Please find below the results of your literature search request.

If you would like the full text of any of the abstracts included, or would like a further search completed on this topic, please let us know.

We’d appreciate feedback on your satisfaction with this literature search. Please visit [http://www.hello.nhs.uk/literature_search_feedback.asp](http://www.hello.nhs.uk/literature_search_feedback.asp) and complete the form.

Thank you

**Literature search results**

<table>
<thead>
<tr>
<th>Search completed for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Search request date:</td>
<td>15/06/2011</td>
</tr>
<tr>
<td>Search completion date:</td>
<td>17/06/2011</td>
</tr>
<tr>
<td>Search completed by:</td>
<td>Ann Darling</td>
</tr>
</tbody>
</table>

**Search details**

Nursing staff knowledge base – how do trained nurses gain knowledge?

**Resources searched**

Cinahl, BNI,

*Database search terms*: nurses, nursing knowledge, professional development, knowledge sharing, colleagues, training

*Google search string*:

**Summary**

Not many examples of informal sharing of knowledge found.

**Guidelines**

None found

**Evidence-based reviews**

None found

**Published research**

1. *Applying skills and knowledge: Principle of Nursing Practice F.*

   **Author(s):** Gordon, J, Watts, C
Citation: Nursing Standard, April 2011, vol./is. 25/33(35-7), 0029-6570 (2011 20 Apr)

Publication Date: April 2011

Abstract: 7th of 9 articles describing the Principles of Nursing Practice, focusing on the definition and application of principle F concerned with applying up-to-date knowledge and skills. A case study of a nurse-led service in Leicester highlights how offering surgery for carpal tunnel syndrome improved patient outcomes. Identifying up-to-date evidence and guidelines and use of libraries are highlighted. 14 refs.

Source: BNI

Full Text:
Available in fulltext at EBSCO Host
Available in print at Louth County Hospital Medical Library
Available in print at Pilgrim Hospital Staff Library

2. Advancing nursing knowledge: redefining the theoretical and practical integration of knowledge.

Author(s): Christensen, M

Citation: J Clinical Nursing, March 2011, vol./is. 20/5-6(873-81), 0962-1067 (2011 Mar)

Publication Date: March 2011

Abstract: Examination of current definitions and models of knowledge integration in advanced nursing practice. Rolfe's (1998) framework of scientific, experiential and personal knowledge, comprising theoretical (knowing-how) and practical (knowing-that) domains, is critiqued and an extended framework which expands theoretical knowledge domains is proposed. The role of this framework within advancing and advanced practice is considered. 58 refs.

Source: BNI

Full Text:
Available in fulltext at Ovid

3. Advancing nursing practice: redefining the theoretical and practical integration of knowledge.
The aim of this paper is to offer an alternative knowing-how knowing-that framework of nursing knowledge, which in the past has been accepted as the provenance of advanced practice. The concept of advancing practice is central to the development of nursing practice and has been seen to take on many different forms depending on its use in context. To many it has become synonymous with the work of the advanced or expert practitioner; others have viewed it as a process of continuing professional development and skills acquisition. Moreover, it is becoming closely linked with practice development. However, there is much discussion as to what constitutes the knowledge necessary for advancing and advanced practice, and it has been suggested that theoretical and practical knowledge form the cornerstone of advanced knowledge. The design of this article takes a discursive approach as to the meaning and integration of knowledge within the context of advancing nursing practice. A thematic analysis of the current discourse relating to knowledge integration models in an advancing and advanced practice arena was used to identify concurrent themes relating to the knowing-how knowing-that framework which commonly used to classify the knowledge necessary for advanced nursing practice. There is a dichotomy as to what constitutes knowledge for advanced and advancing practice. Several authors have offered a variety of differing models, yet it is the application and integration of theoretical and practical knowledge that defines and develops the advancement of nursing practice. An alternative framework offered here may allow differences in the way that nursing knowledge important for advancing practice is perceived, developed and coordinated. What has inevitably been neglected is that there are various other variables which when transposed into the existing knowing-how knowing-that framework allows for advanced knowledge to be better defined. One of the more notable variables is pattern recognition, which became the focus of Benner's work on expert practice. Therefore, if this is included into the knowing-how knowing-that framework, the knowing-how becomes the knowledge that contributes to advancing and advanced practice and the knowing-that becomes the governing action based on a deeper understanding of the problem or issue.

