Academic and clinical performance among nursing students: What’s grit go to do with it?
Terry, Daniel; Peck, Blake
Nurse Education Today; May 2020; vol. 88; May 2020
Nursing is both a science and an art and requires students to develop sound scientific foundations for artful application. The at times binary nature of how the way in which the knowledge and skills of nursing are delivered in higher education can be difficult for students to comprehend initially and synchronise for practice and can lead to feelings of being overwhelmed, withdrawal or failure. Understanding what influences student performance in bachelor level nursing studies is imperative so educators can develop programs that straddle the art and science conundrum and lead to graduate success. Grit is a non-cognitive trait, a drive that keeps an individual on task through difficult circumstances for sustained periods of time. Grit might well represent a key factor in our understanding of why one student succeeds while another withdraws. To examine measures of grit in the context of demographic characteristics of nursing students and their impact on student self-perceived academic and clinical performance. The strength between grit and perceived performance both academically and clinically, makes grit a valuable factor for development in students as a vehicle for success in nursing programs of study. This paper culminates in suggestions for creative approaches to grit development.

Barriers and facilitators to recruiting and retaining men on pre-registration nursing programmes in Western countries: A systemised rapid review.
Gavine, Anna; et al.
Nurse Education Today; May 2020; vol. 88; May 2020
The recruitment of men to pre-registration nursing programmes in many Western countries has remained static at approximately 10% per year. We identify the experiences and attitudes of men on pre-registration nursing programmes in Western countries and the barriers and enablers to their recruitment and retention in a systematized rapid review. Ensuring equitable treatment, providing additional support and placements in clinical areas with more men could minimise these challenges.

Effects of a cultural competence education programme on clinical nurses: A randomised controlled trial.
Lin, Mei-Hsiang; Hsu, Hsiu-Chin
Nurse Education Today; May 2020; vol. 88; May 2020
The cultural competence education programme for health professionals aimed to ensure that all people receive effective health care, particularly those from culturally diverse backgrounds. The purpose of this study was to investigate the effect of a cultural competence educational course on nurses’ self-assessment of their cultural competence. The study provided evidence that an educational programme effectively improved cultural competence in clinical nurses. The results provide a reference for health care providers to design in-service cultural competence education for improving quality of care. • Cultural competence in healthcare services caters to the patients’ cultural needs. • Cultural competence is not an innate characteristic; it requires education. • Continuing education is crucial to foster cultural competence among nurses.

Finnish nurse students’ attitudes towards older adults and the teaching of gerontological nursing – A survey study.
Salin, Sirpa; et al
Nurse Education Today; May 2020; vol. 88;
May 2020
Finland has one of the oldest populations in Europe. Gerontological nursing is unfortunately not appealing to nurse students. This study aimed to examine nurse students' attitudes towards older adults and their suggestions about gerontological nursing course. The study showed a demand for moving teaching away from classrooms to the real environments of older people's care. Using various methods such as lectures by experts by experience can make the topic more appealing.

<table>
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<tr>
<th>Incivility in nursing practice education in the operating room.</th>
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<tr>
<td>Shen, Haiyan; et al</td>
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<td>Nurse Education Today; May 2020; vol. 88;</td>
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May 2020
Incivility toward nursing students has been identified as a contributor to negative experiences in clinical education and may cause a weakened learning environment, anxiety, depression and workplace violence. However, few data with regard to uncivilized behavior toward nursing students in the operating room are available. The operation room is a special place where the tempo is fast and the risk is high. Nursing students may have to face pressure from different people, such as anesthesiologists, surgeons, clinical instructors, and staff nurses. To explore uncivilized behavior toward nursing students in the operating room and to discuss the source of uncivilized behavior and the attitude of clinical instructors when it occurs. Nursing managers and instructors should pay more attention to the incivility toward students and take actions to foster a healthy, civilized and respectful work environment in the operating room for students.

<table>
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<tr>
<th>Into the black-box of learning in simulation debriefing: A qualitative research study.</th>
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<tr>
<td>Frandsen, Anne; Lehn-Christiansen, Sine</td>
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<td>Nurse Education Today; May 2020; vol. 88;</td>
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May 2020
Simulated learning activities are on the rise worldwide. Debriefing is viewed as a central element in simulated learning to enhance learning. Still, the question of how students learn in debriefing is underexplored. The paper offers a contribution to the academy to better understand. The conclusion thus points to a profound dilemma, unidentified in the literature, of learning ambitions in debriefing: the tension between attaining the formal learning objective and thus facilitating a tightly structured and focused debriefing on the one side, and the wish to develop critical and independent thinking on the other.

