

Education Horizon-Scanning

Bulletin – November 2017

Compiled by John Gale
JET Library – Mid-Cheshire
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General Healthcare Education

What makes students ready for self-directed learning?

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Self-directed learning (SDL) is the ability to get on with one's own learning, following a broad objective, with minimal input and hand-holding from lecturers. It's considered an important skill to have but what makes first-year students more or less likely to get to grips with it? In this study Craig E. Slater, from the University of Wollongong in Australia, led a team of researchers trying to find out. 407 first-year undergraduates took part in the study which found that women and occupational therapy and physiotherapy students were better at SDL. People also got better at SDL as they got older and if they had had more education beforehand. There was a weak link between emotional stability and extroversion and improved SDL, a moderate link between agreeableness and improved SDL and a strong link between higher levels of intellect/imagination and better SDL.

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

Personality, resilience and inter-professional education

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Children's story books often feature ducks, sheep, frogs and goats co-operating happily to achieve a common objective. Inter-professional education tries to do the same thing with different groups of health professionals – it's not quite as much fun but slightly more realistic. In this study Michal Avrech Bar, from Tel-Aviv University, led a team of researchers studying fourth-year nursing, occupational therapy and physiotherapy students looking into the links between personality traits, resilience, and enthusiasm for engaging in inter-professional education. 184 students took part in the study which found that nursing students' perceptions of cooperation with other professions and their perceived competence and autonomy in their profession were slightly lower than those of other students. Among nursing students competency and autonomy were linked to both resilience and agreeableness. Resilience, agreeableness, conscientiousness and openness were all linked to nursing students' perceptions of actual cooperation with other professions. Only occupational-therapy students were experienced, and familiar, with problem-based learning (PBL) and this experience with PBL was found to be linked to more positive attitudes to competency and autonomy in the profession, and a higher positive perception of actual cooperation with other professions.

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

When inter-professional education goes large

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Inter-professional education has been going on for a while now, mixing students from different disciplines together in the hope that they might find out about each other's jobs and learn to work with one another. It's not often been done on the scale of a recent study in Hong Kong though, led by Lap Ki Chan from the University of Hong Kong. 801 students, from seven different courses at two universities took part in the study which used team-based learning (IPTBL). Three courses were developed each based around a clinical topic which could engage students from a range of different disciplines. Each course followed a team-based learning process made up of:

- Pre-class study
- An individual-readiness assurance test
- A team-readiness assurance test
- A process where students could appeal if they disagreed with the suggested correct answer
- Feedback
- An application exercise

An electronic platform for the courses was also developed. The students' "self-perceived attainment of the IPE (inter-professional education) learning outcomes was high," and there was significant improvement in the students' readiness to engage in inter-professional learning. A number of challenges were identified:

- Significant time involvement of teachers
- Difficulty in matching students from different programmes
- Difficulty in making IPTBL count towards a summative assessment score
- Difficulty in developing the Learning Activity Management System programme
- Logistical difficulties in managing paper-based team-based learning
- Inappropriateness of the venue

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

Medical Education

[Medical-school interviews – mini vs traditional](#)

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Many medical schools now use lots of short interviews on different topics rather than one long one to select students. Yet up until now there has been very little research directly comparing the reliability of the two methods. In this study Anthony Jerant, from the University of California, Davis, School of Medicine, led a team of researchers comparing mini interviews to traditional ones. The researchers found that the mini interviews were more consistent both within medical schools and between one medical school and another. However, the traditional interviews were more reliable than the researchers thought they would be and they concluded that traditional interviews “may not need to be abandoned on reliability grounds if other factors favour their use.”

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

What do junior doctors learn from treating dying people?

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Looking after someone who is dying can stir up all sorts of emotions and in this study Kazuko Arai, from Gifu University in Japan, led a team of researchers who spoke to 13 junior doctors about their experience of dealing with patients – in the words of Philip Larkin – “beneath extinction’s alp.” The junior doctors experienced dilemmas in “confronting the reality of medical uncertainty as well as a disruption of emotional state and self-efficacy.” The junior doctors felt a sense of helplessness and guilt but were also able to reflect on strategies for caring for patients that focused on patients and that required “a truly sincere attitude.” The doctors had also been made to think about the importance of palliative care and communication with patients, patients’ families and other medical staff.

