

# Education Bulletin



March 2024

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

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## General Healthcare Education

### Virtual reality, assisted communication

**Source:** BMC Medical Education

**In a nutshell:** A team of researchers led by Peng-Hsu Chen, from Taipei Medical University in Taiwan studied the effectiveness of virtual-reality experiential learning at teaching gerontology students about assistive communication. 60 third-year students took part in the study. Half watched a video, while the other half took part in the virtual-reality learning. The group who used the virtual-reality learning showed a significantly greater improvement in their learning and developed better skills in the “evaluation of residential environments.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05085-y>

### Can students be made to move?

**Source:** Sustainability

**In a nutshell:** In this study Fang Yuan, from Hohai University in China, led a team of researchers reviewing the evidence on interventions designed to get students to take more exercise. The researchers found 31 studies which met their quality criteria. They showed that the interventions led to a significant increase in total physical activity, moderate-to-vigorous physical activity, and step counts.

You can read the whole of this article at

<https://www.mdpi.com/2071-1050/16/4/1369>

### Virtual reality and advanced-care planning

**Source:** BMC Medical Education

**In a nutshell:** In this study a team of researchers, led by You-Kang Chang from Tzu Chi University in Taiwan, studied the effectiveness of a virtual-reality teaching module designed to help medical students understand them. 30 doctors and 59 nurses took part in the study which found an increase in knowledge and a “slightly more positive attitude,” towards advanced care planning. After three months the participants were still showing “changes in advanced directive-related behaviours.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04990-y>

### Does spicing up your slides make any difference?

**Source:** BMC Medical Education

**In a nutshell:** In this study Tyler Bland, from the University of Idaho, led a team of researchers investigating the effectiveness of using principles from the Cognitive Theory of Multimedia learning to improve a presentation. 140

students took part in the study. 100 were taught using the original slides and 40 were taught using slides modified using the new approach. Those being taught with the new slides showed a “modest but significant,” increase in “learner achievement.” They found the new slides more interesting and generally had a preference for the newer slides.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-024-05077-y>

## Chat GPT, get BSc?

**Source:** International Journal of Educational Technology in Higher Education

**In a nutshell:** What happens when students enlist ChatGPT to help them with their exams? Muhammad Abbas, from the National University of Computer and Emerging Sciences, led a team of researchers attempting to find the answer in this study of 494 students. The researchers found that when the students faced a higher academic workload and time pressure, they were more likely to use ChatGPT. Those who were “sensitive to rewards,” were *less* likely to use artificial intelligence. Using ChatGPT led students to procrastinate, made their memory worse, and dampened their academic performance.

You can read the abstract of this article at

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-024-00444-7>

## Can you learn from a virtual elective?

**Source:** Nurse Education Today

**In a nutshell:** Is a virtual elective any good for healthcare students? That was what a team of researchers, led by Bronwyn A. Kosman, from the University of Canberra, attempted to find out in this study. They interviewed four students who had done a virtual elective over the course of the Pandemic. The researchers found that the virtual programmes provided a range of benefits the students could use in their future careers and that they also provided students with a positive learning experience and an opportunity for personal growth. However, although the benefits were similar to actually going abroad, they were not identical, and the virtual electives failed “to replicate the intercultural and global competencies that in-country programmes offer to students.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2024.106133>

## Interprofessional Education

When interprofessional education goes out into the community

**Source:** BMC Medical Education

**In a nutshell:** In this study, Chawin Suwanchatchai, from Srinakharinwirot University in Thailand, led a team of researchers investigating “the effectiveness of community-based interprofessional education for undergraduate medical and health-promotion students.” The researchers found “a significant increase in collaborative competencies before and after the two-week course.” All aspects of community-based interprofessional education improved in the women and communication, collaboration, conflict management, and functioning team skills improved among the men.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05066-1>

## When the school trip is to the paediatric screening service

**Source:** Nurse Education in Practice

**In a nutshell:** In this study – led by Lauren Elizabeth Lines, from Flinders University investigated nursing, physiotherapy, occupational therapy, and nutrition and dietetics students all attending a clinical placement at a nurse-practitioner-led mobile paediatric service. 12 students took part in the initiative and a survey of them found that the students improved their “interprofessional socialization and readiness.” Interviews with the students yielded two themes which were: the nurse practitioner’s professional attributes; and the mobile nature of the service leveraging learning opportunities within the shared commute – i.e. they all had a nice chat together on the bus.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103909>

