



Joint Education and Training Library



Mid Cheshire Hospitals
NHS Foundation Trust

Education Horizon-Scanning Bulletin – February 2018

Compiled by John Gale

JET Library – Mid-Cheshire

NHS Foundation Trust

Contents

General Healthcare Education	4
Digital natives and flexible thinking.....	4
Doctors, nurses and the washing of hands	4
Clickers at the ready.....	4
Studying the person behind the computer	5
Whiteboards just aren't cool enough.....	5
Emotional design and learning	6
What do women want? Lots going on at the same time	6
Teaching people to weed out dodgy drivers	6
Emotional intelligence and well-being.....	7
It's official – too much Snapchat rots your brain	7
Inter-professional Learning.....	7
Inter-professional working: who's ready and who does it?.....	7
Medical Education	8
Why don't doctors know more about nutrition?.....	8
Nurse Education.....	8
Getting the blend right	8
What makes nurses ready for the wards?	9
What makes a good clinical placement?	9
When simulations are about more than one patient.....	10
Outcome-based education. Does starting from the destination help you get there?.....	10
Seeing nursing students in the round.....	10
What makes nursing students stressed on placements?	11
The nursification of bioscience.....	11
Simulation and the slippery slope.....	12
What nurses feel when they meet patients	12
How WhatsApp makes placement students happy bunnies	13
Beef tongues, sponges and episiotomy.....	13
What do students make of group learning?.....	13
Situated teaching and fellow feeling.....	14

Are midwives mentally fit?	14
What makes a good PhD?	15
Communicating with people with dementia – does VERA have the answers?	15
What do nurses feel about students?.....	16
What do preceptors feel about mental-health-nursing students?.....	16
Simulation as a team. Does it matter who pretends to do what?	16
Measuring stress in nursing students.....	17
Stress, supervision and mental health	17

General Healthcare Education

Digital natives and flexible thinking

Source: BMC Medical Education

In a nutshell: Once one gets to a certain age one realises that change means worse, improvement is impossible and everything is getting more appalling by the day. Students – or at least some of them – are inclined to be more optimistic though and in this study Miri Barak, from the Technion-Israel Institute of Technology in Haifa, studied 679 undergraduates. Miri Barak’s study found that undergraduates who are inclined to adapt to new learning situations are less likely to: seek routine, react emotionally, and have short-term focus. The students who were more *au fait* with new technology were more likely to be flexible in thought and less inclined to resist change than those who were less technologically aware. Technology-proficient students who preferred to learn in collaboration reported the highest inclination to think flexibly.

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

Doctors, nurses and the washing of hands

Source: Nurse Education Today

In a nutshell: In Ireland the national prevalence of health-care-associated infection in acute-care facilities is 5.2%. Despite this not every doctor or nurse washes their hands as often as they should do. In this study Liz M. Kingston, from the University of Limerick, led a team of researchers surveying 323 medical and nursing students. ‘Hand-hygiene compliance,’ was highest after being exposed to patients’ body fluids (99.5% for nursing students, 91% for medical students) and lowest after touching a patients’ surroundings (61.5% for nursing students and 57.5% for medical students). 16% of nursing students did not know when they *shouldn’t* use alcohol-based hand rubs compared to 45% of medical students. 9% of nursing students did not know when to use soap and water and when to use alcohol, compared to 36% of medical students, however, 46% of medical students used alcohol hand rubs – as recommended for decontamination – compared to only 22% of nurses.

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

Clickers at the ready

Source: Computers and Education

In a nutshell: People’s attitudes to things are often strangely contradictory. Despite calls for sixteen-year-olds to be given the vote educators seem determined to make classrooms more like playschool. The two trends mesh perfectly with the use of clickers in classrooms where students can vote on multiple-choice questions and see the results displayed on screen. In this study Joanna K. Hubbard and Brian A. Couch, from the University of Nebraska, studied the use of clickers in a biology class. One group had a set of multiple-choice questions while the other group had true or false

questions. Both types of questions had the same effect on students' performance but the effect was significantly greater for higher-performing students. The initial response rates within peer discussion groups influenced whether students changed to the correct answer.

