



Joint Education and Training Library



Mid Cheshire Hospitals  
NHS Foundation Trust

# Education Horizon-Scanning Bulletin – June 2018

Compiled by John Gale

JET Library – Mid-Cheshire

NHS Foundation Trust

## Contents

Dental Education	4
What diseases to dentists come across? .....	4
General Education.....	4
Do video games make any difference? .....	4
What happens when classroom get half-flipped? .....	4
Inter-professional Education.....	5
Inter-professional education and primary care .....	5
Why it's best to be regular in resuscitation.....	5
What do nursing students feel about inter-professional simulation? .....	6
Getting people talking about inter-professional education.....	6
Medical Education .....	7
Getting students ready for mental health .....	7
Cross-border curriculums. Export triumph or latter-day conquistadors?.....	7
What do students understand by learning?.....	7
More doctors go into psychiatry.....	8
What makes medical students motivated? .....	8
Basic life support training – peer or professional? .....	8
Teaching medical students to be interpreters .....	9
What do stakeholders make of medical-school selection? .....	9
German medical students – are they vorsprung durch Technik or clapped-out Trabants? .....	10
Getting feedback – what motivates children's doctors? .....	10
Are students ready for self-directed learning? .....	10
Can GP trainees be trusted with guidelines? .....	11
Bridging the gap between town and country.....	11
What makes an undergraduate a successful doctor? .....	12
How COBERS is fighting malaria in Uganda .....	12
Nurse Education.....	13
What do student nurses know about breastfeeding? .....	13
What makes nursing students stay the course? .....	13
Emotional intelligence and critical thinking. Are they connected? .....	13
In search of integrity.....	14

Preceptorship – what difference does it make? .....	14
Are Dedicated Education Units the way forward?.....	15
Students, stress and placements .....	15
Shear the sheep and call the midwife .....	16
When simulation comes to the emergency department .....	16
Responding to disruptive behaviour in the workplace .....	16
Where are clinical placements best supervised from? .....	17
What do nurses make of competencies? .....	17
Dealing with deteriorating patients.....	17
When problem-based learning goes on the web .....	18
Emotional intelligence, coping strategies and stress .....	18
Get yourselves into small groups ... ..	19
Irish midwives. Blooming or wilting on clinical placement? .....	19
Why children’s nurses drop out .....	19
Graduate nurses’ teaching – how to make the deep end a bit more shallow.....	20

## Dental Education

### What diseases to dentists come across?

**Source:** BMC Medical Education

**In a nutshell:** Dentists spend a lot of time looking at mouths. These usually come with a body – if not brain – attached so it's important for dentists to be able to recognise what other ailments patients have and what these might mean for their work. In this study Anja Humbert, from the Universitätsklinikum Hamburg-Eppendorf in Hamburg, led a team of researchers investigating what diseases patients brought with them into the dentist's chair. They analysed the health records of all the dental patients treated between April and July 2015 by 116 dental students from the Medical Faculty of Hamburg University. Most of the patients' illnesses could be characterised as pertaining to cardiology, endocrinology and rheumatology with high blood pressure being the most common complaint followed by type 2 diabetes and bronchitis.

You can read the whole of this article [here](#).

## General Education

### Do video games make any difference?

**Source:** Computers & Education

**In a nutshell:** Leaving aside social skills and physical fitness opinions differ about the effects of video games on students' education. Pessimists claim they rot youngsters' brains while optimists say they improve problem-solving skills. But who – if anyone – is right? Muhterem Dindar, from the University of Oulu, in Finland, led a team of researchers looking into this issue. 479 high-school students took part in the study which found that boys had more experience of, and skills in, video games. Overall the boys played games for a longer time although the girls played them more frequently (i.e. little and often). There was no relationship of any kind between any of the variable to do with video gaming and either academic performance or creative problem solving suggesting that the video games neither damaged or helped students' academic chances.

You can read the abstract of this article [here](#).

### What happens when classroom get half-flipped?

**Source:** Computers & Education

**In a nutshell:** In the flipped classroom students read up about a topic before they come into contact with lecturers so that more complex problems can be dealt with in classes and better use made of lecturers' valuable time. However, students who have come straight from high school aren't always the best at doing their homework beforehand so in this study Wenliang He, from Zhejiang Normal University in China, led a team of researchers who looked at the effectiveness of a partially-flipped

classroom in which students started off with a few traditional lectures and gradually moved to a more complete flipped-classroom approach. The researchers found that flipped instruction had a positive impact on students' overall grades in their subsequent courses and that students with lower marks in high school benefited most. The students who had previously had the lowest motivation showed the greatest improvements in their keenness. The researchers concluded that "the results encourage a softer approach to flipping introductory courses."

