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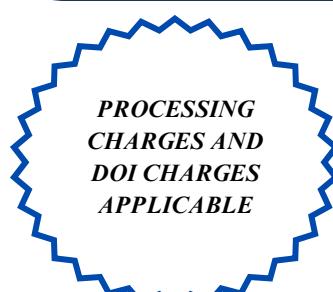
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Aim of NIJ

To publish high-quality original research articles in the field of nursing that are novel and innovative in their findings that make substantial theoretical and practical advances in the nursing profession.



CONTACT US:

editor.nij@mksssbtine.in

info.nij@mksssbtine.in

7498738745

IT SUPPORT:

btine.itsupport@mksssbtine.in

The Nursing Innovators Journal (NIJ) publishes authors' views, which do not necessarily reflect the editorial board's or affiliated institutions' official stance.

From the Editorial's desk: "Need for innovations in nursing research approach for holistic health outcomes."

It is with great pleasure to present the current issue of the Nursing Innovators Journal (NIJ), an open-access, double-blinded, peer-reviewed international journal. NIJ brings together a diverse collection of scholarly research work from nursing that reflects the contemporary development, emerging evidence, and evidence-based practices within the fields of community health nursing, mental health nursing, obstetrical gynecological nursing, pediatric nursing, and medical surgical nursing in health sciences.

The present issue of the journal is unified by a central theme on innovations in nursing research, its interventions for holistic health outcomes, emphasizing the critical role of innovative educational strategies, evidence-based interventions, and holistic nursing care in addressing contemporary health challenges across the lifespan. The articles in this issue explore diverse dimensions of nursing practices, ranging from child and adolescent health, maternal and family care, clinical and surgical nursing, to elderly care from various nursing specialities. This issue highlights the impact of structured teaching programs, simulation-based learning, and evidence-based practice in achieving nursing excellence. Overall, these contributions pointed out the importance of preparing a competent, ethical, and empowered nursing workforce capable of responding to evolving healthcare needs at both national and global levels.

Recently, around the world, rapid changes are happening, from rising incidence of non-communicable diseases to unprecedented rises in mental health issues to the increased global life expectancy up to 74.5 years for males and 79.1 years for females in 2050, as projected by the United Nations. And from war-conflict-ridden countries, humanitarian crises, and greying populations to the latest developments in artificial intelligence and research advancements around the world, the scope for the caring science of nursing is huge. Conducting relevant nursing research that addresses such societal changes and issues through innovative research with a strong ethical background is a glaring need. Finding such articles has become an essential step in the dissemination of nursing research in today's academic journal world.

The concern rises when the nursing research is done for the sake of doing it, while innovation and methodological rigor are given a miss. With the threat for plagiarize content, and AI content mixed with it, the originality in research articles needs to be under strict scrutiny nowadays. As a nurse innovator, novelty must stay humane and use digital technology ethically and appropriately. The nursing researchers must be wary and alert to the lure of unethical research conduct in any form. The world is changing, with ever-evolving health care demand. Let's us put-up a discerning bird-eye view, and act to match the evolving researchable gaps beat by beat with humane innovations of caring that are culturally inclusive and sustainable ways. The need for conducting good, honest, need-based, innovative nursing research is a nonnegotiable and palpable fact.

NIJ and its editorial board are committed to providing genuine content for the readers that is based on authentic and original research and academic expertise. We ensure this commitment through our double-blinded peer-reviewed process and stringent SOP editorial process to bring out the issue of high-quality academic research based on methodology rigor and its findings for the profession and public at large.

The views and opinions expressed in the published articles are solely those of the authors and do not necessarily reflect the views of the editor, editorial board, publisher, or affiliated institutions. The journal assumes no responsibility for any consequences arising from the use of the published content. On behalf of the editorial team, I extend our sincere appreciation to all contributors and readers for their continued support.

Warm regards.

Prof. Laishangbam Bijayalakshmi Devi
Editor, Nursing Innovators Journal, MKSSSBTINE, Pune

“Actions needed for EBP in day-to-day practice to achieve Nursing Excellence.”

