



Education Horizon-Scanning Bulletin – April 2021

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Dental Education

Are students scared of jaws?

Source: BMC Medical Education

In a nutshell: When someone approaches your mouth with a drill, saw or scalpel it would be nice to think that, at the very least, their hands weren't shaking or they weren't holding an implement in one hand and *Maxillofacial Surgery for Dummies* in the other. In this study, Mohammad Kamal and Mohammad Abdulwahab from Kuwait University asked 39 dental students how confident they felt in performing various procedures. Most of the students felt comfortable with:

- Exodontia using forceps and elevators
- Root removal
- Managing acute pericoronitis
- Managing haemorrhage from a socket
- Assessing impacted teeth
- Recognising the clinical features of potentially malignant and malignant lesions of the oral cavity

The students reported a lower level of confidence in performing surgical extraction of teeth but, if you're reading this in Kuwait, you'll be out stone cold by that point so that will be the least of your worries. Just lie back and enjoy the ketamine trip.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02614-x>

How patient-centred are dentists?

Source: BMC Medical Education

In a nutshell: You lot ponce in here and expect to be waited on hand and foot", said Basil Fawlty "well I'm trying to run a hotel". In much the same way librarians resent people messing their shelves up and shop assistants get annoyed by customers getting in their way when they're trying to restock the shelves. Attempts to correct this tendency in medicine are known as "patient-centred care" and in this study, Minjung Lee and Jungjoon Ihm from Seoul National University in Korea, examined the links between dental students' empathy, their attitude towards communication skills, and their "patient-centred attitude." The researchers found the students were "moderately patient-oriented," when it came to sharing and slightly more patient-centred when it came to caring. Women and those people who had studied dentistry for a shorter time were more likely to be patient-centred. Empathy and a positive attitude towards learning communication skills were also related to patient-centred attitude and among the sundry aspects of empathy "empathic concern" had the greatest impact on patient-centred attitude. You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02674-z>

General Healthcare Education

Motivation and support for students

Source: International Journal of Environmental Research and Public Health

In a nutshell: Motivation can come from any number of sources; fear, greed, a desire for knowledge, fame, or simply wanting to get things out of the way so you can have a quiet life.

In this study, Adela Descals-Tomás from the University of Valencia in Spain, led a team of researchers looking into the links between family- and teacher-support and motivation. The researchers studied 267 students and found that family- and teacher-support increased “expectancy-value beliefs and achievement goals” which in turn, increased the students’ behavioural engagement. You can read the abstract of this article at <http://dx.doi.org/10.3390/ijerph18052606>

Ch... Ch.. Ch... Ch... Changes, turn and face the strain

Source: BMC Medical Education

In a nutshell: Change is a bit like popular music. When you're young it's exciting and you deliberately seek out novelty; as you get older you know what you like and are liable to dismiss new music as either a pallid repetition of what has gone before or a tuneless racket. In this study, a team of researchers led by Hanna Wijk from the Karolinska Institutet [sic] in Sweden, interviewed 16 postgraduate-medical-education directors to “explore how they had implemented successful change projects”. Five themes emerged from the interviews which were:

- Belonging to a group
- Having a vision and meaning
- Having a mandate for change
- Involving colleagues and superiors
- Having a long-term perspective

You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02606-x>

Long-term education for a long-term problem

Source: BMC Medical Education

In a nutshell: There aren't that many parallels between doctors and estate agents but for both of them what is an ordinary day at the office for them can be one of the most stressful and significant events of their clients' lives. This is as true for dementia patients as for anyone else; they're stuck in a current of confusion and misery only ever likely to flow in one direction whereas the doctors quickly dip their toe in the water between a child with a verruca and stopping off for some milk on the way home. In an attempt to deepen medical students' knowledge of dementia a team of researchers led by Yvonne Feeney, from the University of Sussex, developed a Time for Dementia programme at five universities in the UK. Students were placed in long-term contact with families living with dementia in the hope that they would gain increased understanding about the experience of living with the condition. In this study the researchers investigated the barriers and facilitators to implementing this new teaching programme by interviewing six lecturers, four programme administrators and two Alzheimer's society staff. Five themes emerged from the interviews which were:

- Leadership characteristics
- Organisational and student buy-in
- Perceived value and motivating factors
- Team coalition and support
- Time and fit

“Implementation of the programme was enhanced by resilient leaders managing the challenges of curricular change. Their belief in the value of the programme, stakeholder buy-in, and supportive team working enabled challenges to be overcome. Workload was reduced and student buy-in increased as time progressed and as more resources became available. A flexible approach to implementation was recommended to ensure the programme fits within the established curriculum”. You can read the whole of this article at
<https://bmceduc.biomedcentral.com/articles/10.1186/s12909-021-02632-9>

Is flipping the classroom really worth it?