You can read the abstract of this article [here](#).

## Inter-professional Education

### Inter-professional education and primary care

**Source:** BMC Medical Education

**In a nutshell:** Inter-professional education is easier to put on in a hospital where lots of different staff work in one place than in primary care where staff are scattered in small units over what can be quite large areas. In this study Carrie Tran, from the Karolinska Institutet in Sweden, led a team of researchers who interviewed 26 nursing, physiotherapy, occupational therapy and medical students about their experiences of inter-professional education. One main theme emerged from the interviews which was that the students perceived a need for support and awareness of inter-professional education from both their study programmes and their clinical placements. The theme could be divided into five categories which were:

- Students' tunnel-vision focus on their own profession
- Patients' healthcare problems
- Clinical supervisors' support for, and attitude towards, inter-professional education
- Hierarchy between different professions
- Collaboration between different study programmes

You can read the whole of this article [here](#).

### Why it's best to be regular in resuscitation

**Source:** BMC Medical Education

**In a nutshell:** Resuscitating someone is a complicated business involving different professions working together as a team to extend people's stay in this world and delay their arrival in the next. One way of doing it is to get the whole team together regularly for training and in this study Alexander Knobel, from the Carl von Ossietzky Universität in Oldenburg, Germany, led a team of researchers studying the effectiveness of "a regular, multi-disciplinary, video-debriefed training intervention for trauma team members." The training is held in a fully-functioning resuscitation

bay using a hi-tech dummy as a patient simulator. The exercise is filmed and after each session every team has a structured video debriefing to analyse their performance. The researchers found that the training programme significantly speeded up the resuscitation of real patients.

You can read the whole of this article [here](#).

### What do nursing students feel about inter-professional simulation?

**Source:** Nurse Education Today

**In a nutshell:** More and more students are taking part in inter-professional education these days and in this study Daphne A.F.N. Lim and Rhian Noble-Jones, from the University of Glasgow, reviewed the research into what nursing undergraduates made of it all. They found 13 papers that met their quality threshold and “the literature most commonly reported that students had a better understanding of professional roles, improved communication and teamwork,” after taking part in inter-professional education. The most commonly reported negative experience involved “some examples of disparity within the team.”

You can read the abstract of this article [here](#).

### Getting people talking about inter-professional education

**Source:** BMC Medical Education

**In a nutshell:** While not everyone at The Nag’s Head is talking about inter-professional education lots of people in university staff rooms are and in this study Maree O’Keefe and Helena Ward, from the University of Adelaide talked to 12 lecturers and 10 health practitioners about it. Five “clusters of contradictions,” emerged from the conversations which were:

- The lack of a workable definition
- When and what is best for students?
- The leadership hot potato
- Big expectations of inter-professional learning
- Resisting cultural change

The researchers concluded that although these factors were experienced as challenges they had “not yet generated sufficient tension to trigger ‘break through,’ novel thinking, or contemplation and modelling of new solutions.”

You can read the whole of this article [here](#).

## Medical Education

### Getting students ready for mental health

**Source:** BMC Medical Education

**In a nutshell:** Most doctors come across someone with a mental-health problem during the course of their career. People’s mental-health problems can vary from place to place and at James Cook University in Queensland the medical school recently revised its curriculum to be “more aligned with the mental-health priorities of the local region.” In this study Christopher Rikard-Bell and Torres Woolley, both themselves from James Cook University, asked 209 second-year medical students about their experiences of mental-health problems while out on placement. Those students who had taken the Psychological Medicine and Human Development course before going out on their placements were significantly more likely to report feeling comfortable discussing mental-health issues with patients; being prepared for mental-health discussions with patients and having an actual mental-health discussion with a patient. The students said that subject content involving information and classroom teaching on assessing and interviewing patients for mental illness was the most useful part of the course.

You can read the whole of this article [here](#).

