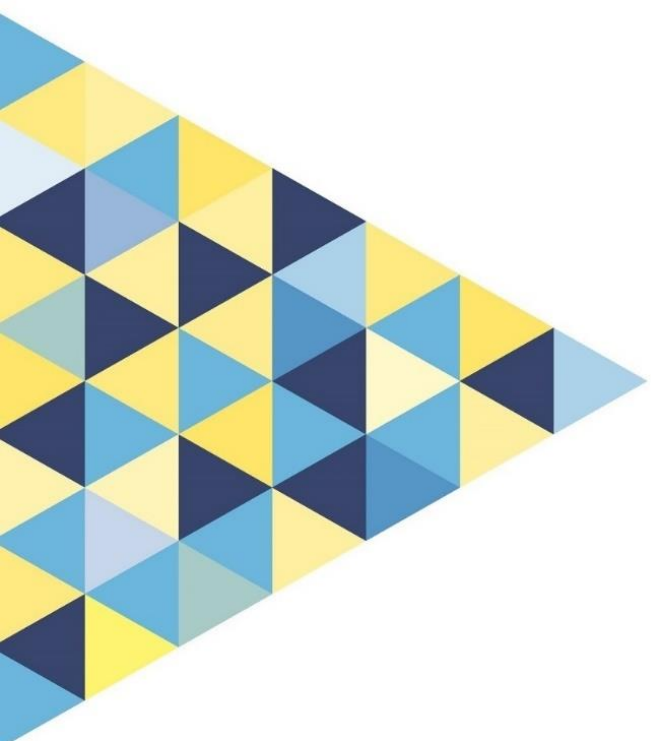


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## Erleben und Gestalten der praktischen Ausbildung in der Pflege: nationale und internationale Befunde

Version: 1.0, August 2026



**VET** | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 |  
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Die vorliegende Auswahlbibliografie zum Themenkomplex **„Erleben und Gestalten der praktischen Ausbildung in der Pflege“** wurde im Projekt „Situation der praxisanleitenden Personen im Rahmen der beruflichen und hochschulischen Ausbildung zur Pflegefachfrau/ zum Pflegefachmann/ zur Pflegefachperson sowie deren Fort- und Weiterbildungsmöglichkeiten (SiPAL)“ erstellt. Sie beinhaltet chronologisch absteigend Literaturnachweise aus den vergangenen Jahren, die u. a. aus dem VET Repository zusammengestellt wurden. Bei Online-Dokumenten sind die Nachweise über die URL direkt mit den jeweiligen Volltexten verlinkt.

SiPAL wurde vom Bundesinstitut für Berufsbildung (BIBB) in Auftrag gegeben und wird von involas - Institut für berufliche Bildung, Arbeitsmarkt- und Sozialpolitik, der Frankfurt University of Applied Sciences sowie der uzbonn - Gesellschaft für empirische Sozialforschung und Evaluation im Zeitraum von November 2024 bis Oktober 2027 umgesetzt.

Im Projekt wurden Literaturquellen zum aktuellen nationalen und internationalen Forschungsstand zu den Themen Praxisanleitung sowie Fort- und Weiterbildung von Praxisanleitenden in den Pflegefachberufen systematisch erfasst und aufbereitet.

Das methodische Vorgehen orientierte sich an den Schritten des Rechercheleitfadens RefHunter (vgl. NORDHAUSEN/HIRT 2022). Für die systematische Literaturrecherche wurden die Datenbanken PubMed, CINAHL, ERIC und peDOCS herangezogen. Die identifizierten Literaturquellen wurden anschließend mithilfe der Software Rayyan systematisch gescreent und hinsichtlich ihrer Relevanz geprüft. Die Identifikation, Auswahl und Dokumentation der Rechercheergebnisse erfolgten in Anlehnung an das PRISMA-Schema, um den Recherche- und Auswahlprozess transparent, systematisch und nachvollziehbar darzustellen.

Die vorliegende Auswahlbibliografie, deren deutschsprachige Nachweise teilweise aus dem VET Repository des BIBB stammen, dient als erste Orientierung im Themenfeld „Erleben und Gestalten der praktischen Ausbildung in der Pflege“ und umfasst nationale sowie internationale Publikationen aus den Jahren 2021 bis 2026. Zur besseren Übersichtlichkeit ist sie in nationale und internationale Quellen gegliedert. Diese Struktur erleichtert die Einordnung der Literatur in ihren jeweiligen fachlichen Kontext und macht unterschiedliche nationale und internationale Forschungsperspektiven sowie bildungsbezogene und strukturelle Rahmenbedingungen transparent. Die Bibliografie bietet einen ersten Zugang zur aktuellen Fachdebatte und kann als Ausgangspunkt für weiterführende Recherchen zur praktischen Pflegeausbildung genutzt werden.

Darüber hinaus lädt sie dazu ein, Gemeinsamkeiten und Unterschiede hinsichtlich der Herausforderungen der praktischen Ausbildung und der Praxisanleitung auf nationaler und internationaler Ebene zu erkunden und zu diskutieren.

Die Literaturzusammenstellungen zu Themen der Berufsbildung finden Sie im Internet zum Download unter [https://res.bibb.de/vet-repository Auswahlbibliografien](https://res.bibb.de/vet-repository_Auswahlbibliografien) .

Das VET Repository ist der zentrale Publikationsserver für Berufsbildungsliteratur und unter [www.vet-repository.info](http://www.vet-repository.info) kostenfrei recherchierbar. In ihm weist das Dokumentationsteam des Bundesinstituts für Berufsbildung (BIBB) systematisch die deutschsprachige Fachliteratur zu allen Aspekten der Berufsbildung, Berufspädagogik und Berufsbildungsforschung ab dem Erscheinungsjahr 1988 nach. Neben reinen Literaturnachweisen finden Sie im VET Repository einen stetig wachsenden Bestand an Open Access verfügbaren Publikationen. Für den Zeitraum von 1988 bis heute sind über 69.000 Literaturnachweise im Repository nachgewiesen, wovon mehr als 16.000 direkt mit den jeweiligen Volltexten verlinkt sind. Es werden neben Monografien schwerpunktmäßig Aufsätze aus Zeitschriften und Sammelbänden fachlich ausgewählt und mittels des Berufsbildungsthesaurus, Klassifikation und Abstracts inhaltlich erschlossen. Unterstützt wird das Repository für die Berufsbildung von der [Arbeitsgemeinschaft Berufsbildungsforschungsnetz](#) (AG BFN).

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[www.bibb.de](http://www.bibb.de)



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## Deutschsprachige Quellen

2026

### **Herausforderungen und Chancen in der Gestaltung der reformierten praktischen Pflegeausbildung : eine qualitative Interviewstudie mit Praxisanleitenden / Bruns, Judith.**

2026. - 1 Online-Ressource (76 Seiten)

[https://res.bibb.de/vet-repository\\_784440](https://res.bibb.de/vet-repository_784440)

"Im Jahr 2020 wurde mit der Reform der Pflegeausbildung durch das Pflegeberufegesetz (PflBG) die Zusammenführung der Ausbildungsberufe der Alten-, Kranken- und Kinderkrankenpflege in eine generalistische Pflegeausbildung beschlossen. Dieser Schritt wurde notwendig, um den wachsenden Anforderungen an das Pflegepersonal gerecht zu werden. Die vorliegende Studie befasst sich mit den Chancen und Herausforderungen, die Praxisanleitende in der praktischen Ausbildung seit der Reform erleben. Im Rahmen dessen erfolgt eine Fokussierung auf die Gegenüberstellung von zentralen und dezentralen Praxisanleitungen. Die Untersuchung verfolgt das Ziel, Erkenntnisse zu den Rahmenbedingungen zu gewinnen, unter denen Praxisanleitende arbeiten. Im Rahmen der vorliegenden Arbeit wurden leitfadengestützte Interviews mit zehn Praxisanleitenden aus der stationären Akutpflege in Nordwest-Niedersachsen durchgeführt. Die Auswahl der Interviewpartner umfasste fünf zentrale und fünf dezentrale Praxisanleitende, die aufgrund ihrer Tätigkeiten spezifische Einblicke in die Umsetzung der Ausbildungsreform bieten konnten. Die Resultate legen dar, dass zentrale Anleitende vermehrt organisatorische und strategische Funktionen wahrnehmen, während dezentrale Anleitende stärker in die unmittelbare Patientenversorgung involviert sind. In beiden Gruppen werden strukturelle Schwierigkeiten berichtet, die sich in Form von Zeit- und Ressourcenmangel sowie unklaren Vorgaben äußern und die Qualität der praktischen Ausbildung beeinflussen. Die Diskussion verdeutlicht, dass eine optimierte institutionelle Unterstützung, präzise Vorgaben zur Funktion der Praxisanleitenden sowie eine verstärkte Kooperation zwischen den Lern-orten die Qualität der praktischen Ausbildung positiv beeinflussen könnten. Die Studie betont die Relevanz einer gezielten Förderung der Praxisanleitenden, um die Ausbildungsziele zu erreichen und langfristig eine qualitativ hochwertige Pflegeversorgung sicherzustellen." (Autorenreferat ; BIBB-Doku).

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**2025**

**Attraktivität, Anforderungen und Bedarfe des Lern- und Arbeitsorts Häuslichkeit: Aus-, Fort- und Weiterbildung in der ambulanten Pflege aus Perspektive der Lernenden, Lehrenden und Praxis : eine bundesweite Online-Befragung / Hahnel, Elisabeth;**

Engelmann, Freja; Oehse, Isabelle; Pörschmann-Schreiber, Ulrike. 2025.

In: BIBB Discussion Paper. - 1 Online-Ressource (85 Seiten)

[https://res.bibb.de/vet-repository\\_783386](https://res.bibb.de/vet-repository_783386)

"Das Discussion Paper untersucht Attraktivität, Chancen sowie Anforderungen und Bedarfe des Lern- und Arbeitsortes Häuslichkeit aus Perspektiven von Lernenden, Lehrenden, Mitarbeitenden, Praxisanleitenden und Leitungspersonen. Grundlage sind bundesweite Online-Befragungen (Mai-Juni 2024) mit 1.628 analysierten Datensätzen. Die Ergebnisse zeigen eine insgesamt positive Wahrnehmung der Vorbereitung auf die ambulante Pflege, zugleich aber Optimierungsbedarf bei essenziellen Kompetenzen wie Selbstorganisation, Flexibilität, Improvisationsfähigkeit und interprofessioneller Zusammenarbeit - insbesondere auf Distanz. Zudem wird eine stärkere Vernetzung zwischen Ausbildungseinrichtungen und Praxispartnern als notwendig für einen verbesserten Theorie-Praxis-Transfer betont. Ein hoher Fort- und Weiterbildungsbedarf, vor allem bei Praxisanleitenden, sowie strukturelle Defizite (u. a. fehlende systematische Konzepte zur Einbindung spezifischer Lernsituationen) werden ebenfalls deutlich." (BIBB-Autorenreferat).

**Praxisanleitung in der pflegerischen Ausbildung: Anspruch und Wirklichkeit / Rother, Alexandra. 2025.**

In: Pflege und Gesundheit, Wissen teilen - Zukunft gestalten / Nina Fleischmann [Hrsg.]; Lutz Schütze [Hrsg.]; Simone van Kampen [Hrsg.] - Seite 253-274.

<https://serwiss.bib.hs-hannover.de/frontdoor/deliver/index/docId/3618/file/9783690180092.pdf>

„Mit der Einführung des Pflegeberufgesetzes und der Ausbildungs- und Prüfungsreform für die Pflegeberufe wurde die Rolle der Praxisanleitenden gestärkt. Darin beschrieben werden

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diverse Ansprüche an die Praxisanleitenden. Der Blick in die Literatur zeigt, dass es einige Forschungsarbeiten im Bereich der Praxisanleitung gibt, dabei bleibt die Perspektive der Praxisanleitenden auf ihre komplexe Tätigkeit weitestgehend unberücksichtigt. In Bezug auf die Veränderungen in der Praxisanleitung soll dieser Aspekt fokussiert werden, wodurch sich folgenden Fragen ergeben: Wie erleben Praxisanleitende in der Pflege die Praxisanleitung im Setting Krankenhaus, und mit welchen Anforderungen sehen sie sich in der Ausübung dieser Tätigkeit konfrontiert? Welche Abweichungen bestehen zwischen den Anforderungen, die in der pflegerischen Ausbildung an sie gestellt werden, und der Perspektive der Praxisanleitenden auf diese Anforderungen? Welche Empfehlungen lassen sich aus den Ergebnissen ableiten? [...] Es gibt deutliche Hinweise darauf, dass Anspruch und Wirklichkeit bedingt durch Faktoren wie Informationsverlust, Kompetenzmangel und schlechte Rahmenbedingungen weit auseinanderliegen. Die Praxisanleitenden nennen viele Anforderungen, können diese jedoch nur auf Nachfrage aus dem Gesetz heraus benennen. Sie zeigen auf, dass es durchaus Bestrebungen gibt, die Ansprüche umzusetzen, es aber auch Tendenzen gibt, diese zu umgehen. Die erhobenen Ergebnisse werden durch die Literatur gestützt. Forschungsberichte zeigen, dass die Rahmenbedingungen eine adäquate Praxisanleitung unmöglich machen und die Praxisanleitenden den Ansprüchen nicht gerecht werden können.“ (Textauszug; BIBB-Doku)

## 2024

**Verbesserte Ausbildungsbedingungen in der Pflege?: Auswirkungen des Pflegeberufegesetzes auf die Praxisanleitung im Krankenhaus** / Bär, Stefan; Steinweg, Veronica E.; Dauner, Dominik. 2024.