Source: Journal of Educational Technology and Society

In a nutshell: Most actors learn their lines before rehearsals allowing directors to explore the subtleties of emphasis, movement, intonation and setting “*A Midsummer Night’s Dream*” on an oilrig off the Shetlands. The flipped classroom entails a similar approach to learning insofar as students do preparatory work beforehand so lecturers can explore subjects in more detail. In this study, Lanqin Zheng from Beijing Normal University led a team of researchers analysing the research on flipped classrooms. The researchers analysed data from 95 studies involving 15,386 students and found that “the flipped classroom approach had a moderate effect size for learning achievement and learning motivation”.

You can read the abstract of this article at

https://www.researchgate.net/publication/340629063_The_Effectiveness_of_the_Flipped_Classroom_on_Students'_Learning_Achievement_and_Learning_Motivation_A_Meta-Analysis

Feedback. Why nil by mouth is worse

Source: Assessment in Education: Principles, Policy & Practice

In a nutshell: For those of us less confident of our capabilities asking for feedback can feel a bit like getting a crocodile to judge a synchronised-swimming competition. Like verruca’s and old plasters feedback is always likely to be present in the swimming pool of life though so it’s important to get it right. Students often misunderstand written feedback so in this study, Bas T. Agricola from Utrecht University in the Netherlands led a team of researchers investigating the efficacy of verbal feedback. They found that verbal feedback had a significantly higher impact on students’ feedback perception than written feedback, although it did not improve the students’ self-efficacy, or motivation. Feedback request forms did not improve students’ perceptions, self-efficacy, or motivation. You can read the abstract of this article at
<http://dx.doi.org/10.1080/0969594X.2019.1688764>

What keeps psychotherapy and OT students happy?

Source: International Journal of Mental Health and Addiction

In a nutshell: Resilience is a bit like using the screwdriver function on a drill; it’s a great skill to have but nobody really shows you how to acquire it. In this study, Yasuhiro Kotera from the University of Derby led a team of researchers investigating the factors affecting mental health in 145 psychotherapy and occupational-therapy students. They found that resilience and self-compassion predicted mental wellbeing and that “self-compassion partially mediated the relationship between resilience and mental wellbeing”.

You can read the abstract of this article at

<http://dx.doi.org/10.1007/s11469-020-00466-y>

Stress, motivation and success

Source: The International Journal of Emotional Education

In a nutshell: Once they've come up with their drugs – which is probably the hardest part, to be fair – pharmaceutical researchers have it easy. All you need to do is give drug x, to people y, not give it to people z, and see what happens to variable a in both groups. For psychologists, dealing with the complex and interlocking aspects of the human psyche things are a bit more complicated. In this study, Jesús Alonso-Tapia from the Autonomous University of Madrid led a team of researchers attempting to untangle the links between how students coped with stress and academic performance. They found that negative self-regulation of stress and “avoidance-oriented self-regulation”, related negatively and significantly to academic performance. You can read the abstract of this article at

<https://www.um.edu.mt/library/oar/handle/123456789/65093>

Students and social media – not such a waste of time after all?

Source: Behaviour and Information Technology

In a nutshell: Social media can feel a little like unrestricted access to the pick-and-mix sweetie counter. You start off full of excitement at the variety in front of you and end up feeling slightly nauseous and full of self-loathing. In this study, Muhammad Awais Gulzar from Zhejiang University City College in China led a team of researchers investigating the links between social-media use and academic engagement and creativity. They found that social media use by the students was *positively* related to creativity and academic engagement, through intrinsic motivation. However, cyberbullying weakened the positive effects of social media. So perhaps you shouldn't feel quite so guilty as you watch cat videos on Facebook or – in this author's sad case – scroll down Twitter desperately looking for the latest opinion-poll results and GDP figures. You can read the abstract of this article at

<https://www.tandfonline.com/doi/full/10.1080/0144929X.2021.1917660>

Interprofessional Education

How ready are students for interprofessional education?