## A nurse and a doctor walk into a simulation ...

**Source:** Nurse Education in Practice

**In a nutshell:** In this study Ita Daryanti Saragih, from Kaohsiung Medical University in Taiwan, led a team of researchers reviewing the evidence on interdisciplinary simulation-based teaching. The researchers found 10 studies which met their quality criteria, covering a total of 766 participants finding that “interdisciplinary simulation-based teaching and learning positively enhanced the interprofessional knowledge of healthcare professionals.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103920>

## Medical Education

### Can watching films make you a better doctor?

**Source:** BMC Medical Education

**In a nutshell:** In this study Mahla Salajegheh, from Kerman University of Medical Sciences in Iran, led a team of researchers investigating the effect of showing 40 medical students *Still Alice*, a film about a professor who is diagnosed with Alzheimer’s disease. The students reflected on their experience of watching the film, then held a group discussion about the patient’s feelings, the doctors’ attitudes, the social environment of the patient, and the need for empathy for people with Alzheimer’s disease. The researchers conclude that reflection and group discussion after watching the film provided opportunities for social interaction that would lead to enhanced empathy. The students had gained a perspective which would lead them “to consider the patient as a whole and pay attention to establishing a proper relationship with the patient.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05084-z>

## What stops doctors doing CPD?

**Source:** BMC Medical Education

**In a nutshell:** In this study Udoka Okpalauwaekwe, from the University of Saskatchewan, led a team of researchers who interviewed 34 doctors from rural and urban areas. Frequently cited reasons for non-participation in CPD included time constraints, organizational and logistical challenges, poor resonance with the material and its presenters, and lack of recognition for the teaching provided.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05038-5>

## Ascites and simulation

**Source:** BMC Medical Education

**In a nutshell:** In this study Aya Hammami, from Sahloul University Hospital in Tunisia, studied the effectiveness of a simulation designed to teach medical students ascites fluid puncture. 40 medical students took part in the study which found that the simulation led to a significant improvement in the theoretical knowledge of the learners. “Objective assessment of technical skills after three months showed the benefit of performance maintenance.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05063-4>

## Sex and thankyou for junior doctors

**Source:** BMC Medical Education

**In a nutshell:** In this study a team of researchers, led by Jessica S. Tischendorf, from the University of Wisconsin School of Medicine and Public Health, examined the experience of junior doctors with a peer-recognition programme called Hi-5. Over a year the doctors received 382 Hi-5s with men and women getting equal numbers. 20 of the junior doctors took part in a focus group about the scheme. They said that it was useful for “interprofessional

feedback,” and to prevent burnout. Women, though, were worried about “differing expectations of professional behaviour and communication,” based on sex and about a backlash if their behaviour did not fit in with sex stereotypes.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05083-0>

## Why do doctors become GP supervisors?

**Source:** The Clinical Teacher

**In a nutshell:** In this study Belinda Garth, from Monash University in Australia, interviewed seven new GP practice supervisors to ask them what had motivated them to take up the role. Five themes emerged from the interviews which were: Making meaning of the role; Reconciling multiple roles; Building a relationship with the trainee; Receiving support from the training practice; and Joining peer communities of new and experienced supervisors.

You can read the abstract of this article at

<https://doi.org/10.1111/tct.13738>

## Tackling the GP shortage. Yes, no, or don't know?

**Source:** BMC Medical Education

**In a nutshell:** Countries all over the world – not just in the UK – are suffering from a lack of GPs. Denmark is no exception, and in this study Sofie Gjessing, from Aalborg University, studied 461 junior doctors to see what might make them choose general practice as a career. The doctors were divided into several categories: those who were committed to becoming GPs; those who were positive or undecided about it; and those who were not interested at all. The positive/undecided group were more likely to value a good work/life balance, and the opportunity to organize their own working hours compared to those who did not want to become GPs. Compared to those who were committed to becoming GPs, those who were positive or undecided had a positive attitude towards technology and working shifts, and an openness towards several career paths.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05074-1>

## Teaching the teachers about airways

**Source:** BMC Medical Education

**In a nutshell:** In this study Irene Steinberg, from the University of Turin, led a team of researchers investigating a course designed to teach instructors the “human factors,” around keeping patients’ airways open. 75% of the 119 instructors who took part in the study changed their teaching in some way, and 25% changed it completely. The major identified limitation to airway teaching in their departments was “lack of dedicated resources” (63%), and the most important educational topic was “Teaching non-technical skills” (70%). “Lecturing” was considered less

important (37%). Most surveyed anaesthesia departments lack a standardized airway teaching rotation. 21% said that their department's overall level of airway teaching was inadequate.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04912-y>

