

Table A: Brief listing of studies of Australian undergraduate nursing students' experiences of clinical placement (n=40 studies)

STUDY	METHOD/ SAMPLE/ STUDENT Yr	MAIN TOPIC	KEY FINDINGS	OUTCOME OR COMMENT
Alshahrani, Y., Cusack, L., & Rasmussen, P. (2018). Undergraduate nursing students' strategies for coping with their first clinical placement: Descriptive survey study. <i>Nurse Educ Today</i> , 69, 104.	Sub-analysis of open questions; n=58, 1st year students.	Coping with first clinical placement:	A range of strategies enabled coping: <i>Use of debriefing sessions</i> with their clinical lecturers and seeking-out friends and family to talk about their first clinical placement experiences. Other strategies are described.	Sharing coping strategies used by nursing students helps provide a positive introduction to nursing practice.
Bickhoff, L., Levett-Jones, T., & Sinclair, P. M. (2016). Rocking the boat—nursing students' stories of moral courage: A qualitative descriptive study. <i>Nurse Educ Today</i> , 42, 35-40.	n=9 interviewed undergraduate nursing students.	Moral courage to 'speak up'	Four key themes including: Being a patient advocate, demonstrating the importance of the consequences students face when questioning the practice of a registered nurse or impact of a clinical facilitator.	Further research is required to examine the factors that influence nursing students' moral courage and their decisions to intervene when poor practice is witnessed.
Birks, M., Bagley, T., Park, T., et al. (2017). The impact of clinical placement model on learning in nursing: A descriptive exploratory study. <i>Aust J Adv Nurs</i> , 34(3), 16.	Focus group/ interview n=22, 3 rd year students.	Impact of clinical placement block /other model	Themes were: We're there to learn; Taking all that knowledge out and practising it; You actually feel a part of the team; Just prepare them for us coming; and It's really individual.	Both block and distributed models have inherent advantages & disadvantages. Sequencing, consistency and preparation must be considered when planning clinical placement
Birks, M., Budden, L. M., Biedermann, N., et al. (2018). A 'rite of passage?': Bullying experiences of nursing students in Australia. <i>Collegian</i> , 25(1), 45-50.	Sub-analysis: open question in survey (n 430 student responders)	Experience of bullying/harassment	Students reported anxiety, panic attacks, physical symptoms of distress and loss of confidence and self-esteem from their experience of bullying during clinical placement.	Bullying in nursing is a widespread yet poorly understood phenomenon that impacts negatively on the learning experience of vulnerable nursing students, affecting them physically, mentally and emotionally
Budden, L. M., Birks, M., Cant, R., Bagley, T., & Park, T. (2017). Australian nursing students' experience of bullying and/or harassment during clinical placement. <i>Collegian</i> , 24(2), 125-133.	Survey of 888 nursing students	Experience of bullying/harassment during clinical placement	Half the students reported the experience of being bullied/harassed, which in turn made 72% feel anxious and 54% depressed. One-third felt these experiences negatively affected the standard of care they provided to patients. Perpetrators included all levels of staff.	In the face of workforce attrition in nursing, the findings of this study have implications for education providers, clinical institutions and the profession at large.
Callaghan, A. (2011). Student nurses' perceptions of learning in a perioperative placement. <i>J Adv Nurs</i> , 67(4), 854-864.	Interview of six 3 rd year nurses	Perioperative nursing placement experiences.	Themes were: Aspects of nursing care, Skill acquisition and The clinical learning environment.	Participants gained insight into perioperative nursing and its relationship to the general nature of nursing in a specialist setting.
Cooper, J., Courtney-Pratt, H., & Fitzgerald, M., (2015). Key influences identified by first year undergraduate nursing students as impacting on the quality of clinical placement: A qualitative study. <i>Nurse Educ Today</i> , 35(9), 1004-1008.	Sub-analysis of open question responses from 361 first year nursing students over 3 years	Quality elements of placement	Key themes that were helpful for learning: Feeling welcomed, Individual versus team attitudes, Student expectations of supervising ward nurses. What was not helpful- Not doing anything, Just following staff.	Students should be purposely engaged and provided guidance and strategies related to forming and maintaining relationships with supervisor/s, to ensure positive experiences.
Courtney-Pratt, H., Pich, J., Levett-Jones, T., & et al. (2018). "I was yelled at, intimidated and treated unfairly": Nursing students' experiences of being bullied in clinical and academic	Interview of 29 first to third-year nursing students'	Experiences of Incivility/bullying in clinical and academic settings	Participants described multiple examples of bullying ranging from incivility to physical attacks. Bullying caused many to feel anxious and distressed, it affected their confidence; often led them to question their	Students are a vulnerable and disempowered population who often fear the consequences of making a formal complaint. Reporting structures and support strategies need to be re-examined, and resilience training is imperative.

