

# Education Bulletin



January 2022

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

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## Dental Education

### [How the internet can wreck your gums](#)

**Source:** BMC Medical Education

**In a nutshell:** The internet has provided a huge number of opportunities to people, among which, for some parents at least, is that of having a good chat on WhatsApp while their offspring play merrily with a packet of razor blades and a bottle of bleach. It's not that the activity is bad for you in itself, just that it stops you from doing other things. In this study Halimeh Ghareghol, from Golestan University of Medical Sciences in Iran, led a team of researchers investigating problematic internet use and oral health in a study of 268 medical and dental students. 171 of them were found to have problematic internet use, something worse in first-year students than in second-year ones. 65% of single students had problematic internet use, compared to only 25% of the married ones and problematic internet use was "significantly associated with [worse] oral health-related quality of life."

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03092-x>

## General Healthcare Education

### [Clinical placement models. Jerry Hall or Johnny Vegas?](#)

**Source:** BMC Medical Education

**In a nutshell:** What have 12-year-old boys with Airfix kits, Mick Jagger, and academics got in common? They all love a good model. In this study a team of researchers, led by Champion N. Nyoni, from the University of the Free State in South Africa, reviewed the evidence on clinical-placement models for undergraduate health professionals. The researchers found 48 articles which met their quality criteria, most of which came from Australia, and focused on nursing. They found seven ways of measuring the success – or lack thereof – of clinical-placement models: relationships; influence; environment; facilitation; inputs; knowledge scores; and student perceptions. They concluded that clinical-placement models should prioritize the development of competence among undergraduate students.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03023-w>

### [Statistics videos. The new Line of Duty?](#)

**Source:** Computers and Education

**In a nutshell:** Those of us who prefer learning things by reading rather than watching videos – why listen to some awful personage drone on YouTube when you can read twice as quickly – are obviously, to quote Barack Obama, "small men on the wrong side of history." Videos *and* flipped classrooms are a combination as knock-out as ham and mustard or salt and vinegar as far as today's pedagogues are concerned and in this study Manuel Förster, from Technical University Munich, led a team of researchers, investigating the effects of students watching "sophisticated pre-class learning videos for a large statistics lecture." The researchers found that the students who watched the videos before the lecture did better, both in the short-term and in a follow-up test four months later.



You can read the abstract of this article at

<https://doi.org/10.1016/j.compedu.2021.104399>

### [Motivation, performance and wellbeing – reviewing the research](#)

**Source:** Perspectives on Psychological Science

**In a nutshell:** As any parent who has watched their children painting will have observed it doesn't matter how many gorgeous colours you start off with, when you mix them together what you're left with is always a muddy brown. Mixing together different pieces of research in a meta-analysis is completely different – of course – and in this study Joshua L. Howard, from Monash University in Australia, led a team of researchers reviewing the evidence on motivation, performance and wellbeing in students. They found that intrinsic motivation was related to students' success *and* wellbeing, whereas personal value was highly related to persistence. Ego-involved motives were positively related to persistence and performance goals but also positively related to a lack of wellbeing. Motivation driven by a desire to obtain rewards or avoid punishment was not associated with performance or persistence but was associated with decreased wellbeing, whereas amotivation was related to poor outcomes.

You can read the abstract of this article at

<http://dx.doi.org/10.1177/1745691620966789>

### [The computer will counsel you now](#)

**Source:** British Journal of Educational Technology

**In a nutshell:** It's hard not to conclude that among certain sections of the progressive intelligentsia human beings have gone from the pinnacle of Creation, made in God's image, to a rather troublesome flaw in the system prone to forgetting passwords, falling asleep, going to the toilet, voting for the wrong things, and not obeying Covid regulations. Hastening us to the Utopia where robots – overseen by a benign junta of *Guardian* readers – do everything are a team of researchers, led by Shreeya Nelekar, from BITS Palani in Hyderabad. They studied 60 students who interacted with an embodied conversational agent (a piece of software trained to talk to people) about their study problems. The software provided the students with study tips, based on their beliefs and/or goals. The researchers found that this led to reduced stress among the students and that the students showed "trust and a good working alliance with the conversational agent, along with an intention to change behaviour across all types of explanations."