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

Studying the person behind the computer

Source: Computers and Education

In a nutshell: A lot of research into technology and education focuses on the computers themselves, sometimes at the expense of the people sitting at the keyboards. Computer-supported collaborated learning (CSCL) looks into ways of getting students to work together via technology and in this study Rachel Carlos Duque Reis, from the University of São Paulo, led a team of researchers looking into the literature on affective state (people's mood) in CSCL. The team found 58 studies that met their quality criteria. Over 90% of them looked at emotion and personality traits in CSCL. Most of the studies used questionnaires to assess personality rather than looking at how people behaved online and most papers focused on emotional awareness and interaction among the students. The researchers concluded that there were three main challenges facing people working in this area which were:

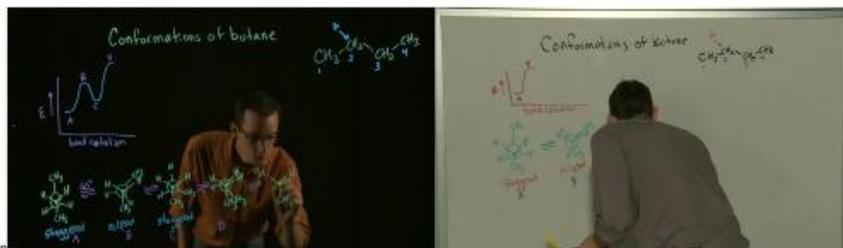
- Emotional awareness
- Orchestration of students' interaction
- Group formation

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

Whiteboards just aren't cool enough

Source: Computers and Education

In a nutshell: Those of us who have watched rather too many detective dramas over the years are familiar with the sight of the dynamic detective writing various flow charts and diagrams on a transparent board – primarily so the cameras can capture them looking mean, moody and magnificent as they do so. Transparent whiteboards are now moving into education though – here is a picture of one (on the left) in action.



In this study Andrew T. Stull, from the University of California, Santa Barbara, led a team of researchers looking into the use of transparent whiteboards. The researchers found that the students who viewed transparent whiteboard lessons did better on tests on the configuration of spatial diagrams and explaining key concepts straight after the lecture and felt more

positively about the lecture. However when the students were tested some time after the lecture those who had seen the one featuring a transparent whiteboard did not do any better than the other students.

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

Emotional design and learning

Source: Computers and Education

In a nutshell: Emotional design covers the use of words and images designed to affect people's emotions as they interact with them. Cheerful words, bright colours and pictures of kittens and puppies might constitute positive emotional design while gloomy ones, blues and greys and pictures of scrotal abscesses might be said to constitute negative emotional design. In this study Lisa Stark, from Saarland University in Germany, led a team of researchers looking into the effects of positive and negative emotional design in multimedia learning. The researchers found that both positive and negative emotional design led to better learning outcomes compared to the original, neutral learning text. The emotional text design "facilitated elaboration processes but suppressed metacognitive processes during learning." Learners' emotional states were not affected by the positive design but those looking at the negative emotional design felt worse after they had finished.

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

What do women want? Lots going on at the same time

Source: British Journal of Educational Technology

In a nutshell: A lot of online learning is just like real-life learning with universities replacing lecturers droning on interminably in the flesh with videos of the same thing. Some of it is more imaginative though and uses text, graphics, animation and online tests to engage people more. In this study Tonia A. Dousay from the University of Idaho and Natasha P. Trujillo studied the responses of 101 emergency-medical workers to an "online, multimedia learning environment." The researchers found that women were more interested when animation, narration and text were effectively combined.