settings. <i>J Clin Nursing</i> , 27(5-6), e903-e912.			career choice. Strategies to cope with bullying included avoidance, trying to 'just survive', and seeking support from trusted others.	
Coyne, E., & Needham, J. (2012). Undergraduate nursing students' placement in speciality clinical areas: Understanding the concerns of the student and registered nurse. <i>Contemp Nurse</i> , 42(1), 97-104.	Interviews with 7, 3 rd -year students and 13 registered nurses working with the students.	Experience of speciality placement	Key themes were Knowledge and preparedness for specialist placement, Teamwork and Being included. and Customising learning needs.	Speciality placements provide a valuable experience for the undergraduate nurse including opportunities to see excellence in teamwork, communication and assessment
Currie, K., Bannerman, S., Howatson, V., et al. (2015). 'Stepping in' or 'stepping back': How first year nursing students begin to learn about person-centred care. <i>Nurse Educ Today</i> , 35(1), 239-244.	Thematic analysis of learning documents and three focus group discussions.	Experience of first placement: N=405 students from all fields of nursing.	Two student approaches to learning emerged: 'Stepping back', or learning from a distance about how nurses provide care (often through reading case notes and care plans); second, 'Stepping in', learning about the patient as a person by direct interaction with service users.	Students are aware of the concepts, principles and professional values of person-centred care from early in their programme; however, the majority tend to be preoccupied by learning about what nurses 'do', rather than 'how patients experience care'.
Halcomb, E., Antoniou, C., Middleton, R., et al. (2018). The experiences of Australian undergraduate nursing students of a clinical placement in Cambodia. <i>Collegian</i> , 25(3), 313-318.	Interview of 8 undergraduate students.	Experience of International primary care placement (Cambodia)	Four themes were Preparation for placement, Challenges, The experience is so, so worth it" and "it's a lot more than words on a page now". Despite pre-placement preparation, students were challenged during the placement.	International clinical placement experiences present nursing students with unique challenges and facilitate both professional and personal growth.
Hart, B., Cavanagh, M., & Douglas, D. (2015). The "Strengthening Nursing Culture Project"—an exploratory evaluation study of nursing students' placements within Aboriginal Medical Services. <i>Contemp Nurse</i> , 51(2-3), 245-256.	Exploratory study of 8 nursing students' immersion within Aboriginal Medical Services.	Experience of Aboriginal health service placement (NSW).	Areas of learning that were identified as important to respondents included: cultural competency; Aboriginal health and rural health issues; communication skills, personal and professional development.	Students reported positive and transformative experiences of intercultural learning.
Hurley, J., Hutchinson, M., Kozlowski, D., et al. (2020). Emotional intelligence as a mechanism to build resilience and non-technical skills in undergraduate nurses undertaking clinical placement. <i>International Journal of Mental Health Nursing</i> , 29(1), 47-55.	Interview of 12 nursing students who received coaching in emotional intelligence.	Application of emotional intelligence (in mental health or medical/ surgical placement).	Four themes emerged: (1) greater experiences of resilience; (2) responding positively to mental health consumers; (3) experiences of greater empathy and compassion; and (4) experiences of improved non-technical work skills.	Student and patient experiences of nursing placement (mental health nursing placements in particular), would be enhanced by pre-placement emotional intelligence training and coaching for students.
Jack, K., Levett-Jones, T., Ion, R., et al. (2020). 'She would wash the patients as if she was scrubbing a dirty plate in the sink': Exploring nursing students experiences of care delivery. <i>Nurse Educ Today</i> , 90, 104444.	N= 265 nursing students in Australia and UK-a qualitative analysis	Care delivery practices observed during placements.	Overall results were positive although participants provided multiple and recurring examples of poor nursing care: a lack of compassion, poor communication, unkind and indifferent provision of personal care, and patient safety breaches.	Reporting of poor care was viewed as difficult and many participants highlighted potential repercussions should they take this course of action.
James, A., & Chapman, Y. (2010). Preceptors and patients – the power of two: Nursing student experiences on their first acute clinical placement. <i>Contemp Nurse</i> , 34(1), 34-47.	A qualitative design using interview of 6 second year students at a rural university.	First placement experiences.	Three main themes emerged: Being overwhelmed and confronted; Patients as people and Perceptions of preceptors.	Themes allowed for more meaningful understanding of students' experiences when exposed to the milieu of an acute clinical placement.