Mrs. Shailaja M J Mathews¹

Assistant Professor¹

MKSSS, Smt. Bakul Tambat Institute of Nursing Education, Pune

Email address: shailajamathew@gmail.com

Abstract: Evidence-Based Practice (EBP) represents a cornerstone of contemporary nursing excellence, integrating current best evidence with clinical expertise and patient values. Despite its recognized importance, numerous challenges impede the systematic implementation of EBP across various levels of nursing practice, from education to clinical settings. This article examines the current challenges faced by nursing students, clinical nurses, educators, leaders, and policymakers in implementing EBP, and proposes comprehensive strategies to overcome these barriers. Through a synthesis of recent research and practical insights, this article aims to provide actionable recommendations for fostering a culture of evidence-based nursing that enhances patient outcomes and advances healthcare standards.

Keywords: Evidence-Based Practice, Nursing Excellence, Healthcare Quality, Clinical Decision-Making, Nursing Education

I. Introduction:

The integration of EBP in nursing at primary, secondary, and tertiary care and in education is instrumental in ensuring high-quality care and nursing excellence from students, nursing educators, clinical nurses, nursing leaders and policy makers. Despite its significance, there are multiple challenges faced by nursing professionals in implementing EBP in their day-to-day practice.

1. Identify current challenges of EBP to achieve quality and excellence in Nursing.

Few studies on challenges and strategies for implementing evidence-based practice show that there are many challenges for EBP implementation.

A study done by Maria Pitsillidou, Zoe Roupa, Antonis Farmakas, and Maria Noula on Factors Affecting the Application and Implementation of Evidence-based Practice in Nursing (2021). This study investigated the factors which influence the implementation of Evidence-Based Practice and their correlation with nurses' socio-demographic characteristics. The results showed that, according to the nurses, the biggest obstacle for the application of Evidence-Based Practice is the lack of authority/power to change care procedures (83.8%), followed by the view that the results were not applicable in the nurses' environment (81.5%). This study showed that there is a need to create opportunities for the use of Evidence-Based Practice by nurses.¹

Exploring Evidence: A Challenge before Nurses of Today, by Stephie Sabu in India. (2021) This study review article presents the obstacles and the solutions towards the implementation of Evidence Based Practice among the nurses in India by merging the content and concept from a few sets of related articles by the experts. The barriers and challenges of conducting nursing research and communicating findings into practice. Results show that the nurses in many studies have reported very low response in practicing it in the clinical setting. The time has reached to frame out the nurse leaders as the leadership and administration play a key role in implementing EBP. The barriers that have been revealed must be recognized by the authorities concerned in India, thereby formulating a policy so that the nurses can experience the core competency in their work settings.²

Challenges and Strategies for Implementing Evidence-Based Practice in Nursing: A Systematic Review by L Valizadeh, V Zamanzadeh, N Babaei, M Avazeh, Tabriz. (2020) The aim of this study was to summarize and report structurally the results of various studies conducted in this field to identify challenges and strategies for implementing evidence-based practice in nursing to develop effective and efficient guidelines. The result of the study showed that, most nurses are not familiar with the concept of evidence-based practice and there are several barriers in the way of nurses in

implementing evidence-based practice. To address the clinical challenges of nursing, health care managers and policymakers should plan to use nursing professors and graduate students with the support of nursing managers to guide nurses in the implementation of evidence-based practice and the development of protocols.³

II. The common challenges in above research studies among, students, educators, clinical nurses, leaders', and policy makers were:

1. **Less Awareness and Understanding and Limited EBP knowledge:** Many nurses may have limited exposure to EBP concepts. This lack of prior knowledge can make it challenging for them to understand and apply EBP principles. Many nursing programs do not adequately prepare students with the necessary skills to critically evaluate and apply research findings in clinical settings. Nurses may not be fully conscious of how EBP can be translated into better care and outcomes, thereby leading to a gap between knowledge and practice.
2. **Limited Access to Evidence-Based Resources:** Nurses often face challenges in accessing updated evidence-based resources, impacting their ability to integrate the latest research findings into their daily nursing practice.
3. **Access to Resources is Limited:** Nurses may face barriers in accessing reliable, up-to-date resources, including research articles, databases, and clinical guidelines. Limited access can hinder their ability to find and use high-quality evidence in their practice. Not all institutions have the infrastructure or subscriptions to comprehensive databases for scholarly articles and evidence necessary for informed decision-making. This scarcity of resources forces many nurses to rely on outdated practices or secondary sources.
4. **Research Literacy:** Developing research literacy skills, including the ability to critically appraise research studies, can be challenging for students, clinical nurses, educators. Understanding statistical methods, study design, and research terminology may require additional support and training.
5. **Perceived lack of relevance:** They may struggle to see the direct relevance of EBP to their clinical practice. Bridging the gap between theory and practice and demonstrating the impact of EBP on patient outcomes can be crucial for students, clinical nurses, educators, and leaders.
6. **Fear of making mistakes:** Nurses may fear making mistakes when implementing EBP, particularly if they feel unsure about their research or critical appraisal skills. Encouraging a supportive learning environment can help mitigate this fear.
7. **Technology Barriers:** Limited access to technology or unfamiliarity with digital tools for accessing and managing evidence may pose challenges in staying connected with the latest research.
8. **Cultural and language diversity:** Nurses often include individuals from diverse cultural and linguistic backgrounds. Language barriers and varying cultural perspectives on healthcare may impact students' ability to engage with evidence effectively.
9. **Clinical Environment Barriers:** Hospital policies, culture, and a resistance to deviating from standard procedures hinder the adoption of new evidence-based interventions.
10. **Information Overload:** With the growth of health and medical literature, nurses often experience information overload and find it difficult to stay updated with the latest evidence.

Challenges among students:

1. **Commitment:** The demands of a nursing program, including coursework, clinical hours, and other responsibilities, can create time constraints for students. Finding time to thoroughly engage with EBP, including conducting literature reviews and critically appraising evidence, can be challenging. The demanding workload in nursing programs may leave students with little time for self-directed learning and engagement with EBP concepts. Balancing academic requirements and EBP activities can be a significant challenge.
2. **Inadequate EBP integration in curriculum:** Inconsistencies in how EBP is integrated into the curriculum across different nursing programs can lead to variations in students' exposure and understanding. Some students may graduate with different levels of EBP proficiency.
3. **Faculty expertise:** Faculty members with varying levels of expertise in EBP may impact students' learning experiences. Students benefit from faculty who are well-versed in EBP and can effectively guide them in applying evidence to their practice.
4. **Assessment methods:** Assessment methods that do not effectively evaluate students' understanding and application of EBP may limit their motivation to fully engage with evidence-based activities.

Challenges among clinical nurses:

1. **Time constraints and responsibility-** The workload has kept our nurses away from having research thought. Due to shortage of nurses' workload increases. A double duty, nurse patient ratio is more, long duty hours etc.
2. **Resistance to change:** Nurses may be resistant to adopting new approaches, especially if they are accustomed to traditional, non-evidence-based practices. Overcoming resistance and embracing a culture of EBP can be a gradual process. A change in behavior and mindset is required to move past this resistance, which can only be achieved through consistent policy support, leadership endorsement, and recognition of the benefits of EBP to both patient and institutional well-being.

Challenges among Faculty: Nursing faculty members play a crucial role in fostering evidence-based practice (EBP) among nursing students.

1. **Responsibility and Time constraints:** Finding time to stay updated on the latest evidence, develop EBP-focused curriculum, and mentor students can be challenging due to teaching responsibilities, administrative duties, NAAC, AISHE, NIRF documentation and clinical commitments.
2. **Resistance to change:** within the faculty or institutional culture can impede the integration of EBP into the curriculum. Faculty members may be accustomed to traditional teaching methods and may resist adopting new, evidence-based approaches.
3. **Lack of institutional support:** including recognition, funding, and incentives for incorporating EBP into teaching, can discourage faculty from prioritizing evidence-based approaches.
4. **Integration into clinical experiences:** Bridging the gap between classroom learning and clinical practice is essential. However, faculty may encounter challenges in effectively integrating EBP principles into clinical experiences, where time constraints and different priorities may exist.
5. **Lack of Role modeling:** Faculty members who do not actively engage in EBP in their own practice may struggle to effectively model evidence-based behaviors for their students.
6. **Interdisciplinary collaboration:** EBP often requires collaboration with professionals from various disciplines. Faculty may face challenges in fostering interdisciplinary collaboration within the academic setting, which is essential for comprehensive healthcare education.