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

Teaching people to weed out dodgy drivers

Source: BMC Medical Education

In a nutshell: As people get older – and/or suffer from disability – their ability to drive can suffer. When this reaches a certain level medical experts are called upon to decide whether they're safe to carry on driving or not. In this study Priscilla Harries, from Brunel University in London, led a team of researchers looking into the effectiveness of decision training (based on the recommendations of expert occupational-therapy driver assessors) for people learning how to be driving assessors. 166 people took part in the study, 70 taking the new training and 96 forming a control group. The study found that the people who received the

decision training became more able to identify drivers who were not fit-to-drive, as measured against experts' decisions on the same cases.

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

Emotional intelligence and well-being

Source: Nurse Education Today

In a nutshell: Emotional intelligence is the ability to work out what other people are feeling and to understand the emotions one is feeling oneself. In this study Vânia Sofia Carvalho, from the University of Lisbon, led a team of researchers looking into the links between students' emotional intelligence and their wellbeing. 303 medical, nursing and physiotherapy students took part in the study which found that the ability to read other people's emotions and "use of emotion," had a positive, direct effect on satisfaction with life and "self-emotion appraisals," had a positive, indirect effect on burnout.

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

It's official – too much Snapchat rots your brain

Source: International Journal of Educational Technology in Higher Education

In a nutshell: There's no end to the variety and scope of young people's dreadfulness and one of the ways this is manifested is by their tendency to waste their time on email, Snapchat and Instagram simultaneously. 'Media multitasking,' – dividing and switching attention and maintaining multiple trains of thought – can have significant implications and consequences for students' academic performance and in this study Kaitlyn E. May from the University of Alabama and Anastasia D. Elder, from Mississippi State University reviewed the evidence on its effects. They concluded that media multitasking interferes with attention and working memory, and negatively affects students' test performances, recall, reading comprehension, note-taking, self-regulation and efficiency. The negative effects of media multi-tasking were demonstrated both in the classroom and while students were doing homework. However, the students themselves were unable to accurately assess the impact media multi-tasking had on their academic performance.

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

Inter-professional Learning

Inter-professional working: who's ready and who does it?

Source: Nurse Education Today

In a nutshell: Getting healthcare professionals to work together harmoniously has been a preoccupation of lecturers for a while now and there is a burgeoning literature on inter-professional education designed to do just that. But do different groups of healthcare professionals differ in their readiness to work with one another? Vitor Falcão de Oliveira, from the Federal University of Juiz de Fora in Brazil, led a team of researchers looking into this issue. The researchers found that nurses were the most ready to work with other professions followed by (in descending order) dentists, pharmacists, psychologists, medicine students and physical-education students. Despite working more closely with other

professions over the length of their courses the students actually became less ready to work with one another as time went on.

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

Medical Education

Why don't doctors know more about nutrition?

Source: BMC Medical Education

In a nutshell: What people eat can have a big effect on their health but medical students and doctors often say that they haven't been taught enough about it at medical school. In this study Victor Mogre, from the University for Development Studies in Tamale, Ghana, led a team of researchers who interviewed 23 medical undergraduates asking them what they thought about the way nutrition was taught. The students said that their education about nutrition had been inadequate due to:

- Lack of priority for nutrition education
- Lack of faculty to provide nutrition education
- Poor application of nutrition science to clinical practice
- Poor collaboration with nutrition professionals

The students thought nutrition education could be improved if the following things happened:

- Adoption of innovative teaching and learning strategies
- Early and comprehensive incorporation of nutrition as a theme throughout the curriculum
- Increasing awareness of the importance of nutrition education
- Reviewing and revision of the curriculum to incorporate nutrition
- Involving nutrition/dietician specialists in medical education

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

Nurse Education

Getting the blend right

Source: Nurse Education Today

In a nutshell: Blended learning involves a mixture of online videos and traditional classroom- and lecture-based learning. In this study Elizabeth Coyne, from Griffith University in Queensland, led a team of researchers who reviewed the literature on blended learning. The researchers found 10 articles that met their quality criteria and identified the following three themes:

- Linking theory to practice
- Autonomy of learning
- Challenges of developing blended learning

Blended learning allowed for different student learning styles, repeated viewing of the videos and enabled links between theory and practice. The video presentations needed to be realistic and culturally appropriate which required both time and money.