### Cross-border curriculums. Export triumph or latter-day conquistadors?

**Source:** BMC Medical Education

**In a nutshell:** In cross-border curriculum partnerships one medical school exports its curriculum – but not its students or lecturers – to a medical school abroad which delivers it. Proponents of this approach argue it helps to spread expertise and raises standards while other claim it spreads confusion in much the same way as the conquistadors spread influenza throughout South America. In this study Dominique Waterval, from Maastricht University in the Netherlands, led a team of researchers examining the experience of students being taught an exported curriculum. 361 students took part in the study which found that they generally held positive views of the education they received and that switching to a new language (English) and learning environment was not seen as a major obstacle. However, “a significant portion of students who as non-nationals did not speak the language of the patient population felt this complicated effective workplace-based learning.”

You can read the whole of this article [here](#).

### What do students understand by learning?

**Source:** BMC Medical Education

**In a nutshell:** What students see learning as – a means of getting promotion, a way of developing oneself, a good in itself etc – are known among educational researchers as their learning conceptions. In this study Fernando Campos, from the University of Granada in Spain, led a team of researchers who examined the learning conceptions

of 131 students at the beginning of their post-graduate studies in health sciences, experimental sciences, arts and humanities and social sciences. The researchers found that the health sciences students saw learning as gaining information; remembering, using and understanding information; awareness of duty and social commitment. However, compared to the other students learning as a personal change; learning as a process not bound by time or place or as an acquisition of professional competences were seen as less relevant.

You can read the whole of this article [here](#).

### More doctors go into psychiatry

**Source:** British Medical Journal

**In a nutshell:** The number of trainees going into psychiatry has risen by over 30% from last year. Figures from Health Education England show that 368 doctors will start core psychiatry training in England this August – up from 277 last year – the most since 2009. Last year the Royal College of Psychiatrists launched its #choosepsychiatry social-media campaign to promote the specialty to medical students challenging the perception that psychiatrists' patients don't get better and showing that the specialty is unique in requiring doctors to understand a patient's brain, body, and background.

If you have access to the *British Medical Journal* you can read the whole of this article [here](#).

### What makes medical students motivated?

**Source:** BMC Medical Education

**In a nutshell:** Becoming a doctor is a long haul and you need a lot of motivation to do it. In this study Natchaya Kunanithawon, from Chiang Mai University in Thailand, led a team of researchers looking into which factors affected first-year students' motivation. 138 first-year medical students took part in the study which found that extrinsic motivation was positively associated with being a woman, personal choice for studying medicine and grade-point average at high school. Intrinsic motivation was correlated with perceived family support, personal choice for studying medicine and determination. Lack of motivation was related to being a man, personal choice and depression.

You can read the whole of this article [here](#).

### Basic life support training – peer or professional?

**Source:** BMC Medical Education

**In a nutshell:** Like many other aspects of life which we take for granted in the UK medical education faces a number of – to put it mildly – challenges in Syria. One being a lack of qualified doctors with enough time on their hands to teach medical

students. One solution to this could be peer teaching where older students, rather than lecturers, teach younger ones. In this study Fatima Abbas from Damascus University, led a team of researchers comparing the effectiveness of peer-lead teaching of basic life support to professional training. 72 medical students, in their first three years of study were divided into two groups. One group were taught basic life support by students in their fourth, fifth and sixth years while the other group were taught by qualified doctors. The researchers found no statistically-significant difference between the two groups and the students themselves said they were satisfied with the peer-led model of teaching.

You can read the whole of this article [here](#).

### Teaching medical students to be interpreters

**Source:** BMC Medical Education

**In a nutshell:** Language barriers can get in the way of providing good medical care to people so trained medical interpreters are worth their weight in gold. In this study Alvaro F. Vargas Pelaez, from the New York University School of Medicine, looked into the benefits of training already bilingual medical students to be medical interpreters. Between 2015 and 2017 whole-day workshops on medical interpretation were offered periodically to 80 bilingual medical students at Penn State College of Medicine. Between them the students spoke 21 different languages and, following their training, they felt more confident interpreting, and more empathy towards non-English speakers. All the students who decided to take the exam were able to successfully become certified interpreters and 92% of the participants said they would recommend the programme.

You can read the whole of this article [here](#).

