Responding to the Unexpected: Tag Team Patient Safety Simulation
Dwyer, T.A. et al.
Clinical Simulation in Nursing, November 2019, Vol.36, pp.8-17
Tag Team Patient Safety Simulation (TTPSS) was developed to prepare work-ready nursing graduates in the context of patient safety. The SPSSES is a valid survey instrument, verifying student's satisfaction with this large group simulation approach in preparing them to respond to patient safety issues.

The voice of paediatric oncology nurses: A longitudinal diary study of professional development
Hopia, H. et al.
European Journal of Oncology Nursing, October 2019, Vol.42, pp.28-35
There is a limited amount of studies with results on professional development of paediatric oncology nurses. This study seeks to increase the understanding of the factors associated with the professional development of paediatric oncology nurses through the continuous education programme from the paediatric nurses’ perspective. Research results show that a strong knowledge base in nursing alone is not sufficient for the professional development of paediatric oncology nurses. They also need to use their medical knowledge in order to gain an adequately deep understanding of children's cancers and their treatment. Nursing must be organised so that nurses have the opportunity to compare, share, question and argue for the methods they use with their colleagues in their own unit and other hospitals. Further research is needed on the professional development of paediatric oncology nurses and factors affecting it in order for a career development model to be created for this specific yet demanding area of nursing.

Creating a simulation experience to promote clinical judgment
Reibel, M.D. et al
There is a need for high-quality simulation scenarios to promote nursing students' clinical judgment skills. Yet, faculty possess different levels of experience with simulation. Skillful scenario development requires collaboration with simulation experts and adherence to best practices, but the process can be initiated by course faculty. This article presents development and application of a simulation experience to promote clinical judgment by a faculty member that lacked previous experience in writing simulation scenarios.

E-Learning in Nursing: Tool Development for Evaluating Virtual Patient Learning Systems
Abuatiq, Alham
The growing number of online nursing programs increased the demand to utilize interactive virtual patient learning systems in online nursing courses. The purpose of this study is to develop and assess the validity of a tool named “Virtual Patient Learning System Evaluation Tool”. Evaluating the effectiveness of virtual learning systems will guide the online teaching pedagogies and the online nursing program development.
The Nurse Professional Competence (NPC) Scale: A tool that can be used in national and international assessments of nursing education programmes

Gardulf, A. et al


The quality of basic nursing bachelor programmes nationally and internationally must regularly be assessed to ensure that they fulfil requirements and are appropriate in relation to developments and changes in societies and healthcare systems. There is a need for instruments in helping to assess this. The aim of this study was to investigate whether the Nurse Professional Competence (NPC) Scale could serve as a tool to measure and detect possible differences between universities/university colleges regarding nursing students’ self-reported competence. It is concluded that the NPC Scale can serve as a useful tool in national and international assessments of nursing bachelor programmes.

Nurse professional competence (NPC) assessed among newly graduated nurses in higher educational institutions in Europe

Nilsson, J. et al


Nursing education will play an important role in further advancing healthcare transformation in the future. The aim of this study was to assess and compare nursing education and self-reported professional competence among nursing students graduating with a bachelor’s degree from higher education institutions in Europe.

Transfer of Learning From University-Based Simulation Experiences to Nursing Students' Future Clinical Practice: An Exploratory Study

Bruce, R. et al.

Clinical Simulation in Nursing, October 2019, Vol.35, pp.17-24

Despite increasing use of simulation in nursing education, there is limited understanding of how simulation experiences influence students' future practice. The aim of this study was to explore recently graduated registered nurses' perceptions of how their learning from undergraduate university-based simulation experiences informed their current practice and the factors that facilitated or inhibited this transfer of learning. This study provided new insights into the transfer of learning from university-based simulation experiences to students' practice after graduation. Further research with other groups of learners and larger sample sizes will be valuable in taking this work forward.