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

What makes nurses ready for the wards?

Source: Nurse Education in Practice

In a nutshell: It's hard to imagine anyone starts their first day's work on the wards feeling completely ready – and perhaps it would be more alarming if they did – but some people feel more ready than others and in this study Tiina [sic] Järvinen led a team of researchers reviewing the literature into what factors make nurses feel ready on day one. The researchers found 17 articles that met their quality criteria and the factors making for readiness fitted into two main themes. The first theme was educational factors – professional competence and clinical practice – while the second theme was personal factors, made up of nursing students' background and feelings. Some nursing students tended to feel insecure about entering working life as a newly-qualified nurse and the researchers concluded that “nurse education needs to ensure clinical practice periods which support nursing students' professional growth.”

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

What makes a good clinical placement?

Source: Nurse Education Today

In a nutshell: Millions of blameless pixels have been used to discuss what makes a good clinical placement for nurses. The latest people to chip in are a team of researchers led by Salla Pitkänen, from the University of Oulu in Finland. They surveyed 1,973 healthcare students asking them about their clinical placements. More than half of them had a named supervisor and had had their supervision completed as planned. Most of the students evaluated the clinical-learning environment and supervision as good. The students' readiness to recommend the unit to other students and the frequency of separate, private unscheduled sessions with the supervisor were the main factors that affected the students' evaluations of their clinical-learning environments and supervision. Individualised and goal-oriented supervision in which the students had a named supervisor and where supervision was completed as planned in a positive environment that supported learning had a significant impact on how much the students learned.

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

When simulations are about more than one patient

Source: Nurse Education Today

In a nutshell: Simulations tend to be based on looking after one patient at a time but in reality nurses often look after several at once, prioritising and delegating tasks accordingly. In this study Tera Kirkman led a team of researchers who developed a simulation involving more than one patient and tested its effectiveness. 214 senior nursing students took part in the study which found that the students felt increased levels of confidence in their readiness to 'transition to practice,' following the simulation. The researchers concluded that their study "revealed an innovative teaching-learning strategy that can assist educators with preparing nursing students to care for multiple complex patients."

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

Outcome-based education. Does starting from the destination help you get there?

Source: Nurse Education Today

In a nutshell: Most nursing courses start with a curriculum and only then tweak it in the vague hope that it will prepare students for the world of work. In outcome-based education lecturers start with a goal in mind, emphasising what learners should know, understand and demonstrate to adapt to life beyond formal education. In this article Katherine Tan, from the University of Malaya, led a team of researchers reviewing studies into outcome-based education. The team found six articles that met their quality criteria; two were rated as being high in quality while four were seen as being of moderate quality. The studies showed that outcome-based education approaches improved students' competence in acquiring knowledge, led to higher final course grades and cognitive skills, improved clinical skills and nursing core competencies and produced higher behavioural skills scores while performing clinical skills.

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

Seeing nursing students in the round

Source: Nurse Education Today

In a nutshell: In 360° evaluations every Tom, Dick and Harry from the office cleaner to the Chief Executive gets to pass judgement on some poor soul who has

been inveigled onto a leadership programme. One might call it the Saint Sebastian school of performance assessment. In this study Carrie L. Cormack, from the Medical University of South Carolina, led a team of researchers looking into the use of 360° evaluations in nurse education. 54 graduate, advanced-practice nursing students took part in the study all of whom passed four OSCEs during a first or second attempt. ‘Scaffolding,’ OSCEs over time allowed lecturers to identify weaknesses in the students and create subsequent learning opportunities. Standardised patients’ evaluation of the students’ performance in the domains of knowledge, skills and attitudes showed high scores of 96% in all OSCEs and the students’ self-reflection comments were a mix of strengths and weaknesses. The researchers concluded that “the 360° evaluation model provided a comprehensive evaluation of the student and critical information for the faculty ensuring individual student and cohort data and ability to analyse cohort themes.”