### What do stakeholders make of medical-school selection?

**Source:** BMC Medical Education

**In a nutshell:** Despite the competing claims of vampire slayers and fence erectors stakeholders are usually supposed to be people who have a legitimate interest in something. Stakeholders in the selection process for entry into medical school include the candidates themselves, medical students and those doing the selecting. In this study M.E. Kelly, from the National University of Ireland in Galway, led a team of researchers reviewing the literature on stakeholders' view about medical schools' selection processes. The researchers found 233 articles which met their criteria although they said that the overall quality of evidence was very low. Applicants were in favour of interviews and multiple mini interviews while situational-judgement tests and selection centres were also well-regarded. On the whole candidates did not like aptitude tests. Selectors also endorsed the use of interviews, particularly multiple mini interviews, believing them to be fair, relevant and appropriate. Aptitude tests and academic records were also valued in decisions about who to call for interview. Medical students preferred interviews-based selection to cognitive aptitude tests and were unconvinced by the transparency and veracity of written applications.

You can read the whole of this article [here](#).

### German medical students – are they vorsprung durch Technik or clapped-out Trabants?

**Source:** BMC Medical Education

**In a nutshell:** ‘Competencies’ is an ugly word for a useful concept – a list of things a,b and c which people need to be good at to do x,y and z successfully. In this study Antonius Ratte, from the University of Heidelberg, led a team of researchers who looked into German medical students’ scientific competencies – their ability to carry out, and make sense of, research. 2,380 students, from all 37 German medical schools, took part in the study. Most of them agreed that the ability to critically evaluate the relevant literature is an important competency for doctors, and that every student should conduct a research project during their medical studies. However, the students rated their own scientific competencies as unsatisfactory, particularly when it came to statistics and scientific writing and they were strongly in favour of receiving more research training.

You can read the whole of this article [here](#).

### Getting feedback – what motivates children’s doctors?

**Source:** BMC Medical Education

**In a nutshell:** Like it or loathe it getting feedback from other people is now seen as important for improving one’s own performance. There are different ways of motivating people to look for feedback. Extrinsic motivation depends on external factors – you need to do this otherwise you will be in trouble – whereas intrinsic motivation relies on people’s own desire to improve and learn. The latter is considered better and self-determination theory says that it is more likely when the environment “optimises the individual’s experience of autonomy, relatedness and competence.” In this study Duncan Henry, from the University of California, San Francisco, led a team of researchers looking into the feedback-seeking motivation of 34 junior doctors working in paediatrics. 12 only engaged in low-effort feedback-seeking, 10 said they would try to engage in high-effort feedback-seeking while only 10 actually engaged in high-effort feedback seeking. Among the high-effort feedback-seekers more of the doctors were interested in critical care-related fields compared to the other students.

You can read the whole of this article [here](#).

### Are students ready for self-directed learning?

**Source:** BMC Medical Education

**In a nutshell:** Self-directed learning is the ability to get on with learning things yourself rather than being told what to do by a lecturer. In this study Kalyani Premkumar, from the University of Saskatchewan in Canada, led a team of

researchers investigating levels of self-directed learning readiness in 452 medical students. The researchers found that the students' age and sex made no difference to their readiness for self-directed learning but that the students' readiness decreased as they went through their training. A more in depth analysis of the students' responses showed that culture and the curriculum played a prominent part in their readiness for self-directed learning.

You can read the whole of this article [here](#).

### Can GP trainees be trusted with guidelines?

**Source:** BMC Medical Education

**In a nutshell:** Doctors used to rely on years of professional wisdom and experience when treating patients. Now – in common with a lot of other professionals – they follow guidelines. In this study Nicolas Delvaux, from the Department of Public Health and Primary Care in Leuven, Belgium, led a team of researchers looking into whether it was feasible to get trainee GPs involved in writing and adapting guidelines. The researchers designed a “multifaceted,” training programme that combined training sessions, a handbook and a “documentation tool,” to assist GP trainees in the adaptation of clinical-practice guidelines. 122 trainees followed the training adapting 60 different clinical-practice guidelines. 40% of the adapted guidelines were considered good, 50% were of moderate quality and 5% were of poor quality. 98% of the trainees found the training to be of a good overall quality and 86% were satisfied with the handbook. However, only 47% of the trainees were satisfied with the documentation tool.

You can read the whole of this article [here](#).