You can read the abstract of this article at

<https://doi.org/10.1111/bjet.13174>

### [“I've got too much caffeine in my bloodstream, and a lack of real spice in my life.”](#)

**Source:** Nutrients

**In a nutshell:** For those of us used to considering Antipodeans as hardy souls it has come as something of a shock to find them engaging in full-on Chicken Licken behaviour during the Covid pandemic, cowering under the duvet



anytime someone develops a sniffle. Not content with getting in a tizzy about Covid, a team of researchers led by Saskia Stachyshyn, from Massey University in Auckland, decided to investigate the perils of caffeine consumption in a sample of 317 students. 99.1% of them regularly consumed caffeine. 76.3% drank coffee, 71.6% drank tea and 81.7% ate chocolate. “Tea was consumed for the warmth and taste, coffee was consumed to stay awake and for warmth, and chocolate, for the taste and as a treat.” Given the willingness of Australians and New Zealanders to submit to an authoritarian dictatorship in the name of public health don’t be surprised if someone sidles up to you in a back alley in Brisbane with a “psst, want some PG Tips, it’s really good gear, but don’t tell the Feds.”

You can read the abstract of this article at

<http://dx.doi.org/10.3390/nu13124236>

## [How good can a virtual conference really be?](#)

**Source:** BMC Medical Education

**In a nutshell:** Conferences bring a number of benefits to those attending them: a nice train ride with a coffee and a newspaper, free tea and biscuits, the chance to catch up with a few friends, a few drinks and a meal in the evening, an overnight stay with a good book and no children, and a cooked breakfast in the morning. Even better if you can skip the keynote speech and explore the delights of Venice/Oxford/Basingstoke for the morning. But what happens when it all goes virtual? In this study Kyong-Jee Kim, from Dongguk University School of Medicine in Korea, led a team of researchers who surveyed people attending the virtual conference of the Korean Society of Nephrology. 279 people responded to the survey (18.8% of the delegates) and they had a positive perception of the conference as a whole, although they were less positive about the social exchanges, or lack thereof. About half the respondents preferred the virtual format, with a third preferring an in-the-flesh meet up. 32.9% preferred an asynchronous conference (stick it up on the internet and watch the videos when you feel like it) with 29.1% preferring a synchronous conference, with everyone taking part in the sessions at the same time. “Participants predicted a virtual conference would continue to be a popular delivery format after the end of ... COVID-19.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03040-9>

## Medical Education

### [You might be enjoying yourself but are you learning?](#)

**Source:** BMC Medical Education

**In a nutshell:** Vicars often like to start their sermons with a joke, or amusing anecdote to sugar the pills of moral exhortation and theology to follow. The result being – more often than not – that one’s abiding memory is of amusement/embarrassment rather than the metaphysical niceties subsequently touched upon. But does the same effect pertain in medical education? In this study Yutaka Kagaya, from Tohoku Bunka Gakuen University in Japan, led a team of researchers studying students using a patient simulator to practise listening to people’s hearts and deciding what – if anything – was going wrong. 250 fourth-year medical students took part in the study. In groups of between seven and nine they had a three-hour cardiac auscultation class, made up of a short lecture, facilitated training, two different auscultation tests and a questionnaire. Each student was also provided with “colour Doppler echocardiographic videos of aortic regurgitation and mitral regurgitation using a tablet computer, which they freely referred to before and after listening to corresponding murmurs.” The students’ test results were compared to those



from a few years earlier, before the videos had been introduced. Most students said that the videos were useful, or somewhat useful regarding aortic regurgitation and mitral regurgitation. However the “overall accuracy rate of all heart sounds and murmurs in the first test and that of second/third/fourth sounds in the first and second tests were significantly lower,” than before the videos were introduced.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03033-8>

## The simulated patients who “wanna live like common people.”

**Source:** BMC Medical Education

**In a nutshell:** Jarvis Cocker famously had little time for those who wanted to play at being poor. He knew it wasn't all that it was cracked up to be, which was why, like many another rock star before him, he bought himself a nice house and went to live in Paris for a bit when he hit the big time. In this study John M. Morrison, from Johns Hopkins University School of Medicine, led a team of researchers investigating the effectiveness of “simulated patients,” at teaching F1 doctors about the “social determinants of health.” The simulated patients focused on four social determinants: food insecurity; housing insecurity; barriers to accessing care; and adverse childhood experiences. Of the 39 junior doctors who took part in the study, 33 expressed satisfaction with the simulation activity. More of them said they would be comfortable discussing the social determinants of health after the simulations and this improvement lasted for the whole of the academic year after the study. More of the participants also said that they had had more than two conversations in a clinical setting about either food insecurity, or adverse childhood experiences.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03044-5>

