce shortage, due in part to hospital-centric nursing curricula that lead students to undervalue of home care and community practice setting. Collectively, the findings provide a major call to action for nurse educators to re-design existing pre- and post-licensure educational programs to meet the growing demand for home care nurses. Innovations in education that focus on filling gaps in the evidence-base for community nursing practice, and improving access to continuing education and evidence-based resources for practicing home care nurses and nurse managers should be prioritized.

Learning to Bounce Back: A Scoping Review About Resiliency Education
Low, R. et al
Health care professionals face high levels of stress from working in a demanding environment. Resiliency training has emerged as an approach to overcome occupational stress. The purpose of this study was to understand what is known about educational strategies for teaching resilience. This scoping review has confirmed that there are relevant education strategies to assist students in developing resilience. Recommendations for integrating resilience education at the undergraduate level are included. Preparing nursing students to persevere through adversities is essential for maintaining physical, mental, and emotional health throughout their career.

Mentorship method in Clinical Education of Nursing Students: A Systematic Review
Khadije Sharifi ; et al
Development Strategies in Medical Education, 01 October 2019, Vol.6(2), pp.39-49
It has been reported that there is a rather deep gap in clinical skills training and clinical practice. Mentorship is one of the modern educational approaches. The aim of study was to review the works on mentorship method systematically for clinical education of nursing students. Using Mentoring approach in clinical education is effective on learning, retention, acquisition of skills and enhancement of clinical competence of nursing students. It is recommended that the mentorship program be used for clinical education of nursing and paramedical students.

Mobilising evidence to improve nursing practice: A qualitative study of leadership roles and processes in four countries
Harvey, G. et al
The approach and style of leaders is known to be an important factor influencing the translation of research evidence into nursing practice. However, questions remain as to what types of roles are most effective and the specific mechanisms through which influence is achieved. National policies around quality and performance shape priorities for evidence-based practice, which in turn influences the roles and mechanisms for implementation that are given prominence. There is a need to maintain a balance between the mechanisms of managing and monitoring performance and facilitating critical questioning and reflection in and on practice. This requires a careful blending of managerial and facilitative leadership. The findings have implications for theory, practice, education and research relating to implementation and evidence-based practice.
New nurses and community maternal care education: A qualitative study

Fadilah, Nur; Mckenna, Lisa

*Nurse Education In Practice.* Volume 34 (2019); pp 139-144

There is ongoing focus in Indonesia to lower the maternal mortality rate. One strategy has been increasing numbers of health care practitioners, including nurses, in the community. While much is known about transition experiences of new registered nurses, little is known about the adequacy of educational preparation of new nurses in Indonesia to provide maternal care in community settings. This qualitative descriptive study explored new diploma prepared nurses' perceptions of their educational preparation for providing community maternal care. Semi-structured interviews were conducted with five new nurses working in community health care centres in Gowa District, South Sulawesi, Indonesia. Thematic analysis was used to analyse data. Three key themes emerged: Practice context, Professional role delineation, and Education programs. Nurses reported encountering a range of aspects of maternal care, and community expectations of their skills and knowledge. These were particularly necessary in rural areas. Educational preparation was found to be insufficient for the activities that graduates were engaged in. There is a need for more research into maternal care content in undergraduate nursing programs in Indonesia to ensure optimal maternal care in community settings.

Nursing students’ cultural beliefs and understanding of dementia: A phenomenological study across three continents

Brooke, J. et al

*Nurse Education Today.* Volume 77 (2019); pp 6-11

Migrant nurses have reported difficulties adapting to their new culture and providing culturally sensitive care for people with dementia. However, to date no studies have explored the impact of student nurse's cultural heritage on their beliefs and understanding of dementia. The cultural heritage of student nurses impacted on their beliefs of dementia; however their understanding of the needs, care and support of a person with dementia changed and developed through clinical experience and education.

Personal and work-related factors associated with nurse resilience: A systematic review

Yu, F. et al


Nursing shortages have profoundly impacted hospitals and consequently increased financial expenditure, resulting in work overload, thus augmenting nurses' stress and burnout levels. Studies have found that resilience helps nurses reduce the effects of stress and burnout. However, the factors associated with nurse resilience are yet to be determined. This systematic review aims to identify the associated personal and work-related factors of nurse resilience. Understanding nurse resilience can proactively help nurses identify or prevent potential problems, thus fostering job resources and ultimately achieving personal and professional growth. Increased nurse resilience can help nurses reduce emotional exhaustion, increase work engagement, and enhance function when facing workplace challenges. This can assist nurses to establish strategies to deal with adversity and attenuate the effects of job demands. Further research is needed to explore nurse resilience and develop a consistent instrument for measuring resilience.