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

When nine out of 10 just isn’t good enough

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: By definition people studying medicine are high achievers and often display perfectionist tendencies. Trying to do your best without being too self-critical when you fall short (Adaptive Perfectionism) can be a good trait to have but when self-criticism becomes too harsh (Maladaptive Perfectionism) depression and anxiety can often follow close behind. In this study Helen Seeliger and Sigrid Harendza, from the University Medical Centre Hamburg-Eppendorf looked into perfectionism among 298 first-year medical students. They found that the students had significantly *lower* scores in Socially-Prescribed Perfectionism (i.e. wanting to be perfect to please other people) than the rest of the population. Students who were selected for medical school based on their high-school performance had the highest score for Adaptive

Perfectionism and Maladaptive Perfectionism was the strongest predictor for anxiety and depression.

[Getting to the bottom of burnout](#)

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Burnout is characterised by “various degrees of emotional exhaustion, depersonalisation and a low sense of personal accomplishment.” It’s not pleasant for the people experiencing it and can affect the quality of care they give their patients. In this study Wang Michael Chunming, from the University of New South Wales, led a team of researchers reviewing studies on burnout in Chinese medical students. They found 33 studies suitable for inclusion in their review which found that men, more senior medical students and those with pre-existing psychological problems were more likely to experience burnout. Other factors which made students more likely to become burnt out included lack of social support and a poor living environment.

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

[Distress and the medical student](#)

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Being a medical student isn’t always good for your mental health yet surprisingly little research has been done on how students cope with their “clinical clerkships.” What research there has been has focused on the absence of psychological distress rather than assessing positive psychological, emotional and social wellbeing. In this study, led by Inge van Dijk, from Radboud University Medical Centre, 406 fourth-year medical students in their first year of clinical clerkships filled out a range of psychological questionnaires. Over a fifth of them (21%) were deemed to be suffering from psychological distress while two-fifths (41%) had flourishing mental health. Women reported significantly more psychological distress than men. Worrying had a bad effect on the students’ levels of psychological distress while ‘acting with awareness,’ reduced it. Problem avoidance and emotional irresponsibility both had negative effects on students’ positive mental health.

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

[How to get ahead at putting people to sleep](#)

Source: British Medical Journal

Date of Publication: November 2017

In a nutshell: Over 60% of hospital consultants are anaesthetists. They don't have to deal with patients who are awake but have the tricky job – if all goes according to plan – of sending them into oblivion and fetching them back again. Anaesthesia doesn't always feature highly in medical schools' curricula so the Royal College of Anaesthetists (motto 'No one gets out of here awake') have produced new guidance for medical schools. It covers specific skills such as intravenous cannulation as well as the awareness of deteriorating patients and the management of acutely-unwell patients.

You can find a copy of the Royal College's guidance [here](#).

How doctors can learn to love brain surgery

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Despite the competing claims of the big roundabout by B&Q in Crewe the human brain is often said to be the most complex structure in the known universe. Many junior doctors and medical students are inclined to steer well clear of it, something educational researchers call 'neurophobia.' In this study Lisa Shiels, from St George's University in London, led a team of researchers looking into the effectiveness of three "neuroscience educational interventions," at tackling neurophobia. The three interventions were: team-based learning, case-based teaching and problem-based learning. 446 students took part in the courses during their first year and 206 students took part in them in their second year. The students' neurophobia actually increased as they learnt more neuroscience and – perhaps – realised the extent of their ignorance but neuroscience knowledge and their confidence in managing a neurological condition significantly increased. However, the students' interest in, perceived difficulty and desire to pursue a career in neuroscience did not change significantly. Most of the students regarded case-based teaching (76%), team-based learning (56%) and problem-based learning (66%) as beneficial but only case-based teaching was linked to a reduction in neurophobia.

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

Using models to set the heart racing

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Models come in a variety of formats – leggy, Airfix® and computer among them. It was the latter kind that David Warriner, from the University of Sheffield, and colleagues used to teach undergraduate medical students about the most-important physiological and pathophysiological processes in the cardiovascular system. The team created "a lumped-parameter mathematical model of the human cardiovascular system," which allowed the students to follow the progression of key disease processes and allowed them to classify disease severity. The students had

access to the online environment throughout their undergraduate training as an add-on to routine lectures and tutorials in cardiac pathophysiology. The medical students found the models and the online environment an interesting and positive experience and after exposure to the environment there was a statistically-significant improvement in the students' performance on a series of six questions based on cardiovascular medicine.

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

What do patients think about taking part in exams?

