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Nurses' experiences of caring for dying patients

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Palliative care is included in education for nurses in Sweden. However, the training content varies at the universities. A lack of preparation among newly graduated nurses regarding dying and death could lead to anxiety, stress and burnout.

A qualitative descriptive study was carried out to improve knowledge regarding end-of-life situations. The aim of the study was to describe nurses' experiences (>two years) of caring patients in surgical wards.

The results shows that nurses were personally affected and felt unprepared to face dying patients due to a lack of knowledge about the field of palliative care. Their experiences could be described as processes of transition from theory to practice by trial and error. Supervision is a valuable tool for bringing the gap between theory and practice during the transition from novice to expert.

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Clinical nurse education: Optimising nursing practice within interdisciplinary healthcare

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The dynamic of clinical education has changed immensely without responsive change in nurse clinical teaching pedagogy or skills. The context for clinical teaching is gradually shifting from universities back to hospitals with nurse teachers swirling in this change professionally and industrially. The teaching skills required have rarely been described or evaluated but assumed present alongside clinical experience. The professional development and leadership potential of this role has been neglected despite the complexity and demand for high-level clinical teaching and assessment skills, for an increasingly diverse student group.

This paper will present the progress of a program of educational research that has included several components. This paper will present the results of a pilot survey with two aims: to identify the required skills of a nurse clinical teacher and to explore the professional issues challenging the clinical learning environment. This work has tested the results of a previous study and laid the foundation for a systematic review currently underway with some early findings to present.

Disciplinary and interdisciplinary clinical education is undergoing significant change in both context and pedagogy. Nursing needs evidence to contribute and position itself effectively to influence this change. This research work will make a significant contribution to enable a nursing contribution to clinical education reform into the future.

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