### Bridging the gap between town and country

**Source:** BMC Medical Education

**In a nutshell:** Most people's approach to countryside – as with so much else in life – follows the hopeful approach to life of Boris Johnson, being pro both eating cake and having it. People like the idea of quietness, beauty and nature but resent not being near a Waitrose, farmers, and animals making a noise. In this study Robin A. Ray, from James Cook University in Australia, led a team of researchers looking into medical students' attitudes towards rural practice. The researchers analysed the responses to a questionnaire of students completing a compulsory rural placement. Key themes emerging from the students' responses included:

- The evolution of scope of practice
- The importance of inspirational mentors
- Access to urban areas
- A sense of community

Positive experiences such as support for ongoing learning opportunities and rural community living all contributed to students' interest in future rural medical practice. However, the fact that the students valued the ability to work for periods of time in both rural *and* urban settings “suggested a possible need for a new additional model of practice.”

You can read the whole of this article [here](#).

### What makes an undergraduate a successful doctor?

**Source:** BMC Medical Education

**In a nutshell:** Becoming a doctor's not all about learning things and in this study Stephen J. Wolf, from the University of Virginia, School of Medicine, led a team of researchers who spoke to 85 medical educators about what personal characteristics helped undergraduates succeed as doctors. Ten characteristics were identified which were:

- Communication skills
- Critical thinking
- Emotional intelligence
- Ethical behaviour
- Intellectual curiosity
- Organisational skills
- Resilience
- Self-improvement
- Teamwork
- Vocational commitment

You can read the whole of this article [here](#).

### How COBERS is fighting malaria in Uganda

**Source:** BMC Medical Education

**In a nutshell:** Four medical schools in Uganda train doctors off-site in a programme called COBERS (Community Based Education and Research Service). As part of the programme the students educate people about malaria, and how to prevent and treat it. In this study James Henry Obol, from Gulu University in Uganda, led a team of researchers assessing whether these initiatives had really changed people's behaviour. The researchers found that 66.8% of the children under five in communities where a COBERS student was on placement slept under an insecticide-treated net, compared to 57.8% in non-COBERS communities. 60% of

children under five in COBERS communities sought care for fever within 24 hours of its onset, compared to only 47% in non-COBERS communities.

You can read the whole of this article [here](#).

## Nurse Education

### What do student nurses know about breastfeeding?

**Source:** Nurse Education Today

**In a nutshell:** Breastfeeding is a vexed topic. Most people agree it's good for babies, but it can hurt like hell and babies themselves don't always get to grips with it straightaway. And breastfeeding advocates can display a level of hard-hearted zealotry that makes the wilder fringes of the DUP seem like Julie Andrews leading a Sunday school picnic. In this article Merav Ben Natan, from the Hillel Yaffe Medical Centre in Israel, led a team of researchers who compared student nurses' knowledge of breastfeeding with other students who were either mothers already or who were expecting a baby. The researchers found that the nursing students' levels of breastfeeding knowledge was very high and higher than the students from other faculties. However, both groups had similar moderately-positive overall scores for attitude to breastfeeding and both groups expressed 'moderate,' intentions to breastfeed during the course of their studies. The students' perceptions of how much the lecturers would support breastfeeding, their attitude to breastfeeding and their knowledge of breastfeeding were all found to predict their intention to breastfeed during the course of their studies.

You can read the abstract of this article [here](#).

### What makes nursing students stay the course?

**Source:** Nurse Education Today

**In a nutshell:** Nursing students don't always finish their courses and nurses don't always stay in the profession for the rest of their lives. The desire to carry on to the end of the course and stay in nursing – career motivation – was the topic of this study led by Wenjie Fang, from Shandong University in China. 1,060 students from three universities took part in the study which found that a good educational environment, career adaptability and optimism all helped increase the students' career motivation. "In addition, the effects of optimism and educational environment on career motivation were partially mediated by career adaptability in nursing undergraduates."

You can read the abstract of this article [here](#).

### Emotional intelligence and critical thinking. Are they connected?

**Source:** Nurse Education Today

**In a nutshell:** Regular readers of the Education Bulletin will be familiar with the concepts of emotional intelligence and critical thinking. The two are usually studied separately but in this article Hülya Kaya, from Istanbul University, led a team of researches exploring the links between them, if any. 182 students took part in the study which found no relationship between awareness of one's emotions, empathy and social skills and the student's critical-thinking abilities. The only aspect of emotional intelligence which was linked to critical thinking was self-motivation which had a moderate correlation with critical-thinking abilities at the end of the year.

You can read the abstract of this article [here](#).