In: WSI-Mitteilungen : Zeitschrift des Wirtschafts- und Sozialwissenschaftlichen Instituts der Hans-Böckler-Stiftung. - 77 (2024), H. 2, Seite 131-136

[https://www.wsi.de/data/wsimit\\_2024\\_02\\_baer.pdf](https://www.wsi.de/data/wsimit_2024_02_baer.pdf)

„Der Beitrag untersucht die aktuelle Situation der Praxisanleitung im Krankenhaus vor dem Hintergrund des 2020 eingeführten Pflegeberufegesetzes. Im Rahmen einer Fallstudie wurden auf einer Intensivstation eines Maximalversorgers und dessen angeschlossener Pflegefachschule qualitative Interviews durchgeführt. Die Ergebnisse deuten darauf hin,

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dass sich die Änderungen auf regulativer Ebene aktuell nicht zwingend in Änderungen auf operativer Ebene im Krankenhaus übersetzen. In der Praxis kann der gesetzlich vorgeschriebene Anteil an Praxisanleitung regelmäßig nicht eingehalten werden, wodurch die Qualität der Ausbildung leidet und ihr Erfolg von Einzelpersonen abhängig ist. Es scheint, als würde mit der Einführung des neuen Pflegeberufegesetzes keine strukturelle Stärkung der Praxisanleitung einhergehen. Diese wäre jedoch dringend notwendig, um der gesetzlich formulierten zentralen Rolle der Praxisanleitung vor dem Hintergrund des Fachkräftemangels in der Pflege gerecht werden zu können.“ (Autorenreferat; BIBB-Doku).

### **Die Umsetzung der Pflegebildungsreform im Spiegel von pflegedidaktischen**

**Herausforderungen** / Ertl-Schmuck, Roswitha. 2024.

In: Berufsbildung : Zeitschrift für Theorie-Praxis-Dialog. - 78 (2024), H. 204, Seite 49-52

„Im Beitrag werden pflegedidaktische Herausforderungen von Lehrer\*innen und Praxisanleiter\*innen, die mit der Pflegeberufereform und der Umsetzung der bundeseinheitlichen Rahmenpläne einhergehen, in den Blick genommen. Erste Ergebnisse einer Rezeptionsstudie werden vorgestellt und abschließend diskutiert.“ (Autorenreferat; BIBB-Doku).

### **ERPP-Studie Sachsen 2023 - Ein multiperspektivischer Blick auf die Herausforderungen und Gestaltungsmöglichkeiten der praktischen Pflegeausbildung in Sachsen** / Hänel, Jonas;

Kütter, Claudia; Strauß, Lucie. 2024. – 1 Online-Ressource (252 Seiten)

<https://nbn-resolving.org/urn:nbn:de:bsz:14-qucosa2-903944>

„Der Forschungsbericht beinhaltet die Ergebnisse der Studie „Erfahrungsraum praktische Pflegeausbildung“ (ERPP-Studie Sachsen 2023). Es handelt sich dabei um eine Begleitstudie, welche in der ersten Phase des Modellprojektes „Beratungsstelle Pflegeausbildung Sachsen“ vom September 2022 bis August 2023 durchgeführt wurde. Dieses Projekt war an der Technischen Universität Dresden an der Professur Gesundheit und Pflege/Berufliche Didaktik angesiedelt und wurde vom Sächsischen Staatsministerium für Soziales und

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Gesellschaftlichen Zusammenhalt gefördert. Die Studie beinhaltet eine multiperspektivische Analyse in Bezug auf verschiedene Themenkomplexe der praktischen Pflegeausbildung in Sachsen. Es werden die Hintergründe für Ausbildungsabbrüche im Pflegeberuf 1.), die speziellen Herausforderungen der Praxisanleitung 2.), die Formen und Probleme der Lernortkooperation 3.) sowie die Bedarfe an Unterstützungs- und Beratungsangeboten 4.), in Bezug auf die Akteursgruppen der Auszubildenden, Praxisanleitenden, Pflegelehrenden und Pflegedienstleitenden, untersucht. Das Vorgehen der Forschung ist von einer Methodentriangulation gekennzeichnet, weshalb im Bericht sowohl qualitative und quantitative Forschungsergebnisse präsentiert werden. Der vorliegende Forschungsbericht bietet eine multiperspektivische Darstellung zentraler Herausforderungen und Gestaltungsmöglichkeiten der praktischen Pflegeausbildung in Sachsen. Neben der Präsentation und Diskussion der Ergebnisse werden zudem praxisnahe Empfehlungen formuliert. Der Bericht richtet sich damit gleichermaßen an Pflegedienstleitende, Praxisanleitende, Pflegelehrende und Auszubildende im Pflegeberuf.“ (Hrsg.; BIBB-Doku)

**Fachkräftesicherung, Versorgungsqualität und Karrieren in der Pflege : Forschung zur beruflichen Bildung im Lebenslauf** / Reiber, Karin; Mohr, Jutta; Evans-Borschers, Michaela; Peters, Miriam. Bielefeld : wbv Media GmbH & Co. KG, 2024. - 978-3-7639-7433-7  
In: Berufsbildung, Arbeit und Innovation ; Band 74. - 1 Online-Ressource (482 Seiten)  
[https://res.bibb.de/vet-repository\\_782512](https://res.bibb.de/vet-repository_782512)

"Der vorliegende Sammelband stellt aktuelle empirische Forschungsprojekte zur beruflichen Bildung in der Pflege vor, die unterschiedliche Aspekte der Professionalisierung im Kontext von Fachkräftesicherung und Versorgungsqualität thematisieren. Als Stellschraube für die Reform des Berufsfelds Pflege erlebt die berufliche Bildung dieser Domäne derzeit eine Aufwertung und die Ausbildungsreform im Zuge der Umsetzung des Pflegeberufegesetzes ist auch Ausdruck zunehmender Professionalisierung. Zudem hat berufliche Bildung eine zentrale Bedeutung für gesellschaftliche Teilhabe und individuelle Entwicklungsmöglichkeiten. Vor diesem Hintergrund präsentiert der Sammelband Forschungsbefunde entlang der berufsbiographischen Entwicklung von der Berufsorientierung bis hin zur Fort- und Weiterbildung." (Verlag, BIBB-Doku).

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**2023**

**Das Five Minute Preceptor Model - eine Lehrmethode in der praktischen Ausbildung in der Gesundheits- und Krankenpflege: ein Scoping Review** / Breznik, Melanie; Schermann, Karoline; Deufert, Daniela. 2023.

In: HeilberufeScience. - 14 (2023), Seite 67-77

<https://doi.org/10.1007/s16024-023-00401-w>

„Hintergrund: Die Vermittlung von Clinical-Reasoning-Kompetenzen an Studierende der Gesundheits- und Krankenpflege stellt Praxisanleiterinnen und Praxisanleiter aufgrund der heterogenen Ausbildungssituationen und geringen didaktischen Kompetenzen vor Herausforderungen. Kenntnisse über praktikable Lehrmethoden, welche das Clinical Reasoning verbessern können, stehen vermehrt im Fokus. Das Five Minute Preceptor Model scheint diesbezüglich eine geeignete Methode darzustellen. Zielsetzung: Ziel der Arbeit ist, die Auswirkungen der Lehrmethode Five Minute Preceptor Model auf unterschiedliche Bereiche der Praxisanleitung und deren praktische Anwendbarkeit darzustellen. Methode: Es wurde ein Scoping Review nach Methodik des Joanna Briggs Institute erstellt. [...] . Ergebnisse: Die Anwendung des Five Minute Preceptor Model wirkt sich positiv auf die Lernumgebung aus und ermöglicht eine bessere Erfassung des Wissensstands und der Lernbedürfnisse der Studierenden. Zudem verbessert sich die Struktur der Praxisanleitung. Weitere positive Auswirkungen betreffen das Lernen der Studierenden, das Geben von Feedback sowie die Verbesserung der didaktischen Fähigkeiten der Anleitenden. Kaum behandelt wird in den identifizierten 7 Publikationen der Faktor Anwendbarkeit. Lediglich die Beschreibung eines geringen Schulungsaufwands und einer leichten Umsetzbarkeit sowie die damit verbundene Zeitersparnis wurden in der Literatur erwähnt. Schlussfolgerung: Auch wenn es Hinweise auf positive Auswirkungen der Lehrmethode gibt, fehlen empirische Untersuchungen zur Anwendbarkeit des Five Minute Preceptor Model in der praktischen Ausbildung in der Gesundheits- und Krankenpflege. Eine Implementierung des Modells scheint erst nach entsprechender empirischer Überprüfung sinnvoll. Vor allem die Perspektive der Anleitenden sollte hierbei Berücksichtigung finden. (Autorenreferat; BIBB-Doku)

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**Praxisanleitung nach dem Pflegeberufegesetz / Schawe, Kira. 2023.**

In: Heilberufe: Pflege einfach machen. - 75 (2023), H. 11, Seite 24-26

„Ein Zwischenfazit nach knapp vier Jahren Generalistik Am 1. Januar 2020 sind das Pflegeberufegesetz (PflBG) und die zugehörige Pflegeberufe-Ausbildungs- und Prüfungsverordnung (PflAPrV) in Kraft getreten. Damit wurde ein neuer Ausbildungsberuf geschaffen, der anders strukturiert und inhaltlich aufgebaut ist als die bisherigen, und der generalistisch durchgeführt wird. Was hat sich dadurch in der Praxisanleitung verändert?“ (Autorenreferat; BIBB-Doku).

**Ambivalenzen und Herausforderungen für die Praxisanleitung in der generalistischen Pflegeausbildung / Tsarouha, Elena; Krause-Zenß, Antje; Greißl, Kristina; Reiber, Karin. 2023.**

In: Jahrbuch der berufs- und wirtschaftspädagogischen Forschung 2023. - Seite 104-118

<https://bibb-dspace.bibb.de/rest/bitstreams/170de84a-3256-416e-a73f-2f8a2aaa1755/retrieve>

„Mit dem Ziel einer zukunftssicheren pflegerischen Versorgung wurden im Zuge der Umsetzung des neuen Pflegeberufegesetzes (PflBG) die bisherigen drei Pflegeausbildungen in eine generalistische Ausbildungsform integriert. Die damit verbundene umfassende Ausbildungsreform zieht auch Veränderungen für das Berufsbildungspersonal nach sich: Die Qualifikationsanforderungen sind nun höher. Für die Ausübung der Tätigkeit als Praxisanleitung ist eine 300 Stunden umfassende Weiterbildung erforderlich (bisher 200 h); nähere inhaltliche Bestimmungen erfolgen nicht. Die Praxisanleitung kann zentral oder dezentral organisiert sein. [...] Anhand ausgewählter Ergebnisse aus der Begleitforschung des Veränderungsprozesses zur Einführung der neuen Pflegeausbildungen (Kap. 3) werden in diesem Beitrag strukturelle, organisatorische und handlungsbezogene Veränderungen des Arbeitsbereiches von Praxisanleitenden dargestellt und damit verbundene Beispiele für Veränderungen im Tätigkeitsfeld präsentiert. Vor diesem Hintergrund werden folgende Fragen beleuchtet: • Wie wird die Bedeutung der Praxisanleitung aus Sicht von Pflegefachpersonen mit wahrgenommen? Praxisanleitungs-Funktion im Feld • Welche

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Herausforderungen werden im Zusammenhang mit dem veränderten Aufgaben- und Tätigkeitsfeld beschrieben? • Welche Wünsche und Verbesserungsvorschläge für die Umsetzung der gesetzlichen Vorgaben werden sichtbar?“ (Textauszug; BIBB-Doku)

**2022**

**Praxisanleitung im Kontext der hochschulischen Pflegeausbildung** / Dauer, Bettina. Bonn: Bundesinstitut für Berufsbildung, 2022. - 978-3-96208-370-0

In: Pflegeausbildung gestalten., 1 Online-Ressource (75 Seiten)

<https://bibb-dspace.bibb.de/rest/bitstreams/7cbc371a-6aad-4e63-bd98-a25491f60d23/retrieve>

<https://bibb-dspace.bibb.de/rest/bitstreams/c046794c-7e7f-4b24-ad69-2458df69c2da/retrieve> (Zusatzmaterial)

"Die Handreichung 'Praxisanleitung im Kontext der hochschulischen Pflegeausbildung' richtet sich vorrangig an die an der primärqualifizierenden hochschulischen Pflegeausbildung beteiligten Akteure - an Praxisanleitende, Institutionen der praktischen Pflegeausbildung sowie verantwortliche Personen der Hochschulen. Die u. a. im Rahmen eines Fachworkshops gesammelten Informationen können bei der Ausgestaltung der Praxisanleitung von Pflegestudierenden unterstützen. Praxisanleitende erhalten konkrete, auf Erfahrungen von Expertinnen und Experten basierende Empfehlungen für Anleitungssituationen mit Pflegestudierenden." (Hrsg., BIBB-Doku).

**Praxisanleitung aus der Perspektive Auszubildender: Eine explorative Interviewstudie** /

Hane, Melanie; Anselmann, Veronika; Strupeit, Steve. 2022.