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<tr>
<th>What participants learn, with, from and about each other during inter-professional education encounters: A qualitative analysis.</th>
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<tr>
<td>Sanko, Jill; Mckay, Mary; Shekhter, Ilya; Motola, Ivette; Birnbach, David J.</td>
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<td>Nurse Education Today; May 2020; vol. 88;</td>
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May 2020
Safe healthcare requires teamwork and collaboration. To meet the needs of healthcare organizations and professionals, inter-professional education, is no longer an optional educational trend but rather a mandate of accrediting health education agencies. In an effort to better understand the impact of inter-professional educational activities, this study sought to explore via qualitative methods what nursing and medical students learn with, from, and about one another during a week-long simulation-based inter-profession education course. The findings of this study provide a basis for developing more specific curricular content as part of inter-professional education endeavors to strengthen constructive views of healthcare professions, foster a more collaborative shared mental model, and to correct perceived misconceptions.

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<tr>
<th>&quot;I can't stop thinking about it&quot;: Schwartz Rounds® an intervention to support students and higher education staff with emotional, social and ethical experiences at work.</th>
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<tr>
<td>Jakimowicz S; Maben J</td>
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<td>Journal of clinical nursing; May 2020;</td>
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May 2020
Healthcare students are required to participate in a large number of hours of clinical placement in UK and Australian undergraduate nursing degrees. On completion of placements, timetabling often results in little or no opportunity for students to debrief and reflect on their clinical experience for long periods of time, leaving them feeling isolated and alone. Provision of opportunities for students to connect with each other and debrief with university lecturers or in a safe facilitated space after clinical experience may result in positive engagement, improved student wellbeing and transition and improved retention in the first years of professional practice.

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<tr>
<th>Redefining undergraduate nurse teaching during the coronavirus pandemic: use of digital technologies.</th>
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<tr>
<td>Leigh J; et al</td>
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</table>
During the current coronavirus pandemic, undergraduate nurse teaching is facing many challenges. Universities have had to close their campuses, which means that academics are working from home and may be coping with unfamiliar technology to deliver the theoretical part of the undergraduate nursing curriculum. Emergency standards from the Nursing and Midwifery Council have allowed theoretical instruction to be replaced with distance learning, requiring nursing academics to adapt to providing a completely virtual approach to their teaching. This article provides examples of tools that can be used to deliver the theoretical component of the undergraduate nursing curriculum and ways of supporting students and colleagues in these unprecedented times.

**Answering the Call: Impact of Tele-ICU Nurses During the COVID-19 Pandemic.**

Arneson SL; Tucker SJ; Mercier M; Singh J

Critical care nurse; May 2020 ; p. e1-e7;

The coronavirus disease 2019 pandemic has exacerbated staffing challenges already facing critical care nurses in intensive care units. Many intensive care units have been understaffed and the majority of nurses working in these units have little experience. We describe how the skilled tele-intensive care unit nurses in our health system quickly changed from a patient-focused strategy to a clinician-focused approach during the coronavirus disease 2019 crisis. Tele-intensive care unit nurses provided a proactive, holistic approach to caring for critically ill patients via camera as part of their routine workflow. In addition, during the coronavirus disease 2019 pandemic, these nurses created a new strategy in virtual health care to be implemented during a crisis.

**Using Universal Design Principles in a Fundamentals Course to Promote Student Transition to Nursing Education.**

Scheirer TF

Nursing education perspectives; May 2020; ;

The transition to "thinking like a nurse" can present challenges to contemporary student nurses. Nurse educators are called to provide meaningful learning experiences to students with diverse learning needs and promote critical thinking application. Multiple stakeholders encourage nursing faculty to innovate their teaching practices and reflect on the process to promote the life-long learning necessary in professional nursing. Universal design for instruction uses multiple pedagogies, resources, and technologies to create accessible learning environments for all students. This article highlights the evolution of a case exemplar course design in a fundamentals nursing course that utilizes universal design for instruction principles in nursing education.

