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| **Social processes** | **Resources** | **Organization policies** |
| Promoting effective communication skills* *Find a balance between the use of scientific language and comprehensible vocabulary during BNH*
* *Limit patients’ sense of inadequacy by promoting their personal expression*
 | Providing specific training for nurses* *Identify the necessary elements of BNH training programmes and their effectiveness*
* *Provide nurses with education on structured handover methods*
 | Application of a patient-centred care organizational model* *Consider the pre-existing organizational model before adopting BNH*
* *Apply a structured method of BNH*
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| Explanation of the purposes and methods of BNH* *Provide clear information to patients at admission to help them decide how involved they want to be in BNH*
* *Define the degree of involvement expected of patients during BNH*
 | Adaptation of clinical settings* *Provide areas that are comfortable for both nurses and patients when practicing BNH*
* *Limit patients’ and nurses’ privacy concerns*
 | Determine when BNH is required according to patients’ clinical condition and clinical setting* *Avoid repetition of BNH when it is unnecessary, so as not to burden patients*
* *Identify the best moment to conduct BNH and maintain the traditional method of handover for the rest of the day*
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| Maintaining collegial moments to discuss patients’ conditions * *Inform patients that nurses' collegial moments are an integral part of the care process*
* *Stimulate the development of nurses’ professionalism and their acceptance of BNH*
 | Development of informational resources* *Implement informational activities targeted at patient and nurses*
* *Use pocket guides and reminders in rooms, developed in collaboration with patients, to enhance nurses’ compliance with BNH*
 | Utilization of written nursing records in addition to BNH* *Simplify the recognition of relevant data and highlight essential updates in written nursing records*
* *Make written nursing records available at all times for consultation by patients and nurses*
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**Table 6.** Implications for the nursing practice and research