Moral distress and professors of nursing: A cluster analysis.
Toeschner AMR; et al.
Nursing ethics; Mar 2020; p. 969733019895794
Professors of nursing sometimes experience specific situations in their daily practice that conflict with their values and ethical principles and may culminate in moral distress.

Effects of web-based concept mapping education on students’ concept mapping and critical thinking skills: A double blind, randomized, controlled study.
Bilik O; et al.
Nurse education today; Mar 2020; vol. 86; p. 104312
Using concept maps in nurse education improves students' critical thinking skills.

Interventions to support safe medication administration by emergency department nurses: An integrative review.
Millichamp, Tracey; et al.
International Emergency Nursing; Mar 2020; vol. 49
To collate and synthesise current research evidence related to interventions that support safe medication administration in emergency departments (ED). Medications are associated with a higher incidence of adverse events than other healthcare interventions and they remain one of the most common causes of accidental harm to health consumers. Between 5 and 10% of medications administered acutely unwell patients may include some form of medication administration error. The error rate is particularly high during emergency admissions; perhaps associated with concomitant factors including an increased use of high-risk medications, patient acuity, and patient turnover. A very small number of studies have provided evidence for task-specific interventions. However, this review highlights a surprising lack of published evidence describing interventions that can help ED nurses to improve medication administration. It identifies a clear need for further research in this specialty area.

Basic and Continuing Education Needs of Nurses Instrument: Development and Validation.
Fares, S.; et al.
International Nursing Review; Mar 2020; vol. 67 (no. 1); p. 92-100
We develop and psychometrically test the Basic and Continuing Education Needs of Nurses Instrument. Background: Nurse knowledge is essential for quality patient care and health outcomes. Continuing education is an essential component of providing nurses with the necessary knowledge and skills required for professional practice. However, for nurses in Lebanon and other LMICs, it is often unpredictable, intermittent and not accessible. To address this issue, we develop a locally adaptable and psychometrically sound instrument to assess the perceived needs of Lebanese nurses. Evidence of the validity and reliability of the instrument was provided. Implications for nursing and health care practice, and policy: The Basic and Continuing Education Needs of Nurses Instrument is a psychometrically sound tool to assess the educational needs of nurses in any LMIC. We expect the instrument to be a valuable tool for nurses, nurse leaders, and policy makers to identify the educational needs of nurses. This will inform the development of sustainable continuing education programs that are focused on the needs of nurses.
Nurse education in the UK has undergone a radical change over the past 30 years. The integration of nursing and midwifery education has evolved from an apprenticeship style to bespoke mentoring support. To act as mentors, registered nurses must have met specific educational requirements for clinical mentors, although they need targeted education to increase their competence. Due to the expected changes of national level thus improving practice and protecting people's health. At a policy level, this study has implications for developing regulations and guidelines in support of nurses' continuing education needs and their professional development.

**Mentors' self-assessed competence in mentoring nursing students in clinical practice: A systematic review of quantitative studies.**

Pramila-Savukoski, Sari; et al.

*Journal of Clinical Nursing (John Wiley & Sons, Inc.)*; Mar 2020; vol. 29 (no. 5/6); p. 684-705

We examine registered nurses' self-evaluation of their competence in mentoring nursing students in clinical practice. Clinically significant roles and responsibility for mentoring nursing students' clinical learning. Moreover, the mentors' role is becoming increasingly internationally, as the role of nurse teachers in mentoring students in clinical practice has declined. However, in most EU countries the role of specific educational requirements for clinical mentors, although they need targeted education to increase their competence in mentoring nursing students. The results indicate considerable scope for improving mentors' competence, particularly through enhanced supervision of students in practice has implications for future nurses' learning. This systematic review of mentors' self-assessed competence that could assist the formulation of effective educational programming internationally and improving clinical environments.

**Instruments for assessing nurses' palliative care knowledge and skills in specialised care setting: An integrative review.**

Soikkeli-Jalonen, Anu; et al.

*Journal of Clinical Nursing (John Wiley & Sons, Inc.)*; Mar 2020; vol. 29 (no. 5/6); p. 736-757

To examine the content and reported psychometric properties of instruments for assessing nurses' palliative care knowledge and skills in specialised healthcare units. Background: Knowledge of palliative care, and competence in the delivery of care, is essential in ensuring quality palliative care for patients and their families. Nurses' knowledge and skills were seen to contribute to the holistic care of the patient and his/her family. The possession of adequate information and skills is essential when dealing with death and dying. The instruments are considered potentially reliable, although reliability must be determined with caution, so validation studies in other cultures are recommended. The results could be utilised to improve the quality of palliative care by evaluating the knowledge and skills of nursing staff on an individual and organisational needs of palliative care education.

**Nurse Educators' Perspectives on Implementing Culturally Sensitive and Inclusive Nursing Education.**

Sommers, Christine L.; et al.

*Journal of Nursing Education*; Mar 2020; vol. 59 (no. 3); p. 126-132

Nurse educators must be equipped to teach diverse students using culturally sensitive and inclusive nursing education (CSINE). The purpose of this study was to explore associate degree nurse educators' perceptions on implementing CSINE. Participants indicated that CSINE was an ongoing and necessary process for nurse educators. Categories emerging from the data provide guidance for educators in developing and sharingtape educational resources to promote positive outcomes for students and their patients. Particular learning about CSINE was an ongoing and necessary process for nurse educators. Categories emerging from the data provide guidance for educators in developing and sharing tape educational resources to promote positive outcomes for students and their patients.

