### Preparing Nurses for Palliative Care in the NICU.

**Ferrell, Betty; Thaxton, Cheryl Ann; Murphy, Heather; Fortney, Christine A.**

*Advances in Neonatal Care (Lippincott Williams & Wilkins);* Apr 2020; vol. 20 (no. 2); p. 142-150

**April 2020**

Background: Neonatal intensive care unit (NICU) nurses require knowledge and skill to meet the unique needs of infants and families. Increasingly, principles of palliative care are being integrated into the NICU setting to improve the quality of care. Experiences with ELNEC-PPC have demonstrated that nurses can implement the curriculum to improve care. Continued attention to palliative care in this setting is needed, and future research is needed to evaluate the outcomes of this education and practice change.

### PROFESSIONAL. CPD -- more than a mandated requirement.

**Riley, Naomi**

*Australian Nursing & Midwifery Journal;* Apr 2020; vol. 26 (no. 10); p. 38-38

**April 2020**

The author explains the benefits of continuing professional development (CPD) to nurses and midwives in Australia. She considers CPD as a gateway to expand the knowledge and skills of nurses and midwives and to enable flexibility to move across numerous roles within the professions. She advises nurses and midwives to register in CPD programs of the Nursing and Midwifery Board Australia (NMBA).

### Transforming Nursing Education Through Interprofessional Collaborative Innovation: A Project Story.

**Haverkamp, Jacqueline; et al**

*CIN: Computers, Informatics, Nursing;* Apr 2020; vol. 38 (no. 4); p. 176-182

**April 2020**

This project story is about transforming nursing education through interprofessional collaborative innovation to develop and use a complement of technology-based portable simulation devices collectively known as the Healthcare Education Simulation Station. This collection of inexpensive, simulated point-of-care instruments controlled wirelessly by an instructor or simulation operator were developed and field tested by an interdisciplinary team to enhance learning experiences in several configurations, including those using standardized patients and those using static and low-, mid-, and high-fidelity manikins. The core feature of this project story is the collaboration of students and faculty from two unrelated disciplines, nursing and engineering. The story includes a description of the development, field testing, and initial deployment of a simulated pulse oximeter, capnograph, automated sphygmomanometer, cardiac monitor, thermometer, and fetal monitor. Underpinning this project story is Rogers' Diffusion of Innovation theory and how the characteristics of the innovation, the personnel, and the environment worked together to enable this project and the innovation's subsequent diffusion into nursing education. The aspiration to improve learning experiences for students in multiple disciplines was paramount. The desire to acquire high-quality, dynamic educational tools for nursing educators, coupled with an environment that encourages collaboration, led to an innovation that can transform nursing preparation and ultimately improve patient care, while minimizing cost.

### Digital health professions education on chronic wound management: A systematic review.

**Martinengo, Laura; et al**

*International Journal of Nursing Studies;* Apr 2020; vol. 104;

**April 2020**

Continuing education is crucial for healthcare professionals to keep up with research but attending classroom lectures is a major barrier. Chronic wound management is increasingly relevant for continuous
professional training. Digital education offers learning tailored to individual needs and could be an effective alternative to healthcare professionals' training. However, the effectiveness of digital education for chronic wound management training has not been explored. We assess the effectiveness of digital education in improving healthcare professionals' knowledge, attitudes, practical skills and behaviour change on chronic wound management, and their satisfaction with the intervention. For knowledge retention up to six months, digital education was more effective than no intervention, while blended learning was superior to digital education. The risk of bias in included studies was mostly high or unclear. Digital education on chronic wound management appears to be less effective than blended education and more effective than no intervention in improving knowledge among nurses and nursing students. Data for other outcomes is scarce and inconclusive. Future studies should assess participants' skills, attitudes, satisfaction and behaviour change; cost-effectiveness and potential untoward effects of digital education, compare digital education to other learning modalities and include other healthcare professionals in diverse clinical settings.

Web-Based Peer Support Education Program for Health Care Professionals.
van Buschbach, Susanne; van der Meer, Christianne A.I.; Dijkman, Lucy; Olff, Miranda; Bakker, Anne
Joint Commission Journal on Quality & Patient Safety; Apr 2020; vol. 46 (no. 4); p. 227-231

Health care professionals can routinely face potential critical incidents in the workplace, which can cause high levels of occupational distress and mental health problems. Peer support, in which a trained colleague provides psychosocial support after a work-related critical incident, is an early intervention strategy to support health care professionals. This study describes the development and evaluation of an innovative new online program to educate peer supporters. An interactive Web-based peer support education program (e-learning Peer Support) was developed to teach health care professionals the theory of peer support in preparation for face-to-face training (hybrid learning). The e-learning is a valuable addition to the theoretical peer support training curriculum. Future steps include implementing the e-learning as a yearly continuing education meeting, as a clinical lecture, or as part of the standard curriculum for health care professionals in medical training. Developments like this e-learning may contribute to a standardized training method and, eventually, the implementation of peer support programs.