In: Pflege-Zeitschrift. -- 75 (2022), H. 1/2, Seite 65-67

<https://link.springer.com/content/pdf/10.1007/s41906-021-1186-4.pdf>

„Die vorgestellte Studie bezieht sich auf Praxisanleitungen als professionell geplante, zielgerichtete Situationen für die Vermittlung von Fähigkeiten, Wissen und Einstellungen in

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der praktischen Pflegeausbildung. Diese Lernumgebungen zielen darauf ab, Kompetenzen zur Durchführung spezifischer pflegerischer Interventionen durch gezielte und geplante Anleitung an Auszubildende zu vermitteln. Um diese Situationen aus der Sicht der Auszubildenden zu beschreiben, wurde eine Interviewstudie mit 13 Lernenden der Gesundheits- und Krankenpflege durchgeführt. Die Ergebnisse zeigen anhand der unterschiedlichen Komponenten der Lernumgebung unter anderem die verschiedenen Inhalte der Praxisanleitung wie auch die Bedeutung des Praxisanleitenden als role model auf.“ (Autorenreferat; BIBB-Doku)

**Erweiterte Tätigkeitsprofile für das betriebliche Bildungspersonal in den neuen Pflegeausbildungen : Implikationen für Kompetenzprofile und**

**Qualifikationsanforderungen** / Reiber, Karin; Tsarouha, Elena; Rebmann, Marius. 2022.

In: Berufsbildung in Wissenschaft und Praxis : BWP. - 51 (2022), H. 4, Seite 30-34

<https://www.bwp-zeitschrift.de/dienst/publikationen/de/download/18123>

„Die Umsetzung des Pflegeberufgesetzes mit der Umstellung auf eine generalistische Ausbildung bringt erhebliche Veränderungen für die praktische Ausbildung mit sich. Strukturen und Prozesse richten sich darauf aus, höheren Anforderungen im Kontext unterschiedlich akzentuierter Praxiseinsätze gerecht zu werden. Es vollziehen sich derzeit zwei wesentliche Entwicklungen in der praktischen Ausbildung: Praxisanleitung erfolgt als vollständiger professioneller Problemlösungsprozess und Positionen sowie Funktionen in der praktischen Ausbildung differenzieren sich aus. Dies wird auf Basis qualitativer Interviews mit dem betrieblichen Bildungspersonal aufgezeigt.“ (Autorenreferat; BIBB-Doku).

**Die Praxisanleitung in der Pflegeausbildung gestalten : eine qualitativ-empirische Studie zur Rollenklarheit und Rollendiffusität** / Schlosser, Daniela. 2022.: Waxmann Verlag, 364 Seiten.

„Diese qualitativ-empirische Studie im Sinne der Grounded Theory beschäftigt sich mit dem Erleben und Gestalten von Praxisanleitung während der praktischen Pflegeausbildung. Die

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Praxisanleitung ist gesetzlich verankert und findet durch berufspädagogisch qualifizierte, praxisanleitende Pflegekräfte statt. Bezüglich der Ausführung von Praxisanleitungen eröffnen die gesetzlichen Vorgaben unterschiedliche Möglichkeiten. Aus diesem Grund existieren verschiedene institutionelle Rahmenbedingungen bezüglich ihrer Gestaltung. Die Autorin legt den Fokus auf das Erleben der Praxisanleitung aus der Perspektive der Lernenden und Praxisanleitenden und verdeutlicht, mit welchen Rollenerwartungen und ggf. -diffusitäten diese, im Kontext der vorliegenden institutionellen Rahmenbedingungen, konfrontiert sind. Zugleich wird eine Vielzahl an Aktivitäten der Beteiligten analysiert, um die Praxisanleitung - trotz aller Herausforderungen - zu gestalten. Dabei offeriert das Buch einen umfassenden Einblick in die Lebenswelt der Praxisanleitenden und Lernenden.“  
(Verlag; BIBB-Doku)

**Lernortkooperation als besondere Anforderung in den neuen Pflegeausbildungen /**  
Wohnik, Markus; Tsarouha, Elena; Krause-Zenß, Antje; Greißl, Kristina; Reiber, Karin. 2022.  
In: Jahrbuch der berufs- und wirtschaftspädagogischen Forschung 2022. - Schriftenreihe der  
Sektion Berufs- und Wirtschaftspädagogik der Deutschen Gesellschaft für  
Erziehungswissenschaft (DGfE), Seite 261-273.  
<https://bibb-dspace.bibb.de/rest/bitstreams/c1323fa2-ab62-4ee5-bc35-f65c8c7217e1/retrieve>

„Knapp zwei Jahre nach Einführung der neuen Ausbildungen kann auf Basis empirischer Daten ein erster Überblick zu verschiedenen Formen von Lernortkooperation gegeben und mögliche, mit diesen Entwicklungen verbundene Chancen, aber auch Herausforderungen diskutiert werden. Dabei stehen folgende Fragen im Vordergrund: Welche neuen Strukturen der Zusammenarbeit entstehen derzeit im Kontext von Lernortkooperation? Welche besonderen Chancen und Herausforderungen in organisatorischer und curricularer Hinsicht sind dabei relevant? Und welche Austauschformate werden für die Zusammenarbeit etabliert? Zur theoretischen Kontextuierung der Daten werden drei wichtige Modelle und Ansätze zur Typologisierung von Lernortkooperationen skizziert.“ (Textauszug; BIBB-Doku)

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**2021**

**Empfehlungen für Praxisanleitende im Rahmen der Pflegeausbildung nach dem Pflegeberufegesetz (PflBG) : Fachworkshop-Empfehlungen zur Umsetzung in der Praxis /** Klein, Zoé; Peters, Miriam; Garcia González, Daniel; Dauer, Bettina. - Bonn : Bundesinstitut für Berufsbildung, 2021. - 978-3-96208-278-9

In: Pflegeausbildung gestalten. - 1 Online-Ressource (55 Seiten)

<https://bibb-dspace.bibb.de/rest/bitstreams/5849495a-569b-4615-bf88-7679ef5f11d8/retrieve>

"Die Praxisanleitung ist ein zentrales Element der Pflegeausbildung. Sie wurde mit dem Pflegeberufegesetz (PflBG) neu geregelt: Mindestens zehn Prozent der zu leistenden praktischen Ausbildungszeit sollen auf die geplante Praxisanleitung verwendet werden. Im Rahmen der geplanten und situativen Praxisanleitung übernehmen die verantwortlichen Personen zahlreiche Aufgaben. Zur Unterstützung wurde im Bundesinstitut für Berufsbildung (BIBB) im März 2020 ein Fachworkshop mit Expertinnen und Experten für Praxisanleitung durchgeführt. Die vorliegenden Empfehlungen für Praxisanleitende im Rahmen der Pflegeausbildung nach dem PflBG sind aus diesem Workshop entstanden und richten sich an Praxisanleitende und alle an der Pflegeausbildung beteiligten Akteure. Neben Konzepten für eine gelingende Praxisanleitung werden die Rolle und das Berufsverständnis der Praxisanleitenden beleuchtet. Außerdem werden Praxisanleiterkonferenzen als Form der Vernetzung und Lernortkooperation vorgestellt. Die Empfehlung möchte Praxisanleitende ermutigen, selbst „mehr zu fragen als zu antworten“, um eine reflektierte, instruierende und konstruktive Arbeitsweise zu entwickeln." (Hrsg., BIBB-Doku).

**Wer braucht welche Praxisanleitung?: Umgang mit Heterogenität in der praktischen Pflegeausbildung /** Lüftl, Katharina; Kerres, Andrea; Wissing, Christiane.

In: Pflege-Zeitschrift. - 74 (2021), H. 8. - S. 42-45.

„Die Frage "Wer braucht welche Anleitung?" lässt sich nicht im Sinne einer Rezeptempfehlung beantworten. Praxisanleitende haben verschiedene Optionen, um

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heterogene Lernvoraussetzungen aufzugreifen. Dabei zeigt sich als Basis, das Erstgespräch für eine fundierte Bedingungsanalyse zu nutzen und Lernenden dabei Mitverantwortung zu geben. Anleitungsziele können partizipativ formuliert werden und Praxisanleitende sollten mit den Curricula der verschiedenen Ausbildungsgänge vertraut sein. Patientenfälle lassen sich hinsichtlich unterschiedlich komplexer Pflegebedarfe und Anleitungsmethoden beispielsweise nach der Art der Arbeitsweisen auswählen.“ (Autorenreferat; BIBB-Doku)

**Welche Praxisanleitung eignet sich für wen?: Heterogene Leistungsvoraussetzungen berücksichtigen (Teil 2)** / Lüftl, Katharina; Kerres, Andrea; Wissing, Christiane. 2021.  
In: Pflege-Zeitschrift. - 74 (2021), H. 9. - Seite 38-41.

„Um einen adaptiven Stil der Praxisanleitung umzusetzen, benötigen Praxisanleitende Unterstützung. Im vorliegenden Beitrag wird deshalb exemplarisch aufgezeigt, welchen Beitrag Hochschulen im Rahmen der Lernortkooperation leisten können, damit Praxisanleitende aus dem Curriculum der hochschulischen Pflegeausbildung Schlussfolgerungen für die Gestaltung von Anleitungssituationen ziehen können. Auch Rahmenbedingungen für einen konstruktiven Umgang mit Heterogenität werden aufgezeigt.“ (Autorenreferat; BIBB-Doku)

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## Englischsprachige Quellen

**2025**

**Factors Influencing the Development of Patient Safety Culture in the Undergraduate Nursing Student Population : An Integrative Review** / Gore, Judy; Schrems, Berta. 2025.  
In: Journal of Advanced Nursing. - 81 (2025), H. 12, Seite 8529-8563.  
<https://doi.org/10.1111/jan.16880>

“What does this paper contribute to the wider global clinical community?”

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There is a lack of empirical evidence exploring the factors that hinder patient safety and patient safety culture development in the undergraduate nursing student population. Students value patient safety but need guidance, structured education, supportive interdisciplinary settings, simulation, and error-reporting training. While teamwork enhances learning, hierarchical cultures, poor mentorship, and bullying hinder communication and openness. Additionally, factors such as emotions, identity, socialisation, and resilience shape safety practices, whereas unclear roles, stress, and negative experiences compromise patient safety. Positive supervision, mentorship, and clear guidelines counteract challenges like staff shortages and hierarchical norms that hinder safety competencies. These findings influence education, clinical practice, and policy. Nursing programmes must integrate comprehensive, reflective, interdisciplinary safety training with simulation exercises. Policies should support structured transition programmes with mentorship, while institutions need to foster non-punitive environments that encourage open discussion and collaborative, evidence-based practice.” (authors’ abstract; BIBB-Doku)

**Registered nurses' perceptions of graduate entry nursing students undertaking clinical experience : A scoping review** / Griffin, Eleanor; Winnington, Rhona; MacDiarmid, Rachel. 2025.

In: Nurse Education Today. - 150 (2025) 106700, Seite 1-6.

<https://doi.org/10.1016/j.nedt.2025.106700>

“Aim: To explore registered nurses’ perceptions of graduate entry nursing students undertaking clinical experience. Background: Graduate entry nursing programmes offer an alternative and accelerated route to nursing registration for people who have an undergraduate degree. Graduate entry nursing programmes are well-established in the United States and the United Kingdom but have been more recently introduced to Australia and Aotearoa New Zealand. As part of the completion of these programmes, graduate entry nursing students undertake clinical placements during which they are precepted by registered nurses. Due to the relative newness of graduate entry nursing programmes, how registered nurses perceive graduate entry nursing students undertaking clinical placement and how this impacts upon the preceptorship relationship is not yet well understood.

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Methods: A scoping review method was selected for this research. Nine databases were searched; Educational Resources Information Centre (ERIC), Joanna Briggs Institution, Cochrane, Google Scholar, Cumulative of Nursing and Allied Health Literature (CINAHL), Scopus, PubMed, ProQuest Dissertations and Theses Global and PsycInfo. Results: Using a narrative synthesis approach, four categories emerged from the eight selected articles; 'negative perception of prior academic experience', 'scepticism and suspicion', 'evolving perceptions' and 'positive perception of prior experience'. This scoping review found that registered nurses' perceptions of graduate entry nursing students are varied, with academic backgrounds of graduate entry nursing students perceived both positively and negatively. Further more, this review also found that whilst some registered nurses may change their perceptions of individual graduate entry nursing students they have precepted, they remain sceptical of graduate entry nursing programmes in general. Conclusions: The results of this review outline the variation in how registered nurses perceive graduate entry nursing students and the potential impacts upon the student experience of preceptorship. This scoping review highlights the significant gaps in the qualitative literature." (authors' abstract; BIBB-Doku)

**Student nurses' learning of practical skills in hospital placements : Perspectives of registered nurse mentors / Ravik, Monika; Bjerkelund, Gry Merete; Hvalvik, Sigrun; Reiersen, Inger Åse. 2025.**

In: Nurse Education in Practice. - 83 (2025) 104275, Seite 1-8.

<https://doi.org/10.1016/j.nepr.2025.104275>

„Aim/objective: To gain insights into the perspectives of registered nurse mentors on the practical skill learning of second-year student nurses during hospital placement by examining the mentors' experiences and expectations. Background: Clinical placement is a cornerstone of bachelor nursing programmes. It is a vital platform for students to transfer, apply, and enhance practical nursing skills learned. During clinical placement, registered nurse mentors play a crucial supervisory role in student nurses' practical skill learning. However, a gap exists in understanding the mentors' perspectives on practical skill learning during placements in hospital environments. Design: We used a qualitative, exploratory, and

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descriptive research design. Ten registered nurse mentors responsible for student supervision at two hospitals in southern Norway were included. Ten individual interviews were conducted. Ten interviews were audio-recorded and transcribed. A systematic text condensation analysis was performed. Results: The following four categories were identified: 'experiences vs. expectations in practical skill knowledge', experiences vs. expectations of engagement', 'experiences of attitudes' and 'experiences and expectations of emotions'. Conclusion: This study deepened our understanding of issues concerning student nurses' practical skill learning during clinical placement from the perspective of registered nurse mentors. The results emphasise the complexity of learning practical skills and are associated with categories including knowledge, attitudes, engagement, and emotions. These results underscore the multifaceted nature of practical skill learning and highlight the need for comprehensive strategies to effectively address these areas in nursing education, setting the stage for future investigations and potential policy changes in this domain. Tweetable abstract: Registered nurse mentors' perspectives towards student nurses' practical skills." (authors' abstract; BIBB-Doku)

## **2024**

**Factors affecting clinical experience of nursing students in Malaysia: A cross-sectional study** / Baba, Nurul N. H.; Govindan, Subhashini N.; Ghani, Basirah A.; Shet, Duangta; Pek, Y. S. 2024.

In: Journal of Education and Health Promotion. - 13 (Oktober 2024) H. 1, Seite 1-7.