**Source:** CINAHL

**Full Text:**

Available in fulltext at Ovid®

4. Developing midwifery supervision through mobile learning.
Author(s): Brown, M, Clay, C, Lees, S

Citation: MIDIRS Midwifery Digest, September 2010, vol./is. 20/3(288-90), 0961-5555 (2010 Sep)

Publication Date: September 2010

Abstract: Use of mobile learning technology by supervisors of midwives to support professional development. 2 research projects exploring the use of iPod devices to update midwives are described, and the advantages and disadvantages associated with the device are discussed. 2 refs.

Source: BNI

Full Text:
Available in print at Lincoln County Hospital Professional Library

5. A systematic review evaluating the impact of post-registration nursing and midwifery education on practice.

Author(s): Gijbels, H, O'Connell, R, Dalton-O'Connor, C

Citation: Nurse Education in Practice, March 2010, vol./is. 10/2(64-9), 1471-5953 (2010 Mar)

Publication Date: March 2010

Abstract: Systematic review of research and other literature examining stakeholders’ views on the benefits of continuing professional education (CPE) for nurses’ and midwives’ practice. Barr's evaluative framework (1999) was used to gain a comprehensive insight into the perceptions of nurses, midwives, patients, carers and education/health service providers on the effects of CPE on participants’ attitudes, knowledge and skills. 55 refs.

Source: BNI


Author(s): Knight, J

Citation: Nursing Standard, March 2010, vol./is. 24/28(62-3), 0029-6570 (2010 17 Mar)

Publication Date: March 2010

Abstract: Personal account by a specialist rheumatology nurse on how her own experience of rheumatoid arthritis helped her during her work in an outpatient clinic. Her work as a freelance in giving talks and presentations about the condition is also discussed.

Source: BNI
7. **Equipping staff to care.**

**Author(s):** Pati, A

**Citation:** Nursing Standard, October 2009, vol./is. 24/7(22-3), 0029-6570 (2009 21 Oct)

**Publication Date:** October 2009

**Abstract:** Development of an online library of medical equipment training for NHS staff, E-learning project e4E, to help health professionals maintain knowledge of medical technology. The national provision of information and training on the most used medical devices including non-invasive blood monitors, suction units and thermometers is described.

**Source:** BNI

**Full Text:**

Available in fulltext at EBSCO Host

Available in print at Louth County Hospital Medical Library

8. **Evaluating the impact of a cardiac module for post-registration nurses.**

**Author(s):** Edmonds, M, Adams, J

**Citation:** Nursing Standard, September 2009, vol./is. 24/2(35-41), 0029-6570 (2009 16 Sep)

**Publication Date:** September 2009

**Abstract:** Qualitative research to evaluate nursing students' perceptions on the impact of a post-registration cardiac module. The study assessed how nurses perceived their skills, confidence and knowledge in delivering cardiac care following completion of the module. 38 refs.
9. **Education and training the Peninsula way.**

**Author(s):** Robinson, F

**Citation:** Practice Nurse, June 2009, vol./is. 37/12(37-9), 0953-6612 (2009 26 Jun)

**Publication Date:** June 2009

**Abstract:** Practice nurse education and training in Devon and Cornwall. The work of the Peninsula Nurse Education Advisory Group which promotes course and facilitates sharing of skills and knowledge between practice nurses is outlined. The General Practice Nurse Foundation Programme run by the University of Plymouth for those new to practice nursing is described.

**Source:** BNI

**Full Text:**

Available in fulltext at [EBSCO Host](#)

Available in print at Grantham Hospital Staff Library

Available in print at Lincoln County Hospital Professional Library

Available in print at Louth County Hospital Medical Library

Available in print at Pilgrim Hospital Staff Library

10. **Effective nurse managers ensure that staff have the opportunity to share skills.**

**Author(s):** Ashurst, A

**Citation:** Nursing Times, January 2009, vol./is. 105/1(33), 0954-7762 (2009 13 Jan)

**Publication Date:** January 2009

**Abstract:** Hot Topic series. The importance of nurses sharing clinical knowledge and skills with colleagues and students, either formally or informally. Writing for publication as a way of disseminating nursing
skills is also recommended.

**Source:** BNI

**Full Text:**

Available in *print* at Lincoln County Hospital Professional Library

Available in *fulltext* at the ULHT Library and Knowledge Services’ eJournal collection

Available in *print* at Pilgrim Hospital Staff Library

11. **Increasing nursing research capacity in the workplace.**

**Author(s):** Purkis, J, Jackson, J, Hundt, F

**Citation:** Nursing Times, September 2008, vol./is. 104/37(28-31), 0954-7762 (2008 16 Sep)

**Publication Date:** September 2008

**Abstract:** Action research project to identify levels of research knowledge, activity and experience among nurses in a hospital trust, in order to increase research capacity. A questionnaire was designed and implemented to explore which aspects of research nurses would like help with and workshops were developed to address these needs. The success of the initiative is discussed. 9 refs.