## Can you tell me the name of the Prime Minister?

**Source:** BMC Medical Education

**In a nutshell:** Doctors wishing to assess patients' mental states often ask them who the Prime Minister is, although it's usually best to check the 24-hours news channels and the pillar-box in the 1922 Committee before embarking on this line of questioning. Another way is to use the [Mini Mental State Examination](#), and in this study Frédéric Roca, from Rouen University Hospital, led a team of researchers investigating the effectiveness of "a multimodal training," at teaching students to use the MMSE. 75 medical students, between their fourth and sixth years, took part in the study. 41 took part in the new training, while the rest formed a control group. 71% of the students had already administered an MMSE test, although only 17% had received specific training and most of them considered their previous training to be inadequate. When the students were assessed on their ability to administer the MMSE those taught using the multimodal training did significantly better than the control group.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05044-7>

## Training doctors to break bad news

**Source:** BMC Medical Education

**In a nutshell:** In this study a team of researchers, led by Cosima Zemlin, from Saarland University in Germany, studied a way of training 158 second-year medical students to break bad news, using the SPIKES method – Setting, Perception, Invitation, Knowledge, Emotions, and Strategy and Summary. "The task was to deliver a cancer diagnosis to the patient within a patient-physician role-play in a gynaeco-oncological setting." Most of the students said their confidence had improved after the training and wanted breaking bad news to be part of lectures (76%) and electives (90%). The students' communication skills were felt to have improved, and the lecturer and the seminar were positively evaluated, getting 4.75 stars out of five.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05096-9>

## Can teamwork make the dream work online?

**Source:** BMC Online

**In a nutshell:** Does team-based learning work well online? In this study a team of researchers, led by Jing Shen, from Zhejiang University in China, attempted to find out. 179 third year medical students took part in the study which



compared three different methods of “teaching virtual patient experiments in a basic medical laboratory course.” The three methods were online team-based learning, face-to-face team-based learning, and our old friend, the flipped classroom. The researchers found that team-based learning was better than the flipped classroom and that there was no difference whether it was done face-to-face or online (apart, perhaps, from whether trousers were involved or not). The students “displayed a marked preference for the team-based learning format ... valuing its enhancement of learning interest and practical knowledge application.” Potential areas for improvement included “refinements in discussion efficiency, platform convenience, and student-instructor interaction.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05080-3>

## Not only but ALSO

**Source:** BMC Medical Education

**In a nutshell:** The Advanced Life Support in Obstetrics course is a clinically-based interprofessional, multidisciplinary educational programme “that aims to promote obstetricians’ learning of knowledge and skills through training in the most recent international obstetrical knowledge and skills, using rational methods to effectively manage critical, severe, and emergency obstetrical conditions, and standardizing obstetrical operations, with the ultimate goal of enhancing obstetric care.”

In this study Li Zhiyue and Lu Dan, from Yangzhou University in China, examined the effectiveness of this course in a study involving 60 junior doctors working in obstetrics. They found that the ALSO course led to improvements in theoretical knowledge, as well as pre-procedural preparation, safe analgesia, aseptic technique, seeking help when necessary, post-procedural management, communication skills, humanistic care, and overall performance.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05126-6>

## Nurse Education

### When breathing is an out-of-body experience

**Source:** BMC Medical Education

**In a nutshell:** In this study Hanna Lee, from Gangneung-Wonju National University in Korea, led a team of researchers studying the effectiveness of a virtual-reality simulation programme aimed at teaching nursing students about extracorporeal membrane oxygenation. The researchers found that the virtual-reality approach did not lead to a significant difference in knowledge compared to a control group, or in confidence or clinical-reasoning capacity. However, “learning immersion and learning satisfaction were statistically-significantly higher in the experimental group than in the control group.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05057-2>

## When “block,” is the new kid on the block

**Source:** Nurse Education in Practice

**In a nutshell:** The Block Model is a teaching method that takes the former approach, studying one unit of study at a time over four weeks, as opposed to the traditional semester model. In this study a team of researchers, led by Karen-Leigh Edward, from Victoria University in Australia, examined the effectiveness of the Block Model and found that it led to “improvements in learner engagement, retention rates, and pass rates. Improvements were also noted [in] graduate outcomes, with an increase in full-time graduate employment.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103905>