[https://doi.org/10.4103/jehp.jehp\\_1707\\_23](https://doi.org/10.4103/jehp.jehp_1707_23)

"BACKGROUND: Nursing education covers pathophysiology, nursing procedures, and compassionate care. Nursing students can apply theory and develop skills in the real world by participating in a supportive learning environment. For nursing students to effectively apply what they have learned in the classroom, they need a supportive clinical learning environment. However, some difficulties and impediments may prevent them from learning and having excellent clinical placement experiences. This study aims to identify factors affecting nursing students' clinical experience during clinical placement. MATERIALS AND METHODS: The respondents in this descriptive cross-sectional study were at Universiti Kuala

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Lumpur (RCMP) Diploma in Nursing students in Ipoh, Perak, who had more than two clinical placements at a public hospital. The time frame of the study was 6 months. Sociodemographic information and elements affecting clinical practice, such as perceptions of clinical experience, hospital settings, and clinical instructor aspects, were obtained by a self-administered questionnaire. A descriptive analysis and the Kruskal-Wallis test were used to obtain the study's outcome. RESULTS: Although the clinical placement demonstrated possibilities for learning, research has shown that the absence of instructors, equipment, and nursing staff has a negative impact on students' experiences. The study also discovered a substantial correlation between a student's semester and their clinical experience and between the clinical environment and the contributions of clinical instructors with  $P < 0.05$ . CONCLUSION: In conclusion, the study semester, clinical experience, clinical ambient characteristics, and instructors' contributions are strongly correlated. It suggests boosting academic-clinical collaboration, interprofessional collaboration, and student clinical experiences." (authors' abstract; BIBB-Doku)

**Clinical Education Opportunities in the Care of People with Disabilities to Transform Attitudes, Knowledge and Skills** / Edwards, Allison. 2024.

In: Texas Board of Nursing Bulletin . - (Juli 2024), Seite 10-20.

<https://www.thefreelibrary.com/Clinical+Education+Opportunities+in+the+Care+of+People+with...-a0842313319>

"In the April Bulletin, The Texas Board of Nursing (TXBON) offered guidelines urging educators to incorporate Long Term Care facilities (LTC) into clinical experiences for pre-licensure nursing students outlining the value of these experiences. What educators may not realize is LTC facilities comprise more than nursing homes, but also include Skilled Nursing facilities, Assisted Living facilities, Intermediate Care Facilities (ICF) and State Supported Living Centers (SSLC)." (excerpt ; BIBB-Doku)

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**Do nursing students' attitudes to clinical practice training affect the levels of vocational motivation? / Erden, Dilek. 2024.**

In: WORK: A Journal of Prevention, Assessment & Rehabilitation- 79 (2024), H. 1, Seite 381-391.

<https://doi.org/10.3233/WOR-230>

“Background: It is extremely important for nursing students to be professionally motivated to train qualified future professional nurses. Students’ vocational motivation is affected by their experiences in clinical and academic learning environments. Objective: The aim of this study was to investigate the correlation between the vocational motivation levels of nursing students and their attitudes toward clinical practice. Methods: 292 nursing students participated in the cross-sectional, descriptive study. The Student Information Form, Nursing Students’ Attitudes Towards Clinical Practices Scale, Motivation Sources and Problems Scale (MSPS) were used to gather the data. Results: The average score for students’ attitudes toward clinical practice was  $107.08 \pm 18.13$ , while the total score for MSPS stood at  $3.80 \pm 0.63$ . A positive correlation was identified between the attitude toward clinical practice and vocational motivation levels ( $r = 0.367$ ;  $p < 0.001$ ). There were positive correlations between the intrinsic motivation ( $r = 0.572$ ;  $p < 0.001$ ) and extrinsic motivation ( $r = 0.58$ ;  $p < 0.001$ ), and negative correlations were observed between the negative motivation ( $r = -0.324$ ;  $p < 0.001$ ) and the attitude toward clinical practice scale. There were positive correlations between belief and expectation ( $r = 0.492$ ;  $p < 0.001$ ) and positive approach ( $r = 0.532$ ;  $p < 0.001$ ) with the MSPS. In the multiple regression analysis, intrinsic motivation, extrinsic motivation, satisfaction with studying nursing, and participation in vocational courses were determined as effective predictors of attitudes towards clinical practice and explained 60.4% of the variance. Conclusions: The study concluded that nursing students’ attitudes toward clinical practices affect vocational motivation. Clinical learning environments should be arranged in a way to increase the motivation level of students towards professional learning.” (author’s abstract; BIBB-Doku)

**Teaching the Teacher: Implementing a Tool kit to Standardize Effective Preceptorship of Prelicensure Nursing Students / Goering, Mary DeGrote. 2024.**

In: Nurse Educator. - 49 (2024), H. 5, Seite E270-E274.

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<https://doi.org/10.1097/NNE.0000000000001598>

„Background: Faculty can support successful preceptor-led clinical experiences by providing registered nurses with educational resources to guide them in the preceptor role. Purpose: To upgrade our institution's educational resources using an online platform that enables just-in-time access. Method: This was a quality improvement project to create and implement an educational resource tool kit for prelicensure nursing preceptors. Results: Half of our preceptors (n = 46, 52%) had no formal preceptor education. The preceptors used all the resources and were satisfied with the tool kit's content and ease of use. Conclusion: Implementing the tool kit was feasible. Further development includes (a) adding content regarding diverse students and trauma-informed nursing care, (b) incorporating interactive educational materials, (c) exploring avenues to reduce cognitive load, (d) creating a prelicensure preceptor preparation course, and (e) considering avenues for providing open access for nursing faculty of prelicensure programs.” (authors’ abstract; BIBB-Doku)

**Bridging the experience-complexity gap with longitudinal clinical placements** / Goers, Jama; Humphrey, Kale; Oja, Kenneth; Mulkey, David. 2024.

In: Nursing Outlook. - 72, (2024), H. 5., Seite 1-7.

<https://doi.org/10.1016/j.outlook.2024.102221>

“Background: Clinical learning is a critical element to prepare nursing students for the profession. There is limited evidence on the experience-complexity gap among novice nursing students entering the workforce. Purpose: This study aimed to implement a novel longitudinal clinical experience program and examined readiness for practice for undergraduate nursing students. Methods: We used a prospective cohort design using the Casey-Fink Readiness for Practice survey. Findings: There have been 2,004 clinical placements filled since the start of the program. Repeated exposure at one organization provided consistency and continuity while allowing students to develop relationships with patients and staff in a variety of settings. The medical-surgical two clinical experience was a pivotal course that influenced students’ perception to enter the nursing workforce.

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Discussion: Clinical and academic partners must collaborate to provide the necessary competencies required to enter the workforce. Longitudinal clinical programs may improve nursing students readiness for practice. Conclusion: The continuous and immersive nature of the longitudinal clinical experience program facilitated the development of critical thinking skills and clinical competence, suggesting that longitudinal clinical placements can bridge the experience-complexity gap in nursing education.” (authors’ abstract; BIBB-Doku)

**Socialized to care: Nursing student experiences with faculty, preceptors, and patients /**

Hopeck, Paula. 2024.

In: Nursing Inquiry. - 31 (2024), H. 2, Seite 1-13.

<https://doi.org/10.1111/nin.12596>

“Effective socialization of nurses has led to positive outcomes for both hospitals and nurses, including higher retention and greater job satisfaction. The importance of faculty, preceptors, and patients in the socialization of nursing students has been documented extensively in the literature. The research presented in this article examines data from qualitative, longitudinal interview transcripts of 15 students as they progressed through a 2-year nursing program to determine how these three types of influence socialize nursing students, and at which points in their education. Using multiple perspective qualitative longitudinal interviews, I interviewed participants every semester of nursing school about their experiences. From the data, these three parties have an impact at different points in their socialization, starting with faculty who socialize students to nursing school by helping them think like nurses. Next, preceptors can be barriers or facilitators of learning by demonstrating how to act like nurses and providing insight about how and why nurses may act the way that they do. Finally, patients help students put everything together by applying classroom lessons to clinical settings. The research concludes with implications for research, practice, and policy.” (authors’ abstract; BIBB-Doku)

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**Experiences of Using a Digital Guidance and Assessment Tool (the Technology-Optimized Practice Process in Nursing Application) During Clinical Practice in a Nursing Home: Focus Group Study Among Nursing Students / Johnsen, Hege Mari; Nes, Andréa Aparecida**

Gonçalves; Haddeland, Kristine. 2024.

In: JMIR Nursing. - 7 (2024) 7:e48810, Seite 1-17.

<https://doi.org/10.2196/48810>

“Background: Nursing students’ learning during clinical practice is largely influenced by the quality of the guidance they receive from their nurse preceptors. Students that have attended placement in nursing home settings have called for more time with nurse preceptors and an opportunity for more help from the nurses for reflection and developing critical thinking skills. To strengthen students’ guidance and assessment and enhance students’ learning in the practice setting, it has also been recommended to improve the collaboration between faculties and nurse preceptors. Objective: This study explores first-year nursing students’ experiences of using the Technology-Optimized Practice Process in Nursing (TOPP-N) application in 4 nursing homes in Norway. TOPP-N was developed to support guidance and assessment in clinical practice in nursing education. Methods: Four focus groups were conducted with 19 nursing students from 2 university campuses in Norway. The data collection and directed content analysis were based on DeLone and McLean’s information system success model. Results: Some participants had difficulties learning to use the TOPP-N tool, particularly those who had not attended the 1-hour digital course. Furthermore, participants remarked that the content of the TOPP-N guidance module could be better adjusted to the current clinical placement, level of education, and individual achievements to be more usable. Despite this, most participants liked the TOPP-N application’s concept. Using the TOPP-N mobile app for guidance and assessment was found to be very flexible. The frequency and ways of using the application varied among the participants. Most participants perceived that the use of TOPP-N facilitated awareness of learning objectives and enabled continuous reflection and feedback from nurse preceptors. However, the findings indicate that the TOPP-N application’s perceived usefulness was highly dependent on the preparedness and use of the app among nurse preceptors (or absence thereof). Conclusions: This study offers information about critical success factors perceived by nursing students related to the use of the TOPP-N application. To develop similar learning management systems that are usable and efficient, developers should focus

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on personalizing the content, clarifying procedures for use, and enhancing the training and motivation of users, that is, students, nurse preceptors, and educators.“ (authors’ abstract; BIBB-Doku)

**Educating the nurses of tomorrow: Exploring first-year nursing students' reflections on a one-week senior peer-mentor supervised inspiration practice in nursing homes /**

Lillekroken, Daniela; Kvalvaag, Heidi M.; Lindeflaten, Katrin; Flølo, Tone Nygaard; Krogstad, Kristine; Hessevaagbakke, Elisabeth. 2024.

In: BMC Nursing. - 23 (2024) 132, Seite 1-15.

<https://doi.org/10.1186/s12912-024-01768-5>

„Background Worldwide, the healthcare system stresses a severe deficit of nurses because of elevated levels of work induced stress, burnout and turnover rates, as well as the ageing of the nursing workforce. The diminishing number of nursing students opting for a career in nursing older people has exacerbated this shortage. A determining factor in the choice of a career within the field of residential care for nursing students is educational institutions offering students learning opportunities with positive learning experiences. Therefore, educational institutions must develop programmes that employ student active learning methods during clinical periods. Although much focus has been given to the development of new educational programs, insufficient consideration has been given to the value of peer mentoring and students’ interactions during the clinical placement at nursing homes. The aim of the present study is to explore first-year nursing students’ perceptions and experiences with peer mentoring as an educational model during their inspiration practice week at nursing home. Methods The study employed a qualitative exploratory and descriptive research design. Data collection took place in October 2022 using focus group interviews. A total of 53 students in their first year of the bachelor’s programme at the Oslo Metropolitan University participated in eight focus group interviews. The data were analysed following the principles of inductive content analysis. Results The analysis resulted in one main category, ‘Being inspired—keep learning and moving forward’, representing first-year nursing students’ common perceptions of being mentored by third-year students. The main category is supported by two categories: ‘Closeness to the mentor’ and

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‘Confidence in mentors’ professional knowledge and teaching and supervision methods’, which are interpreted as the drivers that enabled first-year students to learn more about nurses’ roles and responsibilities in the nursing home. Conclusion Mentorship enhances the learning transfer from third-year nursing students over to first-year nursing students by providing them with real-world exposure and guidance from their more experienced peers. This hands-on approach allows them to bridge the gap between theory and practice more effectively, boosting first-year nursing students’ confidence and competence in nursing and caring for older people living in nursing homes.” (authors’ abstract; BIBB-Doku)

**The Norwegian version of the nursing student mentors' competence instrument (MCI): A psychometric validation study** / Linnerud, Silje Christin Wang; Olaussen, Camilla; Zlamal, Jaroslav; Kvande, Monica Evelyn; Haddeland, Kristine; Nes, Andréa Aparecida Goncalves. 2024.

In: International Journal of Nursing Studies Advances. - 6 (2024), 100183, Seite 1-9.

<https://doi.org/10.1016/j.ijnsa.2024.100183>

“Background: Nurse mentors require competence to mentor nursing students in clinical practice, including specific knowledge and skills. Evaluating mentor competence is crucial in developing and ensuring the high-quality mentoring of nursing students. The nursing student mentors’ competence instrument is one of the few valid instruments for assessing the competence of nurses as mentors. Objectives: To translate the nursing student mentors’ competence instrument into Norwegian and evaluate its psychometric properties. Design: The research employed a cross-sectional study design. Settings: Data were collected from nurse mentors at nursing homes, hospitals, home nursing care and mental health care units in Norway from 2021 to 2022. Participants: A total of 458 registered nurses with experience of mentoring nursing students participated in the study, of which data was used to conduct psychometric testing. Methods: The nursing student mentors’ competence instrument was translated and evaluated in six steps: Forward translation, forward translation synthesis, backward translation, backward translation synthesis, cognitive debriefing and psychometric testing. The validity and reliability of the translated instrument were investigated using confirmatory factor analysis (CFA) and Cronbach’s alpha. 2 Results: The

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translated instrument showed acceptability. The CFA goodness-of-fit indices showed acceptable model fit ( $\chi^2/df = 2.547$ , SRMR = 0.051, CFI = 0.919, RMSEA = 0.058), and the Cronbach's alpha values for the instrument's subscales ranged from 0.77 to 0.95.

