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² Cerit, B. (2019). Influence of training on first-year nursing department students' attitudes on death and caring for dying patients: a single-group pretest-posttest experimental study. *OMEGA-Journal of Death and Dying*, 78(4), 335-347.

The purpose of this article by Cerit (2019) ⁴ is to assess the impacts of education on the first-year students in the nursing faculty concerning death as well as care for the dying persons. The type of quantitative study employed by this article ⁴ is a 32-item self-administered survey comprising of five sub-divisions such as death avoidance which were 5 items, fear of death which were 7 items, neutral acceptance which were 5 items, approach acceptance which were 10 items and escape acceptance which were 5 items centered on 7-point Likert type scale. The method for the study involves an experimental model research design. As a result, the study finds that possessing adequate knowledge regarding care for dying patients can change students into having positive perceptions towards caring for patients who are terminally sick. Cerit (2019) presents theoretical nursing implications in his study. He demonstrates that theoretically, students in the nursing field possess negative attitudes towards dying patients. Examples of these negativities are nurses distancing themselves from dying patients, spending limited time in patients' rooms, experiencing anxiety, and failing to listen to the patents. Training in this field is important as it eliminates these negativities.

¹ Friday, L., Zoller, J. S., Hollerbach, A. D., Jones, K., & Knofczynski, G. (2015). The effects of a prelicensure extern program and nurse residency program on new graduate outcomes and retention. *Journal for Nurses in Professional Development*, 31(3), 151-157.

The aim of the resource is exploring if new graduate nurses who have the opportunity to visit a prelicensure extern forum as well as a full year nurse residency program demonstrate better changes in their profession and severe rates of retention than the nurses who only attend a one-year residency program for nursing. This article employs longitudinal quantitative study that had repeated parameters. The method used by Friday et al. (2015) for the study involved a repeated-measure MANOVA test. Friday et al. (2015) found that the prelicensure and the combination of residency programs do not improve results for new nurses regarding support and satisfaction. Additionally, the plans do not improve retention rates in new graduates of an organization. The author highlights that the nursing implications of the study are that when nurses take part in a formal residency initiative that aims at transitioning and socialization into practice, they become more dedicated to the organization and have satisfaction for their work, which promotes nurse retention rate in an organization.

3

Greenwood, M., Walkem, K., Smith, L. M., Shearer, T., & Stirling, C. (2014). Postgraduate nursing student knowledge, attitudes, skills, and confidence, inappropriately referencing academic work. *Journal of Nursing Education*, 53(8), 447-452.

The study is purposed to examine the skills, academic knowledge, confidence, and attitude of nursing students in understanding poor referencing. It is accomplished using a type of quantitative study known as cross-sectional survey design. Lime Survey, which is often an open-source survey method, is applied in collecting responses and the questions. The study finds that the respondents viewed referencing with a positive attitude (Greenwood et al., 2014). Additionally, students are expected to identify between the incorrect and correct style of referencing cases to ascertain their mastery regarding referencing expertise. In turn, Greenwood et al. (2014) find that most learners had no understanding of the primary elements of referencing.

The implications of referencing in the nursing field include punitive reactions to nursing students who fail to heed to the appropriate styles of referencing need to be avoided for the first time unless where severe mistakes happen that could threaten the work authenticity of the nurses.

6

Walker, D., & Verklan, T. (2016). Peer mentoring during practicum to reduce anxiety in first-semester nursing students. *Journal of Nursing Education*, 55(11), 651-654.

9

Walker & Verklan (2016) carries out the study purposely to assess the impact of peer mentoring at the time of practicum to minimize anxiety in nursing students during the first semester. The expertise of Walker & Verklan (2016) is seen in how they describe the method of developing a positive relationship as well as cooperative studying and showing how they are serving as hallmarks of a wholesome peer-mentoring relationship. The study uses a quasi-experimental study to explore if nursing students taking part in full peer mentoring in the first semester of gaining clinical expertise show minimal anxiety compared with those students in traditional clinical field. In the end, a drastic decrease is shown in anxiety related to clinical situation-specific cases, as presented through the findings between students that participated in peer-mentoring to those that did not. For that reason, the nursing impact of the study comes in that peer mentoring is an excellent strategy for reducing anxiety among first-semester nursing students.

5

Natarajan, J., Muliira, J. K., & van der Colff, J. (2017). Incidence and perception of nursing students' academic incivility in Oman. *BMC nursing*, 16(1), 19.

The purpose of the research study according to Natarajan et al. (2017) is to explore the attitudes and the degree of academic incivility in the context of nursing students as well as the members of the nursing faculty in the undergraduate nursing program in Oman. The researchers demonstrate their expertise by presenting a well-researched study on the topic in question. In this

case, the study uses a quantitative cross-sectional survey to examine the extent of incivility from the context of nursing students as well as the nursing faculty in the Oman public university. The method used is the Nursing Education Survey. Natarajan et al. (2017) find that there is a huge disagreement between nursing students and the nursing faculty on most of the behaviors described as being disruptive. On the other hand, the scenario of incivility among nursing students was moderate. The practices described as being prevalent are acting pathetic or bored in class, holding conversations that interrupt other students in the class, arriving late for classes, and using a cell phone in class as well as being unprepared for most class activities. As a result, the impact, perception, and extent of nursing student's incivility in academics are believed to rise in different dimensions. Hence, the application of training programs for the nursing faculty will assist in preventive policies, responsibilities, interventions, and potential effects on safety teaching, culture, and learning results, as well as the profession at large.

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