## Panic in the wards of Persia; Tehran, Shiraz, Isfahan

**Source:** BMC Medical Education

**In a nutshell:** One would have thought junior doctors would have had their hands full during the pandemic without filling out endless surveys about their mental health; maybe they worked the bellows on the respirator with one hand while circling numbers on a Likert scale with the other. In this study Ashraf Moini, from Tehran University of Medical Sciences, led a team of researchers studying 127 junior doctors during the Covid outbreak. They found that 96% of them had emotional problems; 85.9% of them were highly stressed about contracting Covid-19; 81.3% were worried about passing it on to their families and 78% believed that their training had been impaired.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03029-4>

## What makes junior doctors look for help?

**Source:** BMC Medical Education



**In a nutshell:** Like cliffs, stiff upper lips can be mightily impressive until they collapse completely, causing havoc for anyone above or below them. In this study Bar Shahaf-Oren, from King's College London, led a team of researchers who interviewed 11 medical students with physical- and/or mental-health problems about their decisions to admit to their difficulties and seek help for them. The researchers identified the effect of the students' personality traits. Different aspects of the students' problems – such as their type and severity – were also found to affect whether students sought help or not. The students also evaluated the characteristics and attitudes of the people they would have to tell about their problems. The culture of the medical environment was also important, as well as “systemic,” factors, such as the clarity (or lack thereof) of wellbeing policies.

You can read the whole of this article at

<https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-021-03032-9>

## [Teachable moments and health disparities](#)

**Source:** BMC Medical Education

**In a nutshell:** Teachable moments sound like the most earnest kind of *Guardian*-approved sweets; no doubt made up of recycled chewing gum and honey from a cooperative of unionized bees. They can be used to squeeze extra topics into an overcrowded curriculum though and in this study Sean Treacy-Abarca, from the University of California (Los Angeles), led a team of researchers studying their use in teaching medical students about “health disparities.” The researchers made use of “teachable moments,” within existing medical-school lectures – “broad lecture topics identified by the research team as suitable for introducing relevant healthcare disparities content.” “The new lecture-enhancing healthcare disparities curriculum was delivered with the related lecture via integrated PDF documents uploaded to an online learning-management system.” Students who “self-identified as underrepresented racial and ethnic minorities in medicine,” were more likely to use the course material and those who used the material more often had greater knowledge of, and more confidence about addressing, healthcare disparities.

You can read the whole of this article at

<https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-021-03034-7>

## [Jaws and virtual reality](#)

**Source:** BMC Medical Education

**In a nutshell:** Stomatology is the branch of medicine or dentistry concerned with the structures, functions, and diseases of the mouth. In this study Jie Zhang, from Lanzhou University in China, led a team of researchers investigating the effectiveness of virtual reality, alongside a model of the jaw, in teaching it. 60 students took part in the study and they were randomly assigned to four groups. One group just used the model of the jaw, another group just used virtual reality, a third group used virtual reality followed by the model and a fourth group used the model followed by virtual reality. The researchers found that the combination of virtual reality and the model increased students' grades and improved acquiring of professional skills and that the best results occurred when students saw the model first, and experienced virtual reality afterwards.

You can read the whole of this article at

<https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-021-03064-1>



## [How do you tell the difference between a neurophile and a neurophobe?](#)

**Source:** Medical Science Educator

**In a nutshell:** In the days before mobile phones and infection control many an idle moment sat waiting in a doctor's or dentist's surgery was spent filling out quizzes in women's magazines in an attempt to gain psychological insight into oneself. If there's one thing academics love more than a good model (see above) it's a good questionnaire and in this study Samuel Hall, from the University of Southampton, led a team of researchers who used a Modified Neuroanatomy Motivation Questionnaire to work out which medical students were interested in becoming brain surgeons and which were reluctant to hack away at the seat of people's personality and individuality with a sharp knife and a pair of pliers. The researchers compared 597 questionnaires filled in by second-year medical students with 320 filled in by people going to the National Undergraduate Neuroanatomy Competition. "The differences in motivation to learn neuroanatomy between the two groups mainly fell into themes of career motivation, personal relevance, intrinsic motivation and assessment anxiety."