Conclusions: The Norwegian version of the nursing student mentors' competence instrument shows potential as a useful instrument for assessing current and required competencies of nurse mentors in clinical practice in nursing education." (authors' abstract; BIBB-Doku)

**Nurses' Experiences with Mentoring Nursing Students in Nursing Homes Where an Active, Collaborative Learning Model Is Introduced. A Qualitative Study** / Raustøl, Anne; Amsrud, Kirsten Eika; Skaug, Eli-Anne; Lyberg, Anne; Tveit, Bodil. 2024.

In: Nursing Open. - 11 (2024) H. 12, Seite 1-10.

<https://doi.org/10.1002/nop2.70107>

"Aim: To explore the experiences of nurses mentoring nursing students who study in an active collaborative learning model in their first clinical placement in nursing homes.

Background: Clinical nurses play a crucial role in providing a meaningful learning environment when mentoring nursing students. Active collaborative learning models are increasingly being implemented in clinical placements in nursing education and it is important to explore the experiences of mentoring nurses when implementing such models. In our study, a model where one mentor supports a learning cell of two students, again being supported by a team of two persons in joint positions, was explored. Design: The study had a qualitative design, interviewing mentors in focus groups about their experiences with mentoring nursing students in a new, collaborative model. Methods: Twenty-seven mentors were interviewed in six focus groups. The data from the interviews were analysed using the-matic analysis. Results: Two main themes emerged from the analysis: (1) navigating to find the mentor role in a new approach and (2) sharing responsibility for student mentoring. Conclusions: Mentors in active, collaborative learning models can experience a shift from emphasis on developing a close relationship with one student to emphasis on supporting a learning cell of two students in organising their learning. When introducing new models to practice learning it is essential to also provide a supportive structure for the mentors." (authors' abstract; BIBB-Doku)

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**Critical care nurses' competence in mentoring students in intensive care units : a cross-sectional study** / Rasi, Matias; Hanssen, Tove A.; Norbye, Bente; Mikkonen, Kristina; Kvande, Monica E. 2024.

In: Nurse Education Today. - 141 (2024) 106322, Seite 1-8.

<https://doi.org/10.1016/j.nedt.2024.106322>

“Background: Mentors play an important role in the practical education of critical care nursing students in intensive care units, yet little is known about the mentoring competencies of critical care nurses. Aim: The aim of this study was to assess Norwegian critical care nurses’ competence in mentoring students in intensive care units. Design: This study has a descriptive, cross-sectional design, utilising a self-administered online survey. Settings: The study population consisted of critical care nurses who mentor students in Norwegian intensive care units. Participants: 178 critical care nurses participated in the study. The participants were recruited by contacting the units directly, through social media, and at a national critical care nursing conference. Methods: The study utilised the Mentors’ Competence Instrument, a self-evaluation tool for evaluating mentoring competence. Results: The Norwegian critical care nurses generally evaluated their mentoring competence as middle to high level. The “reflection during mentoring” dimension was rated as the highest and “student-centered evaluation” as the lowest competence dimension. The critical care nurses who had formal mentoring education reported significantly higher mentoring competences, but the other demographic characteristics were not related to mentoring competence. Regardless of previous mentoring education, most participants reported a need to further develop their mentoring competencies. Conclusions: Employers should collaborate with educational institutions to establish a system for continuous competence development for critical care nurse mentors.” (authors’ abstract; BIBB-Doku)

**The opinions and experiences of nursing students, nurses, and patients regarding clinical practices: A mixed-methods study** / Sarıköse, Seda; Özkan, Alparıslan; Cengiz, Ayça; Öngün, Burak; Koyun, Hamza Can; Doha, Najwa Ahmad; Bağcıvan, Gülcan; Şenol Çelik, Sevilay. 2024.

In: Nursing & Health Sciences. - 26 (2024), H. 3, e13145, Seite 1-12.

<https://doi.org/10.1111/nhs.13145>

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“The aim of this mixed-methods study was to examine the experiences of nursing students (NSs), nurses, and patients regarding the clinical practices of NSs and to determine NSs' stress levels regarding clinical practices. The quantitative part of the study was completed with 240 NSs, and the “Perceived Stress Scale for Nursing Students” was used. In the qualitative part, the focus group interviews were held with 24 NSs, and the individual interviews were conducted with 15 patients and 20 nurses. Descriptive and stepwise regression analyses were used to analyze quantitative data, and narrative analysis was used to analyze qualitative data. Regression analysis determined that the age, grade point average, and attitude of mentors were associated with the perceived stress levels of NSs. In the narrative analysis of the data obtained from the interviews with NSs and nurses, four categories were identified: Emotions, Facilitators, Barriers, Roles, and Competencies. Three categories (Emotions, Problems, Roles, and Competencies) were identified from patient interviews. This study showed that NSs' clinical practice experiences were affected by many factors and experienced high stress during clinical practice.” (authors' abstract; BIBB-Doku)

**Experiences of preceptorship in Singapore: A qualitative exploratory study of preceptors' experience in precepting nursing students during pre-registration of clinical placement in an acute hospital** / Yeng Lau, Keat; Keng Chan, Sook; Le Cheah; Abdul Jabbar, Azkiah Binte; Hoon Lim, Siew. 2024.

In: Nurse Education in Practice. - 75 (2024), 103875, Seite 1-8.

<https://doi.org/10.1016/j.nepr.2024.103875>

“Background: Preceptors play an important role in teaching and guiding nursing students to transit to the role of registered nurses. Nursing students are trained to acquire the skills and knowledge in providing good quality care to patients. However, the preceptors in the clinical area may face challenges in providing care to their patients in addition to their preceptor role. It is vital to explore and gain insights on the preceptorship experience to better understand their challenges and facilitate their preceptorships and the learning experience of the nursing students. Aims: This study explored the preceptors' experience to understand their challenges and support received in the facilitation of the preceptorship and learning experience of the nursing students in an acute care hospital in Singapore. Methods: Semi-structured interviews were conducted from June to October 2021 with ten registered nurses

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working in an acute hospital. Thematic analysis was conducted. Results: Three main themes emerged from the thematic analysis: (1) preceptor-student relationship; (2) barriers and challenges to successful preceptorship; and (3) outcomes of successful preceptorship. Conclusions: This study provided valuable insights in the experience of the preceptors in Singapore. Recommendation for nursing management and leaders to establish support system in promoting recognition of preceptors, establish dialog sessions between stakeholders. Nursing education to provide support and to review the efficacy of the current preceptorship program to identify correlation with successful precepting experience for both preceptors and nursing students. Despite challenges faced by the preceptors, their experience had been positive and they are committed in precepting the nursing students.“ (authors’ abstract; BIBB-Doku)

## 2023

**Effectiveness of an Accelerated Practicum Cohort Experience** / Barley, Katelyn A. 2023.  
In: The Maryland Nurse. - 24 (2023), H. 3, Seite 18-19

“Nurse educators teaching entry-level, pre-licensure students have the responsibility of preparing safe, competent new graduate nurses into practice as generalists. Clinical practicum helps assimilate students into the Registered Nurse role. In this model, students are paired with and supervised by a staff nurse preceptor who serves as a clinical coach and mentor for a designated number of practicum hours. The model also includes a clinical faculty member who, with input from the preceptor, evaluates whether the student has met practicum course outcomes. Clinical practicum is not meant to be an observational experience, but rather an immersive, practical application of the students' skills. The experience has been associated with numerous positive student outcomes but is resource intensive. For this reason, some nursing programs have chosen to forgo clinical practicum experiences. To overcome resource constraints, an innovative accelerated practicum experience was developed and delivered over a three week "mini-mester" (miniature semester) between academic semesters. Data illustrating the student and preceptor perceptions of how well the shortened practicum met course and program outcomes were quantitatively and qualitatively evaluated through a survey.” (authors’ abstract; BIBB-Doku)

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**A systematic review of preceptor's experience in supervising undergraduate nursing students: Lessons learned for mental health nursing** / Benny, Jessy; Porter, Joanne E.; Joseph, Bindu. 2023.

In: Nursing Open. - 10 (2023) H. 4, Seite 2003-2014

<https://doi.org/10.1002/nop2.1470>

“Background: Preceptorship in nursing has been a valued concept in nursing. Speciality area such as mental health nursing has a massive gap in research study. To develop sturdy mental health nursing workforce, it is necessary to conduct more studies. Aim: This literature review aims to explore preceptor's experience in precepting undergraduate nursing students in mental health. Design: Systematic review of literature. Methods: The systematic review was conducted from January 2021 to August 2021. Population of the studies included Registered Nurses supervising nursing students in the clinical area. Only studies conducted in English were included. A systematic search using EBSCO Host databases, CINAHL Complete, MEDLINE APA Psycinfo & APA PsycArticles, has been used in this review paper. Papers were also selected from the citation reference of included papers. The new version of the PRISMA 2020 guidelines used to represent the process of selection of papers has been incorporated as part of this review. The final set of data included 14 original papers meeting the eligibility criteria which involved quantitative (n = 5), qualitative (n = 4) and mixed-method studies (n = 5). Result: Results were presented under three major themes: time-consuming, lack of recognition and need extra support. Further research is required in the mental health clinical setting to effectively explore the impact of relationships between preceptors and the preceptees. Conclusion: Preceptors reported supervising students in the clinical area has many benefits. However, some challenges they raised were increase in workload, requiring some guidance and acknowledgement from the organization.” (authors’ abstract; BIBB-Doku)

**Perception and Attitude of Health Care Personnel Regarding Integration of Nursing Education and Nursing Services for Patient Care at a Tertiary Care Center of Northern India** / Bhatra, Mukesh; Kaur, Sukhpal; Devnani, Mahesh; Dhaliwal, Navneet; Ghai, Sandhya; Kumar, Ashok. 2023.

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In: Hospital Topics. - 101 (2023), H. 3, S. 175-183.

<https://doi.org/10.1080/00185868.2021.2002219>

“This study aims to assess the perception and attitude of health care personnel regarding integration of nursing education and nursing services. Using purposive and stratified random sampling technique, 92 medical faculty, 32 nursing faculty and 346 nursing officers were enrolled. A three-point Likert scale consisting of 15 items and six open ended questions was used to collect the data. Overall, the concept of integration of nursing education and nursing services at their institute was welcomed by 74.4% of health care personnel. Medical faculty (47.8%), nursing faculty (37.5%) and nursing officers (57.5%) scored the concept of integration as very good.” (authors’ abstract; BIBB-Doku)

**Contribution of nursing students to clinical settings : A multi-center cross sectional study /**

Fernández-Feito, A.; Valcárcel-Álvarez, Y.; Andina-Díaz, E.; Parás-Bravo, P.; Díaz-Alonso, J.; García-Cueto, E.; Lana, A. 2023.

In: Nurse Education in Practice. - 68 (2023), 103601, Seite 1-6.

<https://doi.org/10.1016/j.nepr.2023.103601>

“Aims: To describe the contribution of nursing students to clinical settings based on the perceptions of nurse preceptors and to examine whether certain characteristics of nurses’ professional activity are associated with a positive perception of nursing students.

Background: Most clinical agencies receive many nursing students each year, who acquire clinical competencies under the guidance of a registered nurse preceptor. However, there is limited evidence of the contributions made by nursing students during clinical placements.

Methods: A multi-center cross-sectional study was carried out between June and December 2019. A convenience sample of Registered Nurses (n =927) was recruited from four public hospitals in Spain. The Nursing Student Contributions to Clinical Settings’ questionnaire was used. In addition, sociodemographic, work and teaching activity variables were collected.

Multivariable logistic regression was used to determine the variables associated with positive student contributions. Results: The nursing student contributions were deemed favorable by 70.7% of the nurse preceptors, mainly because the nursing students are future

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professionals who know the center, support the development of the nurses' teaching role and constitute a link between the health center and the university. Certain professional characteristics of the Registered Nurses were significantly associated with a positive perception of the contributions of nursing students: having daily coffee breaks (Odds ratio: 2.60; 95% Confidence interval:1.27-5.32), high levels of professional satisfaction (Odds ratio: 2.13; 95% Confidence interval:1.21-3.75) and work in medical-surgical units (Odds ratio: 1.62; 95% Confidence interval: 1.08-2.41). In contrast, nurses with greater work experience ( $\geq 30$  years) (Odds ratio: 0.48; 95% Confidence interval: 0.27-0.85) and who worked at units where 10 or more students perform clinical practice (Odds ratio: 0.57; 95% Confidence interval: 0.36-0.90) were associated with a lower probability of positive perceptions. Conclusions: In Spain, the contributions made by nursing students to clinical settings are favorable, both for the nursing profession and for healthcare institutions. Their contributions are influenced by the professional characteristics of the Registered Nurses, as well as the environment and the teaching activity within the units." (authors' abstract; BIBB-Doku)

**Registered nurse mentors' experiences from co-creation in higher education targeting enhancement of mentorship practices in nursing homes: A qualitative study** / Frøiland, Christina T.; Akerjordet, Kristin; Aase, Ingunn; Husebø, Anne Marie Lunde; Andersen, Linda Lundgaard; Laugaland, Kristin. 2023.

In: Journal of Advanced Nursing. - 79, (2023), H. 7, Seite 2525-2538.

