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Nursing Research in the Education of Nurses

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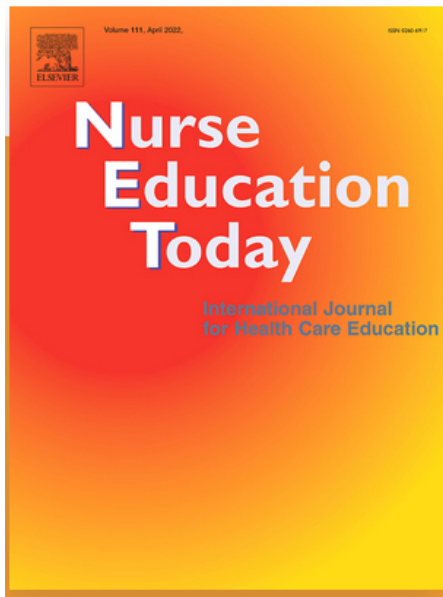
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HANNA HOPIA



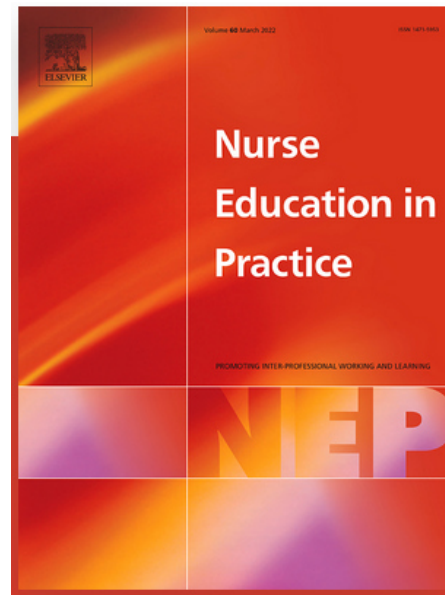
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Journals in the area of nursing education, a few examples



Established in 1981



Established in 2001



Established in 1962



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Nurse Education Today

Recent Articles Most Downloaded Most Cited

The impact on nursing students' opinions and motivation of using a
"Nursing Escape Room" as a teaching game: A descriptive study

Jose L. Gómez-Urquiza, Juan Gómez-Salgado and 4 more

Nursing education in a pandemic: Academic challenges in response to
COVID-19

Open Access Georgia Dewart, Lynn Corcoran, Lorraine Thirsk, Kristin Petrovic

A systematic review of the effectiveness of empathy education for
undergraduate nursing students

Tracy Levett-Jones, Robyn Cant, Samuel Lapkin

[> View all most cited articles](#)



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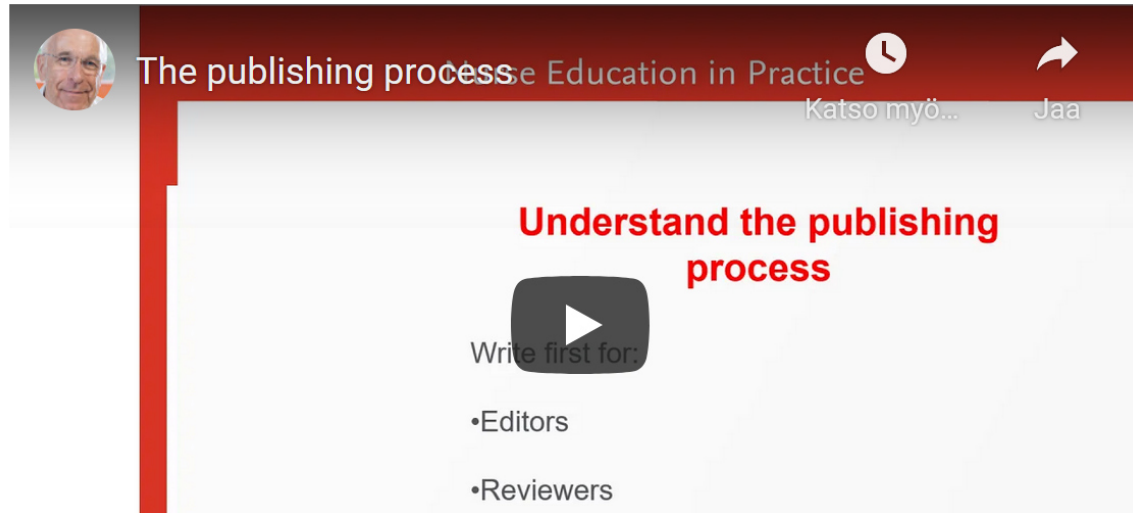


Nurse Education in Practice: Editorial Videos and Podcasts

10 March 2021

Video: 'The publishing process' by Prof. Roger Watson

Updated video using Nurse Education in Practice describing the journals, the editorial processes, peer review use of Equator guidelines, impact factor and publication ethics.