Source: BMC Medical Education

In a nutshell: What's the difference between a peace conference in the Middle East and interprofessional education? One is an attempt to overcome years of bitterness, tribal hostility, sectarian conflict and anger and the other is lots of nice people sitting down for a chat in Tel Aviv. In this study, Nabil Sulaiman from the University of Sharjah led a team of researchers investigating attitudes – and barriers – to interprofessional education (IPE) in a study of 282 medical, dental, pharmacy and health-sciences students. They found that all the students were ready to adopt IPE and had positive attitudes towards, and readiness for, it. Three main themes emerged from discussion groups with the students which were:

- Prior knowledge
- The need for an IPE framework
- The implementation of an IPE framework

The students identified the barriers to IPE as: information workload, lack of clarity, and less-focused teaching pedagogies. You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02645-4>

When interprofessional education goes into the escape room

Source: BMC Medical Education

In a nutshell: Parents leaving a house with small children have to solve a number of logistical puzzles: where did Rupert leave his shoes? Can you find Jessica's gloves down her armholes? How can you stop Timothy getting mud all over the hall when he announces he needs a wee? And where did Daddy leave the car keys? The grown-up equivalent of this is an escape room where teams have to solve a number of puzzles to get out and end their imprisonment. In this study, Leigh Moore and Narelle Campbell from Flinders University in Australia used the novel intervention of an escape room combined with an interactive teaching session to test student engagement and learning about interprofessional practice and teamwork. 50 students took part in the study from 17 different universities and seven professions, tackling challenges in teams of three to six members. "The results showed that the intervention provided effective and engaging learning and was intrinsically appealing to students despite its non-assessable nature". The students' reflection on the exercise showed developing insight into the critical importance of clear communication and intentional collaboration in the provision of effective interprofessional practice.

You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02666-z>

Medical Education

How long does it take for a gynaecologist to crack eggs?

Source: BMC Medical Education

In a nutshell: Depending on whether one is a glass half-full or glass half-empty person egg extraction can signify either nice ladies in white gloves picking their way gently through a chicken coop or the brutal incarceration of hens in spaces not much bigger than a shoebox to gratify people's appetite for a cooked breakfast. For gynaecologists working in fertility treatment egg extraction is a trickier business though and the results should be neither poached, scrambled, boiled or fried. In this study, a team of researchers led by C. Verhaeghe from Angers University Hospital in France assessed the skills – or lack thereof – of junior doctors and consultants as they carried out oocyte retrieval (OR). Four of the junior doctors (57% of the sample) reached "the threshold for clinical proficiency" after aspirating 82, 67, 53 and 46 ovaries respectively. The average number of ovaries aspirated to achieve clinical proficiency was 62, and this took on average 21 weeks. Two consultants remained proficient throughout the duration of the study, while two consultants had one "suboptimal" OR and one consultant had two suboptimal ORs. The researchers concluded that "there is a large variability in the duration of the learning period and the number of procedures needed for a resident to master OR", but that the consultants maintained "an adequate performance".

You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02615-w>

Creating a structure for feedback

Source: BMC Medical Education

In a nutshell: Rather like turkeys complaining about not getting an advent calendar, students often say they don't get enough feedback from tutors, particularly when it comes to role-play tests like OSCEs (objective, structured, clinical examinations). In this study, J. Sterz from Goethe University in Germany led a team of researchers testing the effectiveness of a new written, structured feedback tool for use in OSCEs. 351 students and 51 examiners took part

in the study. 87.5% of the students and 91.6% of the examiners agreed or rather agreed that written feedback should continue to be used in forthcoming OSCEs.

You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02581-3>

When did learning get so complicated?

Source: BMC Medical Education

In a nutshell: Those of us of a certain vintage can remember the days when coffee came in four types: black, white and with or without sugar. Nowadays being a barista seems to involve rather more intellectual firepower than working the Large Hadron Collider with a degree in it being rather more rigorous and almost certainly more lucrative than three years mulling over gender studies. In much the same way learning – the transfer of information from person A to person or persons B – now comes in a bewildering variety of flavours including team-based and blended. It was these two types that a team of researchers led by Ahmed I. Albarak from King Saud University studied in this article. 701 students took part in the study. 59.1% of them found team interactions positively supported discussions and asked questions freely. 48.1% said that working in groups facilitated their learning process, although 56% chose face-to-face lectures as their most-preferred class activity. More than 78% said that online quizzes were a good experience and enjoyable and 66.3% liked a “grade centre” where they could check for marks and attendance. You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02639-2>

What to paediatric F1s really need to know? And do they really know it?