Communities of Practice: An Innovative Approach to Building Academic–Practice Partnerships.
Padilla, Blanca Iris; Kreider, Kathryn Evans
Journal for Nurse Practitioners; Apr 2020; vol. 16 (no. 4); p. 308-311

Schools of nursing continue to face challenges in securing clinical education for nurse practitioner (NP) students. Creating mechanisms to build and enhance academic–practice partnerships between nursing schools and clinical practice settings based on mutual goals and respect provides opportunities for both nurse practitioner students and clinical partners. This article describes how an academic–practice partnership was established using the Communities of Practice as a framework. Academic–practice partnerships can provide nurse practitioner students with a meaningful learning experience.

The empathy continuum: An evidenced-based teaching model derived from an integrative review of contemporary nursing literature.
Levett-Jones, Tracy; Cant, Robyn
Journal of Clinical Nursing (John Wiley & Sons, Inc.); Apr 2020; vol. 29 (no. 7/8); p. 1026-1040

This paper has two aims: first, to explain the concept of empathy derived from an integrative review of contemporary nursing literature; and second, to profile a new conceptual model that can be used to inform the teaching of empathy. Empathy is fundamental to therapeutic communication and integral to quality patient care. However, the lack of agreement on the definition or conceptualisation of empathy in the nursing literature can make teaching and evaluating this skill challenging and inconsistent. Patterns of consistency in the attributes of empathy that emerged from the review provided the basis for a new conceptual model, termed “The Empathy Continuum.” Relevance to clinical practice: Each of the stages in the Empathy Continuum can be used to teach learners the meaning, attributes and application of empathy in practice. The model will be relevant to nurse educators as well as educators from other disciplines.

Consistency of postoperative pain assessments between nurses and patients undergoing enhanced recovery after gynaecological surgery.
Yang, Yu'E; et al
Journal of Clinical Nursing (John Wiley & Sons, Inc.); Apr 2020; vol. 29 (no. 7/8); p. 1323-1331

Apr 2020
We explore the consistency of pain intensity and pain location assessed by nurses and patients in gynaecology undergoing enhanced recovery after surgery pathway. Several studies have shown that clinical nurses' assessment of patients' pain is not always accurate. Little is known about the accuracy of nurses' pain assessments for gynaecological patients. Postoperative pain assessment and management is an essential part of enhanced recovery after surgery. Design: Comparative cross-sectional study. The consistency of postoperative pain assessment about pain score and pain location between nurses and patients was not high. We should attach importance to systematic pain assessment, and more detailed enhanced recovery after surgery pathways should be developed about pain assessment. Relevance to clinical practice: Continuing education for nurses regarding pain assessment is necessary. Nurses should accept the patient's self-reported pain. There should be a step that gives more time for pain assessment in enhanced recovery after surgery pathways.

**Relationship between critical thinking disposition and research competence among clinical nurses: A cross-sectional study.**
Chen, Qirong; Liu, Dan; Zhou, Chuyi; Tang, Siyuan
*Journal of Clinical Nursing (John Wiley & Sons, Inc.)*; Apr 2020; vol. 29 (no. 7/8); p. 1332-1340

The development of the nursing discipline and evidence-based practice calls for research competence and critical thinking disposition among clinical nurses. The verification of the relationship between critical thinking disposition and research competence could make contributions to promoting related knowledge building and providing practical implications for nurses, nurse educators and nurse managers. However, there is a lack of evidence exploring the relationship between critical thinking disposition and research competence in clinical nurses. We explore the relationship between critical thinking disposition and research competence among clinical nurses. The critical thinking disposition of clinical nurses is positively related to their research competence. Nurses with a passion for nursing research should pay attention to improving their critical thinking dispositions. Nurse educators and managers should provide better learning, working and research environments and more supports to cultivate critical thinking disposition and improve nursing research competence in nursing research education and practice.

**Engaging Learners in the Evaluation Process.**
Shinners, Jean; Graebe, Jennifer; Cardwell, Lindsey J.
*Journal of Continuing Education in Nursing*; Apr 2020; vol. 51 (no. 4); p. 149-151

This article describes a process for using learner engagement as a mechanism for obtaining and using formative evaluation. American Nurses Credentialing Center’s nursing continuing professional development accreditation criteria require both active learner engagement and evaluation processes.