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Journal of Nursing Education

The Christine A. Tanner Scholarly Writing Award

The Journal's Editors select the top 5 to 7 articles, which are then independently reviewed and rated by a panel of Editorial Board members. The article selected to receive the award is presented to the article's author(s) at the annual *Journal of Nursing Education*

Criteria for judging include:

1. Well-written and engaging
2. Unique, innovative and forward-thinking
3. Sound conceptual or theoretical framework/underpinnings
4. Well-supported by the literature (current, classic, and/or evidence based)
5. Advances knowledge in the field of nursing education
6. Potential to contribute to future improvements or advances in nursing education



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Previous winners:

2020— Short-Term Outcomes of a Diversity, Equity, and Inclusion Institute for Nursing Faculty

by M. Rebecca O'Connor, PhD, RN; Wendy E. Barrington, PhD; Diana Taibi Buchanan, PhD, RN; Dan Bustillos, PhD; Meghan Eagen-Torkko, PhD, ARNP; Anne Kalkbrenner, MN, RN; Sharon S. Laing, PhD; Kerryn W. Reding, PhD, RN; A.B. de Castro, PhD, RN, FAAN ; published in November 2019

2019 — Constructing Writing Practices in Nursing

by Kim M. Mitchell, BA, MN, RN; published in July 2018

2018 — Pursuing Improvement in Clinical Reasoning: The Integrated Clinical Education Theory

by Mary Ann Jessee, PhD, RN; published in January 2018

2017 — Summative Simulated-Based Assessment in Nursing Programs

by Marilyn H. Oermann, PhD, RN, ANEF, FAAN; Suzan Kardong-Edgren, PhD, RN, CHSE, ANEF, FAAN; and Mary Anne Rizzolo, EdD, RN, ANEF, FAAN; published in June 2016