Jarvelainen, M., Cooper, S. & Jones, J.. (2018). Nursing students' educational experience	Qualitative review of 224 reflective	Nursing culture:	Themes/subthemes were 'Communication' - the need for adequate handover and	Nursing students experienced a range of practice behaviours from exemplary leadership to careless

in regional Australia: Reflections on acute events. A qualitative review of clinical incidents. <i>Nurse Educ Pract</i> , 31, 1880-193.	reports on 40 clinical events submitted by 92 final year nursing students.	reporting acute events.	documentation; 'Teamwork' - demonstrating the positive impact on patient outcomes; 'Workload' - the negative effects of high staff/patient ratios; 'Clinical judgement/knowledge' - the need for adequate preparation of staff for safe clinical settings; and negative outcomes relating to 'Attention Deficits'.	individual practices and a 'failure to rescue' deteriorating patients.
Koch, J., Everett, B., Phillips, J., et al. (2014). Diversity characteristics and the experiences of nursing students during clinical placements: A qualitative study of student, faculty and supervisors' views. <i>Contemp Nurse</i> ., 49, 15-26.	N= 704 undergraduate nursing students' responses to open-ended questions within a web-based survey.	Impact of students' diversity characteristics.	Three main themes emerged: Differences, <i>Difficulty and Discrimination</i> , each with three subthemes.	Appropriate support is required for nursing students who feel different because of diversity characteristics.
Lamont, S., Brunero, S., & Woods, K. P. (2015). Satisfaction with clinical placement—The perspective of nursing students from multiple universities. <i>Collegian</i> , 22(1), 125-133.	Survey of 768 undergraduate nursing students over three years of placements in a NSW health service.	Satisfaction with clinical placement	Satisfaction was high with the clinical placement on the following criteria: Expectations being met; Welcoming of unit staff and attitudes of thereafter; Clinical and university facilitator support; and Participation in patient care.	Satisfaction with clinical placement experiences may aid organisational recruitment strategies.
Lea, E., Marlow, A., Bramble, M., et al. (2015). Improving student nurses' aged care understandings through a supported placement. <i>Int Nursing Review</i> , 62(1), 28-35.	Staff mentor action research groups completed a pre-placement capacity-building programme for 40 incoming students.	Improving supervision & students' understanding of Aged care (39 students acted as controls).	The intervention facility placement programme led to mentors and students being well prepared for the placement and to students experiencing enhanced teaching and learning derived from high levels of mentor support and increased autonomy.	Students' knowledge, understanding and attitudes around aged care and dementia improved.
Levett-Jones, T., Pitt, V., Courtney-Pratt, H., et al. (2015). What are the primary concerns of nursing students as they prepare for and contemplate their first clinical placement experience? <i>Nurse Educ Pract</i> , 15(4), 304-309.	Responses of 144 students to open survey question	Concerns about preparation for first placement.	Themes: Not prepared for placement; Feeling nervous, anxious and worried; Bullying and belonging; Practicalities; Patient safety and making mistakes; and Working outside of my scope of practice.	An enhanced understanding of students' concerns may help educators implement appropriate support strategies.
Luders, E., Cooper, S., Cant, R., et al (in press). Nursing degree students' clinical placement experiences in Australia: A survey design.- submitted <i>Nurs Educ Pract</i> (in press)	Thematic analysis of open questions (~400 responded) in a survey of undergraduate nursing students from three Australian states.	Students' narrative evaluation of quality of clinical placements	Themes: 1. Staff Attitudes to Students, 2. Environment and 3. Lifestyle. Whilst students' clinical experiences in Australia tend to be positive a minority reported exposure to negative staff attitudes, in unsafe environments, with lifestyle detriments. This adds two more negative themes	Further work is required to understand and enhance student experiences.
McCloughen, A., Levy, D., Johnson, A., et al. (2020). Nursing students' socialisation to emotion management during early clinical placement experiences: A qualitative study (NSW). <i>J Clin Nursing</i> .	interviews of 19 students' experiences of emotion management during a first-	First year placement emotion management.	Two key themes were (a) proactive structured guidance for students' emotion management is scarce and (b) informal self-reflection and interpretation guide students' emotion management.	Emotional labour is a fundamental aspect of nursing work that can negatively affect well-being. Education providers need to facilitate student nurses to strengthen their internal and

	year clinical placement.			external resources to mitigate the risks of emotional labour.
McInnes, S., Peters, K., Hardy, J., et al. (2015). Primary care clinical placements: The views of Australian registered nurse mentors and pre-registration nursing students (part 2). <i>Nurse Educ Pract</i> , 15(6), 443-449.	Interviews n=15 nursing students	General practice placements	Themes: Knowledge of the practice nurse role: I had very limited understanding, (2) Quality of the learning experience: It was a fantastic placement, (3) Support, belonging and mutual respect: I really felt part of the team, (4) Employment prospects: I would really, really love to go to a general practice but	General practice placements exposed students to a diverse range of clinical skills which would equip them for future employment in primary care.
