
We recommend you cite the published version.
The publisher’s URL is:
http://dx.doi.org/10.1177/1474515113507166

Refereed: No

Published online 25 September 2013.

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Implications

The implications arising from this small study suggest that from a cardiac patient’s perspective, nursing curricula need to equip nurses with interpersonal skills to enable them to meet a number of expectations such as by providing emotional reassurance, educating around health promotion priorities, guiding decisions and by demonstrating person centred compassion. However, the profession needs to reassure the public that there is congruence between their expectations and the outcomes of regulating bodies set for registration of nurses. Areas for attention that nurse educators must strengthen, whether at under or graduate level, include the knowledge base of students around pharmacology and in respect of leadership. Employing technology enhanced learning and/or using simulation with actors may be a way to assess knowledge and skills of real world cardiac nursing care. Patients are willing to engage and participate in the planning and delivery of educational curricula, arguably use of this key resource needs to be developed more explicitly within higher education.

From a research perspective, further replication would be valuable in ascertaining what patients perceive important and essential educational outcomes from a cardiac nursing course. Further studies including women, and patients from ethnic groups would enrich our understanding and enhance the development of future cardiac care curricula. Additionally, it would be of academic and clinical interest to also explore the reasoning behind their judgments.