### [In search of integrity](#)

**Source:** Nurse Education Today

**In a nutshell:** Integrity is a bit like a Ming vase – it's nice to have but doesn't always bear up well under pressure. Government inquiries into hospital scandals often reveal "deficits in the expression of nursing values which underpin professional integrity," and in this study E. Jane Blowers, from the University of East Anglia, interviewed 12 student nurses, five practice-based mentors and 6 lecturers to find out more. Three main themes emerged from the conversations which were:

- Meanings
- Enactment
- Growth of professional integrity

Ms Blowers concluded that "pre-registration education can influence the growth of professional integrity by improving students' understanding of the boundaries of nursing practice and potential threats to these, skills to speak up on behalf of patients, and knowledge of the processes involved in raising concerns."

You can read the abstract of this article [here](#).

### [Preceptorship – what difference does it make?](#)

**Source:** Nurse Education Today

**In a nutshell:** Newly-qualified nurses are often placed under the care of a preceptor who keeps them under their wing as they gradually acquire more experience of practical nursing. In this study Ahmad Aboshaiqah, from King Saud University and Abdiqani Qasim, from King Fahad Medical City (both in Saudi Arabia) asked new nurses what preceptors had done for them. 92 nurses took part in the study which found that the preceptorship programme helped the new nurses set priorities with acutely-ill patients, do more than one job at once and demonstrate complex nursing skills. Most of the new nurses thought that preceptorship was a constructive experience and the availability, approachability and trustworthiness of the preceptor were all seen as influential factors in improving the interns' clinical competence.

You can read the abstract of this article [here](#).

### Are Dedicated Education Units the way forward?

**Source:** Nurse Education Today

**In a nutshell:** Traditionally when nursing students went out on their clinical placements they were paired up with an experienced nurse who looked after them for the duration. As clinical environments get more complicated and more nurses work part-time it's become harder to make this arrangement work and recently there has been much interest in Dedicated Education Units (DEUs). In DEUs student nurses are looked after by all the staff in a clinical area, clinical and academic staff collectively support the student and student learning is a collaborative process. In this study Ruth Crawford, from the School of Social Services in Whitireia, New Zealand, led a team of researchers looking into the effectiveness of a DEU. 91% of the students and 85% of the staff were satisfied with their participation in the DEU. The students said that they felt part of the health-care team and the staff said that they had enjoyed working with the students from different programmes saying that the supportive DEU structure gave them more opportunity to engage with student learning. The researchers concluded that "staff from three units at a District Health Board and three unique nursing programmes were able to develop learning partnerships, collaborating together to provide a positive, nurturing learning environment for nursing students and a clinical setting where nurses enjoyed their teaching/coaching roles."

You can read the abstract of this article [here](#).

### Students, stress and placements

**Source:** Nurse Education Today

**In a nutshell:** Going from sitting in a lecture hall listening to lecturers burbling on, or a nice quiet library with a cup of coffee and a flapjack, to a busy ward full of patients infested with this that and the other dreadful illness can be a stressful experience. In this study Hanna Admi, from the Rambam\* Health Care Campus in Haifa, led a team of researchers looking into the experiences of 892 second, third and fourth-year nursing students out on placement. They found that the overall average level of stress was mild to moderate and the overall satisfaction was moderate-high. The levels of both stress and satisfaction of second-year students were significantly higher than those of third and fourth-year students. Female students also experienced significantly higher levels of stress and satisfaction. The most stressful situations for the second-year students were related to inadequate preparation to cope with knowledge and skill demands, while third- and fourth-year students were more stressed by conflicts between their professional beliefs and reality in hospital practice.

You can read the abstract of this article [here](#).

\*Presumably the midwifery unit is Rambam Thank You Mam

## Shear the sheep and call the midwife

**Source:** Nurse Education in Practice

**In a nutshell:** New Zealand and Scotland have quite a bit in common. Both have stunning scenery, both speak English (after a fashion) and both have large swathes of countryside populated mostly by sheep. Midwives also face the same challenges in both countries and in this study Mary Kensington, from the Ara Institute of Canterbury in New Zealand led a team of researchers looking into the experiences of rural midwives. 222 midwives took part in the study – 145 of them from New Zealand and 77 from Scotland. The overarching theme emerging from the discussions was ‘future proofing rural midwifery practice.’ Two other themes emerged from the study which were ‘preparation for rural practice’ and ‘living the experience and seeing the reality.’ The majority of the participants agreed that pre-registration midwifery programmes should include a rural placement for students and rural-specific education with educational input from rural midwives.

You can read the abstract of this article [here](#).