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

What makes nursing students stressed on placements?

Source: Nurse Education Today

In a nutshell: It’s not surprising that nursing students going out onto wards can feel stressed and in this study Jose-Maria Suárez-Garcia, from the Hospital Universitario Central de Asturias, led a team of researchers looking into what it was about the experience that students found stressful, and whether some types of students were more susceptible than others. 450 nursing students took part in the study which found that students were most worried about issues relating to causing harm to patients and lack of competence. Women found clinical practice more stressful than men. “Contact with suffering,” and “Being harmed by the relationship with patients,” both became less stressful as students got more experience.

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

The nursification of bioscience

Source: Nurse Education Today

In a nutshell: Nursing students often struggle to get to grips with bioscience. Not only is it fiendishly complicated many students find it hard to relate to the daily reality of nursing practice. In this study Sheila Mortimer-Jones and Catherine Fetherston, both from Murdoch University in Australia, consciously tried to link their bioscience course to the realities of nursing something they called nursification. (Academics are never shy of coining an ugly new word and some seem to positively revel in them). Two groups of students took the bioscience course. One group took it pre-nursification and the other post-nursification. The study found that while there was no difference in the students’ overall satisfaction with the course or their ability to learn the students in the post-nursification group were more motivated and inspired to learn.

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

Simulation and the slippery slope

Source: Nurse Education Today

In a nutshell: People competing in the Winter Olympics aren't the only ones who can go downhill fast – patients do too. Nurses can often miss signs of people's health deteriorating and fail to call for help so in this study Catherine Chung, from the Federation University in Australia, led a team of researchers looking at the effectiveness of both a web-based and a face-to-face simulation in training nurses to spot deterioration. 74 nurses had a face-to-face simulation while 56 used the web-based one. Both groups' knowledge, competence and confidence increased significantly after the training. The skills performance for the web-based group increased significantly from 61% to 74% but no change was seen in the face-to-face group's performance scores. The face-to-face programme did, however, receive significantly more positive evaluations than the web-based programme, particularly in terms of the quality of its feedback.

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

What nurses feel when they meet patients

Source: Nurse Education Today

In a nutshell: Nursing students could be expected to feel the whole gamut of emotions when they come across patients in the ward from compassion, sympathy and tenderness to fear, loathing and contempt. Researchers sometimes interview them about how they feel when they come across ailing members of the public and in this article Maiken Holm Kaldal, from the University College of Northern Denmark in Aalborg, led a team of researchers reviewing the evidence. The team found five articles which met their quality criteria and four main themes emerged from the interviews which were:

- Personal existence
- Personal learning and development
- Being a professional fellow human
- Clinical learning environment

The researchers concluded that nursing students experienced personal inadequacy, vulnerability and transformation during their patient-care encounter.

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

How WhatsApp makes placement students happy bunnies

Source: Nurse Education Today

In a nutshell: For those of us of a certain age WhatsApp is inevitably followed by Mel Blanc (in the guise of Bugs Bunny) saying ‘doc,’ and sniggering. For younger people it’s a way of using mobile phones to communicate with one another that doesn’t actually involve speaking. In this study Christoph Pimmer, from the University of Applied Sciences and Arts Northwestern Switzerland, led a team of researchers studying how 196 nursing students in Nigeria used WhatsApp while they were out on placement. The students used the platform frequently and felt that it strongly enhanced their communication with other students and nurses. WhatsApp use during placements was positively associated with students’ ‘social capital,’ the development of a professional identity, placement satisfaction and reduced feelings of isolation from professional communities. How useful they found it, and how easy they found it to use, both affected how much the students used WhatsApp. No associations were found between WhatsApp use during placement and age, attitude, subjective norms and placement duration.