**Resources for Patient Health Literacy Skills: Information in Orientation and Continuing Professional Development Programs.**
Billings, Diane M.; Kowalski, Karren; Duncan, Yvette
*Journal of Continuing Education in Nursing*; Apr 2020; vol. 51 (no. 4); p. 155-157

Patients with low health literacy have difficulty using health resources, a poorer health status, and increased morbidity and mortality rates. Nurses are integral to providing health education according to their patients' needs and health literacy level. Professional development educators play a significant role in preparing nurses to develop patients' health literacy skills. There are multiple health literacy resources and tools available to assist nurses in delivering this customized education.

**Effects of an Electrocardiography Training Program: Team-Based Learning for Early-Stage Intensive Care Unit Nurses.**
Kim, Soomi; Kim, Chul-Gyu
*Journal of Continuing Education in Nursing*; Apr 2020; vol. 51 (no. 4); p. 174-180

Team-based learning (TBL) can be one way of improving professional and practical skills for nurses. This study explored the effectiveness of an electrocardiography training program using TBL for early-stage nurses in intensive care units. TBL was more effective in improving nurses' reading ability of the 12-lead electrocardiography.

**Ready for shared decision making: Pretesting a training module for health professionals on sharing decisions with their patients.**
Kienlin, Simone; Nytrøen, Kari; Stacey, Dawn; Kasper, Jürgen
While shared decision-making (SDM) training programmes for health professionals have been developed in several countries, few have been evaluated. In Norway, a comprehensive curriculum, "klar for samvalg" (ready for SDM), for interprofessional health-care teams was created using generic didactic methods and guidance to tailor training to various contexts. The programmes adapted didactic methods from an evidence-based German training programmes (doktormitSDM). The overall aim was to evaluate two particular SDM modules on facilitating SDM implementation into clinical practice. The two SDM training modules met the basic requirements for use in a broader SDM implementation strategy and can even improve knowledge.

Validation of the Simulation Effectiveness Tool in Nursing Education. 
Shin, Hyunsook; Kim, Hyojin; Rim, Dahae; Ma, Hyunhee; Shon, Soonyoung

Clinical mentors' experiences of their intercultural communication competence in mentoring culturally and linguistically diverse nursing students: A qualitative study.
Hagqvist, Pia; Oikarinen, Ashlee; Tuomikoski, Anna-Maria; Juntunen, Jonna; Mikkonen, Kristina

Debriefing methods and learning outcomes in simulation nursing education: A systematic review and meta-analysis.
Lee, JuHee; Lee, Hyejung; Kim, Sue; Choi, Mona; Ko, Il Sun; Bae, JuYeon; Kim, Sung Hae

Evaluation of a nurse-led education program to improve cross-cultural care for older people in aged care.
Xiao, Lily Dongxia; Ullah, Shahid; Morey, Wendy; Jeffers, Lesley; De Bellis, Anita; Willis, Eileen; Harrington, Ann; Gillham, David
Cultural diversity is significant in aged care facilities. Registered nurses play a leading role in the care setting. Nurse-led education interventions to improve the cultural competence of aged care workers are in high demand. The aims of the study were to evaluate the effect of a nurse-led cross-cultural care program on cultural competence of Australian and overseas-born care workers. A pre- and post-evaluation design and a sub-group analysis. A nurse-led cross-cultural care program can improve aged care workers' cultural competence.

Classrooms of the 21st Century: Reimagining Boundaries
Yancey N.R. (nan.russell.yancey@gmail.com)
Nursing Science Quarterly; Apr 2020; vol. 33 (no. 2); p. 124-126
In this column, the traditional boundaries of nurse education limited by brick and mortar are reimagined in light of rapidly emerging technologies with the potential to break down boundaries of time and space. Gleaning insights from historical and contemporary scholars, a challenge is proffered to create new models of nurse education that meet the call for flexibility and customizability yet are firmly established on a solid nursing theoretical and scientific foundation.

Learning to lead: A scoping review of undergraduate nurse education
Journal of nursing management; Apr 2020; vol. 28 (no. 3); p. 756-765
We explore undergraduate student’s preparation for leadership roles upon registration. Effective leadership is vital when promoting positive workplace cultures and high-quality care provision. However, newly registered nurses are not always well-prepared for leadership roles. The review highlighted some agreement about the knowledge, skills and behaviours to be addressed in leadership education. What varied more was the pedagogical methods used to deliver this, the extent of its integration throughout the programme and the nature of collaborative academic-practice working to ensure good quality clinical supervision.