McKenna, L., McCall, L., & Wray, N. (2010). Clinical placements and nursing students' career planning: A qualitative exploration. <i>International J Nursing Pract</i> , 16(2), 176-182. doi:10.1111/j.1440-172X.2010.01827.x	Qualitative survey: 6 graduates, 7 undergrad nurses were interviewed or attended a FG.	Career planning	Themes were: 'Re-affirming career choice', 'Working in a particular area' and 'Work location'.	Findings add to our understanding of factors influencing nursing students' planning for their future careers including the impact of clinical placements.
Miller-Rosser, K., Colgrave, J., & Stockhausen, L. (2019). The student experience of a 'kidney CAMP' as a primary care clinical placement for undergraduate nursing students [Aust]. <i>Nurse Educ Today</i> , 83.	19 nursing students' interviews re experiences at Kidney Kids Camp	Primary care placement experience	Five themes: Developing knowing through children's eyes; Entering the world of primary care; Facing a journey of self-discovery; It's all in the way you communicate; It makes you think differently about nursing.	Kidney Kids camp experiences presented students with an enhanced appreciation of primary care nursing, working with children, and understanding the impact of chronic health illnesses.
O'Brien, A. T., McNeil, K., & Dawson, A. (2019). The student experience of clinical supervision across health disciplines– Perspectives and remedies to enhance clinical placement. <i>Nurse Educ Practice</i> , 34, 48-55.	Five of 20 students were nurses (interviews, FG)	Final year health students' perspectives and experiences of clinical supervision	Themes: (1) Undergraduate learning valued by CP provider; (2) Effective connections (communications) between student, CS, CP provider and university; (3) undergraduate student learning not being valued; (4) Ineffective connections; (5) Mitigating factors for students;	Undergraduate health student clinical placement requires careful educational preparation, structuring and adequate support for both the student and for the clinical supervisor stewarding the undergraduate health professional.
Paliadelis, P., & Wood, P. (2016). Learning from clinical placement experience: Analysing nursing students' final reflections in a digital storytelling activity. <i>Nurse Educ Pract</i> , 20, 39-44.	Narratives from 92 students as individual postings in an online forum	Final year nursing students' reflections	4 themes: students interpreted and learned from both positive and negative clinical experiences, 1) recognising the impact of experience, 2) understanding workplace complexity, 3) confirming career choices, and 4) transitioning to RN practice.	The findings of this study may contribute to developing nursing curricula
Patterson, C., Moxham, L., Brighton, R., et al. (2016). Nursing students' reflections on the learning experience of a unique mental health clinical placement. <i>Nurse Educ Today</i> , 46, 94-98.	Analysis of nursing students' written reflections	Students experiences of a mental health placement in a Recovery Camp	Themes included: Pre-placement Expectations; Student Learning; Reflections on Placement Setting. Future Practice incorporates students' reflections on how they plan to practice as nurses.	The learning experience of nursing students whom attend unique, recovery-orientated clinical placements can be both positive and educative.
Perlman, D., Patterson, C., Moxham, L., et al. (2017). Preparing nursing students for mental health care: the impact of a recovery-oriented clinical placement. <i>Issues in Mental Health Nursing</i> , 38(8), 663-668.	N=32 students were interviewed twice and transcribed narratives were analysed.	Elements of professional learning that were facilitated by engagement in a recovery- and recreation-based clinical placement	<i>Recovery Camp</i> enhanced students' understanding of stigma, developed their professional knowledge and applied skills, and helped them gain insight into the role a consumer plays in his/her own recovery journey.	Placements that allow pre-registration nurses the opportunity to authentically engage with people with a lived experience of mental illness may assist in the effective development of future professionals

		(Recovery Camp)		
Peters, K., McInnes, S., & Halcomb, E. (2015). Nursing students' experiences of clinical placements in community settings: a qualitative study. <i>Collegian</i> , 22(2), 175.	Interview of 9 students in community settings.	Experience of community placements	Themes were: 1) Autonomy in practice: "you make your own decisions", (2) Working with highly skilled nurses: "their knowledge was just incredible", (3) Focusing on holistic care: "they'd obviously built rapport with these people", (4) Showing genuine interest in educating students: "they got me involved".	it is important to identify factors which influence how pre-registration nurses view primary care placements in the community.
Power, T., Lucas, C., Hayes, C., et al. (2020). 'With my heart and eyes open': Nursing students' reflections on placements in Australian, urban Aboriginal organisations. <i>Nurse Educ Pract</i> , 49, 102904.	N=8, 3 rd -year students' reflective essays	Experience of urban aboriginal health service placement	All the students reported experiencing profound personal and professional growth. Themes: 'Working with experience and uncertainty', 'Developing acceptance and understanding' and Becoming allies and advocates'.	Students benefit from being immersed in places and spaces of Aboriginal authority. Seeding the health care system with allies can help address institutional racism.