## When simulation comes to the emergency department

**Source:** Nurse Education Today

**In a nutshell:** Simulation is used a lot in nurse education but the evidence for its effectiveness is not completely cut and dried. In this study Mary Boyde, from the University of Queensland, led a team of researchers looking into the effectiveness of a simulation for 50 registered nurses working in an emergency department. The simulation led to a reduction in the nurses’ anxiety levels and a significant increase in their self-efficacy. The nurses were very satisfied with the training and there was a statistically significant increase in the quality of their initial clinical handover and their ability to recognise the indicators of urgent illness.

You can read the abstract of this article [here](#).

## Responding to disruptive behaviour in the workplace

**Source:** Nurse Education Today

**In a nutshell:** Disruptive behaviour – people behaving like idiots – happens from time to time in hospitals, either by patients or among staff. Nurses aren’t always trained to deal with it and in this study Ericka Sanner-Stiehr, from the University of Missouri-St Louis, examined the effectiveness of a cognitive rehearsal intervention on nursing students’ confidence at responding effectively to disruptive behaviour. 109 final-year students took part in the study which found that measures of overall self-efficacy and knowledge and measures of ‘situational self-efficacy remained significantly increased three months after the intervention.

You can read the abstract of this article [here](#).

## Where are clinical placements best supervised from?

**Source:** Nurse Education Today

**In a nutshell:** Clinical placements are a huge part of nursing students' learning. Sometimes clinical teachers are based in hospitals while at other times they are based in universities. In this study Aileen W.K. Chan, from The Chinese University of Hong Kong, compared to the two approaches. 331 students took part in the study. Half of them were supervised by people based in universities and half were supervised by people based in hospitals. The students supervised by a hospital clinical teacher had a higher preferred task orientation while the students who were supervised by university lecturers had 'higher actual and preferred individualization.'

You can read the abstract of this article [here](#).

## What do nurses make of competencies?

**Source:** Nurse Education in Practice

**In a nutshell:** Competencies are lists of skills and qualities people need to demonstrate to be considered suitable for a particular task or role. In this study Paula C. Lamb from Kingston University and Christine Norton from King's College, London looked at what it feels like to be on the receiving end of competencies. They interviewed 19 nurses who were training to be, or already were, nurses giving people dialysis. The researchers found that the clinical competencies were beneficial in developing novice nurses' dialysis skills, knowledge and competence and that the clinical competencies provided them with a structured framework for assessing competence. The new nurses experienced stress and anxiety, particularly when they were faced with unfamiliar situations. The researchers concluded that expert dialysis nurses had a crucial role in mentoring and training novice nurses.

You can read the abstract of this article [here](#).

## Dealing with deteriorating patients

**Source:** Nurse Education in Practice

**In a nutshell:** Hospital should be the beginning of getting better but is sometimes the start of getting worse and much ink and many pixels have been expended on how to get nurses and doctors to recognise when patients are beginning to go downhill. In this study Monica Jarvelainen, from Federation University in Australia, looked at 224 reflective reports submitted by 92 final-year nursing students. 40 cases of deteriorating patients were identified and five themes emerged which were:

- Communication – the need for adequate handover and documentation
- Teamwork – demonstrating the positive impact on patient outcomes
- Workload – the negative effects of high staff/patient ratios

- Clinical judgement/knowledge – the need for adequate preparation of staff for safe clinical settings
- Attention deficits – lack of care producing negative outcomes

The researchers found that the students experienced a range of behaviour from exemplary leadership to careless individual practice and a ‘failure to rescue,’ deteriorating patients.

You can read the abstract of this article [here](#).

### When problem-based learning goes on the web

**Source:** Nurse Education in Practice

**In a nutshell:** In problem-based learning students work together in groups to solve a problem, learning something – fingers crossed – in the process. In this study Yongxia Ding and Peili Zhang, from Shanxi Medical University in China, looked into the effectiveness of web-based problem-based learning for large classes. 328 students took part in the study. 162 of them were taught using web-based, problem-based learning while 166 were taught using conventional methods. The researchers found that the group taught with web-based, problem-based learning had better exam scores and higher ‘self-learning capabilities,’ than the group taught conventionally. 92.6% of the students in the experimental group said they were satisfied with the new approach.

You can read the abstract of this article [here](#).