The Effect of Web-Based Preoperative and Postoperative Patient Care Education on Nursing Students: A Randomized Controlled Study

Durmaz Edeer, A. et al

Computers, informatics, nursing : CIN, 01 August 2019

This study examined the effect of Web-based preoperative and postoperative patient care education among undergraduate nursing students. This was an experimental, randomized controlled study. The education provided in the Web-based education was equivalent to that provided in traditional education. Thus, Web-based education appears to be a useful tool to educate student nurses in preoperative and postoperative patient care.

Education is a private matter: Clinical midwives' experiences of being part-time master's students in midwifery

Dahl, B. et al

Nurse Education in Practice, August 2019, Vol.39, pp.32-36

When the master’s degree in midwifery was introduced in Norway, clinical midwives with a professional diploma soon requested the possibility to upgrade their education to a master’s degree. In 2014, a part-time master's program worth 40 ECTS credits was introduced at a Norwegian university. In this study, we aimed to explore clinical midwives’ experiences of how taking a part-time master's program in midwifery was received at their workplace. We employed a qualitative research design and an explorative descriptive approach. The study demonstrates that a master's degree in midwifery can be instrumental to strengthen clinical practice, but also points towards the need to update and strengthen management and leadership to facilitate and implement new knowledge.
### Exploring moral problems and moral competences in midwifery: A qualitative study

Oelhafen, S. et al  
**Nursing Ethics**, August 2019, Vol.26(5), pp.1373-1386

Most undergraduate midwifery curricula comprise ethics courses to strengthen the moral competences of future midwives. By contrast, surprisingly little is known about the specific moral competences considered to be relevant for midwifery practice. Describing these competences not only depends on generic assumptions about the moral nature of midwifery practice but also reflects which issues practitioners themselves classify as moral. In the light of the ethical issues and factors contributing to phenomena of moral distress, an empirically grounded profile of moral competences is drafted. Curricular implications in the light of possible adaptations within undergraduate midwifery education are critically discussed.

### The relationship between work environment and career success among nurses with a master’s or doctoral degree: A national cross-sectional study

Wang, Y. et al  
**International Journal of Nursing Practice**, August 2019, Vol.25(4), pp.n/a-n/a

To investigate the career success and work environment among nurses with a master’s or doctoral degree and analyse the effect of work environment on their career success. This was a national descriptive, cross-sectional study. The career success and work environment is moderate among nurses with a master’s or doctoral degree, and improving the work environment for nurses may lead to higher career success.

### Anaesthetic Nurses’ Perceptions of Learning During Interprofessional Simulation Education

Armour, T. et al  
**Clinical Simulation in Nursing**, October 2019, Vol.35, pp.5-9

The purpose of the study was to explore anaesthetic nurses' perceptions of learning during interprofessional simulation education (IPSE). IPSE has a focus on the reduction of error in the operating room (OR) through improved team performance. It is recommended that IPSE be provided to all OR health disciplines, and that the activity is conducted in a way that mirrors the normal balance of health disciplines within the OR environment.

### Clinical Nurse Specialist Preceptor Protocol

Bloomingdale R, Darmody JV.  

We wanted to develop an evidence-based clinical nurse specialist (CNS) preceptor protocol to enhance preceptor’s skills and effectiveness and strengthen the preceptor-preceptee relationship and outcomes. An effective CNS preceptor is a key variable to quality, timely, and fiscally responsible CNS transition and retention. Most preceptors receive no formal education or skill development. Literature searched from the previous 10 years explored CNS preceptor, preceptee, and preceptorship process. The literature informed the CNS preceptor protocol development. The protocol may be evaluated within a preceptor-preceptee relationship across multiple settings. Higher levels of CNS research are vital to identify evidence-based CNS preceptorship strategies. As CNSs are integrated into advanced practice roles, a structured preceptor protocol and education program is critical to provide quality outcomes.

### Carrying out systematic literature reviews: an introduction

Davies A.  