Promoting Academic and Clinical Success Through Learning Contracts

Swartz, Martha K

*The Journal of nursing education,* 01 June 2019, Vol.58(6), pp.372

Essentially, contract learning is a method whereby students become active participants in structuring their own educational plan by providing input into a written agreement that specifies what is to be learned, how it is to be learned, and how that learning is then assessed or verified. Through this process, learning becomes an active rather than a passive process for students and allows them to become more independent and responsible for their own learning. Such an approach is often used in independent study projects or in tutorial interactions with faculty. Rather than being motivated by the possibility of achieving a high grade, students have the option of selecting their own learning strategies to achieve their specific objectives based on their own individual interests and goals, while also progressing within the context of the plan of study for the course or clinical experience.
### Sleep as a topic in nursing education programs? A mixed method study of syllabuses and nursing students’ perceptions

Gellerstedt, L. et al  

Sleep is a basic human need and is considered important for maintaining health. It is even more important during illness due to its impact for example on our immune system. Nurses have an important role in identifying sleep deprivation. They are also in a unique position to promote and address sleep among patients. However, it is essential that they are provided with the appropriate knowledge during training. This study indicates that education about sleep and patients' sleep in the nursing programs studied is insufficient and limited. This gap in knowledge may lead to prospective registered nurses using their own experiences instead of evidence-based knowledge when assessing, supporting and applying sleep-promoting interventions.

### Stress and Coping Among Nursing Students During Clinical Training: An Integrative Review

Bhurtun, H.D. et al  

Nursing students perceive stress during clinical trainings and use various coping strategies to manage it. This integrative review critically appraises previous literature on stress and coping strategies among undergraduate nursing students during clinical training. The findings may provide guidance for how nursing staff can mentor students during clinical practice and establish a more supportive clinical environment.

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

Jessee, M.A.  

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.

### The effectiveness of end-of-life care simulation in undergraduate nursing education: A randomized controlled trial

Tamaki, T. et al  
**Nurse Education Today**, Volume 76 (2019); pp 1-7

Nursing students have limited opportunities to experience end-of-life care, so it is difficult for them to learn how to deliver it empirically. The use of simulations with standardized patients may be a way to provide realistic experience of end-of-life care for nursing students. End-of-life care simulation with standardized patients would be an effective strategy to train nursing students, who have limited opportunities to experience end-of-life care.

### The HEIPS framework: Scaffolding interprofessional education starts with health professional educators

Stanley, Karen; Stanley, David  
**Nurse Education In Practice**, Volume 34 (2019); pp 63-71

The link between interprofessional collaboration and interprofessional education has been at the centre of discourse for some time. To understand some of the challenges of interprofessional collaboration, a research study was undertaken. The study investigated the interprofessional socialisation experiences of health professional educators, across five higher education faculties in Perth, Western Australia (WA). An interpretive phenomenological framework was utilised to explore the phenomena of interprofessional socialisation. Twenty-six professional educators were interviewed from a variety of health-related disciplines and qualitative content analysis was undertaken with the aid of NVivo 10 software. Examination of the data discovered a range of barriers that were potentially preventing professionals from working together effectively, within education. Overcoming some of these obstacles were identified, such as, professional language, organizational support, time and workload and the proximity of professionals. The research also recommended a framework that would support health educators. Currently, there are conceptual frameworks that guide the professional and interprofessional socialisation of healthcare graduates within education. Whereas, there is very little guidance or frameworks to support professional educators interprofessional experiences. The health educators’ interprofessional socialisation (HEIPS) framework is presented within this paper, and is a four-step process to encourage the interprofessional socialisation of educators within universities.
### The Impact of Compassionate Care Education on Nurses: A Mixed-Method Systematic Review
**Coffey, A. et al**  
*Journal of advanced nursing*, 04 June 2019

Aims of the study were to identify, describe, and summarize evidence from quantitative, qualitative, and mixed-method studies conducted to prepare nurses and nursing students to lead on and/or deliver compassionate care. The impact of compassionate care educational programmes on nurses was predominantly positive. Further evaluation of the long-term impact of these programmes on nurses, patients, and organizations is warranted. Optimal delivery of compassionate care can be achieved by building organizational infrastructures that support nurses from all levels to attend education programmes and lead on compassionate care delivery.

### The relationship between specialty nurse certification and patient, nurse and organizational outcomes: A systematic review
**Whitehead, L. et al**  

Objectives of the study were to review the current evidence on the relationship between specialty nurse certification and outcomes. A structured and comprehensive systematic review was undertaken using the Joanna Briggs Institute framework to include both published research studies and expert opinion papers. The current model risks driving further proliferation of specialty certifications and certifying organizations without questioning the assumptions underlying the goals of certification. The challenges of measuring impact and the cost and value to individual nurses and healthcare organizations are key areas for consideration.

### Using the case method to explore characteristics of the clinical reasoning process among ambulance nurse students and professionals
**Wihlborg, J. et al**  
*Nurse Education In Practice*. Volume 35 (2019); pp 48-54

Clinical reasoning is proposed to represent cognitive processes, skills and decision-making aspects of nursing practice and is important for quality care. It has been suggested that the reasoning processes should be practiced during education to develop decision-making competence among nurses. The aim of the study was to explore and describe clinical reasoning processes at different times during specialist ambulance nurse education and among specialist ambulance nurses. Professional experiences and reflectivity seemed to influence both the content and the process of clinical reasoning. At initiation of specialist education, more analytical reasoning was used, while the specialist nurses mainly used a non-analytical approach. Specialist nurses incorporated a larger variety of content during their reasoning. Based on the findings here, the case-method might be useful for practicing various clinical reasoning skills and elaborating on decision-making processes.

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