Reid-Searl, K., Moxham, L., & Happell, B. (2010). Enhancing patient safety: The importance of direct supervision for avoiding medication errors and near misses by undergraduate nursing students. <i>Int J Nursing Practice</i> , 16(3), 225-232.	Interview of students	Students experience of making medication errors	Almost a third of the students reported making an actual medication error or a near miss and described not receiving direct and appropriate supervision by a registered nurse.	Ensuring direct supervision is provided at all times must become an urgent priority for undergraduate nursing education.
Ryan, C., Heidke, P., Blunt, N., et al. (2017). Using blogging to engage nursing students in reflective practice. <i>Text</i> , (Special Issue 38), 1-10.	Students' records of text blogging re placement experiences	Reflective practice	Reflective practice is identified as a framework to assist in developing personal growth, problem solving and the identification of innate strengths, allowing professional maturation in difficult environments	Analysis of students' blogs revealed blogging was cathartic and triggered reflection and transformation.
Ryan, C., Ellem, P., Heaton, L., et al. (2018). Australian final year nursing students' and registered nurse supervisors' perceptions of a gerontology clinical learning experience: A preliminary appraisal. <i>Nurse Educ Pract</i> , 31, 182-187.	Survey of 15 final year students and nine supervisors.	Experience of workshop about gerontology placement.	Student comments confirmed the organisation's supportive learning environment and opportunities students were offered to practice and observe advanced leadership and communication skills and clinical reasoning and critical thinking.	Participants mostly reported positive experiences and agreed the experience illuminated the role of the gerontology registered nurse
Salamonson, Y., Everett, B., Halcomb, E., et al. (2015). Unravelling the complexities of nursing students' feedback on the clinical learning environment: A mixed methods approach. <i>Nurse Educ Today</i> , 35(1), 206-211.	Open text questions in a survey of 213 undergraduate nursing students	Most satisfying and challenging experiences with the clinical learning environment	Students were positive about the opportunity to make a difference and be involved in nursing, and negative about clinical facilitator support.	Lower satisfaction was reported by students in health-related employment or who only spoke English at home. ,
Sweet, L., & Broadbent, J. (2017). Nursing students' perceptions of the qualities of a clinical facilitator that enhance learning. <i>Nurse Educ Pract</i> , 22, 30-36.	A cross-sectional survey.	N=43 third-year nursing students	Nursing students perceived availability, approachability and feedback from the clinical facilitator to be highly influential to their learning in the clinical setting.	Clinical facilitators have an important role in student learning.
Townsend, L., Gray, J., & Forber, J. (2016). New ways of seeing: Nursing students' experiences of a pilot service learning program in Australia. <i>Nurse Educ Practice</i> , 16(1), 60-65.	Focus group with program participants (2 nd year students)	Experiences of a pilot Service Learning model in community based non-government	The overarching theme was 'New ways of seeing'. Three sub-themes – 'Learning outside the box', 'Confronting the real world' and 'Transformative experiences' – were also identified.	Students' insights into the social determinants of health and increased awareness of mental health nursing in the community were beneficial .

		organisations (for mental health subject).		
van Der Riet, P., Levett-Jones, T., & Courtney-Pratt, H. (2018). Nursing students' perceptions of a collaborative clinical placement model: A qualitative descriptive study. <i>Nurse Educ Pract</i> , 30, 42-47.	Focus groups with 14 final year nursing students	Experiences of tripartite collaborative model of placement	Six main themes: Convenience and Camaraderie, Familiarity and Confidence, Welcomed and Wanted, Belongingness and Support, Employment, and The Need for Broader Clinical Experiences.	The clinical collaborative model fostered a sense of familiarity for many of the participants and this led to belongingness, acceptance, confidence and meaningful learning experiences
Walker, S., Dwyer, T., Broadbent, M., et al. (2014). Constructing a nursing identity within the clinical environment: The student nurse experience. <i>Contemp Nurse</i> , 49(1), 103-112	N=159 students across year levels: - 'What elements are needed during the work integrated learning experience to enable students to construct their nursing identity?'	Construction of nursing identity	Key elements to the construction of students' nursing identity were Positive role models, Belonging, Peer support, Critical thinking abilities, and Confidence.(see concept model)	This provides information for student nurses, preceptors and educators in guiding clinical placement experiences that are able to facilitate the development of the nursing identity.
Webster, S., Lopez, V., Allnut, J., et al. (2010). Undergraduate nursing students' experiences in a rural clinical placement. <i>Aust J Rural Health</i> , 18(5), 194-198	N=8 second year students in rural placement	Experience of rural placement in NSW	Nursing students indicated they all had a positive learning experience in their rural clinical placement. The value of rural placements as a method for increasing nursing student's practical experience should be promoted.	Clinical experience in rural areas can positively influence attitudes, preparedness for practice and engage students on many levels, deepened their understanding of rural communities and issues related to rural health.