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

Beef tongues, sponges and episiotomy

Source: Nurse Education in Practice

In a nutshell: An episiotomy is a cut made in a woman’s vagina so she can give birth more easily. In this study Handan Guler, from Cumhuriyet University Faculty of Health Sciences, led a team of researchers comparing the relative effectiveness of beef tongue and sponge as materials for midwifery students to practised doing episiotomies on. The researchers found that the beef-tongue model was more successful in improving the nurses’ self-confidence in performing local anaesthesia; choosing a needle holder, suture material and scissors for cutting; identify the apex, hymen and skin; using the needle holder properly while penetrating into the skin; suturing vaginal mucosa until hymen; knotting and suturing perineal muscles and skin.

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

What do students make of group learning?

Source: Nurse Education Today

In a nutshell: Different people have differing views about group work. Some regard it as an opportunity to work with others in a team, producing a better result than you would get working on your own. Others feel it drags everyone down to the level of the

loudest, stupidest person as everyone insists on sticking their oar in and the whole thing collapses under the weight of its own idiocy. In this study Yun-Jung Choi, from Chung-Ang University in Seoul studied 17 undergraduate students doing group work as part of a psychiatric and mental-health nursing course. The group work was intended to develop therapeutic communication and interpersonal nursing skills. Four themes came out of the interviews with the students which were:

- Developing interpersonal relationships
- Learning problem-solving skills
- Practising cooperation and altruism
- Getting insight and healing

There was an overall, core theme of interdependent growth in self-confidence. Yun-Jung Choi concluded that “the psychosocial group activity provided constructive opportunities for the students to work independently as healthcare team members through reflective learning experiences.”

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

Situated teaching and fellow feeling

Source: Nurse Education Today

In a nutshell: Situated teaching uses scenarios which simulate ‘essential aspects of a clinical situation so that a student can practise skills and thereby consolidate learning and develop competence in a safe and secure environment.’ In this study Kwo-Chen Lee, from China Medical University in Taiwan, led a team of researchers looking into the effectiveness of situated teaching at making nursing students more empathetic. 103 students took part in the study which found that the students who had done situated learning were rated as more empathetic by examiners when they were assessed during mock consultations.

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

Are midwives mentally fit?

Source: Nurse Education Today

In a nutshell: If mental fitness were as visible as physical fitness then Paul Gascoigne, for instance, might be compared rather unfavourably to say James Corden or Kenneth Clarke. In this study Sukran Ertekin Pinar, from Cumhuriyet University in Turkey, led a team of researchers looking into the psychological wellbeing and resilience of midwifery students. 270 students took part in the study which found that as psychological resilience and self-confidence increased problem-

solving skills increased too. Psychological resilience, self-confidence and problem-solving skills were higher in first-year midwives than in fourth-years. Students who were between 17 and 21, had high self-confidence and problem-solving skills, who lived in city centres and who saw their monthly income as 'sufficient,' all had high levels of resilience.

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

What makes a good PhD?

Source: Nurse Education Today

In a nutshell: In this study Sadie Geraghty and Kim Oliver, both from Edith Cowan University in Perth, interviewed nursing and midwifery students studying for a PhD. They found that supervisors and supervision were the most important thing as far as the nurses were concerned and getting the right supervisor was crucial. The students said that they would benefit from teaching specifically aimed at them and the chance to discuss issues that occurred as part of the PhD process. The researchers recommended that specific teaching time for supervisors should be negotiated rather than seeing supervision time as part of research and that 'champions,' be appointed within institutions to advocate for, and support, midwives and nurses enrolled on PhDs.

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

Communicating with people with dementia – does VERA have the answers?

