As the prevalence of dementia among the elderly population rises, graduate nurses are bound to provide nursing care to affected persons and their families/caregivers.

**Background**

- To provide a review of the extensive findings of published research studies on the knowledge, skills, and attitudes of pre-licensure nurses regarding dementia care and associated pedagogical strategies.

**Objective**

- A systematic search of PubMed, Cumulative Index to Nursing and Allied Health Literature, Web of Science, and Psych Info was performed for articles.

- Selection criteria: 1) Sample included pre-licensure nurses 2) Measurement of knowledge, skills, or attitudes regarding dementia care 3) Measurement of dementia care pedagogical strategies’ effectiveness 4) Published in English language peer-reviewed journals from 2004-2014.

**Methods**

- A systematic search of PubMed, Cumulative Index to Nursing and Allied Health Literature, Web of Science, and Psych Info was performed for articles.

- Selection criteria: 1) Sample included pre-licensure nurses 2) Measurement of knowledge, skills, or attitudes regarding dementia care 3) Measurement of dementia care pedagogical strategies’ effectiveness 4) Published in English language peer-reviewed journals from 2004-2014.

**Results**

- Twelve studies conducted in diverse geographical settings met the selection criteria, of which seven had quantitative designs.

- Most of the reviewed studies’ findings indicated significant lack of dementia care knowledge and skills as well as negative attitudes about providing dementia care among pre-licensure nurses.

- Presence of multifaceted barriers to successful learning of dementia care such as inadequate theoretical preparation of pre-licensure nurses prior to clinical placements and upon arrival at clinical sites, and lack of appropriate role models.

- Good quality clinical experiences and innovative pedagogic strategies were positively correlated with increased knowledge, skills, positive attitude, and self-efficacy in dementia care among pre-licensure nurses.

**Discussion & Conclusion**

- Findings demonstrated innovative pedagogical strategies with improved clinical experiences has the potential to enhance the knowledge, skills, and attitudes of pre-licensure nurses in delivering quality, patient-centered, and evidence-based dementia care.

- Evidence in this review could be used to inform curriculum development, teaching methods, clinical placements and experiences of pre-licensure nurses with regards to dementia care.

- More research is needed to document the current status of knowledge, skills, and attitudes of pre-licensure nurses regarding dementia care.

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