Nursing Research

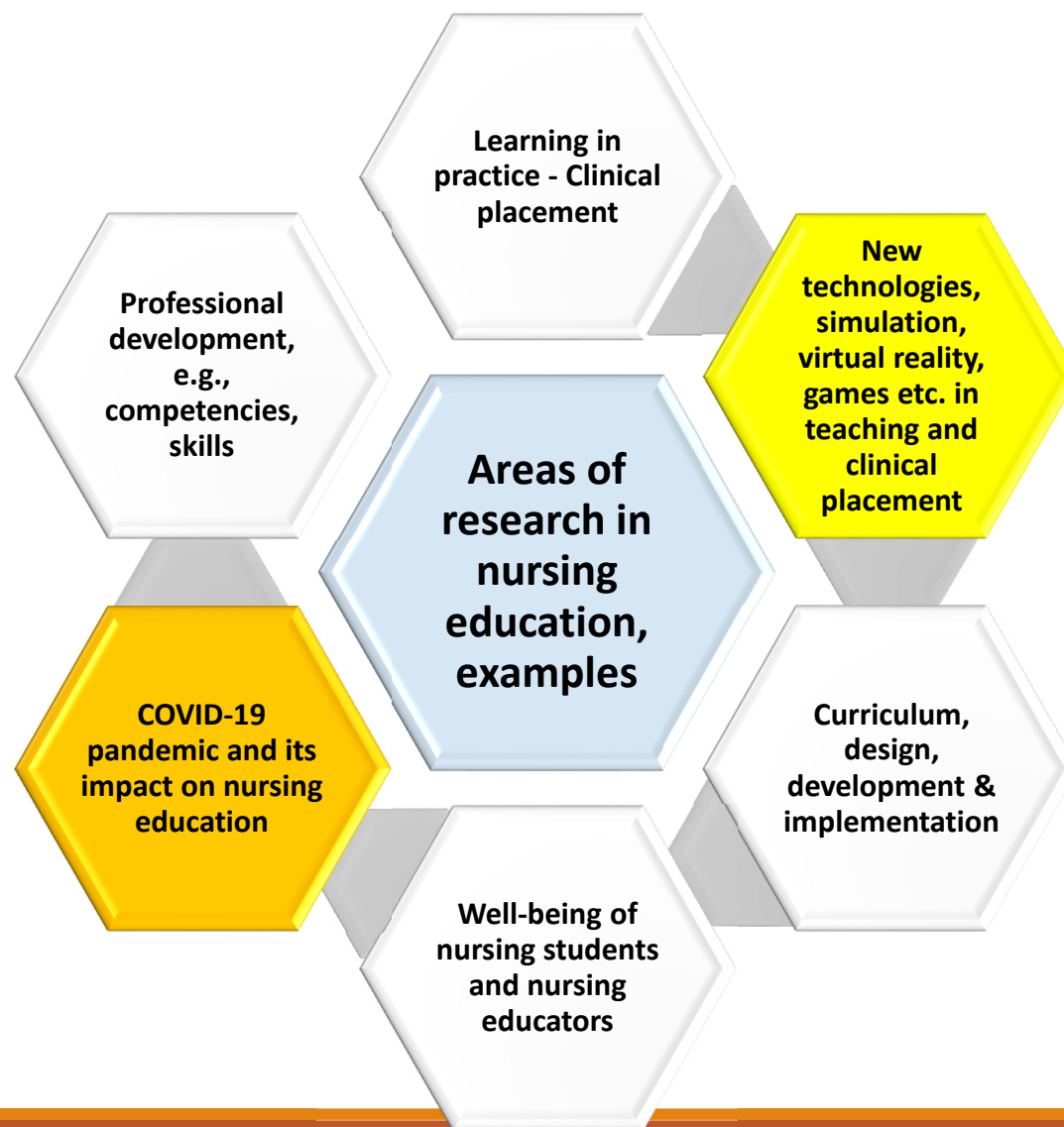


Need for education studies overall on

- ✓ how to teach nursing students effectively and appropriately (all levels)
- ✓ how to make best educational decision in nursing programs (all levels)
- ✓ how to ensure (modern) competencies of nurse educators



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Examples of recently published articles in nursing education

CURRICULUM DESIGN, FINLAND, 2022



Research article

Learning goals and content for wound care education in Finnish nursing education – A Delphi study

Emilia Kielo-Viljamaa^{a,b,*}, Jaakko Viljamaa^{c,d}, Riitta Suhonen^{a,c,e}, Leena Salminen^{a,c}, Minna Stolt^a

^a University of Turku, Department of Nursing Science, Finland

^b Novia University of Applied Sciences, Finland

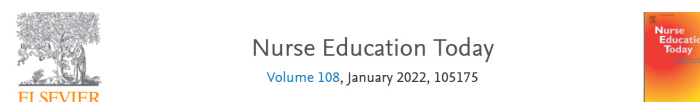
^c Turku University Hospital, Finland

^d University of Turku, Finland

^e City of Turku, Welfare Division, Finland

**DATA WAS COLLECTED FROM
EXPERTS: nurses,
authorised wound care nurses,
nurse educators and physicians**

LEARNING METHOD, DENMARK, 2022



Research article

Simulation training and professional self-confidence: A large-scale study of third year nursing students

Simon Fuglsang^{a,*}, Carter Walter Bloch^a, Hanne Selberg^b

**DATA WAS COLLECTED FROM
THIRD YEAR NURSING STUDENTS**



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Examples of recently published articles in nursing education

COVID-19 PANDEMIC, CLINICAL PLACEMENT, ITALY, 2022



Nursing students' clinical placement experiences during the Covid-19 pandemic: A phenomenological study

Michela Barisone^{a,*}, Luca Ghirotto^b, Erica Busca^a, Matías Eduardo Diaz Crescitelli^b, Monica Casalino^c, Giovanni Chilin^d, Simona Milani^e, Paola Sanvito^f, Barbara Suardi^g, Antonia Follenzi^h, Alberto Dal Molinⁱ

**DATA WAS COLLECTED FROM
TWO AND THIRD YEAR
NURSING STUDENTS**

NURSE EDUCATORS, CANADA, 2018



Nurse Education Today
Volume 66, July 2018, Pages 117-122



Nurse educators' critical thinking: A mixed methods exploration ☆

Christy Raymond^a ✉, Joanne Profetto-McGrath^a ✉, Florence Myrick^a ✉, William B. Streat^b ✉

**DATA WAS COLLECTED FROM
NURSE EDUCATORS**



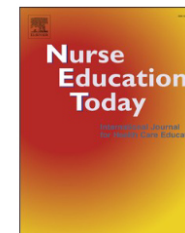
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Contents lists available at [ScienceDirect](#)

Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



Research article

Learning goals and content for wound care education in Finnish nursing education – A Delphi study

Emilia Kielo-Viljamaa^{a,b,*}, Jaakko Viljamaa^{c,d}, Riitta Suhonen^{a,c,e}, Leena Salminen^{a,c},
Minna Stolt^a

^a University of Turku, Department of Nursing Science, Finland

^b Novia University of Applied Sciences, Finland

^c Turku University Hospital, Finland

^d University of Turku, Finland

^e City of Turku, Welfare Division, Finland

Objectives:

- to create learning goals and content for wound care education in Bachelor's level nursing education in Finland and
- to assess the consensus relating to these learning goals and content among wound care experts.





