A Delphi Study to Understand Clinical Nursing Faculty Preparation and Support Needs.
McPherson S, Candela L.
Nursing programs are challenged with staffing qualified clinical faculty. Many hires, part time and full time, lack formal preparation or experience in leading student clinical groups. To have prepared clinical faculty, it is important to understand their learning preparation and support needs. Strategies for clinical faculty preparation and support include clarifying expectations, providing orientation, and communicating consistently and frequently.

Are Norwegian mentors failing to fail nursing students?
Hauge KW, et al
*Nurse Educ Pract.* 2019 Mar;36:64-70
It is highly important that nursing students are well educated and become safe and competent practitioners. This article presents the findings from a quantitative study investigating if Norwegian mentors fail to fail nursing students not achieving the learning outcomes in clinical studies in the bachelor's programme in nursing, in addition to the factors influencing their decisions. The findings suggest some future directions for nurse education programmes. The training of mentors, especially in managing failing students, and better support from liaison lecturers from the educational institution are important. It is also suggested that nurse education programmes together with mentors discuss the distinction between unsafe practices and learning outcomes for clinical studies.

Becoming student kind: A nurse educator’s reflexive narrative inquiry.
Graham MM, Johns C.
This reflexive narrative inquiry examines reflection as a living learning strategy. My doctoral inquiry aims to illuminate a journey of transformation as a nurse educator within higher education. An innovative self-study, reflexive narrative methodology frames the research. Philosophical influences draw upon auto-ethnography, critical social theory and hermeneutics, guided by six dialogical movements. Nineteen reflections generated the data. Insights emerged through reflection, engagement with literature and guidance within a reflective community. Snapshots from reflective texts form the basis for dialogue presented in this paper. Emerging Insights are expressed as being available becoming student kind in relationship with students as a foundation for developing person centred nursing weaves through the narrative. This dynamic concept is expressed through The Being Available Template interlinking vision, knowing the person and compassion, poise and creating and sustaining a learning environment. Tensions in representing storied findings from innovative methodologies are identified. The contribution of reflection and potential of reflexive narrative for knowledge and practice transformation are shared. Challenges for educators in supporting reflective learning in curriculum in an ever complex landscape of higher education are considered.
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<td>The competence of nurses in anaesthesia care is important for the quality of anaesthesia nursing care and patient safety. However, there is a lack of psychometrically tested instruments to measure the competence. Therefore, this study aimed to develop and test the psychometric properties of an anaesthesia nursing competence scale (AnestComp) assessing nurses’ competence in anaesthesia care. The initial results supported the reliability and construct validity of the AnestComp. The scale is considered a promising instrument for measuring anaesthesia nursing competence among anaesthesia nurses. Further research with larger and more diverse samples is suggested to refine the current psychometric evaluation.</td>
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<td>There is growing recognition by national and international policymakers of the contribution nurses make towards antimicrobial stewardship. Although undergraduate education provides an ideal opportunity to prepare nurses for antimicrobial stewardship roles and activities, only two-thirds of undergraduate nursing programmes incorporate any antimicrobial stewardship teaching and only 12% cover all the recommended antimicrobial stewardship principles. Nurses also report that they do not have a good knowledge of antibiotics, and many have not heard of the term antimicrobial stewardship. The competency descriptors should be used to direct undergraduate nurse education and the antimicrobial stewardship practices of qualified nurses (including those working in new roles such as Nursing Associates) due to the high levels of agreement reached on competency descriptors.</td>
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<td>Simulation is increasingly used as a training tool for acute care medical-surgical nurses to improve patient safety outcomes. A synthesis of the evidence is needed to describe the characteristics of research studies about acute care nurse simulation trainings and patient safety. An additional purpose is to examine the effects of acute care registered nurse (RN) simulation trainings on patient safety outcomes. Findings support the design of simulation training research studies for patient safety outcomes and use of simulation training and research in acute care RNs. Additional high-quality research is needed to support this field. Future studies should include descriptors that characterize the sample (i.e., age, gender, education level, type of nursing degree, ethnicity or race, or years of experience); incorporate interdisciplinary teams; evaluate a combination of outcome measure types (i.e., self-report, direct observation, and clinical outcomes) both proximal and distal to the simulation; and that utilize standardized scenarios, validated outcome measure instruments, and standardized debriefing tools.</td>
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<td>In this report from the field, we describe the challenges and opportunities for nursing practice and education, and ways to improve nurse mobility across Asia. We also explain the collaboration within the Southeast and East Asian Nursing Education and Research Network to influence policy development and review. The collaborative process was supported by evidence drawn from discussions at Network meetings, and with nursing and other leaders, an examination of literature and policy documents, and member surveys. Governing bodies determine entry into practice law which requires dialogue to enhance policies for domestic and international practitioners for mutual exchange and recognition. Nursing practice and education are under government regulatory bodies but require new policies and laws to ensure adequate educational requirements for safe quality practice.</td>
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**Incivility in nursing education: A systematic literature review.**
Eka NGA, Chambers D.
Incivility has been investigated worldwide in various settings including non-health and health care settings. However, it has become a growing concern in higher education including nurse education. This is particularly disconcerting since it is concerned with developing a caring profession. This systematic literature review aims to describe perceptions of students and members of faculty regarding incivility in nursing education. It identifies and discusses gaps in the literature and the need for future studies. This review was part of a doctoral thesis to which more recent studies have been added. A systematic literature review was conducted using the following steps: identification of a research question, data searching, data selection and data analysis. The approach was conducted to provide clear systematic steps and accommodate varied methods. Four themes emerged from the analysis including: (i) perceived instances of incivility; (ii) factors related to incivility; (iii) the impact of incivility, and (iv) strategies for promoting civility in nursing education. The study also identifies the need for randomised-intervention studies that investigate the phenomena.