SUPPLEMENTARY FILES: APPENDIX Table B

Table B Summary of Australian studies of RN clinical supervisor experiences of clinical supervision of nursing students (n=20)

Article	Method/ Sample/ Setting	Main topic	Key findings- Challenges	Outcome or comment /solution
Tasmania Andrews, C. E., & Ford, K. (2013). Clinical Facilitator Learning And Development Needs: Exploring The Why, What And How. <i>Nurse Educ Pract</i> , 13(5), 413-417.	Interview University employed clinical facilitators N= 30 Hospital	Experiences of clinical facilitators	<ul style="list-style-type: none"> ▪ Clinical assessments are stressful ▪ Underprepared for the role 	<ul style="list-style-type: none"> ▪ University to facilitate communities of practice as a way of preparing for the role ▪ Include target group in designing the training/education ▪ University to provide feedback for acknowledgement of good work and for professional development
New South Wales Bowen, L., Kable, A., & Keatinge, D. (2019). Registered Nurses' Experience Of Mentoring Undergraduate Nursing Students In A Rural Context: A Qualitative Descriptive Study. <i>Contemp Nurse</i> , 55(1), 1-14.	Interview of 9 participant nurses in 2 rural hospital settings	Experience of mentoring undergraduate student nurses	<ul style="list-style-type: none"> ▪ The challenges of mentoring, ▪ Supporting students and facilitating learning ▪ Supporting registered nurses who mentor undergraduate nursing students ▪ The rewards of mentoring 	<ul style="list-style-type: none"> ▪ The experience of the rural registered nurse mentor is affected by limited staffing and skill mix, the generalist nature of their work, time constraints and lack of information about students. They need flexible strategies, improved communication and information about students attending clinical placements.
Queensland Broadbent, M., Moxham, L., Sander, T., Et Al. (2014). Supporting Bachelor Of Nursing Students Within The Clinical Environment: Perspectives Of Preceptors. <i>Nurse Educ Pract</i> , 14(4), 403-409.	Survey Preceptors (supervising ward nurses) N=34 Rural hospital	What assistance do preceptors need	<ul style="list-style-type: none"> ▪ Part-time preceptors found the role time consuming ▪ University support and communication was lacking 	<ul style="list-style-type: none"> ▪ Education providers to improve support, communication and preparation for expecting students
Tasmania Courtney-Pratt, H., Fitzgerald, M., Ford, K., Et Al. (2012). Quality Clinical Placements For Undergraduate Nursing Students: A Cross-Sectional Survey Of Undergraduates And Supervising Nurses. <i>J Adv Nurs</i> , 68(6), 1380-1390.	Mixed methods survey clinical Facilitators (n=22) and supervising ward nurses (n=163) Hospital	What is the quality of clinical placements provided to second year undergraduate students in an acute care hospital	<ul style="list-style-type: none"> ▪ Disinterested students ▪ Student to patient and staff ratio was too high ▪ Ward busyness (negatively impacted time with students) ▪ Inconsistency in ward supervisors was disruptive for students and supervisors 	<ul style="list-style-type: none"> ▪ Supernumerary clinical facilitator roles can support and prepare supervising ward nurses for working with students ▪ Helping supervisors build working relationships with students may alleviate inconsistent supervision
Queensland Coyne, E., & Needham, J. (2012). Undergraduate Nursing Students' Placement In Speciality Clinical Areas: Understanding The Concerns Of The Student And Registered Nurse. <i>Contemp Nurse</i> , 42(1), 97-104.	Interview supervising ward nurses N=13 Hospital	Understanding student and registered nurse concerns in a dialysis unit placement	<ul style="list-style-type: none"> ▪ No time to debrief students as per university and staff expectations ▪ Preparing final year students for ward work in a speciality area 	<ul style="list-style-type: none"> ▪ University to provide more support during placements
South Australia Cusack, L., Thornton, K., Drioli-Phillips, P. G., Et Al. (2020). Are Nurses Recognised, Prepared And Supported To Teach Nursing Students: Mixed Methods	Mixed methods Supervising ward nurses N= 59 Hospital	To understand supervising registered nurses teaching role	<ul style="list-style-type: none"> ▪ Student clinical assessments are challenging ▪ No time to precept properly ▪ More preparation and support needed 	<ul style="list-style-type: none"> ▪ Preceptorship model needs more work/planning ▪ Supernumerary clinical supervisors need to provide more support to ward staff ▪ Supervising ward staff need formal training around clinical

Study. Nurse Educ Today, 90, 104434.				teaching strategies and clinical assessments
New South Wales Dickson, C., Walker, J., & Bourgeois, S. (2006). Facilitating Undergraduate Nurses' Clinical Practicum: The Lived Experience Of Clinical Facilitators. Nurse Educ Today, 26(5), 416-422.	Interviews Clinical facilitators N=6 Hospital	Experiences of clinical facilitators	<ul style="list-style-type: none"> ▪ Public relations/networking aspects of the role are time consuming ▪ Learning ones' own limitations (knowledge and clinical skills) ▪ Matching students to appropriate supervising ward nurses 	<ul style="list-style-type: none"> ▪ Supervising staff need to learn clinical teaching pedagogy ▪ Supervising staff need to value reciprocal learning partnerships (include patients and student prior knowledge)
