

Education Bulletin



August 2021

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Compiled by John Gale, JET Library (Mid-Cheshire NHS Foundation Trust)

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Dental Education

Substance abuse, stigma, and a short story

Source: BMC Medical Education

In a nutshell: To my mind at least, short stories occupy a slightly unsatisfactory place in the literary ecosystem; too short to be a properly-satisfying novel and too long to finish in a lunch hour. Vignettes are very short stories about patients, used in healthcare education to put fictional flesh on the bones of case presentations. In this study Mario Brondani, from the University of British Columbia, led a team of researchers investigating the effectiveness of using a vignette about a drug abuser with mental-health problems at reducing stigma felt by dental students. 323 students took part in the study which found that the researchers' inverted classroom approach was engaging and collaborative. "The vignette promoted open dialogue and was determined to be a conducive tool to generate in-class discussion and reflection." "Themes," emerging from the students' written reflections included *Exploring power relations* and *Patient-centred approach to counteract stigma*. "The vignette also enabled the discussion of positive experiences characterised by empathy, reassurance and communication."

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02767-9>

General Healthcare Education

The joys of Zhongyong thinking

Source: Scandinavian Journal of Psychology

In a nutshell: In the space where Boolean logic meets politics one of the sad aspects of modern public discourse is that AND is too often replaced with OR. It's perfectly possible, for instance, to be well-disposed to immigrants AND in favour of controlled immigration or to like the people of Europe and their cultures AND be against the EU. The Chinese call this ability to use AND Zhong-Yong thinking, allowing them, among other things, to come to terms with being a technologically-advanced superpower AND a repressive, genocidal dictatorship. In this article Rong-Mao Lin, from Fujian Normal University in China, studied the links between openness to experience and dispositional awe. 2,377 students took part in the study, which found that openness was positively associated with dispositional awe, a relationship that was moderated by familial and school socioeconomic status so that the positive connection between openness and awe was stronger when socioeconomic status was lower. Zhong-Yong thinking style had a mediating effect in the relationship between openness and dispositional awe.

You can read the abstract of this article at

<https://onlinelibrary.wiley.com/doi/abs/10.1111/sjop.12728>

When do students put their back into it?

Source: Computers & Education

In a nutshell: When academics aren't worrying about gender oppression in *Fireman Sam* or getting their knickers in a twist about pronouns they like nothing more than dressing common sense up in impenetrable gobbledygook. Latest off the blocks is Hui-Min Lai, from National Taichung University of Science and Technology in Taiwan, who at least has the excuse of speaking English as a second language. In a study of 276 students Hui-Min Lai found that students



were more likely to get stuck in if they thought a subject was interesting and/or useful. However, when a task was more difficult the positive link between how interesting the students found a task and how hard they tried was weaker (it might be interesting carrying a grand piano up Kilimanjaro but is it really worth the effort?). There was a “negative linear relationship,” between how hard students thought a task was and their levels of behavioural engagement. However, when students gelled as a team and the perceived difficulty of the task was moderate the students’ behavioural engagement remained high. “The positive association between utility value and students’ behavioural engagement was strong under conditions of high group peer interaction.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.compedu.2021.104290>

Medical Education

Speed and care – getting the balance right in laparoscopy

Source: BMC Medical Education

In a nutshell: Performing a laparoscopy is a bit like driving a coach and horses through a minefield to reach an egg timer in the middle before the sand runs out; one needs to strike a balance between speed and caution. In this study, led by Bas Kengen, from Radboud University Medical Centre in The Netherlands, 83 inexperienced medical students of “known impulsiveness,” performed a four-session laparoscopic training course on a virtual-reality simulator. The students carried out two identical series of tasks in every session. During one series of tasks they received performance feedback on duration, and in the other they got feedback on damage. The study found that the students were faster when given performance feedback for speed and caused less damage when they were given feedback on damage. The researchers concluded that “selective feedback can be used to steer training focus in adaptive training systems and can mitigate the negative effects of impulsiveness or damage control.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02789-3>

What do medical students make of advocacy?

Source: BMC Medical Education

In a nutshell: Whether it’s mother-in-laws passing on tips about childcare or environmentalists getting in a tizzy about glitter the tiresome people who – against all the available evidence – think the world can be made a better place love poking their oar in. In Guardian-reading circles this is known as advocacy and in this study Susan Chimonas, from Memorial Sloan Kettering Cancer Centre in New York, led a team of researchers asking 240 medical students what they thought about it. Most of them (76%) agreed that it was very important that physicians encourage medical organisations to advocate for public health and 57% thought it was important to provide health-related expertise to the community. “More participants rated advocacy for medical issues as very important, compared to issue with indirect connections to health.” Overall “liberals,” (a word that used to signify the exact opposite of sticking one’s oar in, of course) and non-whites were likelier than others to value advocacy.