**Investigating the self-perceived educational priorities of haematology nurses.**
Liptrott S, et al
Our purpose was to identify the educational priorities of haematology nurses in relation to nursing care of patients with haematological conditions. This study provides insight into self-perceived educational priorities for haematology nurses and priorities to inform development of educational initiatives.

**Learning in liminality. Student experiences of learning during a nursing study abroad journey: A hermeneutic phenomenological research study**
Morgan DA.
*Nurse Educ Today.* 2019 Aug;79:204-209
Study abroad generates positive learning outcomes for students. However, experiences of learning, and processes of learning during unaccompanied-by-faculty nursing study abroad are unclear. This research therefore investigated student nurse experiences of learning during a study abroad journey in order to explore the phenomenon of learning and the processes of learning throughout this journey. These findings offer insight into student learning during unaccompanied study abroad journeys, and further development of nurse education and research is recommended.

**Nurse educators’ perceived organizational factors affecting their psychological empowerment: An exploratory qualitative study.**
Zeb H, et al
Organizational culture affects nurse educators' psychological empowerment. Limited research exists on the organizational culture and psychological empowerment in nursing educational environments and about the type of organizational factors affecting nurse educators' psychological empowerment. The identified organizational factors should be addressed to enhance educators' psychological empowerment so that they can effectively teach students. Emphasis should be placed on developing collaboration among educators, academic administrators, and regulatory bodies to address these factors. Further quantitative research is warranted to assess the degree and strength of association of these factors with psychological empowerment.

**Nursing students’ perspective on a caring relationship in clinical supervision.**
Honkavuo L.
*Nurs Ethics.* 2019 Sep 8;969733019871695
Nursing students spend approximately half of their time in clinical practice. It is important that clinical supervisors understand nursing students' path of learning and can support their growth and development during the different and multifaceted learning situations offered in the clinical-practice period. A good collaborative relationship and shared responsibility between the nurse education institution, which offers theory and prepares nursing students for the encounter with clinical practice and the healthcare organizations is crucial for enabling a caring relationship in clinical supervision.
Nurturing cultural competence in nurse education through a values-based learning approach.
Markey K, Okantey C.
Global reports of cultural insensitivity continue despite the growing evidence highlighting the importance of nurturing cultural competence development in nurse education and practice. With the widening sociocultural diversification of the patient population, it is now imperative that nurse educators establish cultural competence as a graduate capability. The recent focus on revisiting and recommitting to core nursing values is welcomed, however further consideration is needed to ensure such values are lived in nurses behaviours, when engaging with culturally diverse patients. Undergraduate nurse education needs to embrace opportunities to engrain values based learning in curriculum design and utilise innovative learning and teaching approaches that ensure cultural competence is more explicitly developed. This paper discusses the importance of providing opportunities for students to critically review approaches to care, whilst ensuring cultural competency is a more visible responsibility of the future registered nurse in delivering quality care. The authors outline some practical approaches to examining core values underpinning nursing practice in the context of cultural competence development.

Person-centred end-of-life curriculum design in adult pre-registration undergraduate nurse education: A three-year longitudinal evaluation study.
Goode D, Black P, Lynch J.
The need to provide quality end-of-life care is universally accepted. International research and policies encourage innovative ways that effective culturally appropriate care can be provided. Higher education institutions and practice settings are tasked with ensuring that nurse graduates have the knowledge, skills and insight to deliver person-centred end-of-life care. Structured end-of-life care within the curriculum is essential to equip graduate nurses to provide effective evidence informed care. Planning should continue for curriculum development that encompasses person-centred end-of-life care across cultures.