Coalition for medical education-A call to action: A proposition to adapt clinical medical education to meet the needs of students and other healthcare learners during COVID-19.
Newman NA; Lattouf OM
Journal of cardiac surgery; Apr 2020;
With the ongoing coronavirus, journals and the media have extensively covered the impacts on doctors, nurses, physician assistants, and other healthcare workers. However, one group that has rarely been mentioned despite being significantly impacted is medical students and medical education overall. This piece, prepared by both a medical student and a cardiothoracic surgeon with a long career in academic medicine, discusses the recent history of medical education and how it has led to issues now with distance-based learning due to COVID-19. It concludes with a call to action for the medical education system to adapt so it can meet the needs of healthcare learners during COVID-19 and even beyond.

Evaluating a Nurse Training Program in the Emergency Surgery Department Based on the Kirkpatrick’s Model and Clinical Demand During the COVID-19 Pandemic.
Li Z; Cheng J; Zhou T; Wang S; Huang S; Wang H
Telemedicine journal and e-health : the official journal of the American Telemedicine Association; Apr 2020;
We analyze the application of Kirkpatrick’s model in the nurse training program among the emergency surgery department based on clinical demand during the COVID-19 (coronavirus disease-2019). We provide reference for the training of emergency surgical nurses during the outbreak of COVID-19. The application of Kirkpatrick’s model based on clinical demand during the COVID-19 confirms to be effective for the training program of nurses in the emergency surgery department. It is also beneficial to improve nurses’ knowledge and skills during the pandemic, which serves as a positive influence for clinical reference.

A Clinical Teaching Blended Learning Program to Enhance Registered Nurse Preceptors' Teaching Competencies: Pretest and Posttest Study.
Wu XV; et al
Journal of medical Internet research; Apr 2020; vol. 22 (no. 4); p. e18604
Clinical nursing education provides opportunities for students to learn in multiple patient care settings, receive appropriate guidance, and foster the development of clinical competence and professionalism. Nurse preceptors guide students to integrate theory into practice, teach clinical skills, assess clinical competencies, and enhance problem-solving and critical thinking skills. Previous research has indicated that the teaching competencies of nurse preceptors can be transferred to students' clinical learning to enhance their clinical competencies. This study aimed to develop a clinical teaching blended learning (CTBL) program with the aid of web-based clinical pedagogy (WCP) and case-based learning for nurse preceptors and to examine the effectiveness of the CTBL program on nurse preceptors' clinical teaching competencies, self-efficacies, attitudes toward web-based learning, and blended learning outcomes. The CTBL program provides a comprehensive coverage of clinical teaching pedagogy and assessment strategies. The combination of the WCP and case-based approach provides a variety of learning modes to fit into the diverse learning needs of the preceptors. The CTBL program allows the preceptors to receive direct feedback from the facilitators during face-to-face sessions. Preceptors also gave feedback that the web-based workload is manageable. This study provides evidence that the CTBL program increases the clinical teaching competencies and self-efficacies of the preceptors and promotes positive attitudes toward web-based learning and better blended learning outcomes. The health care organization can consider the integration of flexible learning and intellect platforms for preceptorship education.

**A Nordic model for learning compassionate care in clinical education.**
Hilli Y; Sandvik AH
*Nurse education today;* Apr 2020; vol. 90 ; p. 104454

Preceptorship is one model of supporting student nurses' learning and development during their clinical education. However, little is known about what there is in preceptorship that promotes or hinders learning. Earlier studies found that there were ethical dimensions to students' encounters with preceptors. The overall purpose of this Nordic follow-up study was to develop a model for learning compassionate care among student nurses during their clinical education - first, to deeper understand the learning of student nurses, and second, to investigate the phenomenon of preceptorship from the preceptors' point of view. This study shows the importance of preceptorship on student nurses in their quest of becoming compassionate and caring nurses. Therefore, based on earlier findings and the findings in this study, there is a need to facilitate and support the students' transformation, that is, the process of becoming, from student to a professional nurse.

**How inclusive are we, really?**
Neal-Boylan L
*Teaching and learning in nursing : official journal of the National Organization for Associate Degree Nursing;* Apr 2020;;

Research has revealed that nurses and nursing students with disabilities experience discrimination. There are relatively few nurses with obvious physical disabilities working in clinical settings. Misconceptions abound regarding what a nurse with a disability can do. The focus tends to be on disability rather than ability. Similarly, prospective nursing students with disabilities are viewed with apprehension and caution. The overriding concern regarding nurses and nursing students with disabilities is that they will jeopardize patient safety. Nurse educators worry that students will not be able to complete the required skills and often confuse essential functions of nursing work with the academic standards required to graduate successfully. This article proposes that based on the research, we are not truly inclusive of nurses or nursing students with disabilities.