Source: BMC Medical Education

In a nutshell: The driving theory test covers various esoteric subjects such as the speed limit on the Isle of Wight when it's a full moon; the stopping distance of a circus lorry containing three elephants, two horses and a pangolin; and the correct action to take if a lorry sheds its load of Liquorice Allsorts on the Kettering bypass. When you've got your own car it's far more important to be able to check your tyre pressures, take car seats in and out and fill up without getting petrol all over your trousers. Many more experienced doctors feel a similar situation pertains with undergraduates final exams and in this study, Patrick McCrossan from Queen's University Belfast led a team of researchers who worked with consultants to devise a 30-question Minimum Accepted Competency (MAC) exam covering “must-know,” knowledge for starting work in paediatrics. They then gave the test to 366 undergraduates and 58 junior doctors. The average score for the undergraduates was 45.9% whereas the average score for the junior doctors was 64.2%. Only 68% of the undergraduates passed the MAC exam, whereas 97% of them passed their official university exam. There was a moderate but statistically significant positive correlation between students' results in their official exams and their score in the MAC examination. The researchers concluded that their study demonstrated “the importance of involvement of end-users and future supervisors in undergraduate teaching”. You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02642-7>

Is music while you work a good idea?

Source: BMC Medical Education

In a nutshell: Many surgeons like to listen to music while they hack away at people's bodies. Vivaldi is probably usually considered a safe choice, “Fix you” by Coldplay might be regarded as rather emetic whilst “Bring your daughter to the slaughter” by Iron Maiden might set a few

alarm bells ringing. In this study, Lisa Katharina Nees from Heidelberg University Hospital studied the effects of different volumes of music or the absence thereof, on 87 medical students practising laparoscopic procedures. The students were randomly assigned to six groups. Four of them listened to “deep house” at different sound levels, one group wore earplugs whilst the last group had no music at all beyond the voices in their heads. The best performance was found among the group listening to the music at 70 decibels, about the noise levels found in an average office. You can read the whole of this article at <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02627-6>

Junior doctors and COVID19

Source: BMC Medical Education

In a nutshell: It's an ill wind etc and the recent COVID19 pandemic has provided any number of researchers with a new field of interest to get their teeth stuck into. Lining up at the epistemological all-you-can-get-a-research-grant-for buffet were a team of researchers, led by Eman Alshdaifat from Yarmouk University in Jordan. They surveyed 255 junior doctors. 7% of them said they had been infected with COVID19, including 10% of surgical residents (SRs) and 4% of non-surgical residents (NSRs). 42% said there had been a decrease in the number of staff working at their clinic and 64% said they had had limited access to PPE. Non-surgical residents were more likely to feel anxious in general and also anxious about shortfalls in PPE. The proportion of doctors who reported feeling increased stress and anxiety between colleagues was also significantly higher in the NSR group.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02655-2>

Medical education and COVID19

Source: BMC Medical Education

In a nutshell: Also looking into life during the pandemic were a team of researchers led by Ali Asghar Hayat from Shiraz University of Medical Sciences in Iran. They interviewed 12 medical students and 14 lecturers at Shiraz University about their experiences of learning and teaching during the pandemic. They found five main opportunities arising from the pandemic which were:

- Attitudes to e-learning and adaptability
- Preventing students' separation from the educational environment
- Documentation and monitoring education
- Take control of own learning
- Increasing perceived usefulness

The participants talked about four main challenges which were:

- Noncompliance with virtual classroom etiquette
- Inadequate interactions
- Time limitations
- Infrastructure defects and problems

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02682-z>

Spirals, OSCEs and evidence-based medicine

Source: BMC Medical Education

In a nutshell: In spiral curricula learners revisit the same topics in greater detail as the years go by. In Year 1, for instance, they might be asked to draw a fishing boat, in Year 4 talk about the type of fish it might catch and in Year 13 discuss the ins and outs of the Common Fisheries Policy and Brexit. In this study, a team of researchers led by B. Kumaravel from the University of Buckingham, examined the use of objective structured clinical examination (OSCEs) to test medical students' knowledge of evidence-based medicine (EBM) in a spiral curriculum. Teaching EBM to undergraduates is the nearest academics or librarians get to recapturing the experience of being a first-century gladiator meeting his first (and quite possibly last) lion so any pedagogical tridents that can be waved at the slavering masses have to be a good idea. The researchers found that the "OSCE stations were useful in assessing six core evidence-based practice competencies, which are meant to be practised with exercises".

