



Joint Education and Training Library



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Medical Education

Assessing beginner doctors. Do nurses have the gentle touch?

Source: BMC Medical Education

In a nutshell: Whether it's playing the piano, putting up shelves or driving a car being a beginner at something can be difficult. Being a beginner at being a doctor is no exception although – one hopes – liable to feature less wrong notes, swearing and stalling. Medical students are rated by their lecturers but in this study Sarah Prediger, from University Medical Centre Hamburg-Eppendorf, led a team of researchers comparing how medical undergraduates were rated by lecturers, junior doctors and nurses as they took part in an assessment simulating their first day as a junior doctor. The study found that while the different groups' ratings of the students were consistent nurses assessed them significantly more highly compared to lecturers and junior doctors. Supervisors and junior doctors rated the students most highly for 'teamwork and collegiality,' and nurses rated them most highly for 'responsibility.'

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

How reflective are junior doctors?

Source: BMC Medical Education

In a nutshell: "The unexamined life is not worth living," said Socrates, shortly before he was sentenced to death for (morally) corrupting young people. Undeterred by Socrates' fate the medical authorities are keen to get as many people reflecting on their performance as possible. In this study Shane L. Rogers, from Edith Cowan University in Western Australia, led a team of researchers who got 98 fourth-year medical students to fill out the Reflective Practice Questionnaire. The medical students had a higher reflective capacity than the general public but were no more reflective than mental-health practitioners. For medical students reflective capacity was associated with confidence, stress (or lack thereof), and a desire for improvement. Job satisfaction was positively associated with confidence in communication with patients, and negatively associated with stress when interacting with patients. 19% of the medical students showed a relatively high level of anxiety interacting with patients, 23% were less engaged, 5% were dissatisfied and 7% expressed a level of over-confidence in their knowledge and skills that was "concerning."

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

Students on clinical placement. Do they want table service at the buffet?

Source: BMC Medical Education

In a nutshell: “They all want to be spoon fed!” is the lament of many a lecturer down the ages to which students might well, nowadays, be tempted to reply “Well what do you think we pay you £9,000 a year for sunshine.” But is this clash of expectations alive and well in medical students’ clinical placements? Julia Blitz, from Stellenbosch University in South Africa, led a team of researchers attempting to find out. The researchers interviewed 23 medical students in their final two months before qualifying. The students saw their clinical rotations as having the potential for them to apply their knowledge and test their procedural abilities in the environment where their professional practice and identity would develop. However, while they appreciated that learning required them to move out of their ‘comfort zone,’ they “seemed to persist in the idea of being recipients of teaching rather than becoming directors of their own learning ... [and] did not have a strong sense of agency to negotiate participation in the clinical workplace.”

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

What do trainees think makes a good doctor?

Source: BMC Medical Education

In a nutshell: Most people have got an idea about what they think might make a good doctor from a reassuring manner to soft, preferably warm, hands and a kindly disposition. But what do junior doctors think? In this study E. Muddiman, from Cardiff University, led a team of researchers who asked 38 junior doctors to rank 40 statements about what makes a good doctor. The researchers found that the trainees fell into three groups. *Generalists* were team-players with a collegial and patient-centred approach to their role. *General Specialists* aspire to be specialists but with a generalist and patient-centred approach to care within their specialist area and *Specialists* had a more singular focus on how their specialty could help patients.

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

Nurse Education

What do nursing students feel about OSCEs?

Source: Nurse Education in Practice

In a nutshell: Let’s pretend doesn’t always stop when children leave primary school. Many adults spend large swathes of the day pretending to know what they are doing or that they care about whether somebody they’ve met two minutes previously through the hatchway of a drive-through MacDonalld’s has a nice day. For nursing and medical students pretending often takes the form of OSCEs – objective, structured, clinical examinations. In this study Wegdan Bani-Issa, from the University of Sharjah, in the United Arab Emirates, led a team of researchers who

asked 55 nursing students doing a physical assessment course and eight external examiners what they made of their OSCEs. The people who took part in the study saw the OSCEs as a valuable assessment tool that enhanced in-depth learning and students' preparations for clinical practice. But they also saw the exam as a stressful situation and said they needed more time with each pretend patient.

Recommendations for improving OSCEs included giving more time for preparation before the exam, better training for the people pretending to be patients, adopting a blended learning model and upgrading the setting of the exam.

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

What makes nursing students anxious about placements?