### Emotional intelligence, coping strategies and stress

**Source:** Nurse Education Today

**In a nutshell:** Emotional intelligence – the ability to recognise and deal with your own and other people’s emotions – figures quite heavily in educational research these days. Coping strategies are the ways in which people deal with problems including talking to friends about them, getting drunk, hoping they go away of their own accord, ignoring them, putting up with them and – probably the least popular and most difficult option – making an attempt to solve them. In this study Aganeta Enns, from the University of Ottawa in Canada, led a team of researchers looking into the links between emotional intelligence, coping strategies and stress. 203 psychology, nursing and social work undergraduates took part in the study which found that higher emotional intelligence was linked to lower perceived stress – an association “partially mediated by both adaptive and maladaptive coping responses.” Higher emotional intelligence was associated with greater use of adaptive coping, and lower use of maladaptive coping and these, in turn, were linked to lower levels of stress.

You can read the abstract of this article [here](#).

### Get yourselves into small groups ...

**Source:** Nurse Education Today

**In a nutshell:** For some a teacher's cheerful injunction to 'get into small groups among yourselves,' offers vistas of cheerful companionship while for others it produces the stomach-gnawing fear of being lumbered with – or indeed being – the person nobody else in their right mind wants to spend time with. In this study Florence Mei Fung Wong, from Tung Wah College in Hong Kong, spoke to 13 undergraduate nursing students and 10 lecturers about their experiences of small-group work. Four main themes emerged from the interviews which were:

- Initiative learning
- Empowerment of interactive group dynamics
- Factors for creating effective learning environments
- Barriers influencing students' learning

Factors for creating an effective learning environment included preference for forming groups, effective group size and adequacy of discussion. Barriers included excessive group work, conflicts and passive team members.

You can read the abstract of this article [here](#).

### Irish midwives. Blooming or wilting on clinical placement?

**Source:** Nurse Education Today

**In a nutshell:** In the final year of their course Irish midwifery students do a 36-week internship. They get paid for it and it's an opportunity to develop professional behaviours, consolidate knowledge and learn the necessary skills to be a qualified midwife. In this study Carmel Bradshaw, from the University of Limerick, led a team of researchers looking into how 13 midwifery students had found the experience. Had they gone from green young professionals to blooming midwives or had the experience been less fulfilling for them? The interviews demonstrated how important the internship period was for consolidating clinical skills and building the competence and confidence for midwifery practice. But it also showed that the students experienced considerable stress caused by providing care in increasingly complex clinical areas, meeting academic deadlines and getting enough time off. And "negative interpersonal experiences," and "dismissive attitudes to reflection on practice," were barriers to learning. The students stressed the importance of learning through doing; a supportive learning culture and philosophy; protected time for reflection; and being included and valued as part of the midwifery team.

You can read the abstract of this article [here](#).

### Why children's nurses drop out

**Source:** Nurse Education in Practice

**In a nutshell:** Students dropping out is a common theme in educational research and in this study Stephen McKeever, from London South Bank University, led a team of researchers looking into the reasons why children's nurses drop out of their courses. The researchers spoke to 18 nurses who had faced challenges during their courses, five of whom had dropped out. Most attrition occurred during the first year of the nurses' course and was primarily due to either academic failures or personal circumstances. Themes emerging from the interviews with the nurses were:

- Expectations of pre-registration children's nursing
- Realities of pre-registration children's nursing course
- Factors that influence students leaving or staying on the course

Many of the participants reported a reluctance to disclose issues while on their course and support to continue on their programme was frequently obtained away from university with students relying on their own determination to get them through their course.

You can read the abstract of this article [here](#).

### [Graduate nurses' teaching – how to make the deep end a bit more shallow](#)

**Source:** Nurse Education in Practice

**In a nutshell:** Nurses are often required to teach nursing students and other nurses but it's unclear what role new nursing graduates play in this process and how soon after their qualification they start teaching other people. In this study Lisa McKenna, from Monash University in Australia, led a team of researchers who looked into the teaching activities undertaken by new nursing graduates and their readiness for this role following a semester-long education course in their undergraduate years. Three themes emerged from interviews with the nurses which were:

- Expectations and the nature of teaching
- The nature of learners
- Attitudes to the teaching role

All the nurses who took part in the study had done some teaching early in their graduate programmes including for nursing students and other healthcare students; for qualified staff and for patients and their families. The nurses said they felt more confident and better-prepared for their roles having completed the education course than other students who had not.

You can read the abstract of this article [here](#).