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Patient volunteers (PVs) play a vital role in medical education and medical students are marked on how well they 'treat' them in pretend consultations. They often give marks to the medical students but should their opinions be taken into account in more-important exams? Fiona C. Thomson, from the University of Aberdeen, led a team of researchers looking into this issue. 50 PVs answered a questionnaire, of whom 30 felt that their marks should be included in a student's overall score while 14 were uncertain. The main reasons the PVs thought their marks should be included were to recognise the patient's perspective and to assess attitudes and professionalism. Reasons against including the PV's marks included lack of qualification and training and worries about consistency. Most of the PVs thought that their ratings should contribute between five and 10% of the students' overall marks and most thought that low PV scores should not result in an automatic failure. 62% said that before PV's marks were included they should receive more training.

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

Study shows widespread bias against general practice

Source: British Medical Journal

Date of Publication: November 2017

In a nutshell: General Practice is often seen as the poor relation of hospital doctoring and this attitude is still rife among medical lecturers today. [Shift Learning](#) surveyed 3,680 students in 30 British medical schools – just under a tenth of the whole student population. They found that 70% of medical students had come across negativity towards general practice and nearly four fifths said that they believed doctors and other staff they came across in placements had negative views of general practice. Quotes included an O&G consultant saying "don't you dare think about getting into general practice – have some aspiration for God's sake!" Students were often told they were at risk of ending up as "just a GP," and 91% thought that their peers also had a negative view of general practice.

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

How art can help medical students come to terms with ambiguity

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Not everything in life can be expressed in black-and-white or yes-no terms. This is true to some extent in medicine and to a much larger extent in art and literature. Being able to cope with ambiguity is a good skill to have as a doctor and many medical schools have humanities modules to make sure their graduates get a broader knowledge of the human condition. In this study Miriam Ethel Bentwich and Peter Gilbey from Bar-Ilan University in Israel looked at the possible contribution of art to the “enhancement of ... tolerance for ambiguity among medical students.” The students went to a 90-minute session made up of a lecture about, and discussions of, various paintings. Two-thirds of the students thought that the intervention contributed to their acceptance of multiple possible meanings, 52% thought that their visual-observation ability was enhanced and a third thought that their ability to feel the sufferings of others had been improved. The researchers concluded that “art may contribute especially to the development of medical students’ tolerance of ambiguity, also related to the enhancement of empathy.

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

Can social media support small-group learning?

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Universities often use small-group learning rather than traditional lectures. Students are divided into groups and given a task to do in the hope that they might find it more entertaining and learn something in the process. In this study Duncan Cole, from Cardiff University School of Medicine, led a team of researchers examining whether university-supported and external social media could be useful in helping to support this group-learning process. The researchers made Scoop.it and a wiki available within their virtual-learning environment and did not discourage the use of other tools such as Facebook. Most of the groups used Facebook to help with communication and to store documents and notes. The students found more barriers to using the wiki and Scoop.it although some groups did make extensive use of them. Staff engagement was variable, with some tutors reviewing the content posted on the wiki and Scoop.it in face-to-face sessions but not outside these times.

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

Do electronic portfolios do any good?

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Most junior doctors have to compile an electronic portfolio about their work these days. It's a kind of glorified electronic scrapbook where they record what they've been up to, what they've learnt and how they've generally become older and wiser for the experience. Lots of studies have reported on how institutions have put electronic portfolios into practice but not many have evaluated whether they do any good or not. In this study Annabel Frank, from the University of Pennsylvania and Kimberly Gifford from the Geisel School of Medicine at Dartmouth (New England not Devon) asked 82 programme directors about their use of electronic portfolios. 55% of them used them of whom a fifth believed that they were effective at teaching life-long learning. Self-assessment and goal-setting were seen as particularly important when using e-portfolios. Common challenges included limited usability and difficulty integrating data.

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

What makes a doctor competent?

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: Competency is one of those ugly but useful words that encapsulates a more lengthy concept, in this case things doctors need to be good at. In this study Sophie Fürstenberg and Sigrid Harendza, from the University Medical Centre Hamburg-Eppendorf, looked at established doctors' views of the most-important competencies and compared them to medical students'. Both the doctors and the students thought that responsibility was the most-important competency for junior doctors in their first year. The doctors ranked 'teamwork and collegiality,' and 'structure, work planning and priorities,' more highly than the medical students did whereas the medical students rated 'active listening to patients,' 'advising patients,' and 'handling emotions of patients and their relatives' significantly higher than doctors. Final-year medical students ranked 'structure, work planning and priorities,' 'coping with mistakes,' and 'verbal communication with colleagues and supervisors,' more highly than first-year students did.