You can read the abstract of this article at

<http://dx.doi.org/10.1007/s40670-021-01371-2>

## [Measuring motivation in GP trainees](#)

**Source:** Medical Science Educator

**In a nutshell:** According to self-determination theory people are motivated by a need for competence, relatedness, and autonomy. In this study a team of researchers, led by Susan E. Hansen, from Lehigh Valley Health Network in Pennsylvania, studied how motivation changed in a sample of 51 doctors as they trained to become GPs. The trainees moved from introjection in their first-year, to identification in their second year and integration by the end of their third year. "The examination of a single learner's data set reveals an advanced motivation level in PGY1 (identification), followed by a period of retrograde in PGY2 (introjection), then rebounding in PGY3 (identification), which illustrates how motivation level can be affected by external competency requirements and challenges related to career transitions."

You can read the abstract of this article at

<http://dx.doi.org/10.1007/s40670-021-01396-7>

## [Chinese doctors in the \(bamboo\) sticks](#)

**Source:** BMC Medical Education

**In a nutshell:** It's a relatively safe bet what lurks in the British countryside. Some unthreatening, shy, delightful wildlife, plenty of mud, a fair amount of barbed wire and some nice views if it's not raining. Elsewhere in the world it's more of a lottery though and in this study Wenjun Yan, from Xuzhou Medical University, led a team of researchers studying 262 doctors who had taken part in a "Rural-Oriented Medical Students Training Project," in China to see how they were coping with rampaging pandas and patchy wi-fi. The students "exhibited moderate satisfaction." Satisfaction was highest for "occupational ecology," then, in declining order life satisfaction, stress, competency, and "internal environment." Factors contributing positively to satisfaction included: area, monthly income, working hours per week, professional title, and post.



You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03074-z>

## Have you got balanitis or is that a gun in your pocket?

**Source:** BMC Medical Education

**In a nutshell:** Reading news stories about America one sometimes comes to the conclusion that children are as likely to get a Colt 45 in their Christmas crackers as a limp joke, disappointing toy, and scratchy paper hat. In this study Rocco Pallin, from the University of California Davis School of Medicine, led a team of researchers investigating how confident junior doctors were talking about firearm-injury prevention with their patients. Could they get past “I’ve got my hands up, I swear, I’ve never met your wife” for instance? The researchers surveyed 218 junior doctors. The most-common barriers to firearms-safety counselling cited were: not knowing what to do with patients’ answers about access to firearms (72.1%); not having enough time (66.2%); not feeling comfortable identifying patients at risk for firearm injury (49.2%); and not knowing how to ask patients about firearm access (48.6%). “Prior education on firearm injury prevention was more strongly associated with asking than was personal exposure to firearms: 51.5% of respondents who had prior medical education reported asking compared with who had not received such education. More than 90% of respondents were interested in further education about interventions, what questions to ask, and legal mechanisms to separate dangerous people from their firearms.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-021-03024-9>

## Nurse Education

### Nursing students and self-regulated learning

**Source:** Nurse Education Today

**In a nutshell:** As someone for whom the number of lectures attended at university could – literally – be counted on the fingers of one hand I became adept at self-regulated learning; dodging old buffers wittering on in favour of an hour with a pen, notepad, and my reading list. 30 years later self-regulated learning is all the rage again and in this study Ece Kurt and Zehra Eskimez, from Çukurova University in Turkey, investigated it in relation to nursing students’ clinical placements. They found that self-regulated learning was higher in women, first-year students, those who had an interest in nursing, and those who saw lecturers as role models. On average fourth-year students felt 3.8 times more confident than first-year ones.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105242>

## Compassion in the classroom

**Source:** Nurse Education Today



**In a nutshell:** Society often functions a little like a pendulum; swinging wildly from one extreme to another but very rarely settling on common sense in the middle. In education, for instance, we have moved from belligerent ghouls running Manchester schools to the police being called when Jack makes disparaging remarks about Milly's freckles. In this study Ann Everitt-Reynolds, from Dundalk Institute of Technology, interviewed 32 nurses about their experiences of compassion in the nursing classroom. The student nurses reported their experiences of compassion as predominantly positive. "They advocated for further "space," within the curriculum for more formalized approaches to foster supportive relationships and to improve their experience of compassion within the academic setting."

