

# Education Bulletin



February 2021

A monthly update delivered to you by East Cheshire NHS Trust Library & Knowledge Services

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## Feedback and requests for additional evidence searches

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

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## Dental Education

### What makes people take to the drill?

**Source:** European Journal of Dental Education

**In a nutshell:** Unlike astronaut, train driver or social-media influencer it can be hard for some of us to grasp the attractions of dentistry. Conversation is difficult, most people are frightened of you and drilling can be a hit-and-miss business in the downstairs utility room let alone in people's mouths. In this study Mai E. Khalaf, from Kuwait University, investigated further in a study of 147 dental students. A desire to help others and "socioeconomic factors," were influential, while for parents' influence the mothers' influence was statistically-significant. Interviews with the students pointed to a balance between helping others, socio-economic and family influences. "There was an increase in confidence in the choice made as students advanced in their dental education."

You can read the abstract of this article at: <http://dx.doi.org/10.1111/eje.12673>



## General Healthcare Education

### From Manic Monday to POETS day

**Source:** Educational Psychology

**In a nutshell:** People's reactions to days of the week vary; we sometimes talk about that Monday feeling and refer to Friday as POETS day (p-ss off early tomorrow's Saturday). This is reflected in popular culture from the Bangles' *Manic Monday*, the Boomtown Rats' *I don't like Mondays* to The Cure's *Friday I'm in Love*. In the 21<sup>st</sup> century common sense isn't enough without scientific proof though and in this study a team of researchers, led by Kristin Lee Sotak, from the State University of New York, studied how motivation changed in a sample of undergraduates over an eight-week period. The researchers found that motivation had a weekly pattern. Motivation began to increase on Sundays and was relatively high earlier in the week, tapered off on Friday, and was lowest on Saturday. There were weekly cycles in mood and a "cyclical covariation between mood and motivation."

You can read the abstract of this article at: <http://dx.doi.org/10.1080/01443410.2021.1881044>

### What makes students more autonomous?

**Source:** Journal of Personality

**In a nutshell:** Managers reactions to autonomy vary from encouraging people to tackle tasks in their own fashion to horror when they don't do them exactly the way they would have done. Students are also encouraged to be more autonomous (in action if not thought); as long as they sit by their laptops for six hours a day and don't leave their rooms without permission they can not bother their lecturers by not wanting face-to-face contact with them for as long as they like. In this study S.L. Levine, from McGill University in Montreal, led a team of researchers investigating the links between personality traits and the development of autonomy in students. They found that agreeableness, assisted autonomy striving, and secure parental attachment, were all related to increases in autonomous motivation over the academic year. "Conscientiousness, assisted autonomy, and secure attachment were related to increases in perceived autonomy support."

You can read the abstract of this article at: <http://dx.doi.org/10.1111/jopy.12622>

## Medical Education

### Medical students and sexual harassment

**Source:** BMC Medical Education

**In a nutshell:** Reruns of *Top of the Pops* on BBC4 are enjoyable – comedically, if not musically – but tend to be in shorter supply than they should be due to the difficulties in finding DJs from that era not embroiled in a sexual-harassment scandal. But does the same problem exist in medicine as in showbusiness? In this study Eva Schoenefeld, from Westfalian Wilhelm University of Münster in Germany, led a team of researchers attempting to find out. 623 students took part in the study with over half (58.9%) of them having been exposed to sexually-harassing behaviour. Nearly a third (31.8%) had experienced unwanted physical contact, with nearly nine in 10 (87.6%) of the victims being women. Two fifths (41.3%) had experienced verbal sexual harassment and one in 12 undergraduates (8.5%) had suffered oral, anal, or vaginal penetration, intercourse and rape. Most perpetrators were patients, followed by medical supervisors and educators; abuse from colleagues was rather less frequent.

You can read the whole of this article at: <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02497-y>



## Medical students and sexual harassment – Part II

**Source:** BMC Medical Education

**In a nutshell:** Also investigating this issue were a team of researchers led by M. Geldof from Free University Brussels. 3,015 people responded to their survey – 29% of those sent it – of whom 38.73% reported having been the victim of at least one type of sexual violence. This percentage was highest among GP registrars (53%), followed by specialist registrars (50%) and masters students (39%). The perpetrators varied, but most often they were other healthcare workers, students, or patients. In most types of sexual violence, nobody reacted to this behaviour. Women (57.3%) talked about what happened afterwards more often than men (39.7%).

You can read the whole of this article at: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02531-z>

## Teaching resilience in medical school

**Source:** BMC Medical Education

**In a nutshell:** Burnout occurs when people become emotionally exhausted, unable to make personal connections and feel little sense of meaning in their work. One might argue that anyone not suffering burnout in February 2021 is probably on drugs and that it's vital that everyone else finds out what these are and gets their own supply as quickly as possible. Junior doctors and medical students are under the cosh more than most, of course, and in this study Chanhee Seo, from the University of Ottawa, led a team of researchers reviewing the evidence on ways of teaching resilience to these groups. The researchers found 21 studies which met their quality criteria. Most reported modest improvements in resilience, although three actually made things worse. Primarily, the researchers concluded that the evidence was very mixed in type and that the "overall assessment of risk of bias was moderate." However, as with so many things in life – the existence of God, the benefits of Brexit and the attraction of Piers Morgan - absence of evidence is not evidence of absence and the researchers concluded that "additional research is needed to construct optimal methods to foster resilience in medical education."