Source: Nurse Education Today

In a nutshell: Not surprisingly many nurses find going out on placements on the wards confronting bodily fluids, gore and bottomless wells of human misery rather more anxiety-inducing than sitting in lecture theatres and drinking coffee in the library. In an attempt to get to the bottom of this perennially mystifying conundrum Angel H. Wang, from Ryerson University in Toronto, led a team of researchers who asked 93 final-year undergraduate nursing students about their anxieties about their clinical placements. The students rated the following three situations as the most anxiety-provoking: fear of making mistakes; being observed by instructors, and initial clinical experience on a unit. Older students were less anxious than younger ones.

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

Burnout and stress in nursing students

Source: Nurse Education Today

In a nutshell: Also looking into the mental health of nursing students were a team of researchers led by Jesús Valero-Chillerón, from Universitat Jaume 1 in Valencia. The researchers studied 126 second-, third- and fourth-year nursing students. They found that none of them showed high levels of depersonalisation or low personal accomplishment although depersonalisation was found to increase as the academic year went on. The most stressful factors were 'hopelessness and uncertainty,' and 'confusion of medication.' Women showed higher stress levels due to multiple factors such as 'lack of competence,' and 'having to give bad news.'

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

What effects nursing students' mental health?

Source: Nurse Education Today

In a nutshell: Yet more research on students' mental health comes from Turkey where A. Karaca, from Duzce University, led a team of researchers examining stress in a sample of 516 nursing students. The researchers' study found that the main factors affecting the mental health of nursing students were:

- Total stress
- Self esteem
- General health
- Satisfaction with school life
- Presence of a negative event within the last year

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

'I want to care for aging people,'

Source: Nurse Education Today

In a nutshell: Despite the fact that – sooner rather than later for some of us – we will all be 'crouching beneath extinction's alp,' many people's views of the elderly tend more towards [Philip Larkin's](#) than [Jarvis Cocker's](#). In this study Xiaohui Chai, from Shandong University in China, led a team of researchers asking 305 student nurses from six hospitals, about their "career motivation toward gerontological nursing." The researchers found that the students' scores for career motivation changed over time with the lowest scores in their first month. Attitudes towards the elderly, anxiety about aging, empathy, clinical-practice environment and stage of clinical practice were all notable predictors of student nurses' career motivation towards gerontological nursing.

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

Culture and dementia

Source: Nurse Education Today

In a nutshell: Looking after people suffering from dementia can be tricky when those caring and being cared for share the same culture. But it can be even more difficult when they come from different cultures something Joanne Brooke, from Oxford Brookes University, led a team of researchers in exploring. The researchers interviewed student nurses studying in England, Slovenia, The Philippines and New Zealand to explore their cultural beliefs about dementia. Two major themes emerged from the interviews with the nursing students which were: familial piety and

dementia discourse. Familial piety arose from the importance of family and caring for family members with dementia: subthemes included:

- ‘My grandad’
- Familial experience, and ‘better to be there’
- Familial home

Dementia discourse came from the terminology student nurses applied such as ‘preconceptions and misconceptions,’ of aggression, and ‘considered crazy,’ stigma of dementia due to a lack of awareness.

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

Supporting new nurses in the wild

Source: Nurse Education Today

In a nutshell: Remote and rural can mean anything from having to drive ten minutes to the nearest Waitrose in Buckinghamshire to having to take a ferry to the doctor’s in the Outer Hebrides. Newly-graduated nurses in the latter situation can have a hard time of it and in this article Pauline Calleja, from Griffith University in Queensland (where remote and rural can mean an extra plane flight if you forget to buy a pint of milk at the corner shop) led a team of researchers reviewing the evidence on “transition support for new graduate nurses to rural and remote practice.” The researchers concluded that “challenges faced by new graduate nurses when transitioning to practice are exacerbated in most rural and remote settings due to resourcing, lack of structured support programmes, lack of training for support staff to mentor and give feedback and this impacts on recruitment and retention as well. Structured, well-supported transition programmes that provide flexible support are urgently required in these settings.”

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

What’s it like getting started as a nurse researcher?

Source: Nurse Education Today

In a nutshell: Journeys used to involve camels, steamships, khaki shorts and the possibility of being eaten by wild animals, or, in certain cases, one’s fellow humans. Nowadays ‘journey,’ can be applied to anything from a sex change to building a new garden shed and in this study Aileen Wyllie, from the University of Technology, Sydney, led a team of researchers “exploring the experiences of early career academic nurses as they shape their career journey.” The researchers interviewed 11 early-career academic nurses. Four themes emerged from the interviews which were:

- Embarking on the journey
- The toil of the journey
- Fellow travellers on the journey
- Strategies for a successful journey

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

Does socialising make you a better nurse?