You can read the whole of this article – including a pretty drawing of a spiral curriculum – at
<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02650-7>

Virtual reality and Caesarean sections

Source: BMC Medical Education

In a nutshell: While jet packs, eye transplants and self-driving cars seem just around the corner – the latter probably stuck on a level-crossing waiting for a software update – virtual reality is becoming increasingly popular. In this study, Vera Arents from the Spaarne Gasthuis Hospital in the Netherlands led a team of researchers investigating the use of 360° virtual reality to teach medical students about Caesarean sections. 89 medical students took part in the study, 41 of them in the virtual-reality group and 48 in a conventional study group. The study found that watching a virtual-reality video did not result in a difference in either specific or general knowledge retention. 56.7% of the virtual-reality group reported side effects like nausea and dizziness but 83.4% of them said that more videos should be used in training. Those that experienced the virtual-reality film were less likely to say that they wished they'd had a chance to go to more C-sections in person.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02628-5>

When a game stops being a game

Source: Simulation & Gaming

In a nutshell: The last time I played a computer game, they came on cassettes and you had to commandeer the downstairs TV to launch into an ill-coordinated, and ultimately frustrating, foray into Pac-Man or Space Invaders. I'd like to say I discovered girls' but they weren't that keen on discovering me, so it was books, Grandstand and epic cycle rides through the Herefordshire countryside that filled that particular gap in my psyche. Things have come on a bit since then although most games still seem aimed at one's inner toddler being predicated on either bashing other people or telling them what to do. Some are educational though and in this article, Ilana Harwayne-Gidansky from Stony Brook Children's Hospital in New York, investigated junior doctors' experiences of playing a game designed to simulate the experience of giving cardio-pulmonary resuscitation to children. The researchers found that the junior doctors went from gaming to fulfilling their need for self-determination (made up of autonomy, relatedness, and competence) by playing the game. They had several types of external and intrinsic motivation for using them including practising CPR to prepare, or as a

connection to clinical practice. Performance anxiety reduced the junior doctors' motivation to practise using the game. You can read the abstract of this article at
<http://dx.doi.org/10.1177/1046878120913597>

Unravelling the psychology of problem-based learning

Source: BMC Medical Education

In a nutshell: *The Raft of the Medusa* by Gericault depicts sailors on a raft, being tossed about on the ocean wave, shortly before giving in to starvation, dehydration and cannibalism. Many of us feel rather the same about teamwork; wondering if we'll escape alive, pining for the coffee break, and eying up our fellow team members trying to assess which of them might succumb and end up as dinner. Problem-based learning (PBL) is predicated on teamwork and in this study, Ikuo Shimizu from Shinshu University in Japan, interviewed 26 medical students who had taken part in PBL tutorials. The researchers found two main themes emerged from the interviews which were:

- Academic inquisition – the desire to find out more about a topic and seriously engage with it
- Desire for efficiency – the desire to finish off an imposed task quickly and do something more enjoyable

Constructing "social interdependence", arose from a number of factors:

- Inquisition from a case
- Seeking efficient work
- Sharing interest in problem solving
- Expecting mutual contributions
- Complementing learning objectives

You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02667-y>

It is exactly brain surgery

Source: BMC Medical Education

In a nutshell: "It's not exactly brain surgery!" is an accusation levelled at hapless postman trying to deliver letters to "Peppa Pig, London," or harassed fathers attempting to find an outfit that meets both the sartorial demands of their daughters and the practical requirements of their mothers. But, when what you're doing *is* exactly brain surgery, who do you turn to for advice? In this study, a team of researchers, led by Felix Behling from University Hospital Tübingen in Germany, paired 23 final-year medical students doing a neurosurgical clinical clerkship with a mentor each. At the beginning of their clerkships the researchers asked the students about their expectations, teaching preferences and surgical interest. The students had meetings with their mentors and evaluations of their clinical practical skills every two weeks which gave each student the chance for individually tailored teaching. The students liked the programme and most of them achieved the "acquisition or improvement of clinical practical skills". You can read the whole of this article at

<https://bmcmemeduc.biomedcentral.com/articles/10.1186/s12909-021-02657-0>

Staying motivated in the absence of patients

Source: PLoS One

In a nutshell: Sometimes it seems as though the end goal of recent technological developments is for everyone to end up at home interacting via virtual reality while hordes of robots keep everything ticking over. At some point this will probably culminate in the whole show being hacked by North Korea and everyone fighting over half a pack of “Cheezy Wotsits”, picked up by a pigeon, on the pavement outside a derelict bookies. COVID19 has accelerated this trend, of course, and in this study, Ann-Kathrin Rahm from the University of Heidelberg, studied the effects of “close-to-real-life patient e-learning modules”, on 198 medical students. Weekly e-learning cases covering a 10-week symptom-based curriculum were designed by a team of medical students and doctors. The design of the cases was based on routine patient encounters and covered different clinical settings: pre-clinical emergency medicine; in-patient and out-patient care and follow-up. The students “highly appreciated”, the offer to apply their clinical knowledge in presented patient cases. “Aspects of clinical context, interactivity, game-like interfaces and embedded learning opportunities of the cases motivated students to engage with the asynchronously presented learning materials and work through the cases”. You can read the abstract of this article at