## Teaching nurses smoking cessation

**Source:** Nurse Education in Practice

**In a nutshell:** In this study Guowen Zhang, from the University of Hong Kong, led a team of researchers reviewing the evidence on courses designed to teach nurses about smoking cessation. The researchers found 12 studies that met their quality criteria which included a total of 2,114 nursing students. Teaching methods included lectures, collaborative learning, blended learning, and service-learning (learning by doing). Eight of the studies showed that the training significantly increased the students’ knowledge of smoking cessation and three of them showed a “large effect size.” Seven studies showed that the training enhanced the students’ attitude and motivation significantly and nine found that the interventions improved their self-efficacy. The researchers concluded that “smoking-cessation training had a positive and large effect on undergraduate nursing students’ knowledge, attitudes/motivation and self-efficacy towards smoking-cessation intervention.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103907>

## Placements on the prairies

**Source:** Nurse Education in Practice

**In a nutshell:** In this study Erin Patterson, from Conestoga College Institute of Technology and Advanced Learning in Canada, led a team of researchers reviewing the evidence on “clinical education models in rural practice settings.” They found 82 studies which met their quality criteria. Preceptorship was the most commonly-used model, included in 41 of the studies. The most common design for placements was a “block model,” design lasting between one and 16 weeks, with most learners “engaging in episodic care with individual clients.” 24 articles reported nurses engaged in “rural clinical education across multiple contexts (e.g., acute care, home care, and primary care).”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103906>

## Nurses and safety culture

**Source:** Nurse Education Today

**In a nutshell:** In this study Arzu Tat Çatal, from Akdeniz University in Turkey, led a team of researchers investigating nursing students' perceptions of patient-safety culture when they went out on their clinical placements. 38 students took part in the study, of whom nine were interviewed in more depth later. The students' perceptions of patient-safety culture were high. As far as the students were concerned three factors affected patient safety which were:

- Health professionals
- Care environment
- Patients and caregivers

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2024.106120>

## Are nursing students prepared to go digital?

**Source:** Nurse Education in Practice

**In a nutshell:** In this study Annette Stunden, from Western Sydney University, led a team of researchers investigating "nursing students' preparedness for the digitalized clinical environment in Australia." The researchers reviewed the available research and found nine studies which met their quality criteria. They identified four themes from the research which were: curriculum design; education and training; digital-literacy level; and "professional digital literacy competency standard framework." "Major findings include the need for the development and integration of a professional digital literacy competency standard framework embedded into nursing curricula to equip nursing students with appropriate digital literacy skills to navigate digitalised healthcare settings."

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103908>

## Where thoughts go can eyes be far behind?

**Source:** Nurse Education in Practice

**In a nutshell:** In this study a team of researchers, led by Sandra Caloca-Amber, from the University of León, tracked nurses' eyes as they took part in a simulation trying to revive someone after a heart attack. 30 nursing students took part in the study – 14 first-years, and 16 second years. The first-year students showed greater anxiety, stress, mental workload, identified regulation and extrinsic motivation, whereas the second-year students showed higher levels of amotivation, external regulation, and perceived self-efficacy. "Eye-tracking data ... exhibited statistically-significant differences depending on the area of interest in both groups." The researchers concluded "eye-tracking-based analysis can help to predict performance quality while maintaining situational awareness during nurse instruction."

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2024.103911>

## Can a mood mar your marks?

**Source:** Nurse Education Today

**In a nutshell:** In this study Abdul Hernandez, from Finis Terrae University in Chile, led a team of researchers studying the effect of mood on 117 nursing students taking their OSCE (role-play) exams. Mood was found to have an effect on the students' self-efficacy, but not on their academic performance.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2024.106116>

## Diary of a student nurse, aged 21-and-three-quarters

**Source:** BMC Medical Education

**In a nutshell:** In this study Nastaran Najaffard, from Tehran University of Medical Sciences, led a team of researchers studying the effect of an e-portfolio on nurses' competence. 30 practising nurses took part in the study, which found that the e-portfolio led to a significant increase in knowledge and competence scores.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-024-05092-z>

## Emotional intelligence and wellbeing

**Source:** Nurse Education Today

**In a nutshell:** In this study Wei How Darryl Ang, from the National University of Singapore, and Ying Lau from The Chinese University of Hong Kong studied the links between emotional intelligence, wellbeing, and resilience in a sample of 300 undergraduate nursing students. The researchers found that certain aspects of emotional intelligence – self-control, sociability, and emotionality – were linked to well-being. Emotionality and well-being were, in turn, both linked to resilience.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2024.106132>