**The Leadership Mentoring in Nursing Research Program for Postdoctoral Nurses: A Development Paper.**

Hafsteinsdóttir TB; Schoonhoven L; Hamers J; Schuurmans MJ

Journal of nursing scholarship : an official publication of Sigma Theta Tau International Honor Society of Nursing; May 2020; ;

The Dutch Nursing Science Faculties developed the Leadership Mentoring in Nursing Research program, which aims to increase the cadre of nurse scientists, strengthen nursing research within universities, and improve the career development of postdoctoral nurses. The purpose of this article was to describe the development of the leadership and mentoring program to foster its replication and to present a formative program evaluation. Through the leadership and mentoring program, the fellows are immersed in concerted leadership development focusing on the academic leadership role. Formative evaluations showed that the program was valued by the fellows and that several key lessons were learned. Through the leadership and mentoring program, 10 postdoctoral nurses strengthened their leadership in research and will further develop their role in healthcare research, clinical practice, and education.

**Medical Emergency Team Training - Needs Assessment, Feedback and Learning Objectives (MET-NATLO).**

Le Guen M; Costa-Pinto R

Internal medicine journal; May 2020; ;

There are no published studies assessing learning needs and attitudes prior to attending a MET education program. We conduct a learning needs assessment of MET education program participants to assess what technical and non-technical skills should be incorporated. MET education program participants
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<th>Title</th>
<th>Authors</th>
<th>Journal</th>
<th>Volume</th>
<th>Issue</th>
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<th>Year</th>
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<td>Overwhelmingly feel that training should be multidisciplinary. However, there are disparities between the perceived learning needs of medical and nursing personnel, and between intensive care team members and medical registrars which may impact on the design and implementation of a multidisciplinary education program.</td>
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<td>Adverse events encountered during clinical placements by undergraduate nursing students in Spain.</td>
<td>García-Gámez M; et al</td>
<td>Nurse education today; May 2020; vol. 91 ; p. 104480</td>
<td>May 2020</td>
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<td>Decreasing global awareness of timely COVID-19 healthcare guidelines through FPV training tutorials: Portable public health crises teaching method.</td>
<td>Ros M; Neuwirth LS</td>
<td>Nurse education today; May 2020; vol. 91 ; p. 104479</td>
<td>May 2020</td>
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<td>Comparison of Nursing Performance Competencies and Practical Education Needs Based on Clinical Careers of Operating Room Nurses: A Cross-Sectional Study.</td>
<td>Jung JH; Kim HJ; Kim JS</td>
<td>Healthcare (Basel, Switzerland); May 2020; vol. 8 (no. 2);</td>
<td>May 2020</td>
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<td>Nursing Education After COVID-19: Same or Different?</td>
<td>Morin KH</td>
<td>Journal of clinical nursing; May 2020;</td>
<td>May 2020</td>
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<td>A Dedicated Education Unit and a Novel Resident Nurse Transition-to-Practice Program in an Ambulatory Oncology Setting.</td>
<td>Kidd S; et al</td>
<td>Seminars in oncology nursing; May 2020; p. 151027;</td>
<td>May 2020</td>
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During clinical placements, nursing students are exposed to adverse events generated by the clinical tasks they must perform. We describe the profile of adverse events encountered and the risks facing nursing students in clinical practice, as well as the severity and incidence of these events. Nursing students are subject to clinical safety-related events during their practices, mostly concerning medication errors and sharps and needlestick injuries. The pattern of these events changes over time, as students evolve in their competences. To improve clinical safety competencies among student nurses, priority attention should be paid to medication management, dose calculations and reactions to situations of aggression and violence in healthcare settings.

The current COVID-19 pandemic has prompted a timely response from the healthcare system train a large and diverse group of healthcare workers/responders swiftly. The tutorials were deployed to offer efficient and rapid global public health educational outreach as a tool to address COVID-19 healthcare training in a timely manner.

In order to provide appropriate practical training for quality nursing care, it is necessary to evaluate nursing performance competencies in terms of clinical careers. Using convenience sampling, this cross-sectional study aimed to identify the nursing performance competencies and practical education needs of operating room nurses by evaluating nurses’ clinical careers. In order to develop an effective and continuous practical education program for operating nurses, various education programs that reflect nursing performance competencies and practical education needs for particular stages of clinical careers are necessary.

While the advent of Covid-19 has required nurse faculty be innovative, flexible, nimble, and agile, there have been challenges. For example, faculty have had to move in-person classes online; conceptualize and offer alternative clinical experiences; and re-define how student performance is evaluated and graded. When we look back on this experience, what will faculty have learned from these experiences, and what are possible changes arising from these learnings?