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105241>

## How do nurses feel about looking after refugees?

**Source:** Nurse Education Today

**In a nutshell:** Moving north of Birmingham can be hard enough – ever tried getting hold of venison in Crewe, for example? – but fleeing persecution in your home country and ending up halfway across the world is, of course, a lot harder. In this study Aslı Karakuş Selçuk and Emre Yanikkerem, from Manisa Celal Bayar University in Turkey, interviewed 10 nursing students about their experiences looking after refugees. Four themes emerged from the interviews which were:

- Perspective on refugees
  - Health
  - Social
  - Economic
- Barriers in cultural care
  - Barriers in language and communication
  - Problem-solving technique
- Feelings and barriers in nursing care
- Recommendations
  - Society
  - Refugees
  - Government
  - Health services
  - Nursing education

The students said that language and communication were the most-significant problems when they gave care to patients. "They felt helpless, insufficient, and afraid of making mistakes in providing care due to communication barriers."

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105240>



## [Is it time for nursing students to hit the SBAR?](#)

**Source:** Nurse Education Today

**In a nutshell:** For quite some time I attended meetings in which people referred to a mysterious Andrew Bligh. It took me quite some time to realize that they were referring to NIII (“n triple I”) an acronym whose import now escapes me. Many years later I became equally confused when convenience-store chain Spar started to feature prominently in people’s conversation until it was explained to me that SBAR stood for Situation, Background, Assessment and Recommendation and was the management equivalent of bell-bottomed trousers in the mid-1970s. In this study Gie Ok Noh and M.J. Park, from Konyang University in Korea, studied the use of SBAR as a communication tool in nursing students’ simulations. 120 fourth-year nursing students took part in the study; 68 used SBAR in their simulations while the rest didn’t. The researchers found that using SBAR did not affect communication competence or communication self-efficacy in simulation-based education, although it did create a greater sense of flow for the students within it.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105252>

## [Lights, camera, reflection in action](#)

**Source:** Nurse Education Today

**In a nutshell:** Rather like navigating through the centre of Liverpool with one’s spouse, reflecting on one’s performance can be a source of either endless guilt, recrimination and bitterness or a valuable learning experience; possibly both sequentially. In this study a team of researchers, led by Jessica Mulli, from the University of Calgary in Canada, interviewed 11 nursing simulation facilitators about their experiences of students’ reflection in action. The facilitators were able to identify reflection-in-action during high-fidelity simulation when students “paused, collaborated, shared their thinking aloud, and changed their course of action. Barriers to reflection-in-action included learner[’s] fear and anxiety, poor simulation design, and inadequately prepared students and facilitators.” The facilitators were able to support reflection in action through briefing the students beforehand, being curious and providing cues, prompts and pauses for reflection during the process. Benefits of reflection-in-action included promoting collaborative learning, building confidence and critical thinking and embedding reflection into practice.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105251>

## [Synchronous or asynchronous. What difference does it make?](#)

**Source:** Nurse Education Today

**In a nutshell:** Educationalists divide online classes into synchronous and asynchronous. In synchronous classes everyone attends at the same time with videos and microphones on mute while they play WordWipe, catch up on the throbbing party scene at Downing Street, or stick some washing in the tumble dryer. In asynchronous classes people view the material anytime they want to – usually while witnessing a porcine flypast during unusually cold meteorological conditions in Hades. In this study Mohammad Suliman, from Al al-Bayt University in Jordan, led a team of researchers comparing the two approaches in a study of 127 student studying legal and ethical issues in nursing. 60 students had synchronous classes and 67 asynchronous ones. The researchers found that the classes had



significant outcomes in terms of increasing the students' knowledge and their ability to take ethical decisions but that there was no difference between the synchronous and asynchronous approaches.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105245>