Systematic reviews provide a synthesis of evidence for a specific topic of interest, summarising the results of multiple studies to aid in clinical decisions and resource allocation. They remain among the best forms of evidence, and reduce the bias inherent in other methods. A solid understanding of the systematic review process can be of benefit to nurses that carry out such reviews, and for those who make decisions based on them. An overview of the main steps involved in carrying out a systematic review is presented, including some of the common tools and frameworks utilised in this area. This should provide a good starting point for those that are considering embarking on such work, and to aid readers of such reviews in their understanding of the main review components, in order to appraise the quality of a review that may be used to inform subsequent clinical decision making. Carrying out a systematic review is a time-consuming process, that on average takes between 6 and 18 months and requires skill from those involved. Ideally, several reviewers will work on a review to reduce bias. Experts such as librarians should be consulted and included where possible in review teams to leverage their expertise.
**Becoming a Transformative Nurse Educator: Finding Safety and Authenticity.**
Hoeksel R, Eddy LL, Dekker L, Doutrich D.
The study purpose was to evaluate and strengthen this program's nursing education curriculum to better prepare and develop future nurse faculty. As the dire nursing faculty shortage increases, the transition of expert nurse clinician to novice educator is receiving more attention. In order to prepare, recruit, and retain the nursing faculty needed to meet the growing nurse shortage, understanding what nurse educators need in order to be successful is essential. Fourteen participants from four focus groups of nurse educators shared stories about their role transition. Two administrators were interviewed to determine what they identified as crucial in hiring new nurse educators. Interpretive analysis focused on identification of themes and possible paradigm cases. Themes that emerged included: a) culture of academia surprises, b) exciting "Aha!" moments, and c) Safety with a capital "S". These findings were used to strategically revise the entire nurse educator curriculum.

**Millennial midwifery: Online connectivity in midwifery education.**
Geraghty S, Bromley A, Bull A, Dube M, Turner C.
The aim of this study was to explore graduate midwives' experiences of completing a Bachelor of Midwifery online theory course and how that experience led to preparation for practice and future employment as a midwife. Course completion, experience of online learning/preparation for practice, and recommendations for improvement were identified as areas of importance for graduates of the online midwifery theory course.

**The future of pediatric nursing science.**
Harrison TM et al
Nurs Outlook. 2019 Jun 27.
The provision of safe and effective nursing care to children is dependent upon pediatric nurse scientists creating knowledge that guides and directs day-to-day nursing practice. Current trends demonstrating steady decreases of pediatric nurses and inadequate numbers of PhD-prepared pediatric nurse scientists put the health of our children at risk. The purposes of this paper are to (1) summarize current health care demands in pediatrics, (2) present our concern that the number of pediatric nurse scientists is inadequate to generate foundational knowledge to guide pediatric nursing practice, (3) present our perspectives on factors influencing the number of pediatric nurse scientists, and (4) recommend specific actions for nursing leaders, nursing faculty, and professional nursing organizations to increase the depth and breadth of pediatric nursing science to meet current and future pediatric care needs.

**International perspectives on the pediatric nurse practitioner role.**
Würtz GMF, Jensen CS, Egerod I.
Advanced pediatric nurse practitioners (APNPs) working in acute settings are represented in pediatric hospitals, clinics, and wards around the world. They work independently and autonomously. The aim of this study was to compare the role of APNPs in four different countries to gain knowledge on the qualifications and experience of the practitioners and their impact on pediatric patients and families. From the perspective of four APNPs, advanced pediatric nursing practice is beneficial to the patient, family, and professionals. The formal education varies in the countries studied, but the basic tenets of practice are the same. Family-centered practice and holism are basic to the APNP role.