**[Improving clinical competences and skills-collaborative learning strategies in intensive care medicine].**
Schindele D; Müller-Wolff T; McDonough JP; Fromm C
*Medizinische Klinik, Intensivmedizin und Notfallmedizin;* Apr 2020;;

This article examines the competencies required from intensive care nurses and physicians regarding complex patient care in the intensive care unit. Traditional training methods and structures in critical care are put into context with the contemporary educational requirements. The goals are promotion of the interprofessional cooperation between nurses and physicians as well as a comparison between previous educational methods and their implications on the resulting skills. Clinical competences are defined as the result of basic professional training as well as further education, which can improve the quality of patient care. Options for improving teaching are shown through the presentation of the various learning venues for...
theory and clinical practice. Contemporary skills labs and simulation trainings are discussed as a useful supplement to traditional approaches such as traditional nursing practice instruction. It will also be discussed how collaborative learning between nurses and physicians at all levels of training can lead to better patient care by increasing the individual and shared competences.

**Upward feedback in nursing: A matter of giving, taking and asking.**
van de Walle-van de Geijn BFH; Joosten-Ten Brinke D; Klaassen TPFM; van Tuijl AC; Fluit CRMG
*Nurse education in practice*; Apr 2020; vol. 45 ; p. 102792
Apr 2020
The educational program for nurses takes place in school and at the workplace. At the workplace, student nurses and their supervisors work together while providing the best care for their patients. In this context, it is important that both, students and supervisors, provide feedback to each other. However, it can be difficult for nursing students to provide feedback to professionals who are higher up in the hierarchy. The goal of this study is to investigate the factors that facilitate nursing students to provide so-called upward feedback and nursing supervisors to receive it. This study shows that nursing students and supervisors are open to provide and receive upward feedback. However more attention is needed in nursing education for the factors that facilitate this process.

**Cognitive integration in health professions education: Development and implementation of a collaborative learning workshop in an undergraduate nursing program.**
Ignacio J; Chen HC
*Nurse education today*; Apr 2020; vol. 90 ; p. 104436
Apr 2020
Cognitive integration is integral to health professions education as it facilitates the ability to synthesize various types of knowledge and apply them in a clinical context. Nursing education is one main field of study that is subsumed under the umbrella of health professions education. Future nurses require learning, not just of skills but also of the knowledge that underpins those skills. They need to be able to cognitively integrate various forms of content and skills so that they can translate them to actual patient management and care during clinical practice. Several educational strategies have been implemented and have been shown to be effective in promoting cognitive integration in health professions learners, both individually and as a group. One of these strategies is collaborative learning. This study describes how a developed collaborative learning workshop was implemented to aid cognitive integration in year 1 undergraduate nursing students prior to their clinical postings. It also looks into the perceptions of students through qualitative findings from focus group discussions. Generated themes include 'integrating and bridging knowledge for practice', 'having tutors with different and complementing expertise', 'preparing mindsets by clear objectives' and 'timing and case variability'.

**The effectiveness of partnership models in clinical nursing education - A scoping review.**
Nguyen VNB; Lawrence K; McGillion A
*Nurse education today*; Apr 2020; vol. 90 ; p. 104438
Apr 2020
We examine the effectiveness of partnership models in clinical nursing education with regards to cost effectiveness; student employability, work-readiness, confidence, and competence; and stakeholders' satisfaction. Shared among the reviewed studies is stakeholder view of the positive impacts of partnership models on the clinical learning environment, and the increased level of support and individualised instruction for students. However, the use of not fully validated survey instruments and the lack of description about the implementation period before evaluation in many reviewed studies limit the interpretation of quantifiable effect of the partnership models. This review identifies a lack of attention on student employability, work-readiness, cost evaluation, patient perspective, and partnership models in low-income countries. Future research to address these knowledge gaps using high quality data collection methods and rigorous research design is warranted.

**Development and psychometric testing of the 10-item satisfaction with Nursing Skill Examination: Objective Structured Clinical Assessment scale.**
Hunt L; Ramjan LM; Daly M; Lewis P; O’reilly R; Willis S; Salamonson Y
*Nurse education in practice*; Apr 2020; vol. 45 ; p. 102779
Apr 2020
The Objective Structured Clinical Examination (OSCE) or Assessment (OSCA) has traditionally been used in disciplines such as medicine and nursing, to assess students’ competence to perform clinical skills safely in a simulated hospital environment. Despite its accepted use, a validated and reliable tool has yet to be
developed and tested to assess students' perception of and satisfaction with this mode of assessment. This study developed and tested the psychometric properties of a brief Objective Structured Clinical Examination tool for assessing student perception that could have transferability across health education settings. The SINE-OSCA scale demonstrates validity and reliability in identifying students who may have difficulty with this mode of clinical skill assessment.