**Factors affecting undergraduate nurse educators' knowledge, skills or attitudes about older persons and their care: An integrative review.**

Negrin, Kelly A.; et al.

*International Journal of Older People Nursing*; Mar 2020; vol. 15 (no. 1)

Nurses are increasingly expected to provide care for older persons; however, there are too few nurse educators with expertise in gerontology to ensure students graduate with the requisite competencies. The lack of educators with gerontology knowledge, skills and attitudes requires a focused effort from external and professional bodies, and from educational institutions to ensure the availability of educators who have been trained in gerontology. Rigorous study addressing the factors influencing educators' knowledge, skills and attitudes towards older persons and their care is required. Implications for Practice: Addressing the lack of nurse educators with gerontology knowledge and skills could help to ensure new nurses have the required competencies to provide quality older person care.

**An evaluation of nurses’ experiences of mentoring pre-registration students.**

Devlin, Nuala; et al.

*British Journal of Nursing*; Mar 2020; vol. 29 (no. 5); p. 308-313

Nurse education in practice has undergone a radical change over the past 30 years. The integration of nursing students with pre-registration students evolved from an apprenticeship style to bespoke mentoring support. To act as mentors, registered nurses must have met the Nursing and Midwifery Council (NMC) Standards to Support Learning and Assessment in Practice. Due to the expected changes of supervising and assessing nursing students in practice, it is imperative that an innovative, collaborative and engaged approach from all key stakeholders to ensure the sustainability of supporting and assessing students by registered nurses and the public within clinical practice.

**In what ways does online teaching create a positive attitude towards research in nursing students studying a first year evidence-based undergraduate subject online?**

Ramsay A; et al.

*Nurse education in practice*; Mar 2020; vol. 44 ; p. 102744
Nursing research teaching is seen as central to nurse education and practice, but the impact of exposure to research teaching on student attitudes towards research remains unclear. The aims of this study were to explore the attitudes towards research of undergraduate students, before and after exposure to research teaching online. A further aim of this study was to better understand students’ attitudes towards research, to inform future teaching strategies. Research is a foundational topic in undergraduate nursing curricula, yet both students and nursing educators find the topic to be challenging to learn, while academics find it challenging to engage students in learning about researching, teaching, and completing research projects. Attitudes Towards Research, can be used to ascertain if teaching affects attitudes. Overall, attitudes of first-year students did not change after experiencing a semester-long introductory research subject. However, two item statements show a statistically significant change, in disparate directions. Understanding of Research Terminology increased, while Intention To Conduct Research decreased.

**The Effect of Pressure Injury Training for Nurses: A Systematic Review and Meta-analysis.**
Park, Mikyung; et al.
*Advances in Skin & Wound Care;* Mar 2020; vol. 33 (no. 3); p. 1-11

**OBJECTIVE:** To conduct a meta-analysis of the literature on training programs that aimed to improve nurses’ pressure injury management skills. The purpose of this study was to explore registered nurses’ (RNs) perceptions of their spiritual care competence (SCC), providing insight into barriers to providing spiritual care and frequency of provision of spiritual care. Additionally, the study aimed to examine associations between spiritual care education, preparedness, competence, and frequency. The results of this study highlight the need for spiritual care education programs as well as on the job training for RNs.

**Perceptions of Spiritual Care Education, Competence, and Barriers in Providing Spiritual Care Among Registered Nurses.**
Southard, Mary Elaine; et al.
*Journal of Holistic Nursing;* Mar 2020; vol. 38 (no. 1); p. 41-51

**Spiritual Care in Holistic Nursing Education: A Spirituality and Health Elective Rooted in T.R.U.S.T. and Contemplative Education.**
Southard, Mary Elaine; et al.
*Journal of Holistic Nursing;* Mar 2020; vol. 38 (no. 1); p. 122-130

**Engaging Nursing Students in Qualitative Research Through Hands-On Participation.**
Hall, Katie C.; et al.
*Journal of Nursing Education;* Mar 2020; vol. 59 (no. 3); p. 177-177

**No need to worry about the end point assessment for nursing associates.**
Stonehouse, David; et al.
*British Journal of Healthcare Assistants;* Mar 2020; vol. 14 (no. 3); p. 115-117

This article discusses the end point assessment (EPA) for the nursing associate apprenticeship. The format of the EPA will be presented, together with the two different occupational standards that apply to each. The article will finish by introducing the nursing associate to the role of end point assessor.

**Redefining the role of the nurse academic in practice: A pilot study.**
Masterson A; et al.
*Nurse education in practice;* Mar 2020; vol. 44 ; p. 102750

Worldwide, health services are interested in supporting the speedy adoption of research findings into practice. To promote the translation of research into practice, a university in the South of England along with a partner NHS Trust piloted a new role — Translation Fellow (TF). This role included submitting a joint abstract to a conference; collaboratively developing articles for publication; organizing a visit of...
similar services; co-designing a database to assist in collecting data for service planning and research, and setting up a ‘one click access’ web space populated with evidence informed material to support the work of the clinical staff. The pilot acted as a proof of concept role demonstrated its potential. Additional roles are already being established in other services in the locality and the role merits wider discussion and testing nationally.

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