<https://doi.org/10.1111/jan.15602>

"Aim: To explore registered nurse (RN) mentors' experiences of participating in the co-creation of a digital educational resource intended to enhance mentorship practices of first-year nursing students in clinical placement in nursing homes. Design: An interpretive, descriptive qualitative study design. Methods: Data were collected through two focus group interviews with 15 RN mentors (n=15) participating in co-creative workshops. The co-creative process entailed four co-creative workshops conducted over a 17-month period (June 2019 to end of Oct 2020). Focus group interviews were conducted following the second and third workshops (i.e., in Dec 2019 and in Oct 2020) and data were analysed using thematic analysis. The consolidated criteria for reporting qualitative research (COREQ) checklist was

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used to report the findings. Results: The analysis identified three themes: (1) co-creative reflective dialogues contributed to knowledge development and increased motivation among mentors; (2) the co-creative approach facilitated and validated the nursing academic-practice tripartite partnership; and (3) effectiveness of workshop structure in facilitating collaboration and mitigating power inequities. Conclusion: A co-creative process provides notable opportunities to advocate for mentorship needs and to enhance mentorship practices in nursing homes. Impact: Our study adds to the evidence on co-creation in nursing education, providing insights on the co-creative process and methodology. Higher Education Institutions are uniquely positioned to act as a co-creative arena for the academic-practice collaboration and for the development of educational resources within nursing education. Co-creation may facilitate stronger academic-practice partnership that may more effectively impact mentorship practices in nursing homes and health care system effectiveness.” (authors’ abstract; BIBB-Doku)

**Preceptors' considerations when entrusting professional activities to postgraduate nursing students: A qualitative study** / Kleijer, E. F. Wilma; Schuurmans, Marieke J.; Ten Cate, Olle; Pool, Inge A. 2023.

In: Nurse Education Today. - 125 (2023) 105799, Seite 1-6.

<https://doi.org/10.1016/j.nedt.2023.105799>

“Background: Nurse-preceptors regularly struggle to evaluate students' readiness to take care of patients unsupervised, even with sophisticated workplace-based assessment tools. Preceptors' gut feelings are not always captured well, but are critical for judgement of readiness for learner entrustment with care tasks. Studies in medical education report features that clinicians consider important when trusting students with clinical responsibilities that might also apply in nursing. Objectives: To unravel preceptors' considerations when entrusting professional activities to postgraduate nursing students. The findings may contribute to the improvement of workplace-based assessments and the training of preceptors. Methods: Thematic analysis of semi-structured interviews with sixteen nurse-preceptors from three postgraduate nursing specialisations in Dutch hospitals. Results: Three themes emerged: 1) Preceptor's' expectations of students: being competent,

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being aware of risks and how to tackle these, being truthful, having a proactive attitude, seizing opportunities to learn and develop, and being socially and communicatively sensitive. 2) Preceptor's own role in entrustment decisions: awareness of a subjective influence in assessment, shared responsibility for patient care, and imagining students as future colleagues. 3) Preceptors' use of information sources to arrive at entrustment decisions: briefing and debriefing with students, direct observation, reports, and judgements of colleagues. Conclusions: For preceptors of postgraduate nursing students, entrustment requires more than merely insight into objectively measurable competencies. Entrusting is accompanied by subjectivity related to what preceptors expected of students. These expectations are in line with suggested factors in the literature—capability, integrity, reliability, agency, and humility—considered before entrusting students with clinical responsibilities identified in medical training. Entrusting is also accompanied by what preceptors realise about their own role in entrustment decisions. Combining different information sources made assessment more transparent and the implicit more explicit.“ (authors’ abstract; BIBB-Doku))

#### **Nurses' perceptions of preceptorship of undergraduate students in clinical context /**

Regaira-Martínez, E.; Ferraz-Torres, M.; Mateo-Cervera, A. M.; Vázquez-Calatayud, M. 2023. In: Journal of Professional Nursing. - 48 (2023), Seite 15-21.

<https://doi.org/10.1016/j.profnurs.2023.05.008>

“Background: Nurses' perceptions of preceptorships for undergraduate nursing students are crucial for designing effective and tailor-made strategies to improve nurses' involvement, motivation, commitment, and satisfaction in preceptorships. Objectives: The aim of this study was to determine nurses' perceptions of preceptorships for nursing students in two hospitals located in northern Spain. Settings: This study was conducted in two highly specialized, medium-large, university tertiary care hospitals, including one public and one private hospital, located in northern Spain. Participants: The participants of this study were clinical nurses in private and public health centers who had been preceptors for at least one year. Methods: A descriptive cross-sectional study was carried out between October 2021 and April 2022, with a total sample of 307. The validated “Involvement, Motivation,

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Satisfaction, Obstacles and Commitment” (IMSOC) questionnaire was used. Descriptive statistics and bivariate analysis were carried out. The variables included sex, age, educational level, preceptorship training, professional experience, work sector, work setting, and type of contract. Results: The mean global questionnaire score was  $115.25 \pm 33.86$  (95 % CI: 111.62-123), with the highest score obtained for the “Involvement” dimension (29.96; SD: 9.23; 95 % CI: 29.01-34.87). Age showed statistically significant negative correlations with the overall and dimension scores ( $p < 0.05$ ). Comparisons by work sector and type of contract reflected that nurses working in the private sector and those with permanent contracts had higher motivation and commitment scores. Conclusions: Preceptors had positive perceptions of their role in undergraduate nursing students' education. Age, work sector, type of contract and time allocation should be considered when designing strategies to enhance the involvement, motivation, commitment, and satisfaction of nurses in their experiences as preceptors for undergraduate nursing students. Improving the preceptorship experience will benefit both nurses and students by improving preparation, satisfaction, and retention.” (authors' abstract; BIBB-Doku)

## **2022**

### **An exploration of undergraduate nursing students' experiences of mentorship in an Irish hospital / Baxter, Gerard; McGowan, Brian. 2022.**

In: British Journal of Nursing (Mark Allen Publishing). - 31, H. 15, Seite 812-817.

<https://doi.org/10.12968/bjon.2022.31.15.812>

“Background: Mentorship is the support model of choice for nursing practice in Ireland and although it follows a similar approach to that provided thus far in the UK, there is little available evidence about the students' lived experience of mentorship and the extent to which it facilitates their development. Aim: To explore undergraduate nursing students' experiences of mentorship in hospital. Method: The study used a qualitative approach. Newell and Burnard's (2011) 6-stage pragmatic approach to qualitative data analysis guided the collection and analysis of data. A purposive sample of six was drawn from fourth-year students who participated in a semi-structured interview. Findings: Six main categories emerged from the data: reality versus expectation of mentorship; student's perception of

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self; personal feelings and expectations of mentorship; perception of workload; barriers and enablers of mentorship; student perceptions of mentor preparedness. Interpersonal relationships between student and mentor were a pivotal concept in all of the categories. Despite its flaws, participants felt that the concept of mentorship was valuable and worthwhile. Conclusion: This study has shown that the personal and interpersonal aspects of mentorship can have both positive and negative effects on the participants' development as nurses. Although students felt that they achieved their learning outcomes, there were times when this was despite guidance from their mentors. Although this was a small study, the generalisability of the findings and conclusions to similar clinical contexts is likely to be high.“ (authors' abstract; BIBB-Doku)

**Reflections on nursing students fear and anxiety arising from clinical practicums / Cruz Araújo, Agostinho Antônio; Godoy, Simone de; Arena Ventura, Carla Aparecida; Rodolfo Silva, Ítalo; Santos de Almeida, Emerson Willian; Costa Mendes, Isabel Amélia. 2022.**

In: Investigación y Educación en Enfermería. - 40, H. 3

<https://pmc.ncbi.nlm.nih.gov/articles/PMC10017137/pdf/2216-0280-iee-40-03-e13.pdf>

“Background: Anxiety and fear are emotional responses that may emerge when individuals anticipate threats. Undergraduate nursing students may experience feelings of hopelessness and anguish in the clinical learning experience, directly impacting their academic performance. This study aims to reflect upon the fear and anxiety faced by nursing students during clinical training. Synopsis of contents: Two thematic axes were focused: Students' perception regarding preceptorship attitudes and positions; Relational teaching-learning processes and their influence on the students' professional identity. Preceptors are expected to encourage the establishment and maintenance of good relationships in the collaborative network in which students are included, especially with the multi-professional health team, to have more comprehensive academic support. Conclusions: The role and importance of each individual in academic training, such as students and professors, is emphasized, seeking to promote positive experiences in the teaching-learning process to enable undergraduate students to more effectively develop moral sensitivity and take responsibility for patient-centered care.“ (authors' abstract; BIBB-Doku)

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**Supporting the transition to practice: Preceptor behaviors that foster a positive student preceptorship experience** / Flott, Elizabeth; Ball, Sarah; Manz, Julie; Beiermann, Trisha; Khanna, Maya M. 2022.

In: International Journal of Nursing Education Scholarship. - 19, H. 1, Seite 1-10.

<https://doi.org/10.1515/ijnes-2021-0153>

“Objectives: Preceptors support nursing students when transitioning to the professional nursing role. This study explored student perceptions of preceptor characteristics that promoted or hindered learning. Methods: A Likert-scale survey including two open-ended questions was sent to 571 nursing students completing a preceptorship experience. Descriptive statistics were used to analyze responses to the Likert-scale items. Qualitative analysis was completed on the two exploratory questions to extract themes. Results: Students rated the preceptor between 4=Very Good and 5=Outstanding for all items. No significant differences in scores were found when comparing results between programs. Themes assisting in learning included: increasing independence gradually and pushing out of comfort zone. Themes identified that hindered learning included: doubting self and being pushed aside. Conclusions: Future implications include communicating preceptorship objectives and providing ways to apply research to practice. These findings can guide collaboration between academic and practice partners to assist with transition to practice.” (authors’ abstract; BIBB-Doku)

**Systematic review of interventions to enhance preceptors' role in undergraduate health student clinical learning** / Griffiths, Marnie; Creedy, Debra; Carter, Amanda; Donnellan-Fernandez, Rosyln. 2022.

In: Nurse Education in Practice. - 62 (2022), 103349, Seite 1-15.

<https://doi.org/10.1016/j.nepr.2022.103349>

“Aim: Evaluate interventions to prepare preceptors for their role in undergraduate health student clinical education. Background: Preceptor training and development are crucial to quality clinical learning experiences for undergraduate health students. The efficacy of education interventions designed for preceptors and use of reliable, valid outcome

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measures are unclear. Design: A systematic literature review informed by PRISMA Guidelines. Methods: Major databases CINAHL, Medline and Google Scholar were searched between January 2010 and November 2021. 1253 articles were initially retrieved. Removal of duplicates and screening by title, abstract and keywords yielded 156 papers. Twenty-one papers fulfilled the inclusion criteria and were assessed using an adapted 'Critical Appraisal Checklist for Reports of Educational Interventions' and the New World Kirkpatrick Model. Results: Most interventions were developed for the nursing profession and evaluated using pre-post-test (86%) or post-test only (5%). Two studies were considered high quality. Most studies (81%) reported positive short-term impact on preceptor knowledge, skills, attitudes and confidence. Two thirds (62%) of included studies measured preceptor behaviour change. No study measured impact related to quality of health care. Small sample sizes limited inferential analyses. Psychometric testing of tools to measure preceptor outcomes was inconsistent and validity and reliability were not reported in most studies. Conclusions: Structure and content of interventions were diverse and lacked rigour in outcome measurement. Most interventions demonstrated some positive impact on preceptor development. Objective measures determining longer term impact or how enhanced preceptor development translated into quality clinical student learning support was lacking. Future research should consider how best to measure the impact of educational interventions on broader outcomes such as quality of client care." (authors' abstract; BIBB-Doku)

### **Key tips to providing a psychologically safe learning environment in the clinical setting /**

Hardie, Philip; O'Donovan, Roisin; Jarvis, Suzi; Redmond, Catherine. 2022.

In: BMC Medical Education. - 22, H. 1, Seite 1-11.

<https://link.springer.com/content/pdf/10.1186/s12909-022-03892-9.pdf>

"Having psychological safety embedded in preceptorship relationships facilitates positive interpersonal and educational experiences for students. Psychological safety refers to a student's belief as to whether or not it is safe for them to take interpersonal risks, such as asking questions, sharing an idea for improvement or speaking up to maintain patient safety. Having psychological safety leads to collaboration, positive student learning experiences and effective patient care. This article presents key guidelines for preceptors to

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provide a psychologically safe learning environment for their students. Guidelines fall under four categories 1) before meeting students, 2) first meeting students, 3) continued relationship with students, and 4) general rules. These guidelines are informed by current literature on psychological safety and preceptorship and the author's clinical expertise in nursing preceptorship. We conceptualise psychological safety in a nursing preceptorship for preceptors to denote the experience of inclusivity, empowerment, and well-being of students within the social, cultural and physical clinical learning environment. A crucial attribute to cultivating a psychologically safe environment involves being an accessible and approachable preceptor." (authors' abstract; BIBB-Doku)

**Student nurses' experiences participating in a peer mentoring program in clinical placement studies: A metasynthesis** / Jacobsen, Turid-Irén; Sandsleth, Marit Gjone; Gonzalez, Marianne Thorsen. 2022.

In: Nurse Education in Practice. - 61, (2022), 103328 Seite 1-10.

<https://doi.org/10.1016/j.nepr.2022.103328>

"Aim: The aim of this metasynthesis was to identify, analyze and synthesize the qualitative findings from original research studies addressing student nurses' experiences with a peer mentoring program in their clinical placements. Background: Students' positive experiences from clinical placement studies, are often associated with quality of clinical mentoring and learning environments. However, nurse mentors struggle to find sufficient time for mentoring student nurses. Establishing a peer mentoring program, may provide additional mentoring and strengthen clinical placement as learning environment. A peer mentoring program entails, that senior student nurses at one level act as a supportive mentor and serve as role models for fellow novice student nurses at a lower level. Design: A flexible descriptive design was applied for this metasynthesis. Methods: By using the same search strategy, systematic searches were made in the following electronic databases: CINAHL, MEDLINE OVID, Embase, ERIC, Scopus, Oria and SveMed+ . Ten articles met the eligibility criteria, reporting findings from altogether 203 student mentors and 446 student mentees. Extracted information (data) from the articles were analyzed in lines with Graneheim & Lundmans' five phases of thematic analysis of data. Results: The analysis resulted in two

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overarching themes characterizing students' experiences. Student mentors experienced that participating in peer mentoring had been Strengthening the road to becoming a professional nurse. Student mentees experienced that participating in peer mentoring had been Strengthening the studying and learner role in clinical placement. The themes covering student mentors experience were: Understanding and integrating nursing competence; Realizing the need to be mentored and supported as mentors; Understanding the content and complexity of clinical mentoring. The themes covering student mentees experience were: Reaching further for clinical competence and self-confidence; Taking advantage of mentoring and learning situations; Understanding the importance of learning conditions and their own learning responsibility. All themes were further characterized with sub-themes. Conclusions: The findings from this metasynthesis are in general positive for both student mentors and mentees and both student groups experienced to benefit from participating in the peer mentoring program." (authors' abstract; BIBB-Doku)

**Newly graduated nurses' evaluation of the received orientation and their perceptions of the clinical environment : an intervention study** / Lindfors, Kirsi; Kaunonen, Marja; Huhtala, Heini; Paavilainen, Eija. 2022.