**A scoping review of complexity science in nursing.**
Olsson A; Thunborg C; Björkman A; Blom A; Sjöberg F; Salzmann-Erikson M
*Journal of advanced nursing*; Apr 2020;;

We describe how complexity science has been integrated into nursing. The review provided strong support for use in complexity science in the contemporary nursing literature. Complexity science is also highly applicable and relevant to clinical nursing practice and nursing management from an organizational perspective. The application of complexity science as a tool in the analysis of complex nursing systems could improve our understanding of effective interactions among patients, families, physicians and hospital and skilled nursing facility staff as well as of education. Understanding complexity science in relation to the key role of nurses in the healthcare environment can improve nursing work and nursing theory development.

The use of complexity science provides nurses with a language that liberates them from the reductionist view on nursing education, practice and management.

**A mapping review of clinical nurse leader and nurse educator transitional care skills and competencies.**
Agomoh CJ; Brisbois MD; Chin E
*Nursing outlook*; Apr 2020;;

Little is known about how nurses are prepared to participate or lead teams in conducting safe and effective care transitions, despite being a complex process in which the nurse has an integral role. We conduct mapping review to identify and synthesize key recommendations regarding curriculum content needed to increase Clinical Nurse Leader and Nurse Educator student knowledge and skills regarding transitional care. Research evidence is needed to support academic preparation of nurses as leaders in care transition. The core transitional components identified can be used to develop competencies to assist training efforts of nurses in practice and educational settings.

**Implementing Cardiac Surgical Unit-Advanced Life Support Through Simulation-Based Learning: A Quality Improvement Project.**
Marler GS; Molloy MA; Engel JR; Walters G; Smitherman MB; Sabol VK
*Dimensions of critical care nursing : DCCN*; 2020; vol. 39 (no. 4); p. 180-193

The European Association for Cardio Thoracic Surgery and the Society of Thoracic Surgeons endorse Cardiac Surgical Unit-Advanced Life Support, a protocol designed specifically for cardiothoracic surgical patients who suffer postoperative cardiac arrests. To enhance patient outcomes and to reduce death rates, cardiothoracic intensive care unit nurses must be able to perform the protocol with confidence, proficiency, and without delays. To this end, simulation-based learning (SBL) is a pedagogical method ideal for optimized learning. This quality improvement project was designed to implement a post-cardiac surgery resuscitation protocol in a nonacademic, community medical center to enhance nurse knowledge, confidence, and proficiency for optimal patient outcomes. Didactic and hands-on learning supported knowledge retention over time for cardiothoracic surgical intensive care unit nurses. Improving self-confidence and the application of an unfamiliar resuscitation protocol through SBL and any impact a training program has on patient outcomes will require ongoing practice and more evaluation.

**A Mixed-Methods Study on Patient Safety Insights of New Graduate Registered Nurses.**
Murray M; Sundin D; Cope V
*Journal of nursing care quality*; 2020; vol. 35 (no. 3); p. 258-264

New graduate nurses transition with limited experience, and with anxiety and stress. They present an increased risk of contributing to preventable errors or adverse events. The purpose was to develop an understanding of new graduate registered nurses' (RNs) patient safety knowledge and actions within the first year of registration. Medical errors and time management persist during transition to the RN role. New graduates reported moderate knowledge of safety and quality issues; however, questioning their own abilities overshadowed growth in their involvement in patient safety.
Forming inter-institutional partnerships to offer pre-registration IPE: a focus group study.
McKinlay E; Brown M; Beckingsale L; Burrow M; Coleman K; Darlow B; Donovan S; Gorte T; Hilder J; Neser H; Perry M; Sutherland D; Wallace D; Waterworth C; Pullon S
Journal of interprofessional care; 2020; vol. 34 (no. 3); p. 380-387
2020
Interprofessional education (IPE) programs for pre-registration health science students are largely offered within one institution including different schools or faculties. Sometimes in small or regional institutions where there are limited student numbers or few professional training programs, or where larger institutions do not offer particular professional programs, it may be necessary to partner with other institutions to offer IPE. This study sought to explore teacher perspectives of forming inter-institutional partnerships to deliver IPE, in particular, to identify the elements that influence the formation of partnerships. Our work showed that time, effort, working with complexity, and ability to stay on the same page are necessary elements for building successful partnerships and all need to be taken into account when planning inter-institution partnerships.