You can read the whole of this article at



Medical students go through the mill during Covid

Source: BMC Medical Education

In a nutshell: In days of yore the Aztecs sacrificed youngsters to ensure the good will of the gods and freedom from pestilence, famine and disaster. One could say that we inflict a similar fate on junior doctors and medical students in the 21st century with about as much chance of success, albeit involving rather less bloodshed. Things weren't going that well before Covid and they've taken a turn for the worse since then. In this study Louis Nikolis, from Loyola University in Chicago, asked 1,377 medical students about their wellness during the course of the Covid pandemic. The students reported a decline in their overall wellness although Asian students (who in America are usually, but not always, from the Far East rather than the subcontinent) were less affected than White or Black ones. The students felt less supported and comfortable with their social and daily environments and expressed decreased satisfaction with their exercise, sense of purpose and financial status. The students also expressed lower confidence and satisfaction with their medical education, and increased anxiety and depression.

You can read the whole of this article at

<https://bmcm ededuc.biomedcentral.com/articles/10.1186/s12909-021-02837-y>

How do junior doctors cope when things go wrong?

Source: BMC Medical Education

In a nutshell: One could perhaps draw up a set of criteria for a job's worth by examining the consequences of it being done badly. By this measure long-distance lorry-driving, running a nuclear-power station and operating a sewage farm would all score rather more highly than Feng Shui consultants or aromatherapists. Doctors would do well under such a rating scheme and in this study Saba Fatima, from the University of Kansas School of Medicine, led a team of researchers examining how junior doctors coped with mistakes. 109 junior doctors took part in the study and the researchers found that 95% of them had committed a medical error during their residency – one in five of which were classified as moderate to severe. Most of the junior doctors acknowledged a sense of guilt, remorse, and inadequacy and the use of "maladaptive coping strategies," was high. "Open-ended responses pointed to a fear of retaliation, judgement, shame and retribution." Most of the junior doctors told a more senior doctor about their mistake but did not discuss it with their patient's family and only a third of them had taken part in a debriefing session.

You can read the whole of this article at

<https://bmcm ededuc.biomedcentral.com/articles/10.1186/s12909-021-02850-1>

Consulting consultants – what do junior doctors really want?

Source: BMC Medical Education

In a nutshell: If the NHS is the country's religion – based, perhaps on the holy trinity of Karl, Groucho and Harpo Marx – then its high priests are surely its consultants. Once in a way junior doctors seek advice from these august figures but how do they want consultants to behave in these circumstances? In this study Takahiro Matsuo, from St Luke's International Hospital in Tokyo, led



a team of researchers who surveyed 107 junior doctors about this issue. The junior doctors identified seven key elements for consultants which were:

- Willingness to accept consultation requests
- Contact – easy access to consultants
- Needs – consideration of consultants’ needs
- Suggestions and support – providing clear recommendations and suggestions
- Urgency – considering the situation’s urgency and responding appropriately
- Learning opportunities – providing teaching points
- Text – writing medical records

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02810-9>

Nurse Education

Nursing students coming to terms with cancer

Source: Nurse Education Today

In a nutshell: Treating people with cancer can be difficult enough for fully-qualified nurses; student nurses “may not be able to provide adequate care and sometimes develop a negative behaviour or attitude towards this patient group.” That’s according to a team of researchers, led by Hamdiye Arda Sürücü, from Dicle University in Turkey. 125 nursing students took part in their study which found that “the nursing ... students’ negative perception of cancer decreased as their empathic skills increased. However, students’ receiving treatment for chronic disease themselves actually *increased* their negative perception of cancer. The authors recommended that “in order to reduce the negative attitudes of nursing students towards cancer, more trainings [sic], lectures and seminars or clinical-skills training regarding the development of empathic skills could be included in the undergraduate nursing curriculum.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105039>

Rescuing drowning students. How do the lifeguards feel about it?

Source: Nurse Education Today

In a nutshell: In Lifeguard Sleeping Girl Drowning Morrissey takes the point of view of a lifeguard, put out a bit (and who can blame him) by having to go and rescue someone. “Doesn’t she know he’s had such a busy day?” While the stakes are a little less high clinical instructors are often called upon to “rescue,” drowning students who have come up short in one aspect, or another, of their courses, with the desire to help one of “their,” students conflicting with the duty to protect patients from people who – however unwittingly – might be a danger to them. In this study Kathleen S. Rodger and Karen L. Juckes, from the University of Saskatchewan College of Nursing in Canada, interviewed seven clinical instructors about their experiences of managing students “at risk.” Five themes emerged from the interview with the instructors which were:

- Supporting student learning while ensuring patient safety
- Balancing responsibilities and professional obligations
- Feeling physically and emotionally drained
- Experiencing self-doubt in making decisions



- Seeking and finding support

The researchers concluded that “the complexity of supervising at risk for failure nursing students in the clinical setting has an impact on instructors, patients, the educational institution and other students.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105036>

In search of the self-regulating student

Source: Nurse Education Today

In a nutshell: As a history undergraduate just over 30 years ago I was an academic’s dream. I didn’t make them nervous by turning up for lectures, took a reading list off them once a week and turned up a week later – having wasted minimal time on both our parts – with a passable essay on crime in Victorian England, medieval monasteries etc. Some of today’s students require rather more support though and much effort has been expended in trying to get them to do more “self-regulated learning,” i.e. bog off to the library and let the lecturers have a post-prandial sherry and an afternoon nap. In this study Susan Irvine, from Victoria University in Australia, led a team of researchers assessing self-regulated learning in 282 nursing students. The researchers divided the students up into three groups: those aged 18, those between 19 and 22; and those 23 and over. They found that the students who were 23 and over had higher scores for self-regulated learning and got – on average – better scores in their exams. The international students’ grades were lower than the domestic students’.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105041>

Groves of academe or dark Satanic mills?

Source: Nurse Education Today

In a nutshell: Despite the odd murder or two *Morse*, *Endeavour* and *Lewis* painted rather a rosy picture of academia. Plenty of booze on offer, the odd Latin quip at High Table, a room with a view and the presence of large numbers of attractive young men and women hanging on your every word. Sadly the reality these days tends to be a quick Red Bull to keep you going through your afternoon seminar: a word-salad on hermeneutics to toss together for the *Indonesian Journal of Sociology* and a litany of complaints about the colonial overtones of having Mr Kipling’s cakes in the canteen. In this study Charanjit Singh, from Federation University in Australia, led a team of researchers who interviewed 19 nurse academics to find out what they made of it all. Four main themes emerged from the interviews which were:

- Helping students achieve, finding satisfaction through student engagement
- Working with challenging students
- Increased workloads, lack of support and resources
- Difficulty with retention of newly-appointed staff



The researchers concluded “although the findings highlighted the interactions with nursing students were a positive experience, many of the participants raised great concern about the challenging, difficult, academically weak, rude, and manipulative students. The growing workload increased non-academic administrative work, and the inability to sustain newly-appointed staff were areas of great concern.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105038>

Cultural immersion on the roof of the world

Source: Nurse Education Today

In a nutshell: Getting to grips with another culture can be a bit like one’s relationship with the sea. You can either paddle around for a bit, then wash all the sand off your feet before going back to your everyday life, or plunge right in until you’re either swimming around joyfully or completely out of your depth. Opting for the latter approach were final-year nursing students from Australia, who went for a 22-day cultural-immersion placement in Nepal. A team of researchers, led by Rebecca Peel, from Federation University in Australia, went with one group of students each year, for three years, interviewing the students when they got back. The researchers found that – in addition to giving them a nice three-week’s holiday in Nepal each year – the placement “provided a significant contribution to students’ understanding of cross-cultural awareness in the context of providing health care.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105050>

Blended learning in Palestine

Source: Nurse Education Today

In a nutshell: Whatever your view of the rights and wrongs of their geopolitical predicament it’s something of a miracle that there are any universities at all in Palestine, let alone that they are doing any research into their teaching methods. In this study Eman Alshawish, from An-Najah National University in Nablus, led a team of researchers investigating the use of blended learning in teaching 102 nursing undergraduates. The researchers divided the students into two groups – 49 were taught via blended learning, while the rest were taught in a traditional classroom. The researchers found that the students taught using blended learning perceived their “educational environment,” more favourably, had better perceptions of their learning and better perceptions of their teachers, although there was no difference in the two groups in terms of exam marks. However, the students taught by blended learning did get higher marks for their assignments than those taught in a traditional classroom. The researchers concluded that “blended learning can be a useful educational approach in nursing education.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105049>

The nurses in it for the long haul

Source: Nurse Education Today



In a nutshell: Large parts of healthcare are now given over to helping people manage their long-term conditions, many of which are not curable by medical science. However, there isn't much – if any – training for nurses in how to help patients with their self-management. Stepping into the breach were a team of researchers, led by D. Wuyts, from University Colleges Leuven Limburg, in Belgium. They first reviewed the literature on this topic, analysed current practice, and worked out what nurses needed to know. They then developed a training course called INTENSS based on [self-determination theory](#) and the [5A's model](#). The course was made up of a basic training module, and a “video-interaction guidance module.” The researchers found that nurses' application of self-management support was limited and practised from a narrow, medical point of view. Once the course had been developed the “participants appreciated the building blocks of the training as supporting their basic needs for autonomy, relatedness, and competence.”