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

Nurse Education

Mapping the landscape of dementia education

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: All over the world people are living longer which also makes them more likely to develop dementia. Dementia education in the UK is somewhat patchy but what is the situation like in the rest of Europe? Simona Hvalič-Touzery, from the Angela Boškin Faculty of Health Care in Slovenia, led a group of researchers attempting to find out by comparing dementia education in the Czech Republic, Portugal, Scotland, Slovenia, Spain and Sweden. The researchers found a lack of dementia education in undergraduate health-and-social-care study programmes. Three of the six countries offered postgraduate study programmes on dementia but there was a significant variation among the countries in relation to the provision of dementia education at undergraduate, postgraduate and doctoral levels.

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

Getting to the bottom of preceptorship

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: In this study Marta Rodriguez-Garcia, from the European University of Madrid, led a team of researchers looking into nurses' and preceptors' experiences of the preceptorship process. 15 preceptors and 27 undergraduate nursing students took part in the study which found that preceptors used a series of strategies to promote experiential learning including creating links with practice, the use of examples, allowing students to adopt professional roles and enhancing autonomy. The value of preceptors was their wealth of professional experience. The researchers concluded that "preceptors must learn to master the art of questioning and stimulating reflective dialogues, in order to stimulate students' critical thinking and encourage them to resolve common problems that arise during practice."

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

What nurses learn when they're not learning

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: Informal, or work-based learning, covers everything nursing students pick up from their work placements outside the formal curriculum and covers things like attitudes and ways of approaching certain tasks. In this study Marja Nevalainen, from the University of Oulu in Finland, led a team of researchers reviewing qualitative studies into work-based learning. The study found that the research had four main themes which were:

- The culture of the work community
- The physical structures, spaces and duties of the work unit
- Management
- Interpersonal relations

The researchers concluded that “understanding the nurses’ experiences of work-based learning and factors behind these experiences provides an opportunity to influence the challenges of learning in the demanding context of health-care organisations.”

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

[Ways to get nurses caring. Part I: group psychotherapy](#)

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: The Francis report – set up after the Mid-Staffordshire scandal – talked about a ‘crisis of caring,’ and ever since nursing colleges have been trying to instil compassion and caring into their students with varying degrees of success. One route which has been suggested is to foster more empathy and self-awareness in students and in this article Suzanne Bliss, from the University of Tasmania, puts forward the idea of regular, supervised group psychotherapy sessions for students. She argues that this would promote emotional intelligence and serve as an excellent form of student support meaning fewer students drop out of their courses.

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

[Ways to get nurses caring. Part II: patients’ experiences](#)

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: Another way of fostering empathy is to listen to patients’ stories and in this study Penny Heidke, from CQUniversity in Queensland, led a team of researchers looking into whether “the integration of consumer lived experience interviews into the context of a first-year course influenced empathy in nursing students.” 32 students took part in the study and their levels of empathy were tested before and after they had listened to the patients tell their stories. After the intervention “the post-test results showed that there was a statistically-significant increase in students’ empathy towards vulnerable, disadvantaged and stigmatised population groups.”

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

[Using blended learning to teach communication skills](#)

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Blended learning involves a mixture of online learning and more traditional teaching in the classroom. In this study Shefaly Shorey from the National University of Singapore, led a team of researchers who interviewed 74 first-year nursing students about their experience of taking part in a blended-learning course designed to teach them communication skills. The nursing students were asked to write about their course on their last day and their work was analysed. Six themes emerged from the nurses' writing which were:

- Helpful and engaging classroom experience
- Valuable online activities
- Meaningful assessment
- Appreciation for inter-professional education
- Personal enrichment
- Overall feedback and recommendations

The students felt that the blended-learning approach helped their learning and boosted their confidence in facing similar situations.