You can read the whole of this article at: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02495-0>

## Can illness scripts help medical students?

**Source:** BMC Medical Education

**In a nutshell:** As part of spasmodic and inevitably unavailing efforts to become better organised people often buy notebooks and sometimes even give them headings such as Home, Work, To-do lists etc. Illness scripts offer doctors a similar approach to diagnosing illnesses with ready-made headings including epidemiology, pathophysiology, signs and symptoms, diagnostic tests and interventions. In this study a team of researchers, led by Mana Moghadami, from Shiraz University of Medical Sciences in Iran, examined the effectiveness of illness scripts at teaching clinical-reasoning skills to fourth-year medical students. The students were divided into two groups with one group using the illness-script method for three diseases during one clinical scenario and another group being taught the clinical presentation of the same scenario without an illness script. The researchers found that the group who had used the illness scripts scored significantly higher on a knowledge test than the other group. The illness script group also scored significantly higher on a Script Concordance Test, designed to measure clinical reasoning and the illness scripts were "well-received," by the students.

You can read the whole of this article at: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02522-0>



## Are remote exams the future?

**Source:** BMC Medical Education

**In a nutshell:** As part of the authorities' ongoing attempts to make sure nobody has any physical contact with anyone, apart from their families, ever again, many students took their exams remotely at the end of the 2019-2020 academic year. In this study Alan Jaap, from Edinburgh Medical School, led a team of researchers carrying out a study of how fourth- and fifth-year medical students found the experience. Very few of them experienced technical or practical problems doing their exams. Some felt less test anxiety, whilst for others this was increased. Most of the students preferred the traditional setting for exams as they felt this ensured a "level playing field," for all candidates. Fourth-year students did better with the remote exam whereas for fifth-year students performance was the same in campus-based and remote exams.

You can read the whole of this article at: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02521-1>

## Are medical students ready to care for cancer?

**Source:** BMC Medical Education

**In a nutshell:** As fewer of us die from cholera, heart attacks and warfare many more of us live long enough to develop cancer; it's estimated that half the people born after 1960 will need some kind of treatment for it. However, only just over a third (36%) of UK medical schools provide dedicated oncology placements. In this study Kathrine S. Rallis, from Queen Mary University of London, led a team of researchers asking medical students for their views on oncology and assessing whether a national undergraduate oncology symposium made any difference. 166 students from 22 UK medical schools filled out the researchers' survey. They reported limited interest in, knowledge of, and exposure to oncology. It was seen as a challenging specialism, yet most of the students said that they had only had one or two weeks of dedicated teaching about it. "The national symposium generated a statistically-significant increase in students' interest, knowledge, and confidence in skills surrounding oncology, improving students' perceived ability to cope with the emotional challenges in this field."

You can read the whole of this article at: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02506-0>

## Lights, cameras, earholes

**Source:** BMC Medical Education

**In a nutshell:** [Nightmares on Wax](#) were mainstays of dinner-party background music in the 1990s. Doctors often like background music as they carry out procedures and those with a keen sense of irony might enjoy a bit of Nightmares on Wax as they engage in the fine art of otoendoscopy – camera keyhole surgery inside people's ears. In this study Fanqin Wei, from Sun Yat-sen University in China, led a team of researchers investigating the effectiveness of a step-by-step method and case-based learning in teaching 59 doctors otoendoscopy. They found that – compared to a control group – proficiency in otoendoscopic anatomy and grades for professional knowledge and otoendoscopic skills were significantly higher in the group who had used the step-by-step method and case-based learning. Those who had used these learning methods also did better in terms of learning interest, surgical ability, acting capacity during surgery, reducing surgical complications, and satisfaction with learning experience.

You can read the whole of this article at: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-02513-1>



## When Master Chef meets medical school

**Source:** BMC Medical Education

**In a nutshell:** Students proverbially live on Pot Noodles (or for fans of *Back Pots Noodle*), takeaway pizzas and kebabs with fast metabolisms, disco dancing, sex (if you're lucky) and disorganised sport compensating for any calorific excesses. Now that doctors are expected to give us a stern talking to about our eating habits every time we poke our noses round the surgery door these habits – at least among medical students – are being called into question and in the US an approach called culinary medicine is spreading through universities quicker than *e. coli* through last week's lamb biryani kept at the bottom of the fridge for emergencies. In culinary medicine "guided practice fosters self-efficacy regarding dietary choices, culinary skills, and nutrition counselling as students cook together, eat together, and teach each other about the nutritional value of various foods." In this study Emily Magallanes, from the University of Texas Southwestern School of Medicine, led a team of researchers investigating the effects of a culinary-medicine elective in a study of 60 medical students. The researchers found that after the course students were more likely to feel confident discussing nutrition with patients, to feel familiar with the Mediterranean diet and to understand the role of dietitians in patient care.