<http://dx.doi.org/10.1371/journal.pone.0249425>

Distance learning for cataract surgery

Source: BMC Medical Education

In a nutshell: Eye surgery differs from rollercoasters insofar as that whilst both sound terrifying in advance people are usually relieved when the final experience of eye surgery proves – in a good way – distinctly underwhelming. In this study, Amelia Gear from Orbis International in New York, investigated the possibilities of teaching junior doctors cataract surgery via “distance cataract surgical wet laboratory training”. Weekly lectures and demonstrations addressed specific steps in phacoemulsification surgery. Each lecture had two accompanying wet-lab assignments, which the junior doctors completed and recorded in their institution’s wet lab and uploaded for grading. 21 junior doctors took part in the study, submitting a total of 210 surgical videos. The training resulted in “significantly improved cataract surgical skills”. You can read the whole of this article at

<https://bmcmmeded.biomedcentral.com/articles/10.1186/s12909-021-02659-y>

Why do people give up on vascular surgery?

Source: BMC Medical Education

In a nutshell: Anyone who’s ever spilt tomato sauce down their shirt while eating spaghetti on a first date (top tip, go for the risotto) can probably sympathise with vascular surgeons as they snip away at the tangled mess of veins and arteries in the human body; and they don’t even get a glass of white wine and tiramisu for afters. In this study, Eleanor Atkins from Norfolk and Norwich University Hospitals NHS Trust and Sandhir Kandola from Royal Liverpool and Broadgreen Hospitals NHS Trust led a team of researchers investigating why junior doctors leave vascular surgery. They found that 15.4% of trainees had quit. Reasons for leaving included:

- Availability of an academic career
- Geography
- Health
- Work/life balance

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02668-x>

Patients and perception

Source: BMC Medical Education

In a nutshell: Different people can perceive the same events very differently as anyone who's attempted map-reading on a long car journey with their spouse will testify. In this study, Jennifer Barr from the University of Tasmania led a team of researchers studying how patients and lecturers differed in their assessment of medical students' consultation skills. The lecturers' and patients' assessments of the students were broadly similar, although overall the patients were more inclined to be generous. However, within the context of higher overall marks the patients gave lower marks to the students when it came to respect, concern, communication and being understood. You can read the whole of this article at <https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02654-3>

Nurse Education

Simulation outside the university

Source: Nurse Education in Practice

In a nutshell: Learning in a university is a lot easier than learning outside one. Distractions are fewer, lecturers and libraries are easier to access and you don't have to squeeze in half-an-hour's e-learning between finishing your shift and collapsing in an exhausted heap at home. In this study, Zainab Akhter from Box Hill Institute in Australia, led a team of researchers investigating the use of simulation in the vocational education sector. The researchers interviewed 29 nurse educators teaching on a Diploma of Nursing programme and found that most of them expressed a lack of knowledge in managing technological issues, simulation-facilitation procedures, and conducting scenarios. Most of them had a positive attitude towards simulation but rated their skills as "novice". The researchers concluded that "a programme of supportive mentoring by nurse-educator mentors experienced in high-fidelity simulation ... will enhance and sustain nurse-educator knowledge, attitude and skills in a protected environment ... so that they can optimise training."

You can read the abstract of this article at <https://doi.org/10.1016/j.nepr.2021.103048>

You're never too young to start being bullied

Source: Nurse Education in Practice

In a nutshell: In "*The Lord of the Flies*", a group of young boys are shipwrecked on an island. They start off by attempting to form some kind of civilisation, but the veneer soon wears off and they end up killing the unfortunate Piggy, who, overweight and bespectacled, falls to the bottom of the pecking order. Going on a midwifery placement is not quite as bad but many students do experience bullying and in this study a group of researchers, led by Tanya Capper, from CQUniversity [sic] in Australia, surveyed 120 midwifery students from both Australia and England about their experiences of bullying while on placement. Six themes emerged from the surveys which were:

- The organisational culture of acceptance
- "In front of"

- Brazen expression
- Group buy-in
- Suppression of dissent
- Collateral damage

The researchers concluded that, as far as midwifery goes, “an entrenched culture of acceptance exists which impacts the students’ educational experience, the care received by mothers and babies, and the reputation of the midwifery profession”.