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

What happened when nursing students went to camp

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: In the 1970s and early 80s summer holidays involved endless games of football and cricket with occasional short visits home for meals, baths and sleep. In the U.S. however, children are often sent to a camp. Some content themselves with providing general fun and games while others specialise. Some children with diabetes get to go on a diabetes camp, where, as well as playing hide and seek, baseball and pin the tail on the donkey they are also taught how to manage their condition. In this study Jennifer Saylor, from the University of Delaware, led a team of researchers looking into what happened when 23 nursing students helped out at a diabetes camp. Overall the students' confidence improved and from analysing the students' writing about the camp the researchers identified the following themes:

- Assumptions and fears before the camp
- Growth in confidence
- Understanding diabetes management in the community
- Appreciation for learning beyond the classroom and hospital setting

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

When hospital becomes the Tower of Babel

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: As increasing numbers of people move from one country to another the chances of nurses not being able to speak the language of the patients they are looking after get higher and higher. So far most research into this topic has assumed that the medical professionals, at least, are speaking their native language but a lot of health professionals don't and in this study Jessica Gasiorek, from the University of Hawai'I and Kris van de Poel from Universiteit Antwerpen looked into this issue. 179 nurses took part in the study which found that the nurses were significantly less confident in their communication skills when they were working in a second language. Having had previous communication skills training made people better at communicating in a second language, although interestingly it did not predict how skilful they were at communicating in their first language.

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

Self-instruction for infection control

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Picking up an infection is the most common thing that can go wrong when patients go into hospital. This is hardly surprising when lots of people spewing out germs from every orifice and with weakened immune systems are gathered together under one roof. Nevertheless the fewer people who pick up infections the better and in this study Maria Soledad Kappes Ramirez from San Sebastian University in Chile looked into the effectiveness of self-instruction and clinical simulation at teaching nursing students about infection control. 98 students took part in the study which compared nurses using self-instruction and simulation to a control group who were taught by more traditional methods. The study found that the students taught via self-instruction and simulation did better on a multiple-choice test on infection control, on an essay question and in a simulation.

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

What do graduate-entry nurses want?

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: More and more countries are now running nursing degrees for people who already have a degree in another subject but little is known about why these people have chosen nursing as a career and what they expect to get out of it. In this study Lisa McKenna and Ingrid Brooks, from La Trobe University in Victoria, studied eight cohorts of students enrolled in a graduate-entry nursing course between 2009 and 2015. Three main categories emerged from the open questions the researchers asked the nurses which were: professional role, work location and work context. The responses to questions about the students' views on their longer-term

prospects were categorised as: professional role, work location and work context. Many of the students were clear about what they wanted from their future nursing careers and many thought they would work in advanced roles or in specialist areas, mostly in hospitals. However many also thought that, in the long term, they might end up working outside traditional hospital settings or even in other health disciplines.

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

Mirror, mirror on the wall

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Reflection is all the rage these days conjuring up, as it does, a moment of tranquillity admiring one's image in a Lake District tarn after the rigours of the ascent rather than what Oscar Wilde called "the rage of Caliban seeing his own face in a glass." In this study Elisabeth Lindberg, from the University of Borås in Sweden, led a team of researchers looking into the effectiveness of reflective seminar integrated into a three-year nursing degree. 23 students took part in the study and were interviewed in groups. The study found that the nursing students found reflective seminars to be valuable for their professional development. Four main themes emerged from the interviews which were:

- An obtained awareness of the value of reflection in clinical practice
- Reflection contributes to an approach of thoughtfulness
- Caring science has become second nature
- Reflection as a strength and a challenge at the threshold of a profession

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

Teaching nurses about human trafficking

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Being on the receiving end of human trafficking is – to put it mildly – not terribly good for you. If nurses can recognise the signs of being trafficked in their patients they might be able to do something about it, yet not many nurses have either the education or experience to do so. In this study M. Rebecca, from the University of South Florida, looked at the effectiveness of a Powerpoint presentation with some embedded videos at teaching nurses to recognise, and respond to, human trafficking. 73 students took part in the study. Before the course the nurses had gaps in their knowledge in all six areas being investigated; after the course they had improved in all six areas. Rebecca concluded that "the educational intervention increased

knowledge of human trafficking among students enrolled in a nurse-practitioner programme.”

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

Using team-based learning to teach pathophysiology

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Pathophysiology is the science behind what happens when things go wrong in the human body. It's a huge and complex subject and – hardly surprisingly – many students struggle to get to grips with it. In this study Jonathan Branney and Jacqueline Priego-Hernández, from Bournemouth University, looked into whether team-based learning might help nurses come to terms with this topic. 167 students took part in the study which found that the students felt higher accountability for (93%) and satisfaction with (92%) team-based learning. 76% said they preferred team-based learning to more traditional lectures and most of the students wanted to make a meaningful contribution so as not to let their team down. They also saw a clear connection between the team-based learning activities and their own experiences of teamwork working on the wards. Their exam scores for the topics taught via team-based learning were similar to their scores for the topics taught by more traditional methods.