**Source:** BNI

**Full Text:**

Available in *print* at Lincoln County Hospital Professional Library

Available in *fulltext* at the ULHT Library and Knowledge Services’ eJournal collection

Available in *print* at Pilgrim Hospital Staff Library

12. **The Royal College of Nursing’s information needs survey of nurses and health professionals.**

**Author(s):** Bertulis, R, Cheeseborough, J

**Citation:** Health Information & Libraries J, September 2008, vol./is. 25/3(186-97), 1471-1834 (2008 Sep)

**Publication Date:** September 2008

**Abstract:** Research to identify information needs of nurses to inform clinical practice and support lifelong learning. Nurses from all sectors across the UK were surveyed about sources used to answer particular problems, ability to access information, sources at work, including the internet, and use of local healthcare libraries.
Workplace factors which affected searching for evidence were also studied. 17 refs.

**Source:** BNI

**Full Text:**
Available in fulltext at EBSCO Host

13. **An online listserv for nurse practitioners: a viable venue for continuous nursing professional development.**

**Author(s):** Hew, K, Hara, N

**Citation:** Nurse Education Today, May 2008, vol./is. 28/4(450-7), 0260-6917 (2008 May)

**Publication Date:** May 2008

**Abstract:** Qualitative research in the USA into the viability of the Nurse Practitioners listserv, an email mailing list for informal knowledge-sharing among nurses as a method of continuous professional development. Findings from telephone interviews with users are discussed, including perceived benefits to their professional development and factors which motivate them to share their knowledge in this way. 26 refs.

**Source:** BNI

**Full Text:**
Available in print at Lincoln County Hospital Professional Library

14. **Nursing grand rounds as a medium for the continuing education of nurses.**

**Author(s):** Wolak, E, Cairns, B, Smith, E

**Citation:** J Continuing Education in Nursing, April 2008, vol./is. 39/4(173-8), 0022-0124 (2008 Apr)

**Publication Date:** April 2008

**Abstract:** Quantitative research in the USA to assess the effect on knowledge and perceived value of a nursing grand rounds (NGR) educational approach. NGRs as a way of disseminating clinical and research-based information and the assessment of knowledge acquisition following the inaugural NGR case presentation and the facilitation of professional development were discussed. 10 refs.

**Source:** BNI
15. The use of new technology to facilitate learning through personal networks.

Author(s): Sandars, J

Citation: Work-Based Learning in Primary Care, 2007, vol./is. 5/1(5-11), 1740-3715 (2007)

Publication Date: 2007

Abstract: The sharing of tacit knowledge via social networks. The use of social software such as weblogs and bookmarks in providing information is explained. 15 refs.

Source: BNI


Author(s): Cowell, R

Citation: Nursing Management UK, October 2006, vol./is. 13/6(10-3), 1354-5760 (2006 Oct)

Publication Date: October 2006

Abstract: Review of knowledge management within UK health services, focusing on the key aspects, such as identifying, sharing and applying knowledge within an organisation. The possibility of reviewing clinical development nursing roles to take account of knowledge management is explored. 6 refs.

Source: BNI

Full Text:

Available in fulltext at EBSCO Host

Available in fulltext at EBSCO Host

Available in print at Pilgrim Hospital Staff Library

17. Information-seeking behaviors and reflective practice.

Author(s): Bennett NL, Casebeer LL, Zheng S, Kristofco R

Citation: Journal of Continuing Education in the Health Professions, 01 April 2006, vol./is. 26/2(120-127), 08941912
**Publication Date:** 01 April 2006

**Abstract:** Introduction: As they care for patients, physicians raise questions, but they pursue only a portion of them. Without the best information and evidence, care and patient safety may be compromised. Understanding when and why problems prompt physicians to look for information and integrate results into their knowledge base is critical and shapes one part of reflection about care. This study explores the role of the Internet in gathering medical information as one step in that reflective practice, the barriers to its use, and changes in utilization over time. Methods: A questionnaire with 18 items adapted from previous studies was sent by facsimile to a randomly selected sample of U.S. physicians in all specialties and active in practice. Results: Specific patient problems and latest research in a specific topic most often prompt physicians to search on the Internet. Younger physicians and female physicians were most likely to seek information on a specific patient problem. Only 9% of all respondents (n = 2,500) searched for information during a patient encounter. When unsure about diagnostic and management issues for a complex case, 41.3% chose to consult with a colleague or read from a text (22.8%). Searching most often occurred at home after work (38.2%) or during breaks in the day (35.7%). Most (68.7%) found the information they were looking for more than 51% of the time. Searching was facilitated by knowing preferred sites and access in the clinical setting. The greatest barriers to answering clinical questions included a lack of specific information and too much information to scan. Discussion: Although physicians are increasingly successful and confident in their Internet searching to answer questions raised in patient care, few choose to seek medical information during a patient encounter. Internet information access may facilitate overall reflection on practice; physicians do not yet use this access in a just-in-time manner for immediately solving difficult patient problems but instead continue to rely on consultation with colleagues. Professional association Web sites and point-of-care databases are helpful. From physicians’ use of the Internet, professionals in continuing medical education must learn which search engines and sites are trusted and preferred.