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.105042>

Do nursing students' ethical lessons survive the wards?

Source: Nurse Education Today

In a nutshell: Lecturers often fret that what they teach their nursing students in the classroom isn't always transferred seamlessly onto the wards; one could argue that this is akin to giving Rob Brydon a teach-yourself boxing book and being disappointed when he comes off second-best to Anthony Joshua. Attempting to tackle this state of affairs were a team of researchers, led by Hsiao-Mei Chen, from Chung Shan Medical University in Taiwan. They compared two groups of students. One group were taught nursing ethics traditionally and the other group were taught with a “web-based interactive situational teaching strategy.” The researchers found that the students who took part in the new training course “did not significantly outperform those who received traditional teaching in their clinical judgment and internship scores.” The main factor affecting how students got on on the wards was “the degree of support from the internship instructors.”

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.105052>

When the grown-ups go back to the classroom

Source: Nurse Education Today

In a nutshell: Anyone who has struggled through the odd GCSE in evening classes can only doff their caps – or should that be thank their lucky stars – when they contemplate people with grown-up responsibilities returning seriously to study. In this article Theresa Nyhan, from University College Cork and Frances Howlin, from University College Dublin, interviewed six qualified nurses who went back to college to do a Post-Registration Children's Nurse Programme. Four themes emerged from the interviews:

- Feelings related to returning to student status
- Supports throughout the transition
- Differences between disciplines
- Knowing your place

Nurses from a general nursing background had different learning needs compared to those with a learning-disabilities background and expressed difficulty adapting to the role of nursing student as they felt their previous knowledge and experience was being overlooked. However, the nurses with a learning-disability background found it more difficult to adapt to unfamiliar clinical equipment



and terminology. Both groups of nurses found that “the nursing staff on their placements were a source of support despite reporting that they rarely worked with their designated preceptor.” You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.105046>

Oh Lord, not another piece of software!

Source: Nurse Education Today

In a nutshell: Those of us who, digitally speaking, grew up with the holy trinity of Microsoft packages – Word, Excel and Powerpoint – find our eyes rolling like the dials on one-armed bandits nowadays as each week requires us to familiarise ourselves with a new piece of software. Nurse education is not immune from this trend and in this study Monika S. Schuler, from the University of Massachusetts, led a team of researchers asking 221 students how they coped with online education. The students spent an average of 7.85 hours on online educational programmes (OEPs) and an additional 6.4 hours on Zoom. Sophomore students spent significantly more hours engaging on OEPs and Zoom than other year groups, spending an average of 20 hours a week engaging on OEPs and Zoom. Freshmen students had a significantly more-favourable view of OEPs than senior students. Analysis of qualitative data from the students revealed four themes:

- Too many programmes
- Cost
- Technological challenges
- Benefits
-

Whether one of the benefits of online learning was that the students developed first-hand experience of pressure sores, obesity and deep-vein thrombosis wasn't covered by this study though.

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.105048>

Mopping up after the monsters

Source: Nurse Education Today

In a nutshell: Academics are a bit like Pavlov's dogs. Whatever real-world issue they consider their automatic reflex is to come up with a form of words that is both ugly and meaningless to describe it. In this study a team of researchers contemplate terrorist atrocities like the Manchester Arena bombing and the terrorist attacks in Paris and discuss how nursing students can best be equipped to deal with “intentional mass-casualty incidents.” The researchers were led by Luis Martin-Ibañez, from the Light Infantry Brigade “Rey Alfonso XIII,” in Almeira, and they studied the effectiveness of intentional mass-casualty incident-based simulation in haemorrhage control at teaching nursing students how to cope with the aftermath of terrorist enormities. 74 students took part in the study, and they were divided into seven focus groups, made up of between eight and 12 students each. The nursing students reported a feeling of vulnerability and fear of an atrocity occurring. They reported not knowing how to react to one but saw the simulation as a way of improving their own self-protection and safety. “A simulated IMCI is considered useful for any citizen and as a training exercise for life-saving techniques, such as haemorrhage control.”

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.105051>



How volunteering is changing people's minds in Israel

Source: Nurse Education Today

In a nutshell: As if they hadn't got enough on their plate already people with disabilities "identify negative staff attitudes and behaviours as barriers to accessing health services." In this study Adi Finkelstein and Zvika Orr, from Jerusalem College of Technology, studied what effect volunteering had on the attitudes of 14 nursing students. Four people with disabilities were also interviewed as part of the study. The researchers found that "volunteering enhanced students' awareness of the needs of people with disabilities, changed their attitude towards this population and enhanced their confidence as nurses. The individuals with disabilities valued the help they received as well as the opportunity to change the students' prior notions and stigmas regarding disability."

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2021.103141>