Challenges of Leaders:

1. **Lack of organizational/ institutional support:** including recognition, funding, and incentives for incorporating EBP into teaching, can discourage faculty from prioritizing evidence-based approaches.
2. **Management policies:** Strict management policy and no liberty making decision.
3. **Lack of funding:** Difficulty getting funding and resources to make changes with evidence-based approaches.
4. **Time constraints:** Time constraints due to other work priorities.

Challenges of policy makers

1. **Conflict of Interest:** They may face pressure from various stakeholders, including political interests, industry, and advocacy groups. Balancing conflicting interests can make it challenging to prioritize evidence-based decisions over other considerations.
2. **Political pressure:** Public opinion and elections can influence policy decisions, and this may affect the EBP implementation.
3. **Lack of Evaluation:** The absence of a systematic process for evaluating the impact of policies can hinder the identification of successful EBP initiatives and the ineffective practices.
4. **Short term focus:** Policy makers may prioritize short-term goals and outcomes over long-term benefits, making it challenging to implement evidence-based interventions that may require more time to show impact.
5. **Inadequate time:** Policy makers often work within tight timeframes, making it challenging to thoroughly review and consider a broad range of evidence before making decisions.
6. **Resistance to change:** Existing policies and practices, even if not evidence-based, may be deeply entrenched. Policy makers might encounter resistance to change from various stakeholders who are comfortable with the status quo.

III. Strategies to overcome challenges in daily practice to achieve quality and excellence in nursing:

Addressing these challenges requires a collaborative effort between policy makers, leaders, nursing educators, clinical nurses, educational institutions, and students themselves. Implementing strategies such as mentorship programs, targeted

EBP training and creating a supportive learning environment can contribute to overcoming these obstacles and promoting excellence in nursing education.

Strategies Suggested for Application to achieve quality and excellence in nursing at all levels:

1. Students:

- a. **Integration of EBP in Curriculum-** Faculty members can mentor students interested in research, guiding them through the research process and providing support in developing and conducting research projects. This hands-on experience fosters a culture of inquiry and critical thinking among future nurses.
- b. **Clinical experiences:** provide clinical experience along with clinical nurses, if they work closely with experienced nurses this allows them to observe and participate in evidence-based decision-making under the guidance of a mentor.
- c. **Interactive Learning Methods:** Implement interactive learning methods, such as case-based learning, simulation exercises, and group discussions, think- pair- share, projects, game-based learning, flipped classrooms, collaborative learning etc. to engage students in the application of evidence to real-world scenarios.
- d. **Teach Critical Appraisal Skills:** Develop and implement coursework that teaches students how to critically appraise research studies. Emphasize the importance of evaluating the quality and relevance of evidence in making informed clinical decisions.

2. Practicing Nurses:

- a. Patient Advocacy
- b. Data-Driven Care: Data from surveys, grievance/complaint management programs, and other sources can be used to define needs of patients, develop programs to address those needs, and monitor improvement.
- c. Attending professional conference, seminars, and workshops: will help to upgrade their knowledge.
- d. Clinical practice should be based on sound rationale.