**Source:** CINAHL

**Full Text:**

Available in fulltext at [EBSCO Host](https://www.ebscohost.com)

Available in fulltext at [EBSCO Host](https://www.ebscohost.com)

---

18. The role of networks of practice, value sharing, and operational proximity in knowledge flows between professional groups.

**Author(s):** Tagliaventi MR, Mattarelli E
Citation: Human Relations, 01 March 2006, vol./is. 59/3(291-319), 00187267

Publication Date: 01 March 2006

Abstract: This article investigates the process of knowledge sharing between individuals in different professional groups. Through an ethnographic study in a hospital unit, we examine the individuals' involvement in networks of practice, their sharing of organizational values, and their operational proximity. Recent attention to networks of practice has led to a view of organizations as crossroads of networks; accordingly, boundary relations between different networks of practice are of core relevance to ensure knowledge diffusion in organizations, but empirical evidence is still lacking. Our grounded theory supports the idea that working side-by-side and having common organizational values are important bases for knowledge transfer between professional groups which belong to different networks of practice. Boundary knowledge transfer evokes new kinds of organizational citizenship behaviours. Professionals who initiate the transfer exhibit extra-role behaviours which, in turn, require the recipient to perform extra-role behaviours as well. Implications of knowledge sharing between professional groups are discussed together with recommendations for managerial action.

Source: CINAHL

19. Nurses' knowledge of commonly used drugs: a clinical audit.

Author(s): Morrow-Frost, C

Citation: Emergency Nurse, March 2006, vol./is. 13/10(32-7), 1354-5752 (2006 Mar)

Publication Date: March 2006

Abstract: An audit of A&E nursing staff's drug knowledge which was followed by a drug teaching intervention. The audit took the form of a multiple choice questionnaire and the drugs covered included oral analgesics, intravenous analgesics and oral antibiotics. The intervention's success was evaluated after 3 months using a similar multiple choice questionnaire. 10 refs.

Source: BNI

Full Text:

Available in fulltext at EBSCO Host

Available in print at Pilgrim Hospital Staff Library

20. Knowledge work in nursing and midwifery: an evaluation through computer-mediated communication.

Author(s): Carr, S

Citation: Nurse Education in Practice, November 2005, vol./is. 5/6(333-9), 1471-5953 (2005 Nov)

Publication Date: November 2005

Abstract: Description of the interpretive paradigm: a means of articulating nursing practice knowledge by understanding the lived experiences of nurses. The 2 approaches to facilitating articulation of practice experience: observation with follow-on dialogue and practice narrative recordings are compared. 37 refs.

Source: BNI

Full Text:
Available in print at Grantham Hospital Staff Library
Available in print at Lincoln County Hospital Professional Library

22. Impact of an intensive nursing education course on nurses’ knowledge, confidence, attitudes, and perceived skills in the care of patients with cancer.

Author(s): Steginga, S, Dunn, J, Dewar, A

Citation: Oncology Nursing Forum, March 2005, vol./is. 32/2(375-81), 0190-535X (2005 Mar)

Publication Date: March 2005

Abstract: Research in Australia on the effectiveness of a short-term residential training course on cancer in increasing nurses' knowledge and skills. Improvements in nurses' knowledge, preparedness for
cancer nursing and attitudes towards, and skills in the psychosocial care of patients and their families were examined. 33 refs.

**Source:** BNI

**Full Text:**

Available in fulltext at [EBSCO Host](https://www.ebscohost.com)

---

23. **Nurse prescribing, nurse education and related research in the United Kingdom: a review of the literature.**

**Author(s):** Banning, M

**Citation:** Nurse Education Today, August 2004, vol./is. 24/6(420-7), 0260-6917 (2004 Aug)

**Publication Date:** August 2004

**Abstract:** Review of research into the impact of pre- and post-registration nursing education on nurse prescribing activities and nurse prescribing research in the UK. The research focused on factors such as nurses’ scientific and applied pharmacology knowledge, their clinical competence to prescribe, their autonomy, patients’ perspectives, and the impact of the extended nurse prescribing course. 65 refs.