Use of reflective writing within interprofessional education: a mixed-methods analysis.
Peeters MJ; Sexton ME
Journal of interprofessional care; 2020; vol. 34 (no. 3); p. 307-314
2020
Nurturing student's development of interprofessional collaboration is fundamental. Assessment-For-Learning can use reflection as one technique to support students' growth. Thus, we investigated using reflective-writing within an interprofessional education (IPE) course using an exploratory mixed-methods design. Initial reflective-writings helped students create a baseline for their final reflective-writings. In final reflective-writings, most students discussed their growth in understanding roles/responsibilities and communication, though limited growth was discussed for teams/teamwork and values/ethics. Thus, initial and final reflective-writings appeared useful within this IPE course. Initial reflective-writing further enhanced students' self-assessed IPE improvement and recorded students' baseline perceptions for later review, while final reflective-writings documented students' self-actualized IPE development.

Exploring the Impact of a Dedicated Education Unit on New Graduate Nurses' Transition to Practice.
Dimino K; Louie K; Banks J; Mahon E
Journal for nurses in professional development; 2020; vol. 36 (no. 3); p. 121-128
2020
Adequately preparing new graduate nurses for contemporary practice remains a challenge. This innovative mixed-method study explored the impact of a dedicated education unit on new graduate nurses' transition to practice. Results indicated that new graduate nurses with dedicated education unit experience were better prepared for contemporary practice compared to their peers with traditional clinical experiences. This study highlights the positive impact collaborative clinical teaching models can have on preparing new graduate nurses for practice.

Investigating the implementation of a collaborative learning in practice model of nurse education in a community placement cluster: A qualitative study
Williamson G.R. (g.williamson@plymouth.ac.uk); Kane A.; Jamison C.; Clarke D.; Bunce J.
Open Nursing Journal; 2020; vol. 14 (no. 1); p. 39-48
2020
Attracting new graduate nurses to work in the community is problematic, and this has contributed to shortages in this sector in the United Kingdom and internationally. This paper reports the findings of a pilot study to implement Collaborative Learning in Practice in one region of the United Kingdom, which was intended to increase placement capacity, introduce students to this sector, and accelerate their learning and development of key skills and behaviors. We investigate the views of student nurses and the staff supporting them on placement about their experiences of implementing Collaborative Learning in Practice. Some positive aspects were reported, particularly in relation to hospice and General Practice Nursing placements. Most clear was the supportive potential for peer learning fostered by Collaborative Learning in Practice. Less positive aspects were the potential for horizontal violence and some aspects of nursing home experiences. We believe more work needs to be done to make nursing homes an attractive option for students and new graduates, and regarding visual materials for pre-placement preparation.

Doctoral Degree Preferences for Nurse Educators: Findings From a National Study.
King TS; Melnyk BM; O'Brien T; Bowles W; Schubert C; Fletcher L; Anderson CM
Nurse educator; 2020; vol. 45 (no. 3); p. 144-149
Current doctoral degree options may not meet needs of nurses desiring educator roles in academic or health care settings. A primary factor in nurses choosing not to enroll in a terminal degree program may be limited availability of education aligned with career goals. The doctor of nursing education, a practice degree parallel to the DNP, could prepare nurses for academic and practice educator roles.

The Distance Teaching Practice of Combined Mode of Massive Open Online Course Micro-Video for Interns in Emergency Department During the COVID-19 Epidemic Period.
Zhou T; Huang S; Cheng J; Xiao Y
Telemedicine journal and e-health : the official journal of the American Telemedicine Association; 2020; vol. 26 (no. 5); p. 584-588
2020
We observe and analyze the application effect of the combined mode of Massive Open Online Course (MOOC) micro-video during the COVID-19 epidemic period in the distance teaching practice of interns in the emergency department. Compared with the traditional teaching methods, the effect of combined mode of MOOC micro-video in emergency nursing practice is the same as that of traditional teaching methods, but the satisfaction is higher. This makes it more suitable to be used in nursing practice during the COVID-19 epidemic period, so as to effectively reduce the cross-infection between doctors, nurses, and teaching staff.

Challenges Faced by Nursing Students to Work with Nursing Personnel: A Qualitative Study.
Rezakhani Moghaddam H; Aghamohammadi V; Jafari M; Absalan M; Nasiri K
Advances in medical education and practice; 2020; vol. 11 ; p. 313-319
2020
Nursing is a practice-based discipline. Clinical education is one of the most important parts of nursing education; nurses play an important role in the learning of nursing students. This study was carried out to unveil the challenges of nursing students’ learning through working with nurses. It seems that inappropriate organizational culture in the clinical setting and wrong distribution of resources will lead to disruption of student-nurse relationships and ultimately disruption of clinical education.