E.g.: Overall bundle protocols- On assessment of data it is evident that practicing and continuous evaluation it is proven that bundle protocols as preventive measure helped to reduced infection rate

3. Nurse Educators:

- a. **Incorporate research finding into the curriculum-** Curriculum Design
- b. **Guidance & Mentorship-** Establish mentorship programs to pair experienced faculty members with those who are newer to EBP or research. Encourage peer support and collaboration, creating an environment where faculty members can learn from each other's experiences and successes.
- c. **Incorporating Research into Teaching:** Nursing faculty members can integrate the latest research findings into their lectures and classroom discussions. This ensures that students are exposed to current evidence and understand how to apply it in clinical practice.
- d. **Integration of Simulation and Case Studies:** Using simulation-based learning and case studies rooted in real-world scenarios can help nursing faculty apply evidence-based principles in teaching. These methods provide students with opportunities to practice clinical decision-making based on the best available evidence.
- e. **Active Participation in Professional Organizations:** Joining and actively participating in professional nursing organizations allows faculty to stay informed about the latest research trends, attend conferences, and engage in discussions with colleagues. This exposure helps in incorporating the most recent evidence into teaching and practice.

4. Leaders:

- a. Foster the climate to encourage reading/critical thinking and intellectual curiosity.
- b. Offer support to staff.
- c. Offer financial and other resources in support of research utilization.
- d. Reward effort of research utilization
- e. Establishing Policies
- f. Resource Allocation
- g. Quality Improvement

5. Policy Makers:

- a. Evidence-Based Advocacy
- b. Legislative Support

- c. Public Awareness

6. Nurse Researchers:

- a. Replicate studies.
- b. Do high quality research.
- c. Collaborate academic research along with practicing nurses and clinicians.
- d. Disseminate results.
- e. Communicate the results clearly.
- f. Suggest clinical implication of findings.

7. Other Strategies:

- a. **Educational Initiatives:** Implementing targeted educational programs to enhance the understanding and application of evidence-based practice among nurses and other healthcare professionals.
- b. **Investing in Accessible Resources:** Strengthening infrastructure to ensure easier access to evidence-based resources, fostering a culture where the latest research is readily available for clinical use.
- c. **Integrating EBP into Policies:** Encouraging the integration of EBP principles into institutional policies, creating an environment that supports evidence-based decision-making and practice.
- d. **Educational Workshops:** Conducting workshops to educate nurses and healthcare providers about the importance and implementation of evidence-based practice.
- e. **Knowledge Dissemination:** Establishing platforms for the dissemination of evidence-based knowledge through accessible and user-friendly means.
- f. **Open Communication:** Promoting open communication channels to address queries and doubts related to evidence-based practice, fostering an environment of learning and collaboration.
- g. **Addressing Cultural Norms:** Understanding and addressing the cultural norms and traditions that may influence the resistance to change within nursing practices.
- h. **Leadership Role:** Empowering nursing leaders to champion the transition towards evidence-based practices within their respective healthcare settings.

IV. Conclusion:

It is evident that evidence-based practice is not merely a trend but the foundation for excellence in nursing. The future of nursing demands a robust commitment to EBP, as the healthcare landscape evolves rapidly with technological advancements and ever-changing patient needs.

There are 4 important Steps: Recall the crucial steps of EBP pivotal in its successful integration into nursing practice: Ask, Acquire, Appraise, and Apply.

There is 1 Goal: Remember that the goal of EBP is to improve nursing service and education outcomes through meticulous research and practical application.

There are 3 Strategies: Focus on overcoming the three common barriers: resistance to change, limited resources, and lack of knowledge.

Key Takeaways for implementation of evidence-based practices are as follows:

- **Think differently.**

Recognize that communicating cultural and organizational change is not enough; it is also important to communicate the “why” behind the change.

- **Plan differently**

Invest the time and resources it takes to hardwire new behaviour's and establish a culture built on accountability.

- **Act differently**

Work to align leadership and clinicians on the goals, behaviours and processes that best connect to the organization's mission of delivering exceptional patient care.

Achieving nursing excellence through evidence-based practice requires collaborative effort, sustained commitment, and strategic action from nursing students, clinical nurses, educators, leaders, policymakers, and researchers. By systematically addressing the identified challenges through the proposed strategies, the nursing profession can create environments where

evidence-based practice flourishes, ultimately enhancing patient outcomes and advancing the profession's contribution to healthcare excellence. The time for action is now, and the responsibility lies with each member of the nursing community to champion evidence-based excellence in their sphere of influence.

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