We summarize an innovative initiative in oncology nurse workforce development that addresses critical current and future gaps and encompasses use of dedicated education units for student nurse rotation and a transition-to-practice residency program. The dedicated education unit serves as a conduit for recruitment into institutional oncology nurse residency positions, and retention rates in the residency program continue to exceed national averages. Subsequent mentoring of these nurses in transition to practice has manifested high rates of promotion into nurse leadership roles year over year. Oncology nurse practice incorporates
state-of-the-science approved therapies, early phase clinical trial implementation, and evidence-based complex oncology patient care management. A new model of student clinical nurse rotations in ambulatory settings, nurse resident transition to practice, and ongoing leadership mentoring is essential in creating a sustainable, highly skilled, and robust oncology nurse work force.

<table>
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<tr>
<th>Efficacy of the computer simulation-based, interactive communication education program for nursing students.</th>
</tr>
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| Choi H; Lee U; Jeon YS; Kim C  
Nurse education today; May 2020; vol. 91 ; p. 104467  
May 2020  
Simulation-based education using standardized patients or high fidelity patient simulators is resource-intensive and can be limited in its consistency and repeatability. Standardized, interactive, and effective computer simulation-based education programs that improve communication skills among nursing students are greatly needed. This study aimed to (1) compare the efficacy of a computer simulation-based, interactive communication education (ComEd) program and an attention control (AC) program on communication knowledge, learning self-efficacy, and communication efficacy at baseline and twice after the intervention (immediately after and two weeks after); and (2) assess the acceptability and satisfaction of the ComEd reported by the participants. The ComEd is a promising approach because it is highly accessible, consistent, and repeatable, and has positive learning effects. |

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<tr>
<th>Can student-peers teach using simulated-based learning as well as faculty: A non-equivalent posttest-only study.</th>
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| Dennis D; Furness A; Brosky J; Owens J; Mackintosh S  
Nurse education today; May 2020; vol. 91 ; p. 104470  
May 2020  
Peer-assisted learning has an important place in the delivery of health care education with benefits for both the learners and the peer teachers. Simulation-based learning (SBL) is evolving in healthcare professions training and academic programs as a modality that conveys realism and fidelity through immersion. The primary aim was to compare physiotherapy student's motivation to learn between a conventional faculty-led SBL activity and the same SBL activity delivered by trained final year physiotherapy peer tutors. This study has highlighted the potential to incorporate peer-assisted and simulation-based learning together in the development of future educational activities in health care training. |

<table>
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<tr>
<th>New graduate nurses' self-assessed competencies: An integrative review.</th>
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</table>
| Song Y; McCreary LL  
Nurse education in practice; May 2020; vol. 45 ; p. 102801  
May 2020  
Much of the ongoing shortage of nurses can be attributed to high turnover rates, and open positions are mostly filled by new graduate nurses who often lack the competencies required to provide quality patient care. An additional problem is that over 20% of these nurses leave their positions within 1 year, and low nursing competency is a main contributor to their decision. New graduate nurses' competencies are typically evaluated by experienced nurses who attempt to provide objective assessment of deficiencies, but this approach has not reduced turnover rates. Therefore, this integrative review explored new graduate nurses' self-assessed competencies. The review revealed that new graduate nurses' self-assessed deficiencies included advanced technical skills, critical thinking, communication, teamwork, helping role, and professionalism, most of which were associated with "soft" skills. New graduate nurses' possession not only of "hard" nursing skills within the cognitive and psychomotor domains but also of soft skills that mostly lie within the affective domain is vital to achieve higher retention rates. Because soft-skill competencies are problematic to objectively evaluate, recommendations include development and frequent application of a more objective measure such as a rubric, greater emphasis on soft skills in education, and supervised hands-on training in supportive practice settings. |

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<tr>
<th>Web-based experiential learning strategies to enhance the evidence-based-practice competence of undergraduate nursing students.</th>
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</table>
| Park M; Jeong M; Lee M; Cullen L  
Nurse education today; May 2020; vol. 91 ; p. 104466  
May 2020  
Evidence-based practice (EBP) is considered a key competence for practicing high-quality and safe nursing. However, undergraduate nursing programs continue to provide traditional classroom teaching strategies that have limitations in facilitating the development of critical competences for engaging in EBP in real
The web-based experiential learning was found to be an effective method for enhancing the EBP competence of nursing students. Based on the study results, we suggest using web-based experiential learning to supplement the traditional learning method or as the mainstream learning method for nursing students.