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

Getting to grips with medical records

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: TV detectives and doctors like to complain about their paperwork but a world where patients' treatments and illnesses *aren't* recorded and everyone works in a vacuum is not a terribly attractive prospect. Nurses need to be able to get to grips with filling out, reading and editing patients' records but nursing students often find it hard to get a turn on the ward computer and aren't always allowed to view patients' records anyway. In South Korea (they presumably use wax tablets and sticks in the North) they have developed the Academic Electronic Medical Record (AEMR) which students can practise with to their hearts' content. In this study Mona Choi, from the Seoul Women's College of Nursing, led a team of researchers looking into the effectiveness of a mobile AEMR app for used during students' work experience. 75 third-year nursing students took part in the study – half of them using the app and half forming a control group. The experimental group showed a significant improvement in their knowledge of informatics, although there was no significant difference in critical-thinking abilities between the two groups. The group who used the app were significantly more satisfied with their abilities at ordering diagnostic

and laboratory tests and in nursing intervention and documentation than the control group, and the students who had used the app “considered it useful.”

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

What do new mentors make of it all?

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: One of the ways nurses pass on their expertise to the next generation and develop their careers is by becoming a mentor. Yet, just as the best footballers don't always make the best managers to the best nurses don't always end up being fantastic mentors. In this study Ritin Fernandez, from the University of Wollongong in Australia, led a team of researchers who interviewed six new mentors to find out what they had made of the experience. An analysis of the interviews revealed five main themes which were:

- Readiness for mentoring
- Venturing into the unknown
- Having the right fit
- Frustrations of mentoring
- Reciprocal professional relationship

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

Going out into psychiatric nursing

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Seeing your first ‘live’ patient can be a nerve-wracking experience and seeing one’s first psychiatric-nursing patient can be even more so. In this study Sati Demir and Feride Ercan, from Gazi University in Ankara, interviewed 15 nursing students who had finished their first work experience in psychiatric nursing. Five main themes emerged from the interviews with the students which were:

- Theoretical information insufficient to break the stigma
- Breaking down the mental-illness stigma
- Communication
- The medication of mental illness
- Personal development

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

Learning-disability nursing. Can peer support stop the exodus?

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: In the UK nursing students specialise early on as adult, child, learning-disability and mental-health nurses – much earlier than in some other countries. The number of learning-disability nurses is falling in England so when students want to transfer from this course to another branch of nursing concerns are raised. In this study Joanne L. Green, from the University of Cumbria, looked into the effectiveness of a peer-assisted study scheme (PASS) in halting the brain drain away from learning-disability nursing. Second- and third-year students volunteered to lead the sessions for first years. They were trained in facilitating peer study sessions and chose the topics for their sessions based on their own experiences as first-year students. Topics included: assignments and essay writing, academic referencing, career-related voluntary activities and groups, social media, the role of the learning-disability nurse and placements. 21 nurses filled out a questionnaire after the sessions. All of the students found the sessions useful and four main themes emerged from their answers to the questionnaire which were:

- Gains in knowledge around academic skills, placements and their chosen field of nursing
- Feeling more confident as a result of attending the sessions
- Feeling supported and the importance of the peer mentor's interpersonal skills
- The value of meeting other students in their chosen field

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

Online training for qualified staff

Source: BMC Medical Education

Date of Publication: November 2017

In a nutshell: A lot of employers now use online training to teach their staff how to treat patients. It's easier than getting lots of people together in the same room, you don't need a trainer and staff can access it from anywhere with an internet connection. But does it really work? In this article Helen Richmond, from the University of Warwick, led a team of researchers reviewing the evidence about online learning. Most of the evidence the team found was very low in quality but there was no difference between online training and an interactive workshop for clinical behaviour. There was no difference between online methods and a workshop and lecture for knowledge although online learning was superior to a manual in conveying knowledge.