You can read the abstract of this article at <https://doi.org/10.1016/j.nep.2021.103045>

Easing the shock of transition

Source: Nurse Education Today

In a nutshell: Parents teaching their children to ride bicycles often hover a few paces behind them while their offspring wobble uncertainly along the pavement. Preceptors have much the same relationship to newly-qualified nurses and in this study, Feifei Chen from Shandong University in China, led a team of researchers investigating the links between transition shock, preceptor support, and nursing competency in 215 newly-graduated nurses. The researchers found that the new nurses felt themselves least competent in critical thinking. Transition shock led to a decrease in nursing competency whereas perceptions of preceptor support led to an increase in competency. Preceptor context, whether the assigned preceptor varied from day to day, and the emotional challenges of transition shock were the main predictors of nursing competency. You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.104891>

Using role-play to train mental-health nurses

Source: Nurse Education Today

In a nutshell: Whether it's one of the Go Jetter's, a dinosaur or the Easter Bunny children enjoy pretending to be someone, or something, else. At some point we either lose this ability or have it knocked out of us with professional actors going through years of training in an attempt to rediscover it. Pedagogues have become increasingly interested in the benefits of role-playing in education though and in this study, Bodil Gjestvang from the Inland Norway University of Applied Sciences, led a team of researchers assessing the effectiveness of a role-playing scheme in teaching students on a Master of Mental Health Care course. Three themes emerged from interviews with the students which were:

- A deeper understanding of self and others
- Different positions and situations provide comprehensive understanding
- Engagement strengthens relational competence

The researchers concluded that “extensive use of role play, in which the students took on the roles of patient, healthcare professional and observer, combined with theoretical preparations and reflections, seemed to elicit some of the humanistic values and attitudes central for strengthening relational competence”. You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.104887>

When co-production comes to the classroom

Source: Nurse Education Today

In a nutshell: People who go to the more touchy-feely kind of GP often have the experience of being asked “what would you like me to do?” to which the answer is usually “use your knowledge of anatomy and physiology, and legal powers to order drugs, to make it go away”. This approach is known as co-production. In this study, Siobhan O’Connor from Edinburgh University led a team of researchers reviewing the evidence on the use of co-production in nursing and midwifery education. The researchers found 23 studies which met their quality criteria. Two themes emerged from the research. The first concerned the effect of co-production on nursing and midwifery students, service users and carers and was made up of five sub-themes:

- Acquiring knew knowledge and skills
- Gaining confidence and awareness
- Building better relationships
- Feeling vulnerable
- Attaining a sense of pride or enjoyment

The second theme was to do with how co-production was delivered and had three sub-themes:

- Human interactional approach
- Pedagogic quality
- Organisational environment

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2021.104900>

NMC consults on new education standards for community-public-health nurses

Source: Personnel Today

In a nutshell: The Nursing and Midwifery Council has launched a public consultation on draft new education standards for specialist community-public-health nursing (SCPHN). The standards set out the knowledge and skills needed to gain post-registration qualifications and cover what the NMC expects from education institutions and “practice learning partners”, delivering the education and training. The consultation will run for 16 weeks and close in early August, to allow more time for responses. During this period the NMC will also host a series of virtual drop-in sessions to facilitate conversations, alongside webinars and virtual-panel events. You can find more details about the NMC’s consultation at

<https://www.nmc.org.uk/about-us/consultations/current-consultations/future-community-nurse/>

New nurses and patients with dementia

Source: Nurse Education in Practice

In a nutshell: “No pleasure is worth giving up for the sake of two more years in a geriatric home”, said Kingsley Amis. This is a minority view now and as more of us eat our five a day, take regular exercise and cut down on our drinking increasing numbers of people are able to enjoy the experience of dementia. Nurses end up having to look after us and in this study, Benjamin Hartung from the University of Ottawa, led a team of researchers who interviewed 11 new graduate nurses to ask them what they made of it. Three themes emerged from the interviews which were:

- Building of vision and values
- Clashing of vision and values
- Making do with what you have

The new nurses found the same barriers to providing dementia care as their more-experienced colleagues such as challenges with responsive behaviours, maintaining safety and providing psychosocial care. “Facilitators identified were supportive colleagues and early exposure to dementia care”. You can read the abstract of this article at <https://doi.org/10.1016/j.nepr.2021.103049>

Volunteering – how different is Ghana to Guildford?