**The operating room as a learning arena: Nurse anaesthetist and student nurse anaesthetist perceptions.**
Averlid, Gertrud; Høglund, Jakob S.
Journal of Clinical Nursing (John Wiley & Sons, Inc.); May 2020; vol. 29 (no. 9/10); p. 1673-1683

May 2020

We examine which competencies mentors and student nurse anaesthetists perceive as important in a clinical anaesthesia education practice. Mentoring during clinical placement in the operating room can be challenging from the viewpoint of both a nurse anaesthetist and their students. The operating room is a work environment with many restrictions, and the nurse anaesthetist's work requires prompt decisions and actions. Simultaneously, the mentor is tasked with guiding and supporting the student. The ability to give constructive feedback and having an awareness of one's own attitude—which should ideally be positive and inclusive—are crucial mentoring skills. Mutual expectations must be clearly communicated before the clinical placement period, including learning assumptions, a progression plan and learning outcomes. This will facilitate the planning and help to direct the optimal course of learning. This study highlights that an awareness of the student's vulnerability and the mentor's pedagogical competence and learning strategy are crucial factors to take into account.

**Development of the Condensed Heuristic Academic Research Model (CHARM) framework for short-term nursing research groups.**
Thornton CP; Rivers E; Rhodes C; Kang HK; Rodney T
Nursing outlook; May 2020;

May 2020

The norms by which nursing education and research have been conducted are changing More nursing schools are offering online and blended online/face-to-face programs with a shift in research from individual endeavors to a team-based approach. The changing landscape of nursing education and research requires more planning and adherence to schedules and timelines. A framework outlining efficient means to approach team-based nursing research in the academic setting that is reflective of the emerging blended environment is needed. This paper discusses the development of the Condensed Heuristic Academic Research Model (CHARM) framework and shares the experiences of one research team’s use of the model in completing a five-component research project in one academic semester. The CHARM framework is a model that addresses the needs of emerging and experienced nurse researchers and fits well within the new digital and in-person environment of nursing research and education.

**Meeting preceptor expectations to facilitate optimal nurse practitioner student clinical rotations.**
Roberts LR; Champlin A; Saunders JSD; Pueschel RD; Huerta GM
Journal of the American Association of Nurse Practitioners; May 2020; vol. 32 (no. 5); p. 400-407

May 2020

Preceptors are essential to nurse practitioner (NP) students' transition from being a student to competent entry-level NP graduate. The literature is replete with data pertaining to the benefits of and barriers to preceptors engaging in the clinical education of NP students, and little has changed in the last two decades in this regard. Therefore, faculty solicited preceptor input to enhance curriculum revision and clinical training preparation. This qualitative inquiry project derived data from interviews with 13 preceptors in a variety of clinical settings. This article describes preceptor expectations of NP students' knowledge, skills, and attitudes for optimal clinical rotation experiences. The results have important implications for innovative NP educational models, developing trust in NP education programs and promoting competency development of the NP student using entrustable professional activities.

**Longitudinal Comparison of Hospital Nurses' Values, Knowledge, and Implementation of Evidence-Based Practice.**
Duffy JR; Culp S; Marchessault P; Olmsted K
Journal of continuing education in nursing; May 2020; vol. 51 (no. 5); p. 209-214

May 2020

Hospital-based educators use resource-intensive residency and continuing education programs to assist RNs in delivering evidence-based practice (EBP). Yet, little is known about whether such programs improve or sustain nurses' EBP values, knowledge, and implementation. Further research is needed with more robust
study designs to determine how best to facilitate the use of EBP among hospital RNs. Support for RN advanced education and evidence-based continuing education strategies are recommended.

**Promoting Direct Care Nurse Engagement in Research in Magnet Hospitals: The Parent Education Discharge Support Strategies Experience.**
Patton L; Montgomery K; Coyne K; Slaven A; Arthur M; Hockenberry M
The Journal of nursing administration; May 2020; vol. 50 (no. 5); p. 287-292

May 2020
Multisite study participation provides an opportunity for hospitals to gain access to the resources required to facilitate nursing research. The nurse-led Parent Educational Discharge Support Strategies for children newly diagnosed with cancer (PEDSS) multisite study engaged direct care nurses for successful implementation across 16 Magnet-designated hospitals. This article addresses strategies to overcome barriers to nursing research demonstrated through the PEDSS experience.