**Preparing Future Nurse Educators to Teach in the Online Environment.**
Matthias AD, Gazza EA, Triplett A.
With the proliferation of online courses in nursing education and professional staff development, future nurse educators must be prepared to teach online. The purpose of this article is to present an educational innovation created and evaluated to prepare future nurse educators to develop, design, and deliver an online learning module for distance education. Instructional scaffolding and applied learning enhances student engagement and effectively prepares nurse educator students to teach online. The strategies are easily adaptable to diverse academic and professional development settings and various learning management systems.
Effective Strategies for Teaching Teamwork.
Dirks JL.
Teamwork is essential for health care providers, who must work together to ensure safe and effective patient care. The ability to function effectively as a team is especially important in critical care, where ad hoc teams are brought together for short-term management of crisis situations. Teamwork training has been widely implemented, but ongoing education and practice are needed to maintain and improve competency. This article reviews some of the literature on team science and provides recommendations for enhancing training to promote development of a shared mental model. Strategies such as ensuring multidisciplinary participation, clarifying team resources and goals, and creating practice scenarios can increase the effectiveness of training for critical care teams. Evaluation can provide immediate feedback on learning outcomes and may facilitate subsequent transfer of learning to the clinical setting. Interventions that improve a team’s ability to work toward a common goal can improve outcomes for critically ill patients.

Evaluating Transfer of Continuing Education to Nursing Practice.
Bryant T, Posey L.
The nursing profession needs solid evidence of the important contributions that continuing education (CE) makes to nursing practice change. We analyzed nurses’ intent to change practice, actual practice change, and examples of practice change after completing CE courses of differing types, topics, and geographic locations. CE can positively influence nursing practice change and lead to broader organizational improvements.

Closing the Gap: A Regional Partnership Model for Perioperative Nursing.
Manchester J, Palma S, Karasin M.
New Jersey is projected to be one of the top three states to experience a nursing shortage. The current practice of health care organizations providing their own education and training in the perioperative setting leads to variability in the degree of staff readiness and competence to address the complexities encountered in this setting. This may result in increased perioperative nursing orientation costs. The Center for Professional Development at Rutgers School of Nursing partnered with members of the region’s surgical facilities to design and implement an accelerated immersion perioperative training model. This academic-clinical practice partnership resulted in a model that equips nurses with the competencies to better fulfill workforce demands while reducing costs.

From education to practice: What we can learn about the workforce from a survey of new nurse practitioners.
Faraz A, Salsberg E.
To understand the posttraining plans and job market for new nurse practitioners (NPs), a survey was conducted of new family NPs (FNPs) in 2017. The survey was also designed to test the logistics and feasibility of conducting such a survey on a national scale and the usefulness of data gathered. Although the job market for new NPs is generally good, with the rapid increase in NP graduates combined with the unwillingness or inability of many new NPs to move, some areas may have surpluses of NPs and limited job opportunities for new NPs, whereas other areas may have shortages upcoming. The survey of new NP graduates is a useful tool to monitor the experience of new NPs and provides valuable information to NP programs and prospective students. Future research should ensure a representative sample of new graduate NPs to accurately reflect the experience of new NPs.

Attitudes towards the dying and death anxiety in acute care nurses - can a workshop make any difference? A mixed-methods evaluation.
Cheong CY, Ha NHL, Tan LLC, Low JA.
In Singapore, the core curriculum for end-of-life (EOL) care used in nurse training courses is limited. Only 45% of nurses indicated familiarity with inpatient palliative care. Nurses who lack skills in palliative care may develop anxiety and negative attitudes towards caring for dying patients. We explored whether a two-day, multimodal EOL care workshop could reduce nurses’ death anxiety and improve nurses' skills, knowledge, and attitude towards palliative care. The multimodal palliative care workshop was useful in improving nurses' EOL knowledge and reducing their anxiety towards death. The positive change in nurses' attitudes and practices were noted to be sustained for at least six weeks after the intervention.
TeamTalk: Interprofessional Team Development and Communication Skills Training.
Donesky D, Anderson WG, Joseph RD, Sumser B, Reid TT.
Communication training is a hallmark of palliative care education. The purpose of this article is to report on the development, exploratory outcomes, and lessons learned from a pilot project, "TeamTalk," which adapted VitalTalk methodology for interprofessional learners. Preliminary findings indicate that TeamTalk improved attitudes toward interprofessional collaboration and self-confidence for participating on an interprofessional team. The lessons derived from creating and implementing this course may be applicable to interprofessional education in serious illness management.