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

Fantastic Voyage approach helps nurses with their pharmacology

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: In the film Fantastic Voyage people are shrunk to microscopic size and then travel through a human body trying to cure disease. A team of researchers, led by Ilana Dubovi, from the University of Haifa in Israel, has been leading a team of researchers adopting this approach building “a multi-scale, computer-based model with a complexity perspective based on a small set of entities and simple rules.” The model allowed the researchers to represent molecules, cell organs and cells to enhance the nursing students’ understanding of cellular processes. 148 students took part in the study. 94 of them used the model while 54 of them had a lecture-based curriculum. Conceptual learning was significantly higher for the group who used the computer model.

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

Simulation and deterioration in nurse education

Source: Nurse Education in Practice

Date of Publication: November 2017

In a nutshell: Not everyone gets better straight away – if at all – when they go into hospital and recognising when patients are starting to go downhill is an important skill. In this study Sarah Crowe, from Fraser Health in British Columbia, led a team of researches looking into the effectiveness of a four-hour simulation-based education session for general medicine nursing staff. The education included a lecture, followed by four 40-minute simulation scenarios focused on deteriorating patients. The results of the study showed statistically-significant improvements in the nurses’ confidence and knowledge, improvements which were kept up over the three-month follow-up period.

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

Using action research to help Millennials

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Millennials are people reaching adulthood in the early 21st century. Views vary on whether they are youthful idealists bent on changing the world or delicate snowflakes who need hand-holding for anything more demanding than crossing the road. In this study Gwen Erlam, from the Unitec Institute of Technology in Auckland, led a team of researchers using action research to investigate

Millennials' preferences about how they learnt. 161 students took part in the study. They were asked about changes to simulation environments that would help them to acquire knowledge, develop skills, think critically and communicate. The changes were put into place and the simulations were re-evaluated with three cycles of simulation-feedback-changes and re-evaluation. The study showed that Millennials gravitated towards more supportive learning environments allowing for free access to educators (i.e. they wanted more hand-holding). This tendency was mitigated by modelling expected behaviours "followed by student opportunity to repeat the behaviour." Millennials preferred working in teams, seeing tangible improvements and employing strategies to improve inter-professional communication.

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

Student nurses and social media

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Most people use one type of social media or another these days but not everyone gets to grips successfully – if at all – with using it professionally. In this study Anne M. Price, from Canterbury Christ Church University, led a team of researchers looking into first year nursing students' use of Twitter and other social media, in their course. 121 students took part in the study and most of them were positive about using social media, finding it an engaging way to promote discussion and share information. Twitter was used for one of the modules in the course and the percentage of students using it went up from 19.8% at the start to 45.5% at the end of the students' first year. Most (57.8%) of the students understood the purpose of using Twitter and 81% of them said it had been beneficial to increase the use of nursing issues within their course. However, there were things about social media which the students had found difficult including finding the time to post things and knowing what to say.

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

Getting to grips with clinical skills

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Nursing students don't always get the chance to practice core clinical skills during their work placements. In this study Soohyun Park, from Eulji University in South Korea, looked into the effectiveness of an intensive clinical-skills course for senior-year nursing students. During the course the students repeatedly practised 20 core nursing skills using clinical scenarios. 162 students took part in the study. 79 took the clinical-skills course while the rest made up a control group. The study found that the nurses taking the course had higher self-confidence and clinical competence.

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

Stress and coping in nursing students

Source: Nurse Education Today

Date of Publication: November 2017

In a nutshell: Student nurses can find the demands of their coursework, clinical placements and finances stressful and in this study Bridie McCarthy, from University College Cork, led a team of researchers reviewing the literature about it. The researchers found 25 articles which met their quality criteria and found that the clinical environment was the most stressful for nursing students. The students used a variety of coping strategies, some good and some not so good, and these were influenced by their past and present circumstances including their needs, what was at stake and their options for coping. Ways of helping students to deal with stress were varied and in the early stages of development although mindfulness showed some promising positive results. Ways of helping the students tended to focus on them as individuals rather than their wider social context or what was going on in the organisations where they worked and/or studied.

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

Pharmacy Education

Leadership-training programme for pharmacists launched

Source: NHS England

Date of Publication: November 2017

In a nutshell: The NHS has launched a new leadership programme for community pharmacists and technicians aiming to develop their leadership and management skills. The programme lasts six months and is run by the NHS Leadership Academy with funding from NHS England's Pharmacy Integration Fund as part of a two-year, £15m package for education and development. The aim of the course is to support pharmacy professionals to make the best use of their clinical skills to review people's medicines in GP surgeries, care homes, urgent care and the community.

You can find out more about the leadership programme [here](#).