You can read the whole of this article at: <https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-021-02512-2>

## Serving the underserved

**Source:** BMC Medical Education

**In a nutshell:** Sadly, not everyone has the same degree of access to medical care. Some live in poorer countries where there are fewer doctors, some live miles away from doctors' surgeries and many don't have the time or inclination to listen to the whole of Vivaldi's Four Seasons while they wait to cross swords with a receptionist who makes the guards on *Prisoner Cell Block H* look like Julie Andrews in *The Sound of Music*. In this study Edouard Leane, from the University of Lyon, led a team of researchers reviewing the evidence on "medical students' attitudes toward, and intention to work with the underserved." The researchers found 55 articles which met their quality criteria. In general they found that students got less inclined to work with the underserved as they went through their medical education. Women, being from an underserved community oneself or from an ethnic minority, "exposure to the underserved during medical education," and "intent to practise in primary care," were all linked to being more willing to work for the underserved in the future. "Experiential community-based learning and curricula dedicated to social accountability showed the most positive outcome[s]."

You can read the whole of this article at: <https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-021-02517-x>

## Nurse Education

### The nursing students with green fingers

**Source:** Nurse Education in Practice

**In a nutshell:** Like *Strictly Come Dancing*, owning dogs and liking curry gardening cuts across most barriers of class, age, race and sex. It doesn't tend to be what you associate with nursing though as it tends to give conniptions to Levitical infection-control supremoes and clipboard-wielding health-and-safety obsessives who get twitchy about bacteria and secateurs respectively. In this study a team of researchers, led by Sonya L. Jakubec, from Mount Royal University in Calgary, studied the effects of a campus community-gardening project involving nursing students,



pensioners, “people with mixed abilities,” and nursery-school children. Four themes emerged from interviews with the students which were:

- Planning in community to “think global, act local”\*
- Discovering “the people in your neighbourhood,” as socially-just partnerships
- Revisiting landscapes of social inclusion
- Reflecting on “humble togetherness,” across generational gaps

Whether the project succeeded in growing anything apart from politically-correct platitudes is a moot point but the results seem promising enough for all concerned to persevere with it.

You can read the abstract of this article at: <https://doi.org/10.1016/j.nepr.2021.102980>

\*and not use adverbs, natural(ly)

### When nurses want to become (PhD) doctors

**Source:** Nurse Education Today

**In a nutshell:** For those of us for whom a quick crossword and the plot twists of *Midsomer Murders* represent the pinnacle of feasible intellectual effort the idea of voluntarily doing a PhD is almost inconceivable. Nursing research depends upon people doing just that though and in this article a team of researchers, led by Debra Jackson, from the University of Technology, Sydney, interviewed 21 PhD supervisors to find out what they thought about the role. “Managing the candidature,” emerged as the main theme of the interviews which was, in turn, made up of three sub-themes:

- Managing relationships
- Managing expectations
- Managing labour

The researchers concluded that “successful doctoral supervision requires considerable expertise and labour and that much of the labour associated with supervision is not recognised.”

You can read the abstract of this article at: <https://doi.org/10.1016/j.nedt.2021.104810>

### Peer learning for HIV/AIDS

**Source:** Nurse Education Today

**In a nutshell:** In this study Erdal Ceylan and Ayşegül Koç, from Ankara Yildirim Beyazit University in Turkey assessed the effectiveness of a peer-learning initiative at teaching 88 nursing students about HIV/AIDS. In the first stage of the study nine peer mentors were selected and a total of 12 hours training was given to them by the researchers. In the second part of the study the peer mentors provided a total of 12 hours of training to nine peer student groups. The researchers found that the peer education provided a statistically-significant increase in AIDS knowledge and a statistically-significant improvement in attitudes towards the disease.

You can read the abstract of this article at: <https://doi.org/10.1016/j.nedt.2021.104808>



## Are you nursing comfortably? Then we'll begin

**Source:** Nurse Education in Practice

**In a nutshell:** Despite the best efforts of generations of researchers and managers not all of human experience can be reduced to a spreadsheet and a sheaf of forms in 10-point Arial. In this study Susan Timpani, from Flinders University in Adelaide, led a team of researchers investigating the use of storytelling “as an arts-based approach to learning during clinical placements.” The researchers found that “engaging in stories as a means of reflection improved students’ self-knowledge, identified their preconceptions and stereotyping of patients and ... [improved] their patient interactions.” Storytelling provided a creative approach for the students to reflect on their clinical placements and “reflection using the affective domain assisted students to reflect more broadly about their placement experience.”

You can read the abstract of this article at: <https://doi.org/10.1016/j.nepr.2021.103005>