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Kielo-Viljamaa et al. 2022: Learning goals and content of wound care in nursing education

FOUR CATEGORIES

- 1) Anatomy and physiology
- 2) Care of chronic and acute wounds,
- 3) Wound management and care of a patient with a wound,
- 4) Values and attitudes.



26 learning goals and 29 pieces of content.

The consensus between the experts was high: >90% in all competence areas.

Kielo-Viljamaa et al. 2022: Learning goals and content of wound care in nursing education

1) ANATOMY AND PHYSIOLOGY (ONE OUT OF FOUR CATEGORIES)

Anatomy and physiology	
Skin and tissues	Learning goal: Knows the anatomy and physiology of the skin and tissues beneath the skin
	Content: Skin and tissues beneath the skin <ul style="list-style-type: none"> ▪ <i>Skin layers</i> ▪ <i>Function of the skin</i> ▪ <i>Other tissues</i>
Circulation	Learning goal: Understands the importance of circulation in wound development and healing
	Learning goal: Knows the symptoms and findings of arterial and venous insufficiency
	Content: Circulation <ul style="list-style-type: none"> ▪ <i>Arterial insufficiency</i> ▪ <i>Venous insufficiency</i>
Wound healing process	Learning goal: Understands the importance of factors that affect wound healing
	Learning goal: Knows the wound healing phases and the factors that expose the wound to becoming chronic
	Content: Wound healing process <ul style="list-style-type: none"> ▪ <i>Factors that affect wound healing</i> ▪ <i>Wound healing phases</i> ▪ <i>Wound becoming chronic</i>



4) VALUES AND ATTITUDES (ONE OUT OF FOUR CATEGORIES) (Kielo-Viljamaa et al. 2022)

Values and attitudes			
Wound prevention and care	Learning goal: Understands the importance of wound prevention and care from the perspectives of the patient and healthcare system	Respect	Learning goal: Is able to respect patient's privacy and autonomy in wound care
	Content: Multi-professionality and co-operation ▪ <i>The importance of the realisation of prevention and care</i>		Content: Respect of privacy and autonomy ▪ <i>Characteristics related to wound care</i>
Evidence-based practice	Learning goal: Is able to use evidence-based information in wound care	Professionalism	Learning goal: Is able to act professionally when caring for wounds
	Content: Evidence-based practice ▪ <i>Care guidelines</i>		Content: Professionalism ▪ <i>Professional attitude in wound care</i> ▪ <i>Courage and open-mindedness in wound care</i>
Holistic care	Learning goal: Understands the meaning of holistic and patient-centred care when caring for a patient with a wound	Economics	Learning goal: Understands the economic perspectives of care from the patient's and society's point of view
	Content: Holistic and patient-centred care ▪ <i>Patient's physical, psychical and social health</i> ▪ <i>Patient's needs and expectations</i>		Content: Economics ▪ <i>Wound care costs</i>



Kielo-Viljamaa et al. 2022: CONCLUSION

The results can be used to standardise wound care education by implementing consistent learning goals and content in Bachelor's level nursing education.





Key issues in nursing education research

The quality of the studies

Answering important,
current questions

Rigorous studies

Replication of studies

The quality of the research reports that disseminate the findings

Have to be reported accurately
and completely

Readers need to understand
context of research

•How nurse educators use study findings in their work

Do nurse educators follow
nursing education research
regularly?

Do they have an access for a high
quality, international articles on
nursing education?

How nurse educators adopt new education strategies and approaches

What processes nurse educators
use to implement new
educational approaches,
methods and innovations?

How do we know that new
innovations improve learning
or reducing cost or saving
faculty time?



References

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Raymond et al. 2018. Nurse educators' critical thinking: A mixed methods exploration. Nurse Education Today, 66, 117-122.

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Fuglsang et al. 2022. Simulation training and professional self-confidence: A large-scale study of third year nursing students Nurse Education Today, 108, 105175.

Barisone et al. 2022. Nursing students' clinical placement experiences during the Covid-19 pandemic: A phenomenological study. Nurse Education in Practice, 59, 103297.

Horntvedt et al. 2018. Strategies for teaching evidence-based practice in nursing education: a thematic literature review. BMC Medical Education, 18, 172.



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What are the most important topics/areas to study in nursing education in Kazakhstan at the moment?