Supporting nurse practitioner education: Preceptorship recruitment and retention.
Staples E, Sangster-Gormley E.
Clinical experience is an essential component of nurse practitioner (NP) education that relies heavily on preceptors. Recruitment and retention of preceptors is challenging due to many variables that can affect NP education and practice. We surveyed Canadian NP programs to understand their preceptorship structures, how they support preceptorship, and to identify gaps and challenges to recruitment and retention of preceptors. The findings suggest the need for exploring a wider interprofessional collaboration among graduate NP programs/faculty, clinical placement sites, and NPs to facilitate the recruitment and retention of preceptors.

The influence of informal learning and learning transfer on nurses’ clinical performance: A descriptive cross-sectional study.
Yun, Jungmi; Kim, Dong-Hee; Park, Youngchoon
*Nurse Education Today,* Sep 2019; vol. 80 ; p. 85-90
Workplace learning in hospitals consists mostly of informal learning processes that take place during specific work situations. Informal learning and effective learning transfer are expected to have a positive impact on nurses’ clinical performance. The purpose of this study was to examine the influence of informal learning and learning transfer on nurses’ clinical performance. This study found that significant correlations have been confirmed between the variables and learning transfer was an influential factor in clinical performance. Based on these results, the researchers suggest encouraging informal learning and developing learning transfer programs that consider the nurses’ careers.

Preparing Perinatal Nurses for Obstetric OR Emergencies by Using Simulations.
Stokes, Tanesha L; Koslan, Garrett
*AORN Journal,* Aug 2019; vol. 110 (no. 2); p. 162-168
A cesarean hysterectomy (CH) is an emergency procedure that can save a woman’s life in the event of postpartum hemorrhaging. If the CH is anticipated, it can take place in the general OR; however, more complex patients with multiple comorbidities are undergoing cesarean deliveries, resulting in unanticipated CHs and emergent procedures occurring in the obstetric OR. Many perinatal nurses believe they are not properly trained to provide the level of perioperative care required during a CH. Perinatal nurse leaders implemented a perinatal perioperative simulation program to address this knowledge gap. Feedback from perinatal nurses after completing the simulation revealed they gained a comprehensive understanding of the flow of the procedure and the instrumentation needed to perform it. The simulation also improved communication and leadership skills in the obstetric OR. Simulations may help perinatal nurses provide safer, higher quality care when a delivery develops into a high-risk operative procedure.

Effectiveness of nursing rounds in the Intensive Care Unit on workplace learning.
Tobiano, Georgia; Murphy, Niki; Grealish, Laurie; Hervey, Lucy; Aitken, Leanne M. et al.
*Intensive & Critical Care Nursing,* Aug 2019
Evaluates the implementation of a regular Nursing Round as an educational strategy for workplace learning in an intensive care unit with a single room environment. Nursing Rounds enabled evidence-based learning that enhanced inter-disciplinary collaboration. Further investigation may be required to understand how to enable nurses to attend more frequently, and generate a more holistic, evidence-based discussion.
Creating Our Future Through Lifelong Learning.
Merlino, Missi
AORN Journal; Jul 2019; vol. 110 (no. 1); p. 2-4
As nurses, we need to develop a vision for how to best manage our careers and improve our practice. This means committing to lifelong learning by advancing our education through the acquisition of degrees or certifications, or through participation in continuing education opportunities such as online webcasts or in-person workshops and conferences.

Debriefing for Professional Practice Placements in Nursing: A Concept Analysis
Fisher, Margaret Ellen M.; Oudshoorn, Abe
Nursing Education Perspectives. 40(4):199-204, July/August 2019.
The aim of the study was to provide an in-depth analysis on the concept of debriefing for professional practice placements within baccalaureate nursing education. Knowledge of the defining attributes, antecedents, consequences of debriefing, and empiric referents assists educators in developing successful debriefing frameworks and instrument evaluation criteria for use in professional practice placements.

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