**The Effect of an Evidence-Based Practice Education and Mentoring Program on Increasing Knowledge, Practice, and Attitudes Toward Evidence-Based Practice in a Rural Critical Access Hospital.**
Mudderman J; et al
The Journal of nursing administration; May 2020; vol. 50 (no. 5); p. 281-286

May 2020
The aim of this study was to determine the effect of an evidence-based practice (EBP) education and mentoring program on the knowledge, practice, and attitudes toward EBP among staff nurses and clinicians in a rural critical access hospital. While rural nurses value EBP, they often have more limited resources to engage in EBP activities compared with urban-based nurses. Education and mentoring of healthcare clinicians in rural settings are crucial to the translation of evidence-based research into practice to improve patient outcomes.

**Organizational Support for Nurse Manager Role Transition and Onboarding: Strategies for Success.**
Warshawsky NE; Caramanica L; Cramer E
The Journal of nursing administration; May 2020; vol. 50 (no. 5); p. 254-260

May 2020
The aim of this study was to provide guidance on supportive nurse manager role transition practices. The nurse manager role is increasingly more complex and the workforce is increasingly less experienced. Wide variation in nurse manager role transition exists among organizations. Nurse managers are commonly hired without requisite knowledge and are expected to learn through experience. Nurse managers are the linchpins of organizations. Organizational leaders need to support their role transition for the success of the organization.

**Supporting Graduate Nursing Education for Students From Disadvantaged Backgrounds.**
Ortega J; Gonzalez JM; Crenshaw N; Snowden K; De Tantillo L
The Journal of nursing education; May 2020; vol. 59 (no. 5); p. 287-290

May 2020
There is a lack of diversity in the master’s prepared nursing workforce. One nursing school implemented a scholarship program for students from disadvantaged backgrounds enrolled in the Family Nurse Practitioner and Adult Gerontology Primary Nurse Practitioner tracks. The SDS serves as a model of an effective mentorship program to assist nurse practitioner students from disadvantaged backgrounds.

**Digital Innovation: Transition to Practice Using Apple Clips to Teach Nursing Leadership.**
Newton RH
The Journal of nursing education; May 2020; vol. 59 (no. 5); p. 283-286

May 2020
Nurse educators are challenged to offer high-impact learning opportunities integrating technology to engage the current generation of students. An innovative learning assignment was created using app technology to replace a traditional assignment in a nursing leadership course. A digital assignment offers an opportunity to imagine learning assignments in nursing education that capture student attention in a non-traditional method reflecting the impact of technology on nursing education.

**Escape to Learn! An Innovative Approach to Engage Students in Learning.**
Garwood J
The Journal of nursing education; May 2020; vol. 59 (no. 5); p. 278-282

May 2020
Research has demonstrated that the use of games such as escape rooms can promote engagement in student learning. Escape rooms also promote teamwork, encourage analytical thinking, and improve
problem solving, all of which are vital skills for nursing students. Escape rooms have become a global phenomenon since being introduced in Japan in 2007. Escape rooms can reinforce essential learner competencies and serve as an effective method to engage students in active learning.

Scholarship During a Pandemic: Secondary Data Analysis.
Spurlock D
The Journal of nursing education; May 2020; vol. 59 (no. 5); p. 245-247
May 2020
The COVID-19 pandemic has disrupted nearly every aspect of life in the United States and around the globe, including significant impacts to higher education, both in its teaching-learning and research missions. With the physical closure of so many college and university campuses, a looming challenge is how nurse researchers can continue to generate new knowledge during a temporary but extended period of social distancing where conducting research requiring physical interaction with participants is impossible. In this Methodology Corner installment, a brief overview of secondary data analysis is provided, and resources for locating potentially useful data are described. Although secondary data analysis will not replace the dominant approaches used in nursing education research, current circumstances require it to take a much more prominent place in the toolbox of nursing education researchers. [J Nurs Educ. 2020;59(5):245-247.]

Analysis of Citation Patterns and Impact of Predatory Sources in the Nursing Literature.
Oermann MH; et al
Journal of nursing scholarship : an official publication of Sigma Theta Tau International Honor Society of Nursing; May 2020; vol. 52 (no. 3); p. 311-319
May 2020
This study was undertaken to learn how predatory journal articles were cited in articles published in legitimate (nonpredatory) nursing journals. The extent of citation and citation patterns were studied. The results of this study provide an understanding of the use and patterns of citations to predatory articles in legitimate nursing journals. Authors who choose predatory journals as the channel to disseminate their publications devalue the work that publishers, editors, and peer reviewers play in scholarly dissemination. Likewise, those who cite these works are also contributing to the problem of predatory publishing in nursing. Nurse authors should not publish their work in predatory journals and should avoid citing articles from these journals, which disseminates the content through the scholarly nursing literature.

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