Tasmania Ford, K., Courtney-Pratt, H., Marlow, A., Et Al. (2016). Quality Clinical Placements: The Perspectives Of Undergraduate Nursing Students And Their Supervising Nurses. Nurse Educ Today, 37, 97-102.	Survey Supervising ward nurses N=932 Hospital	How to improve quality in clinical placement	<ul style="list-style-type: none"> ▪ Excluded from placement planning (were unaware students were arriving) ▪ Not knowing student learning goals ▪ Students' expectations of the different supervising roles were confusing 	<ul style="list-style-type: none"> ▪ More preparation around student arrivals ▪ Student and supervising staff relationships need mutual respect and shared expectations
New South Wales Halcomb, E. J., Peters, K., & Mcinnes, S. (2012). Practice Nurses Experiences Of Mentoring Undergraduate Nursing Students In Australian General Practice. Nurse Educ Today, 32(5), 524-528.	Interview of 12 practice nurses in various primary Practices	Experience of practice nurses in supervising nursing students	<ul style="list-style-type: none"> ▪ Promoting practice nursing (<i>we really need to get students in</i>), ▪ Mentoring future co-workers (patience and <i>reassurance [needed]</i>), ▪ Reciprocity in learning (<i>it's a bit of a two-way street.</i>). 	<ul style="list-style-type: none"> ▪ Clinical placements in general practice settings can be mutually beneficial in terms of providing quality teaching and learning experiences for students and an impetus for practice nurses to maintain currency of their clinical skills and knowledge through mentoring student nurses.
New South Wales Hall, R., Moxham, L., Perlman, D., & Tapsell, A. (2020). Non-Conventional Clinical Placements And The Experience Of The Facilitator: A Phenomenology Study. The Journal Of Mental Health Training, Education And Practice.	Interviews of five registered nurses who had facilitated students at a non- conventional mental health clinical placement called recovery camp.	Experiences of clinical facilitators when facilitating nursing student learning	The facilitators experiences could be understood through two main themes: <ul style="list-style-type: none"> ▪ Facilitator skills ▪ Opportunities for student learning 	<ul style="list-style-type: none"> ▪ Recovery camp allowed the facilitators to build on their own nursing and facilitation skills, while examining themselves as a mental health nurse. "being with" students (immersive engagement) enabled opportunistic and rare learning moments.
New South Wales Jeong, S. Y. S., Hickey, N., Levett-Jones, T., Et Al. (2011). Understanding And Enhancing The Learning Experiences Of Culturally And Linguistically Diverse Nursing Students In An Australian Bachelor Of Nursing Program. Nurse Educ Today, 31(3), 238-244.	Eleven culturally and linguistically diverse students,3 clinical facilitators, 4 academic staff participated in focus group interviews.	Experiences of cald students and clinical facilitators	<ul style="list-style-type: none"> ▪ Level of English language competence ▪ Feelings of isolation ▪ Limited opportunities for learning ▪ Inadequate university support. 	<ul style="list-style-type: none"> ▪ This paper provides educators, clinicians, policy makers and researchers with an insight where and how they commence to break the trapped experienced of cald students
Victoria McLeod, C., Jokwiro, Y., Gong, Y., Et Al. (2021). Undergraduate Nursing Student And Preceptors' Experiences Of Clinical Placement Through An Innovative Clinical School Supervision Model. Nurse Educ Pract 51, 102986.	Qualitative survey open- ended questions Supervising ward staff N= 13 Hospitals	Student and preceptor experiences	<ul style="list-style-type: none"> ▪ Under preparedness for the role ▪ Delivering feedback to students ▪ Inconsistent supervision of students 	<ul style="list-style-type: none"> ▪ Supernumerary university facilitators were valued for supporting preceptors ▪ Roster students with same preceptors ▪ More role preparation
Queensland Needham, J., McMurray, A., & Shaban, R. Z. (2016). Best Practice In Clinical Facilitation Of Undergraduate Nursing	Interview and focus groups university clinical facilitators	What is best practice in clinical facilitation	<ul style="list-style-type: none"> ▪ Clinical assessments are challenging ▪ Tacit knowledge is not always enough 	<ul style="list-style-type: none"> ▪ Clinical facilitators require formal educational preparation as well as experience as a clinician and a clinical facilitator

Students. Nurse Educ Pract, 20, 131-138.	N = 11		<ul style="list-style-type: none"> Felt undervalued by ward staff Excluded from university 	<ul style="list-style-type: none"> Need expert communication skills Universities to include target group in designing training/education