In: Scandinavian Journal of Caring Sciences. - 36, H. 1, Seite 59-70.

<https://doi.org/10.1111/scs.12963>

"Background: New graduate nurses (NGN) are the future of healthcare organizations where a shortage of nurses will soon be reality. The transition from a student to a registered nurse can be a demanding and challenging time, and in order to retain new graduate nurses, the transition should be as smooth as possible. Aim: The aim of this study was to examine preceptors' education intervention's impact on NGNs' orientation period and their clinical learning environment from NGNs' point of view. Material and methods: This survey was a part of a longitudinal quasi-experimental intervention study. Participating units were randomized into intervention group and control group. The intervention group's preceptors (n=174) were provided a face-to-face education about orientation. Results: NGNs (n=72) were relatively satisfied with the received orientation. However, intervention group was more discontented with their orientation experiences than the control group. The control

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group's NGNs had longer orientation periods and more feedback discussions. They were also more satisfied with their preceptor's orientation skills and their working environment was more responsive. Discussion: Even though the impact of the intervention was inconclusive, this study provided us important information about NGNs' first steps towards the nursing profession by giving us clear improvement targets. We need a culture of feedback, individualized orientation and understanding that orientation should be our common interest. Investing in orientation is investing for the future. Conclusion: This study indicated that the increase in knowledge did not translate into everyday practice. This finding will hopefully give rise to discussion within organizations on how to utilize employees' gained knowledge more effectively." (authors' abstract; BIBB-Doku)

### **Mentoring of nursing students - A comparative study of Japan and five European countries**

/ Mikkonen, Kristina; Utsumi, Momoe; Tuomikoski, Anna-Maria; Tomietto, Marco; Kaučič, Boris Miha; Riklikienė, Olga; Vizcaya-Moreno, Flores; Nakaoka, Akiko; Yamakawa, Miyae; Inoue, Mitsuyo; Yayama, So; Pérez-Cañaveras, Rosa M.; Filej, Bojana; Kääriäinen, Maria. 2022.

In: Japan Journal of Nursing Science. - 19, H. 2, Seite 1-13.

<https://doi.org/10.1111/jjns.12461>

"Aims: This study aimed to explore mentoring competence in nursing student mentors during clinical practice by identifying different mentor profiles and connections between different competence areas among five European countries and Japan. Methods: The study implemented a cross-sectional design in Finland, Italy, Lithuania, Slovenia, Spain, and Japan during 2016 and 2019. In total, 6208 mentors were invited, and 1862 participated from 58 healthcare organizations. The data were collected with a survey questionnaire by including background question items with the Mentor Competence Instrument. K-clustering and structural equation modeling were used for data analysis. Results: Four mentor profiles, A (43%), B (30%), C (18%), and D (9%), were identified according to the seven mentoring competence areas with high statistical significance ( $p < 0.001$ ). Higher mentoring competence (mean  $>3.50$ ) was observed among Finnish, Lithuanian, and Slovenian mentors with university education in nursing, older ages, more work experience, and previous

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education in mentoring. Lower competence (mean <2.49) was observed among Japanese and Italian mentors with diplomas in nursing, younger ages, less work experience, and no previous education in mentoring. Conclusion: Mentoring requires motivated, highly competent mentors since mentoring is a critical aspect of nursing education. Mentoring roles should be given to nurses with higher education and mentoring training. Younger, less experienced nurses without formal mentoring training may need support from senior nurses when performing mentoring roles and could also facilitate a more balanced workload between patient care and mentoring for senior nurses.” (authors’ abstract; BIBB-Doku)

**Assessment methods and tools to evaluate postgraduate critical care nursing students' competence in clinical placement. An integrative review** / Øvrebø, Line J.; Dyrstad, Dagrunn N.; Hansen, Britt S. 2022.

In: Nurse Education in Practice. - 58 (2022) 103258, Seite 1-14.

<https://doi.org/10.1016/j.nepr.2021.103258>

“Aim: To provide an overview of assessment methods and tools to evaluate postgraduate critical care nursing students’ competence in clinical placement and to identify recommendations for future assessment methods. Background: The purpose of postgraduate critical care nursing education is to educate professional, competent and caring critical care nurses and high-quality assessment strategies in clinical placement are of most importance. Design: An integrative review following Whittemore and Knafl’s framework and Prisma 2020 guidelines for systematic reviews. Methods: Systematic searches were performed in June 2020 with an update in April 2021 using the following: Academic Search Premier, British Nursing Index, CINAHL, MEDLINE, SveMed+, Web of Science and the Joanna Briggs Institute databases. The systematic literature search and hand search yielded 380 studies. After screening and checking for eligibility, fifteen studies published between 2005 and 2020 were included in this review. The included studies were critically appraised using the Mixed Methods Appraisal Tool for empirical studies and the Joanna Briggs Institute Critical Appraisal tool for literature reviews. Results: Four qualitative, six quantitative, three mixed-methods and two literature review studies were included in this review. We identified that competence in postgraduate critical care nursing is a

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multidimensional concept and it is recommended to use a combination of assessment methods like self-assessment, observation and mentor evaluation. It is necessary to have discussions and reflections between the student, preceptor and lecturer, as well as written self- and mentor evaluation to provide formative and summative feedback to the students. The need to provide consistency and objectivity resulted in the development of competency assessment tools and they were mostly developed and validated as a collaboration between clinical sites and educational institutions. Most of the assessment tools consisted of domains reflecting holistic nursing, including both technical and non- technical skills. Domains reflecting evidence-based nursing practice were less common. Conclusions: We need valid and reliable instruments to assess postgraduate critical care nursing student's competence in placement. Innovation and further research regarding effective and accessible assessment methods, such as digital assessment tools, are needed to meet future needs. This may also stimulate collaboration to improve the international inconsistency in critical care nursing educations. We should be working towards common, international educational competence descriptions and assessment tools that are in line with the ever-changing critical care environment, including holistic nursing and continuous learning.“  
(authors' abstract; BIBB-Doku)

**Mentorship in nursing in Canada - A scoping review** / Venkatesa Perumal, Ramesh; Singh, Mina D. 2022.

In: Nurse Education in Practice. - 65 (2022), 103461, Seite 1-11.

<https://doi.org/10.1016/j.nepr.2022.103461>

“Aim: To review the literature on mentoring of nursing students in Canada. Background: Mentorship in nursing has been in existence for a long time. Supportive, nurturing guidance by an experienced individual in the profession has been found to have many benefits both to the giver and the receiver. However, there is no uniformity in the length, model, delivery method and evaluation of mentorship programs' impact. The purpose of this scoping review is to appraise the available literature and synthesize knowledge on mentorship in nursing in Canada. Design: Scoping Review Methods: The scoping review was guided by the methodological framework developed by Hilary Arksey & Lisa O'Malley and the findings are

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reported using PRISMA ScR guidelines. A systematic search of MEDLINE, CINAHL, EMBASE and ERIC databases was conducted to identify articles describing nursing mentorship in Canada. Results: After the initial screening, a total of 125 articles were included for a full-text review. Of the 48 items included, 28 were research articles and 20 were other forms of literature. Forty-eight items were included for data extraction. Conclusion: The scoping review revealed several benefits of mentorship. While synthesizing the evidence, it was noted that the components of the mentorship programs, such as the length, models, mode of delivery and the impact, vary with every nursing field. Implications for Practice: Based on the results of the scoping review, it is recommended to consider the unique needs, strengths and challenges of the group for whom the mentorship is planned. One size may not fit all.” (authors’ abstract; BIBB-Doku)

**Struggles and adaptive strategies of prelicensure nursing students during first clinical experience: A metasynthesis** / Younas, Ahtisham; Essa, Changaiz Dil; Batool, Syeda Iffat; Ali, Nizar; Albert, Jacoline Sommer. 2022.

In: Journal of Professional Nursing. - 42, Seite 89-105.

<https://doi.org/10.1016/j.profnurs.2022.06.006>

“Background: Nursing students' first clinical experience can be a challenging. Reviews focused on student struggles about readiness, ethical decision making, gender discrimination, and challenges to transcultural care. However, no reviews synthesized students' struggles and strategies during their first clinical experience. Purpose: The purpose of this review was to develop an in-depth understanding of prelicensure nursing students' struggles and adaptive strategies during their first clinical experience. Methods: A metasynthesis was conducted. Peer-reviewed qualitative studies were searched in CINAHL, PubMed, Scopus, Science Direct, and ProQuest Central. In total, 22 studies published from January 2010 to December 2021 were critically appraised and synthesized. Literature summary tables were used for data extraction and thematic synthesis for data synthesis. Results: Nursing students encountered an array of affective and relational struggles from preparation to adaptation stage of their first clinical experience. Marginalization and incivility, powerlessness, and mentorship neglect were prominent struggles. Students used

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peer support, capacity building, and supportive resources as strategies to address their struggles. Conclusions: Prompt and early collaboration of multiple stakeholders such as nursing students, frontline nurses, clinical educators, nursing schools, and managers of clinical placement settings can facilitate a smooth transition of nursing students into their first clinical experience.” (authors’ abstract; BIBB-Doku)

## **2021**

**Challenges in the assessment of nursing students in clinical placements: Exploring perceptions among nurse mentors** / Christiansen, Bjørg; Averlid, Gertrud; Baluyot, Cynthia; Blomberg, Karin; Eikeland, Anne; Strand Finstad, Ingrid Rachel; Holm Larsen, Monica; Lindeflaten, Katrin. 2021.

In: Nursing Open. - 8 (2021), H. 3, Seite 1069-1076.

<https://doi.org/10.1002/nop2.717>

“Aim: The aim was to explore how nurse mentors experience the assessment of nursing students in clinical placements at hospitals and in municipal health care. Design: The study is qualitative with an explorative and descriptive design. Methods: Based on an interview guide, we conducted 19 individual qualitative inter-views and four focus group interviews with nurse mentors from various levels and fields of nursing education at a Norwegian university. Results: Feedback in and on action was an integrated part of the formative assessment. In the summative assessment, where the university lecturer also participates, the nurse mentors perceived their role as passive. A disturbing finding was that divergent views on the student's competence sometimes occurred in these situations, thus challenging the credibility of the student assessment. Perceptions of nursing values and concerns embedded in nursing practice as collective criteria appear to have an impact on the mentors’ assessment of the nursing students.” (authors’ abstract; BIBB-Doku)

**Undergraduate student nurses' experiences of their community placements** / Gill Meeley, Nicola. 2021.

In: Nurse Education Today. - 106 (2021) 105054, Seite 1-7.

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<https://doi.org/10.1016/j.nedt.2021.105054>

“Background: Community nursing placements play an increasingly important part in the undergraduate nursing students learning experience as a greater proportion of health care delivery is set to migrate to community care settings. Therefore, nursing education programmes and health services must ensure that student nurses are exposed to high quality community placements that provide suitable learning experiences for students to acquire the skills and knowledge required for the health service of the future. Objectives: This qualitative evidence synthesis examines undergraduate nursing students’ experiences of community nursing placements from 1996 to date. Design: Qualitative Evidence Synthesis, Thematic synthesis. Data sources: CINAHL, EMBASE, ProQuest, Medline, Embase, Scopus, Psycinfo. Review methods: A systematic search across electronic databases was carried out to identify all available existing evidence relevant to the search question. Data was extracted and synthesised through thematic synthesis to identify and interpret emerging themes. Results: Six qualitative studies were included in the data, from these three themes were identified. The first of these highlighted the important influence of the community nursing teams and mentor on the students’ placement experience. The second theme highlights the students’ professional development as a result of their community placements and finally the third theme explores the students’ perceptions of the essence of caring in the community. Conclusion: The community provides valuable learning experiences of nursing from an alternative perspective, enhancing professional development and understanding of the nurse patient relationship. Mentorship and inclusion in teams are key factors that influence students’ experiences and this working environment is useful for teaching about holistic care that is person and family centered. Role modeling is enhanced by the pace and proximity of the mentoring relationship.” (authors’ abstract; BIBB-Doku)

**The relationship between clinical placement duration and students' satisfaction with the quality of supervision and learning environment: A mediation analysis** / González-García, Alberto; Díez-Fernández, Ana; Leino-Kilpi, Helena; Martínez-Vizcaíno, Vicente; Strandell-Laine, Camilla. 2021.

In: Nursing & Health Sciences. - 23, (2021), H. 3, Seite 688-697.