### [Paying attention when no one is looking](#)

**Source:** Nurse Education Today

**In a nutshell:** It's easy enough to drift off in face-to-face lectures – choosing one's Desert Island discs, climbing imaginary Munroes, running a fictional country etc – but online ones are worse with (as long as you've got an internet connection) literally anything you might be more interested in just a mouse-click away. In this study Min Liu, from the University of Electronic Science and Technology of China, led a team of researchers investigating the factors influencing nursing students' sustained attention in online settings. 1,089 students from 35 nursing schools took part in the study which found that "situational interest," and anxiety both directly affected sustained attention. "Technology efficacy," and professional identity had indirect effects through "academic emotions." Cognitive load directly affected sustained attention and indirectly affected sustained attention through anxiety.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105248>

### [When school nurses play It's a Knockout](#)

**Source:** Nurse Education Today

**In a nutshell:** In cartoons and light-hearted action films people get knocked out at the drop of a hat then miraculously recover five minutes later. In real life concussion is both more subtle and more dangerous and in this study Kate Berz, from Cincinnati College of Medicine, led a team of researchers studying the effectiveness of a three-hour educational presentation about concussions in school-age children aimed at school nurses. 40 nurses took part in the study which found that the course improved knowledge of, and management skills in, concussion management.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105247>

### [Evidence-based medicine. The broccoli of nurse education?](#)

**Source:** Nurse Education Today

**In a nutshell:** Getting nursing students to get to grips with evidence-based medicine is a bit like getting children to eat broccoli. It can be done but there's no magical solution and it's never going to be anyone's favourite choice of activity. In this study Fen Zhou, from Beijing University of Chinese Medicine, led a team of researchers investigating evidence-based nursing among 601 students. They found that scores for attitude were highest among the students, followed by skill and knowledge, although the more-senior students had a less positive attitude than the junior ones. Factors influencing the students' attitude, skills, and knowledge were their experience of scientific research; a



medical-literature retrieval course for the junior students and the completion of an evidence-based nursing course for the senior ones; and their academic track record and English-language proficiency.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105238>

## Pharmacy Education

### Pharmacists, missionaries, or inquisitors?

**Source:** International Journal of Environmental Research and Public Health

**In a nutshell:** As traditional religions based on people's souls have declined so new ones based on people's bodies have taken their place. High priests (Messrs Whitty, Vallance and Van Tam) are appointed; jogging and mindfulness become the pinnacles of morality; temples (Nightingale hospitals) are constructed and a new panoply of saints' days (watch out for Haemorrhoid Awareness Week) erected. Any religion needs missionaries/inquisitors and in this study Dorota Raczkiwicz, from the School of Public Health in Warsaw, asked 206 pharmacy students how they felt about health promotion. "The students assessed the system solutions regarding health promotion as insufficient. The highest assessment was given to their own readiness to promote health. In between those was assessment of readiness to promote health by pharmacists as an occupational group. Readiness to promote health at a workplace in a pharmacy was assessed higher than in a local community. The students gave the highest assessments to the relevance and motivation to promote health, and the lowest to their own competences to promote health. "

## Physiotherapy Education

### Physiotherapists and professional identity

**Source:** Nurse Education Today

**In a nutshell:** Doing a scoping review is the research equivalent of sending your kids round to the corner shop to buy a loaf of bread, and a pint of milk. Let loose with their research grants in this study were a team of researchers, led by Laura Rappazzo, from Bond University, in Australia. They reviewed articles on "how professional identity is formed and shaped within pre-registration physiotherapy curricular [sic]." They found 21 articles which met their quality criteria from which five themes emerged: self, skills, curriculum, programme, and location.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105250>

## Speech and Language Therapy Education

### When SALTs meet anatomy

**Source:** Clinical Anatomy



**In a nutshell:** Those of us who consider our dishwashers unnecessarily complicated should spare a thought for students who have to learn about anatomy, most of which is covered in blood, invisible from the outside and arranged in a rather more complicated fashion. Speech and language-therapy students have to learn anatomy too (do they bother with anything below the neck I wonder?) and in this study Cassie Fives, from University College Cork, led a team of researchers exploring how they approached it. 92% of the students agreed, or strongly agreed, that a sound knowledge of anatomy was important for clinical practice. 74% agreed, or strongly agreed, that listening at lectures was how they primarily learned anatomy, and 91% agreed, or strongly agreed, that they worried a great deal about tests. The more students were worried about anatomy tests the lower their wellbeing was.

You can read the abstract of this article at

<http://dx.doi.org/10.1002/ca.23781>