**Source:** BNI

**Full Text:**

Available in print at Grantham Hospital Staff Library

Available in print at Lincoln County Hospital Professional Library

Available in print at Pilgrim Hospital Staff Library

---

24. **Nurses' acquisition and retention of knowledge after trauma training.**

**Author(s):** Tippett, J

**Citation:** Accident & Emergency Nursing, January 2004, vol./is. 12/1(39-46), 0965-2302 (2004 Jan)

**Publication Date:** January 2004

**Abstract:** Research to evaluate the effectiveness of the Advanced Trauma Nursing Course, and the Advanced Trauma Life Support course included with it. Participants were tested 3 months after the course to determine their retention of knowledge gained. 50 refs.
25. **Focus. Knowing and acting – a strategic practitioner-focused approach to nursing research and practice development.**

**Author(s):** McCormack B

**Citation:** NT Research, 01 March 2003, vol./is. 8/2(86-100), 13614096

**Publication Date:** 01 March 2003

**Abstract:** Clinical outcomes, effective decision-making and the use of evidence in practice have been part of the nursing agenda for many years and a key focus of knowledge generation and utilisation activities in nursing research. However, while this focus prevails, the ability of our organisational systems to support nursing research in practice is still limited. There continues to be a divide between the 'knowledge generators' and the 'knowledge users', and while considerable progress has been made in the use of research in practice, less progress has been made in formally connecting academic and practice communities.

**Source:** CINAHL

**Full Text:**

Available in print at Grantham Hospital Staff Library

Available in print at Lincoln County Hospital Professional Library

Available in print at Pilgrim Hospital Staff Library

26. **Information sharing, knowledge transfer and patient safety.**
Author(s): Chaboyer, W, Blake, S

Citation: Nursing in Critical Care, January 0001, vol./is. 13/3(121-3), 1362-1017 (2008 May/Jun)

Publication Date: January 0001

Abstract: Editorial and commentary on information sharing, knowledge transfer, patient safety and the role communication breakdown can play in clinical errors, adverse events and in compromising patient safety. Initiatives and studies to improve communication at clinical handover, particularly in intensive care, are briefly discussed. The Australian situation is compared to the UK. 17 refs.

Source: BNI

Full Text:
Available in fulltext at EBSCO Host
Available in print at Grantham Hospital Staff Library
Available in print at Lincoln County Hospital Professional Library

27. Hospital nurses’ use of knowledge-based information resources.

Author(s): Tannery, N, Wessel, C, Epstein, B

Citation: Nursing Outlook, January 0001, vol./is. 55/1(15-9), 0029-6554 (2007 Jan/Feb)

Publication Date: January 0001

Abstract: Research in the USA on information-seeking practices of nurses before and after access to a university library’s electronic resources. A self-report survey was conducted to examine nurses’ computer use and how they obtained clinical information, and conducted again after they received access to the electronic collection, which included databases such as CINAHL and MEDLINE, full-text evidence-based resources, journals and books. 20 refs.

Source: BNI

28. After the graduate year: a phenomenological exploration of how new nurses develop their knowledge and skill over the first 18 months graduation.

Author(s): McKenna, L, Newton, J

Citation: Australian J Advanced Nursing, January 0001, vol./is. 25/4(9-15), 0813-0531 (2008 Jun/Aug)
Publication Date: January 0001

Abstract: Qualitative research on how newly qualified nurses developed their nursing knowledge and skills during their 1st 18 months and what acted as a barrier. Focus group interviews were conducted with nurses on a graduate nurse programme to examine how they developed a sense of belonging, independent practice and confidence to move on from being a graduate nurse. 18 refs.

Source: BNI

Full Text:
Available in fulltext at EBSCO Host
Available in print at Pilgrim Hospital Staff Library

29. Facilitating learning in clinical practice: an operational matrix to guide 'point of care' learning activities.

Author(s): Henderson, A

Citation: Australian Nursing J, January 0001, vol./is. 18/6(33-6), 1320-3185 (2010 Dec/Jan)

Publication Date: January 0001

Abstract: Clinical Update supplement 142. Nurse professional development and improved standards of patient care through clinical work experience and embedded learning and teaching activities at 'point of care'. Nursing knowledge and skill acquisition, co-ordinated and documented through a structured organisational framework/learning matrix are described and discussed. 20 refs.

Source: BNI

Full Text:
Available in fulltext at EBSCO Host

Google Scholar
From 1st 50 results…