Source: Nurse Education Today

In a nutshell: Student life isn't all about lectures, tutorials and essays. Many people join all sorts of ridiculous societies, play sport badly or just mull over the state of the world in the bar. But does socialising make you a better nurse? Sevim Ulupinar, from Istanbul University, led a team of researchers attempting to find out in a study of 715 nursing students. The researchers found that more than half the students did not participate in social activities. However, those who did made more friends, found more opportunities for socialisation, had increased self-confidence and were more tolerant about differing views. The main reasons for not participating in social activities were lack of time and financial difficulties.

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

The stories nursing students tell about themselves

Source: Nurse Education Today

In a nutshell: “It is not what happens to people that is significant, but what they think happens to them,” wrote Anthony Powell, astutely aware, as a novelist himself, of the importance of the stories people tell about themselves. Johanne Alteren, from Nord University in Norway, looked into the role of narratives in student nurses’ ‘knowledge development.’ She concluded that “narratives are useful for the development of student nurses’ knowledge in clinical training. Student nurses’ decisions and actions in the patient situation are made evident through narratives ... Nursing educators should be more open-minded to narratives as a starting point for reflection. Increased use of narratives in professional education will contribute to development of knowledge so that student nurses can manage to face patient situations as long as the situation themselves demands.”

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

... and the poems they write about nursing

Source: Nurse Education Today

In a nutshell: Many people give in to the temptation to write poetry at some point in their lives although the end product usually has the same relationship to W.H. Auden or Thomas Hardy as a drunken game of pool at the Dog and Duck does to Ronnie O’Sullivan in full flow. In this study Camille Cronin and Caroline Hawthorne, both from the University of Essex, examined how classroom-based poetry-writing activities could support students in developing their skills as student-writers and reflective practitioners. 25 students took part in the classes. The students found the experience of writing poetry challenging at first, but ultimately rewarding.

“Compared with writing more formal academic reflections, many students valued the opportunity to express their emotions and experiences more freely.” The researchers also concluded that the students’ poems provided a “rich bank of data relating to key professional themes and students’ lived experiences.”

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

Every picture tells a story

Source: Nurse Education Today

In a nutshell: Teaching classes of mixed ability can be a challenge. While bright students can discuss weather systems in the North Sea, middling ones can write an essay about cod fishing and the rest can draw a boat mixed-ability classes can leave brighter students bored while the less able are mired in confusion. In this study Vibeke Oestergaard Steinfeldt, from University College Absalon in Denmark, led a team of researchers who got nine fifth-semester nursing students to take photographs of NO-situations, ones which they felt to be boring, difficult, annoying or confusing and YES-situations, which they considered to be cool, ‘awesome,’ exciting, encouraging etc. The students then presented their photos at a workshop, where they described the background to them. Three themes emerged from the research which were:

- *It is hard to crack the code.* A feeling of insecurity in the face of unknown words and concepts that were far from what they normally associated with nursing
- *When the students succeeded in cracking the code.* A feeling of joy and relief when the students grasped the meaning and understood the links to nursing practice
- *Sources of irritation and frustration.* Various disturbances, lack of mutual respect and practical challenges

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

Are nurses and midwives ready for quality and safety?

Source: Nurse Education Today

In a nutshell: Not many nurses and midwives want to provide poor-quality care to their patients or endanger them. However, this is a far cry from feeling equipped to take part in initiatives designed to improve patient care and safety. In this study Anne Gallen, from HSE West in Donegal, led a team of researchers looking at how prepared nurses and midwives felt for taking part in quality improvement and patient-safety initiatives. 654 nurses and midwives took part in the study which found that while respondents were highly trained academically many reported a lack of confidence in quality and safety methods and tools and quality and safety education for nurses (QSEN) skills. Frontline staff nurses and midwives said they were less prepared than their mid- and senior-level colleagues and “significant numbers indicated they were not engaged in quality and safety in practice.”

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

When Mum’s on drugs

Source: Nurse Education Today

In a nutshell: Nobody get to choose their parents and some are luckier than others. Around the world more women are taking illegal drugs during their pregnancy. In this study Gemma Dolemn, from Edith Cowan University in Perth, Australia, led a team of researchers examining 42 midwives and midwifery students’ attitudes to pregnant women who took drugs. The researchers found that both the undergraduates and postgraduate midwives had positive attitudes to these women. “Specifically, postgraduate students, with 1-2 years’ experience looking after pregnant women, had the most positive attitudes towards substance use in pregnancy.”