Preparing student nurses to be healthy role models: A qualitative study.
Darch J, Baillie L, Gillison F.
There are national and international expectations for nurses to be healthy role models. This study aimed to investigate student nurses', nurse educators' and registered nurses' experiences and perceptions about being healthy role models and to explore whether nurse education prepares students to become healthy role models. Participants had varied views about whether they should be healthy role models or mirror society and share the same struggles with their health. Students and registered nurses reported inadequate understanding of health promotion and that there was a lack of healthy lifestyle content within undergraduate nurse education. Participants also considered that role modelling healthy behaviour would not in itself influence behaviour change. In conclusion, there needs to be preparation and support for student nurses to be healthy role models from the outset of nurse education.

Reusable learning objects for nurse education: development, evaluation, challenges and recommendations.
Khan E, Tarling M, Calder I.
Online resources are expected within healthcare education, and a plethora of online or technology-based delivery methods are available. Reusable learning objects (RLOs) are a form of digitally supported education that can be used multiple times in various locations; they are especially favoured by nurses. Little is understood about the issues involved in their creation. This article examines the development of an RLO in respiratory physiology for first-year nurses and how those creating it worked together.

Rise of the e-Nurse: the power of social media in nursing.
Ross P, Cross R.
The internet and social media have changed the way society communicates, requiring the nursing workforce to develop effective digital literacy skills and attain levels of e-professionalism. The internet provides a unique environment that both connects and disrupts with powerful and unpredictable consequences for healthcare. A networked nursing workforce can influence and create collaborative communities of practice that will develop and shape healthcare. Nurse education must engage with technology and social media to provide a future-ready workforce capable of delivering future eHealth reforms.
Stakeholder perspectives of compassion in nursing: The development of the compassion strengths model. Durkin M, Gurbutt R, Carson J. J Adv Nurs. 2019 Jun 25. Studies show that nurses' compassion can be characterized by 11 characteristics. A growing body of research illustrates how courses aimed at teaching nursing students about compassion can be effective. Including the views of key stakeholders in the design of these programmes is recommended, yet the number of studies that have explored this are limited. The findings of this research support previous research into compassion in nursing. The Compassion Strengths model may serve as a framework for nursing students and nurses' compassionate practice. This may also assist nurses internationally to develop further research in this vital area.

Teaching clinical skills in pre-registration nurse education: value and methods. Francis G, O'Brien M. Br J Nurs. 2019 Apr 11;28(7):452-456. This article explores the value of teaching clinical skills in pre-registration nurse education. It touches on stages of competence and the knowledge necessary to enable the learner to meet the standards of proficiency expected of registered nurses. Some contemporary issues around clinical skills teaching are discussed. How clinical skills can be taught and learnt as well as common problems encountered by learners and by educators are highlighted. This article also aims to stimulate discussion around the Nursing and Midwifery Council’s new standards of proficiency for registered nurses. It discusses how learners will be prepared to undertake all nursing procedures outlined in these standards within a changing healthcare education landscape and an increasingly complex health and social care environment.

The influence of nurse education and training on communication, emotional intelligence, and empathy. Prado-Gascó VJ, et al Rev Esc Enferm USP. 2019 Jul 29;53:e03465. We wanted to determine the influence of nurse education and training on attitudes towards communication, emotional intelligence, and empathy. Degree level and specialized training were shown to influence the study variables and it is therefore necessary to prioritize education and training programs that promote the development of these skills to ensure improved service quality.

Using Nontraditional Curricular Tools to Address Death and Dying in Nurse Education. Schreiner L, Wolf Bordonaro GP. J Hosp Palliat Nurs. 2019 Jun;21(3):229-236. Nurse educators have a unique role to prepare nursing students for all aspects of patient and family care, from birth through death. Knowing that death is inevitable is not the challenge. Preparing nursing students to cope with death and address personal and community myths about death and dying are the challenges. Opportunities for students to examine personal and community associations with death are essential for nursing students preparing to enter the field. Biophysiological processes and treatment protocols are an essential part of each course; however, one course in a Department of Nursing in a small university in the Midwestern United States provides students the opportunity to reflect on death and dying and includes the experience of creating a tangible symbol to "hold on to" as they professionally and thoughtfully work with dying patients and their families, as well as cope with their own experiences of loss and grief in their careers.

Variation in academic preparation and progression of nurses across the continuum of care. Jones TL, Yoder LH, Baernholdt M. Nurs Outlook. 2019 Jul - Aug;67(4):381-392. Changing health care needs are driving new models of care that emphasize care coordination, health promotion, and disease management by registered nurses (RNs). A skill-mix favoring professional (baccalaureate or above) over technical (less than baccalaureate) education is promoted by national initiatives. Non-hospital and rural practice settings may be vulnerable to the effects of an undereducated RN workforce. More effective reimbursement policies and employer incentives are needed to drive academic progression and address disparities across practice settings.
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