"I didn’t realise they had such a key role." Impact of medical education curriculum change on medical student interactions with nurses: a qualitative exploratory study of student perceptions.
Samuriwo R; Laws E; Webb K; Bullock A
Advances in health sciences education : theory and practice; 2020; vol. 25 (no. 1); p. 75-93
2020
Interprofessional teamwork between healthcare professionals is integral to the delivery of safe high-quality patient care in all settings. Recent reforms of medical education curricula incorporate specific educational opportunities that aim to foster successful interprofessional collaboration and teamwork. The aim of this study was to explore the impact of curriculum reform on medical students' perceptions of their interactions and team-working with nurses. Medical education needs to provide students with more structured opportunities to work with and learn from nurses in clinical practice. Further research could explore how to foster positive relationships between medical students and nurses.

Clinical Nurse Specialists on the Night Shift.
Fischer-Cartlidge E; Arenas E; Ogbuagu L; Remondini C; Murphy J
Clinical nurse specialist CNS; 2020; vol. 34 (no. 2); p. 70-74
2020
Night-shift nurses care for complex and acutely ill patients but are frequently more junior compared with day shift. They often have less access to support resources such as educators and clinical nurse specialists (CNSs). This article describes the addition of night CNS positions, their roles, and associated outcomes. Night CNS expertise and knowledge are vital to offsetting novice nurse deficits in advanced assessment, which is paramount to patient outcomes. They provide support with on-the-spot education and empower individual development. Organizations should strongly consider implementation of this role or, if that is not possible, consider flexible scheduling into evening hours to support night staff.

Developing Nurses Through Mentoring: It Starts in Nursing Education.
Evans MM; Kowalchik K; Riley K; Adams L
The Nursing clinics of North America; 2020; vol. 55 (no. 1); p. 61-69
2020
Faculty mentoring of undergraduate students is an essential and necessary component in helping students achieve exposure and success in cocurricular activities that they may not get in the classroom. It is through these cocurricular activities that faculty can expose students to the realms of various clinical activities,
nursing research and education, and various service-related opportunities, such as tutoring and committee work. The intrinsic and extrinsic awards of watching your students succeed and grow into nursing leaders make mentoring worth it. This article outlines the benefits and difficulties experienced by 1 faculty member in his crusade to mentor undergraduate nursing students.

**The Impact of Positive Space Training on Students’ Communication With LGBTTQ+ Communities.**
Haghiri-Vijeh R; McCulloch T; Atack L; Bedard G
*Nursing education perspectives;* 2020; vol. 41 (no. 2); p. 115-116

The lesbian, gay, bisexual, transgender, two-spirit, and queer (LGBTTQ+) communities have experienced discrimination from nurses and other health care professionals, resulting in health inequity. The purpose of this study was to examine the impact of positive space training on students’ knowledge and comfort level with LGBTTQ+ communities. Positive space training can be part of the bank of learning strategies we offer students to increase their knowledge and comfort when interacting with LGBTTQ+ communities.

**Exploring the Utility of Entrustable Professional Activities as a Framework to Enhance Nurse Practitioner Education.**
Anthamatten A; Pifieff ML; Richmond A; Glassford M
*Nurse educator;* 2020; vol. 45 (no. 2); p. 83-87

Entrustable professional activities (EPAs) are used in medical education in the assessment of clinical competence, but consideration of EPAs in nurse practitioner (NP) education is emerging. There are critical points in the NP educational trajectory when a student should demonstrate requisite knowledge and abilities. It can be challenging to assess and measure clinical proficiency in a way that can be clearly interpreted by students, faculty, and preceptors. Although further work would be needed to tailor EPAs to the NP role and link them specifically with NP competencies, EPAs may offer another valuable method for clinical evaluation of NP students.

**eHealth Education: Methods to Enhance Oncology Nurse, Patient, and Caregiver Teaching.**
Doorenbos AZ; Jang MK; Li H; Lally RM
*Clinical journal of oncology nursing;* ; vol. 24 (no. 3); p. 42-48

eHealth can enhance the delivery of clinical cancer care by offering unique education opportunities for oncology nurses, patients, and family caregivers throughout the cancer trajectory. This article reviews eHealth technology that can be applied to oncology education, such as mobile health applications, text messaging, web-based education, and audio- and videoconferencing. By using eHealth technologies to obtain and provide education, oncology nurses are well positioned to improve the lives of patients and caregivers.

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