New South Wales O'Brien, A., Giles, M., Dempsey, S., Et Al. (2014). Evaluating The Preceptor Role For Pre-Registration Nursing And Midwifery Student Clinical Education. Nurse Educ Today, 34(1), 19-24.	Survey Preceptors (supervising ward nurses) (en, midwives, registered nurses) N=337 Hospital	Preceptor experiences	<ul style="list-style-type: none"> Preceptoring is time consuming Working with disinterested students Preceptoring takes time away from patient cares 	<ul style="list-style-type: none"> Preceptor training and access to university facilitators enhanced role satisfaction and preparation Formal qualifications did not benefit preceptors compared to preceptors without formal qualifications
New South Wales Peters, K., Halcomb, E. J., & McInnes, S. (2013). Clinical Placements In General Practice: Relationships Between Practice Nurses And Tertiary Institutions. Nurse Educ Pract, 13(3), 186-191.	Interview Supervising practice nurses N=12 Gp clinics/ primary care settings	Exploring the relationship between gp nurses and education providers	<ul style="list-style-type: none"> Underprepared students Poor communication with the university Inconsistent organisation of clinical placements 	<ul style="list-style-type: none"> Close working relationships with universities (provide a university facilitator and support students during the placement) University to prepare practice nurses to work with students Standardised clinical placement models
Victoria Phillips, N. M., Duke, M. M., & Weerasuriya, R. (2017). Questioning Skills Of Clinical Facilitators Supporting Undergraduate Nursing Students. J Clin Nurs, 26(23-24), 4344-4352.	Descriptive online survey including three acute care patient scenarios involving an undergraduate nursing student. Participants were required to identify the questions they would ask the student in relation to the scenario.	133 clinical facilitators including clinical teachers, clinical educators and preceptors	<ul style="list-style-type: none"> The majority of questions asked were knowledge questions, the lowest category in the cognitive domain requiring only simple recall of information. Facilitators who had undertaken an education-related course/workshop or formal qualification asked significantly more questions from the higher cognitive level. 	<ul style="list-style-type: none"> Clinical facilitators should undertake targeted education that focuses on how to frame questions for students that demand application, analysis, synthesis and evaluation.
Queensland Reid-Searl, K., & Happell, B. (2011). Factors Influencing The Supervision Of Nursing Students Administering Medication: The Registered Nurse Perspective. Collegian, 18(4), 139-146.	Focus groups supervising ward nurses N=13	Nurses' perceptions of factors influencing the supervision of nursing students (administering medication)	<ul style="list-style-type: none"> Ward busyness caused absent student supervision Not knowing student scope of practice Staff attitudes to not wanting to supervise Clinical assessments are challenging 	<ul style="list-style-type: none"> Clinical facilitators and university staff need to form close working relationship with supervising ward staff
New South Wales Queensland, Victoria, Northern Territory Ryan, C., & Mcallister, M. (2019). The Experiences Of Clinical Facilitators Working With Nursing Students In Australia: An Interpretive Description. Collegian, 26(2), 281-287.	Interview Clinical facilitators N=11	Clinical facilitator experiences	<ul style="list-style-type: none"> Autonomous nature of the role Supporting ward supervising nurses to work with students Engaging students when academic work falls due during clinical placement Leaving students unsupervised because of staffing issues 	<ul style="list-style-type: none"> Clinical facilitators may benefit from learning how to support students' mental health and wellbeing and cultivate workplace cultures that support learning
Queensland Ryan, C. L., & Mcallister, M. M. (2020). Australian Clinical Facilitator Professional Development Needs: A Cross-Sectional Study. Nurse Educ Today, 94, 104590.	Action research clinical facilitators N=10	Understanding meaningful professional development for clinical facilitators	<ul style="list-style-type: none"> Differences between preceptor and clinical facilitator goals for student learning Creating a new professional identity for working between academia and clinical roles 	<ul style="list-style-type: none"> Working with participants to understand their challenges may help to design meaningful professional development

			<ul style="list-style-type: none"> ▪ Learning to negotiate and challenge for improved student learning experiences 	
<p>New South Wales Sanderson, H., & Lea, J. (2012). Implementation Of The Clinical Facilitation Model Within An Australian Rural Setting: The Role Of The Clinical Facilitator. Nurse Educ Pract, 12(6), 333-339.</p>	<p>Interviews Clinical facilitators N=8 Rural hospital</p>	<p>Clinical facilitator experiences in a rural setting</p>	<ul style="list-style-type: none"> ▪ Administrative tasks - student rosters ▪ Pastoral support of students ▪ Much time spent developing collegial relationships 	<ul style="list-style-type: none"> ▪ More understanding of how facilitators work with supervising ward nurses is needed