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

Is MAES© the answer for students’ learning?

Source: Nurse Education Today

In a nutshell: Every pedagogue loves a new way of learning, especially one you can copyright. In this study José Luis Diaz Agea, from the Catholic University of Murcia in Spain, led a team of researchers assessing the effectiveness of a new technique called MAES© in which “students are guided by a facilitator, and perform their

simulations in a knowledge-specific area in a self-directed learning manner.” 274 students took part in the study and the researchers compared MAES© to traditional simulation-based learning. The study found that the students received a higher score in the scenarios with MAES© methodology in clinical and non-technical skills and concluded that “when compared to simulation-based learning, MAES© granted students a better degree of performance in learning with simulation.”

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

Getting to grips with bugs. Is a short, sharp shock the answer?

Source: BMC Medical Education

In a nutshell: Judged purely by numbers bacteria and viruses are the most successful organisms on the planet. Try as we might to eradicate at least some of them they’re unlikely to go away in the near future so it’s important nurses know how to prevent them spreading and causing infections. In this study Rika Yano, from Hokkaido University in Japan, led a team of researchers assessing the effectiveness of two short practical sessions used to assess the effectiveness of washing or disinfection on hand bacteria. Hand bacteria were sampled on agar plates and the plates examined for colonies of bacteria a week later. Questionnaires before and after the exercise were used to assess changes in awareness of unseen bacteria in the environment around us. The researchers found that the practical increased the nursing students’ awareness of fomites (objects likely to cause infections), bacterial habitats, hospital infections and changes in people’s physical condition caused by bacterial infections.

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

Do you need offline to make a MOOC matter?

Source: Nurse Education Today

In a nutshell: MOOCs (massive open online courses) are a bit like those part-work magazines one can sign up to to make a scale model of the SS Great Britain or a Spitfire. Plenty of people sign up to them but few stay the course. In this study Mengmeng Jia, from Sun Yat-Sen University in China, led a team of researchers comparing people who studied at university, and via a MOOC and those who studied solely via a MOOC. All the people who also studied at university (blended learners) finished the MOOC while only 7.14% of the MOOC-only group did so. The blended learners did better than the MOOC-only ones and had more online interactions. So, for the moment at least, it looks as though students need at least some input from the real world before they can stay the course on a MOOC.

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

Are we looking after nurses with special needs enough?

Source: Nurse Education in Practice

In a nutshell: Some nursing students need more support than others – they might have psychological frailties, have trouble studying or have physical disabilities. In this study Yuko Ikematsu, from Nagoya University Graduate School of Medicine, led a team of researchers looking into what happened to newly-graduated nurses with special support needs in Japan. Of the 2,761 nurses from 141 hospitals who took part in the study 66 were identified as having special needs. The most common need was “social interaction/restricted interest,” followed by “inattentiveness.” Of the 66 nurses identified as having special needs 40.9% of them had left their first hospital jobs within a year. “The need for an individualised support programme specific to nurses’ needs is implied.”

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

When Canada met Denmark online

Source: Nurse Education Today

In a nutshell: In this study Jacqueline Limoges from Georgian College in Ontario, led a team of researchers who studied what happened when Canadian and Danish students worked together on an online collaborative learning project. 15 students, six from Canada and the rest from Denmark, took part in the globally-networked learning project. The students reported very positive experiences and the researchers found the project had enhanced the students’ understanding of the global reach of nursing, how culture influences nursing practice and how considering cultural differences enabled them to learn from each other to improve their nursing practice in their own country.

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

Physiotherapy Education

Self-directed learning. Does it make any difference?

Source: BMC Medical Education

In a nutshell: Self-directed learning involves setting students broad objectives, pointing them in the direction of the library or internet and letting them get on with it. The idea is that students learn to study independently, take more of an active role in their learning and absorb more than they do sitting – or snoozing - passively in lectures. In this study Wim van Lankveld, from HAN University of Applied Sciences

in The Netherlands, led a team of researchers studying 108 students. 27 of them studied using self-directed learning while the remainder studied using traditional instructor-based learning. At the end of the study there were no statistical differences between the two groups in knowledge and performance, implying that the two approaches were as effective as one another.

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