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<https://onlinelibrary.wiley.com/doi/epdf/10.1111/nhs.12855>

“Multiple factors that influence the learning experience of nursing students while they are in clinical training have been identified, such as the clinical learning environment, the supervision provided by supervisors, and the level of cooperation with the nurse teacher. The objective was to examine whether the relationship between the clinical placement duration and overall satisfaction with clinical training is mediated by the supervisory relationship and learning environment. A secondary analysis was conducted using the data from a cross-sectional study conducted in 17 higher educational institutions in nine European countries with the Clinical Learning Environment, Supervision and Nurse Teacher scale (n = 1903 pre-registration nursing students). Satisfaction with the supervisor and a good learning environment mediated the relationship between clinical placement duration and overall satisfaction as perceived by the students. Nursing students with longer clinical placement durations were more satisfied with clinical training as a result of both their satisfaction with their supervisor and their perceptions of good learning environment. The optimal duration a nursing student should remain in the different practice settings is approximately 7 weeks.” (authors’ abstract; BIBB-Doku)

**Systematic review of tools to measure preceptors' perceptions of their role in undergraduate health clinical education** / Griffiths, Marnie; Creedy, Debra K.; Carter, Amanda G. 2021.

In: Nurse Education Today. - Volume 102, (2021), 104913, Seite 1-15.

<https://doi.org/10.1016/j.nedt.2021.104913>

“Objective: Evaluate tools used to measure preceptors' perceptions of their role in the clinical education of health undergraduate students. Background: Measurement of preceptors' perceptions of their role in students' learning in practice lacks consistency. The preceptor role makes an important contribution to quality clinical education. Design: A systematic literature review informed by PRISMA Guidelines. Data sources: Major databases CINAHL, ProQuest, Nursing and Allied Health, Medline, Health Reference Centre, Joanna Briggs Institute, PsychInfo and Google Scholar were searched. Review methods: The search

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strategy yielded a total of 166 papers. Screening for inclusion resulted in 28 papers for critical appraisal and review. Results: Twenty-two individual tools were identified. Fourteen were named. Nine tools were new, study-specific and untitled. Eight tools were informed by previous research. A third of studies were appraised as being of good quality. A lack of consistency in measures, use of small convenience samples and reliance on self-reported outcomes limited the generalisability of findings. Conclusions: Two tools were suitable measures of preceptors' perceptions of their role or an appropriate measure for preceptor effectiveness in students' learning in practice. These tools were tested on the nursing profession only. Ensuring quality in clinical education requires consideration of experiences of key stakeholders and standard measurement of perspectives, effectiveness and preparedness to achieve quality clinical learning outcomes for students." (authors' abstract; BIBB-Doku)

**Teaching domains of clinical instruction from the experiences of preceptors** / Kantar, Lina D. 2021.

In: Nurse Education in Practice. - 52 (2021), 103010, Seite 1-8.

<https://doi.org/10.1016/j.nepr.2021.103010>

"Clinical teaching is vital to prepare nursing students for the role, build learning experiences, and ease transition. This study aimed at exploring the pedagogical principles that guide clinical educators in teaching undergraduate nursing students. The descriptive, qualitative, multiple-case study design, guided by the cognitive task analysis research, helped gain insights into how 18 nurse preceptors provided clinical instruction. The design entailed direct observation of preceptors while teaching students followed by interviews.

Observation notes and interview data were analyzed using pattern identification and data thematization. Teaching practices of preceptors were grouped into four domains: (1) partnership, (2) competence-building, (3) nurturing, and (4) meaning-making. The domains represent the pedagogical principles that underpin the preceptors' instructional practice. While the focus of instruction was on competence-building of students, the meaning-making domain was found subordinated by most of preceptors. The findings support prior recommendations that expertise and proficiency must not be the sole agents for selecting preceptors. This study will significantly contribute to the advancement of nursing

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education through an improved education system that incorporates the four domains in clinical instruction in general, and preceptor preparation in specific. The emergent domains contribute to setting the framework of clinical instruction.“ (authors’ abstract; BIBB-Doku)

**Final clinical practicum shapes the transition experience and occupational commitment of newly graduated nurses in Europe - A longitudinal study / Kaihlanen, Anu-Marja;**

Gluschkoff, Kia; Koskinen, Sanna; Salminen, Leena; Strandell-Laine, Camilla; Fuster Linares, Pilar ; Sveinsdóttir, Herdís ; Fatkulina, Natalja. 2021.

In: Journal of Advanced Nursing. - 77, (2021), H. 12, Seite 4782-4792

<https://doi.org/10.1111/jan.15060>

“The aim of the study was to examine the association between the characteristics of a nursing student’s final clinical practicum and the success of transition of newly graduated nurses (NGNs) in six European countries. [...] Several associations were observed between the different clinical practicum characteristics and the indicators for a successful transition. Good pedagogical atmosphere and good supervisory relationship were associated with higher likelihood of an easy transition. Good leadership style of the ward manager, good premises of nursing care on the ward and a good supervisory relationship were associated with higher occupational commitment. No consistent association with turnover intention was found.“ (authors’ abstract; BIBB-Doku)

**The mentorship experience of students and nurses in pre-registration nursing education: A thematic synthesis of qualitative studies / Lee, Natalie P. M. ; Chiang, Vico C. L. 2021.**

In: Nursing & Health Sciences. - 23 (2021), H. 1, Seite 69-86.

<https://doi.org/10.1111/nhs.12794>

“Mentorship is considered to play a paramount role in empowering nursing students to receive superlative benefit from clinical placement. Although the new standards for student supervision and assessment approved by the Nursing and Midwifery Council in 2018 seemed to lead to the disillusionment of mentorship, they support clinical education and

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devotion to nursing students' clinical learning globally. The aim of this synthesis was to review and explore the experiences of mentorship of preregistration nursing students and nurses. A systematic search of databases was performed for qualitative studies published in English from 2000 to 2018. Eleven qualitative studies were selected, from which three analytical themes emerged: mentors' capabilities and readiness for preregistration nursing student mentorship, humanistic approach as foundation to the effectiveness of preregistration nursing student mentorship, and the collaboration of stakeholders in health care and educational settings to enhance preregistration nursing student mentorship. A thematic framework of mentorship in preregistration nursing education was introduced. The thematic synthesis sheds light on how to improve a formal system of mentorship and clinical supervision for nursing education." (authors' abstract; BIBB-Doku)

**Experiences of faculty and staff nurses working with nursing students during clinical placement in residential aged care facilities: a systematic review of qualitative evidence /** McCloskey, Rose; Keeping-Burke, Lisa; Witherspoon, Richelle; Cook, Jessica; Morris, Patricia. 2021.

In: JBI Evidence Synthesis. - 20, H. 5, Seite 1-37.

<https://doi.org/10.11124/jbies-21-00033>

"The objective of this review was to synthesize evidence on the experiences of faculty and staff nurses working with nursing students in clinical placement in residential aged care facilities. [...] Results: Six studies, published between 2001 and 2017, were included in the review. A total of 32 findings were extracted and aggregated into nine categories. From the nine categories, four synthesized findings were developed: i) students enhance the environment, whereby faculty and staff perceive that student presence enhances the residential aged care work and living environment, ii) effort is required by faculty and staff to make the experience work, reflecting a need for faculty and staff to accept and work with negativities, iii) residential aged care facilities provide rich learning experiences, indicating an appreciation for available learning opportunities, and iv) importance of a residential aged care-academic partnership for a collaborative approach in creating positive experiences for faculty and staff working with students in this setting. Conclusion: Faculty and staff

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experiences highlight that residential aged care has the potential to provide students with valuable learning experiences, including how to provide comprehensive and quality nursing care to older adults. A lack of resources in residential aged care inspires faculty and staff to be creative in how they work with students. However, working with students can be challenging for faculty who lack interest and expertise in caring for older adults in this setting. Additionally, staff can become frustrated when they perceive that students do not value the learning opportunities that are available or do not appreciate the expertise required to work with older adults. Partnerships between residential aged care facilities and academic programs can ensure that faculty and staff have the support and resources required to optimize the clinical placements for students.” (authors’ abstract; BIBB-Doku)

**Undergraduate nursing student and preceptors' experiences of clinical placement through an innovative clinical school supervision model /** McLeod, Carmel; Jokwiro, Yangama; Gong, Yuhua; Irvine, Susan; Edvardsson, Kristina. 2021.

In: Nurse Education in Practice. - 51 (2021), 102986, Seite 1-7.

<https://doi.org/10.1016/j.nepr.2021.102986>

“This study explores final year undergraduate nursing and midwifery students and their preceptors' experiences of a newly introduced Clinical School Supervision (CSS) model, which was implemented to reduce a perceived disconnect between theory and practice. A descriptive design was used with qualitative data collected through open-ended survey questions. Respondents included 43 undergraduate nursing and midwifery students involved in the final year and 13 clinical preceptors from a large metropolitan tertiary health service in Victoria, Australia. Qualitative data were analysed using thematic analysis. Students described the CSS as a favoured supervision model with students being able to take advantage of support from both the academic supervisor and nursing staff in the clinical setting, a model which also supported student's sense of belonging. Students experiences indicated the CSS model facilitated consolidation of knowledge, reflective practice and transition to graduate nursing. The preceptors described a commitment to and preparedness for the role, although they found they had little break from teaching and their rosters did not always align with their students'. Preceptors also shared experiences of unfulfilled expectations, lack of recognition and incentives for supervising students. Further

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studies are needed to identify effective ways to support preceptors in their roles.” (authors’ abstract; BIBB-Doku)

**The roles and experiences of preceptors in clinical teaching of undergraduate nursing and midwifery students in Malawi / Mhango, Lucky; Jere, Diane; Atakro, Msiska Gladys;**

Chorwe-Sungani, Genesis; Chirwa, Ellen. 2021.

In: Malawi Medical Journal. - 33, Seite 35-39

<https://pmc.ncbi.nlm.nih.gov/articles/PMC9023035/>

„Introduction: Clinical teaching is essential for undergraduate nursing and midwifery students. Registered nurses/midwives trained as preceptors (*an experienced nursing/midwifery professional who teaches, supervises and serves as a role model for a student*), guide the students during clinical practices. Literature is scanty on the roles and experiences of the preceptors in Malawi. This study explored the roles and experiences of preceptors during clinical teaching of the students. Methods: A cross-sectional study utilising quantitative research design was conducted at four tertiary level hospitals; a mental hospital; one mission hospital and five district hospitals. A total of 87 preceptors completed a Clinical Preceptor Experience Evaluation Tool. Data were analysed using SPSS version 20 and descriptive statistics were computed. Analysis of variance (ANOVA) and post hoc analysis were used to determine and test significant differences. Results: The study revealed that respondents were confident in performing their preceptor role; with good level of experience and education qualification of BSc in Nursing. ANOVA and post hoc comparisons using the Tukey HSD test indicated that the role domain mean scores for the respondents with 4-5 years of post-registration experience (M = 6.61, SD = 0.36) was significantly different ( $p=0.02$ ) with those with >9 years (M = 6.13, SD = 0.60). The results showed that respondents with 4 -5 years experience were more confident in their preceptorship role than those with >9 years. Conclusion: This study indicates the roles of preceptors in Malawi to involve facilitating students' clinical teaching and learning. It suggests that registered nurses/midwives with a BSc in Nursing are suitable preceptors to facilitate students' clinical teaching and learning. There is revelation that preceptors with more years of post-registration experience are less confident in their preceptorship role performance.” (authors’ abstract; BIBB-Doku)

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**The characteristics of an effective clinical instructor from the perspective of nursing students: a qualitative descriptive study in Iran / Soroush, Ali; Andaieshgar, Bahare;**

Vahdat, Afsoon; Khatony, Alireza. 2021.

In: BMC Nursing. - 20, H. 36, Seite 1-9

<https://link.springer.com/content/pdf/10.1186/s12912-021-00556-9.pdf>

„Background: Clinical instructors have an important role in advancing nursing students to achieve the program objectives. Nursing student perceptions about the characteristics of an effective clinical instructors may help programs improve clinical instruction. As such, the purpose of this study was to understand the characteristics perceived by students to define an effective clinical instructor. Methods: In this qualitative descriptive study, semi-structured interviews were conducted with undergraduate and postgraduate nursing students. The sample was purposefully selected. MAXQDA software was used for the content analysis. The codes were organized into subcategories and consolidated into categories. Results: Data saturation was reached with twelve participants, including seven women and five men, between 21 and 36 years of age. General and special characteristics were the two main categories that emerged from the data. These categories were defined by nine subcategories including internal motivation, professional acceptability, clinical competency, teaching skill, clinical experience, values, being a faculty member, appropriate appearance, and communication skills. Conclusions: Effective clinical instructors have a specific characteristics identified by student. The most important characteristics of effective clinical instructors were related to communication and teaching skills, internal motivation, and professional appearance. More research is necessary to determine the relationship between the characteristics, instructor competency, and student learning outcomes.”  
(authors' abstract; BIBB-Doku)

**Implementing dedicated nursing clinical education unit: Nursing students' and preceptors' perspectives / Williams, Gerald; Al Hmairat, Nathira; AlMekkawi, Mohamad; Melhem,**

Omar; Mohamed, Zahra. 2021.

In: Journal of Professional Nursing. - 37 (2021), H. 3, Seite 673-681

<https://doi.org/10.1016/j.profnurs.2021.04.002>

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“Background: The Dedicated Education Unit is a clinical learning model designated to deliver more targeted learning opportunities and enhance student nurses learning capacity. It provides students with more opportunities to develop their skills, experience different learning events, consolidate their knowledge, and build their professional nursing identity. Methods: The study followed a convergent parallel mixed-method design to investigate the nursing students and the nursing preceptors' perceptions of the Dedicated Education Unit model at Mafrag hospital. Quantitative and qualitative data were collected from a sample of sixty-seven nursing students and 20 nursing preceptors from March to May 2019. Results: The overall results of the study were positive. Nursing preceptors were confident to communicate and constructively interact, motivate, and facilitate students' learning. However, they requested better support and more free time to supervise and answer students' questions. Nursing students reported positive learning at the dedicated units. However, they requested more support from nursing preceptors. Conclusion: Implementing a Dedicated Education Unit model supported the nursing preceptors' role and enhanced nursing students' learning opportunities and hands-on experiences. Achieving a positive effect of the dedicated nursing clinical education unit requires constant collaboration between healthcare facilities and nursing education programs to maximize nursing students learning. (authors' abstract; BIBB-Doku)