Source: Nurse Education Today

In a nutshell: Communicating with people with dementia isn't always easy but nursing students don't always get training in it. In this study Corina Naughton, from University College Cork, led a team of researchers who developed a two-and-a-half hour training session for students based on the VERA framework – Validation, Emotion, Reassurance and Activity. The training took place at the start of the students' older-adult unit placement and the students also had follow-up reflection sessions during their placement. 51 students took part in the study all of whom described the training as useful and said that they would recommend it to their peers. Elements of the training that were highly valued were:

Opportunities to express concerns in caring for people with dementia

Applying the VERA framework using role play

Outlining realistic expectations of VERA

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

What do nurses feel about students?

Source: Nurse Education Today

In a nutshell: When nurses go and do their placements they don't just learn from the people officially supposed to be supervising them – they learn things from all the other nurses on the ward as well. There is little evidence about how these other nurses feel about this so in this study Sarah E. Hanson, from the University of Northern British Columbia, led a team of researchers who interviewed nine nurses about this topic. The researchers found that nurses' interactions with nursing students were complicated – they wanted to train their future colleagues but felt a heavy burden of responsibility for students on the wards. This sense of burden was influenced by a number of factors which were:

- The practice environment
- The clinical instructor
- The students themselves
- The nurses' understanding of their own contributions to student learning

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

What do preceptors feel about mental-health-nursing students?

Source: Nurse Education Today

In a nutshell: Preceptors help to look after nursing students while they are on their placements. This happens in mental-health nursing as much as in any other field but there hasn't been much research into how mental-health nurses feel about their role as preceptors. In this article Mel Lienert-Brown from the Ara Institute of Canterbury (New Zealand not Kent) interviewed 89 nurses who had worked as preceptors. Most of them felt confident and well-supported in their role although they did complain about the extra stress and work-load generated by the students which wasn't always allowed for. Being trained as a preceptor meant that nurses knew what was required of them, felt confident, planned clinical education and felt they were sufficiently appreciated.

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

Simulation as a team. Does it matter who pretends to do what?

Source: Nurse Education Today

In a nutshell: Nursing students often take part in simulations as a team, working together as they might do in the wards. In theory this captures what it's like to be in a real-life situation but in practice this sometimes means one student is busy checking monitors and injecting people with adrenaline while another is hanging around awkwardly asking if anyone would like a cup of tea. In this study Dustin T. Weiler,

from the University of Louisville in Kentucky, led a team of researchers looking into the educational effects of role assignment in simulation. The researchers found that role assignment had a statistically-significant effect on critical-thinking skills and a statistically-significant difference in various areas of self-efficacy was also noted.

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

Measuring stress in nursing students

Source: Nurse Education Today

In a nutshell: After diagrams and graphs, a good questionnaire is one of the things that can gladden any self-respecting academics' heart. One such is the Student Stress Inventory – Stress Manifestations (SSI-SM) questionnaire. This was originally designed for teenagers but in this study Augustin J. Simonelli-Muñoz, from the Catholic University of Murcia in Spain, led a team of researchers looking into what it could tell them about nursing students. The researchers found out that the students who were more stressed – at least according to the questionnaire – were more likely to be women, to have significantly more family conflicts, to drink less, to sleep less and to have a worse academic performance in clinical nursing.

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

Stress, supervision and mental health

Source: Nurse Education Today

In a nutshell: Also investigating stress in nursing students were Elena Gurková, from the University of Prešov, and Renáta Zelenikova from the University of Ostrava who asked 275 nursing students all about it. The experienced nursing students perceived higher levels of stress than novice ones. Students who had traditional group supervision reported higher stress levels related to teachers, peers, lack of professional knowledge and skills, while also reporting a higher frequency of avoidance behaviours and less frequent problem-solving activity than students who had individual supervision. Clinical stressors accounted for 22% of the variance in the students' physical, psychological and social health; academic stressors 5% and avoidance behaviours 2%.

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