Source: Nurse Education in Practice

In a nutshell: Unlike the middle-aged – particularly those of us with small children – students often have time and energy left over once they've done what they have to do. Some of them spend this volunteering and in this study, S.E. Dyson from the University of Derby led a team of researchers comparing volunteering among nursing undergraduates in Ghana and the UK. The Ghanaian students displayed positive attitudes towards volunteering, although these did not translate into increased motivation to volunteer while at university. The Ghanaian students reported financial constraints as a reason for not volunteering as did the UK ones, although for the Ghanaian students this was a matter of day-to-day survival whereas for the UK ones it was more about student debt. The researchers found that “structured volunteering was absent from both Ghanaian and UK nursing programmes, despite its potential to increase the variety of social groups or situations to which students are exposed, to increase self-confidence and to encourage greater reflection on practice through doing”.

You can read the abstract of this article at <https://doi.org/10.1016/j.nepr.2021.103050>

Diversity and difficulty

Source: Nurse Education Today

In a nutshell: In this study, Renjith Hari from the appropriately confusing University of New England, in New South Wales, Australia – bête noire of postmen everywhere, one imagines – examined the difficulties faced by nursing students from culturally- and linguistically-diverse backgrounds when they go out on their clinical placements. Nine nurses who had supervised such students were interviewed and factors affecting their learning experience identified.

These included:

- Poor proficiency in English
- Unfamiliarity with Australian slang and medical terminology
- Cultural expectations interfering with professional responsibilities
- Incongruity with teaching delivery and learning style
- Short duration of placements
- Inconsistency with preceptor allocation
- Inadequate preceptor training

The researchers recommended:

- Flexibility with assessments
- Modifying teaching styles according to learning needs
- Providing appropriate orientation

- Creating a welcoming environment
- Providing consistency with allocation of preceptors
- Providing appropriate training for preceptors

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.104934>

Simulation and deterioration

Source: Nurse Education Today

In a nutshell: Patients go downhill in different ways. Some go down a gentle water slide into a warm bath of care and get out the other side for a hot chocolate whereas others career down a medical Cresta run, banging against the sides at breakneck speed and ending up covered in bruises or worse. Spotting the signs of patients deteriorating and taking the correct action to prevent it is an important skill for nurses and in this study, Leigh Kinsman from the University of Newcastle in New South Wales, Australia* compared the effectiveness of web-based and face-to-face simulation at teaching nursing students how to deal with deteriorating patients. Both the web-based and the face-to-face simulation training led to “significant and sustained improvements in the nurses’ escalation of the problem and their assessment and observation of it. The only difference between the two groups was that the group who received face-to-face training were more likely to give people oxygen when it was needed.

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.104939>

*Why can't people in New South Wales have at least named their settlements after places in South Wales?

Sense and sensitivity

Source: Nurse Education Today

In a nutshell: Sensitivity comes in two flavours; the ability to consider others needs and feelings and respond appropriately to them, like Jeeves, or the ability to perceive everything as a slight and oblige others to tread on eggshells around you like certain people on Twitter. In this study, Bahar Çiftçi from Atatürk University in Turkey, led a team of researchers investigating the link between intercultural sensitivity and individualized nursing care in a study of second-, third- and fourth-year nursing students. The researchers found that “there was a weak, positive and statistically significant correlation”, between the students’ intercultural sensitivity and their views on individualized patient care.

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2021.104937>

Big mouth strikes again

Source: Nurse Education in Practice

In a nutshell: The eyes are, famously, windows to the soul even if for some of us they’re triple-glazed and disappearing down the wrong end of the ophthalmic equivalent of the Hubble telescope. The mouth though can – both literally and in terms of what it tells people about one’s health – be the gateway to the body and in this study, Grace Wong from Northern Sydney Local Health District, assessed the oral-health literacy of 197 nursing students. 72% had good knowledge, 16% fair and 12% poor. The students knew less about periodontal (gum) disease and mouth cancer. The students with English as a second language did worse but there was no link between socioeconomic status and oral-health literacy, despite the advantages conferred by silver spoons.

You can read the abstract of this article at <https://doi.org/10.1016/j.nepr.2021.103066>

Online Education

When live-chat comes into the staff room

Source: International Journal of Educational Technology in Higher Education

In a nutshell: “It is exhausting” said Stephen Fry “knowing that most of the time the phone rings, most of the time there’s an email, most of the time there’s a letter, someone wants something of you”. Lecturers must often feel the same but – in happier days gone by – they used to be able to retreat to their studies and get away from students for a while. Email started to chip away at this but just as lecturers learned how to move anything from their students to their spam folder along came the horrors of “live chat”. In this study, Jaclyn Broadbent from Deakin University and Jason Lodge from The University of Queensland (both in Australia) studied the use of “live chat” by 246 psychology students. They found that both those doing a wholly online course and those doing blended learning liked the live-chat technology; especially for its ability to provide instant, real-time and convenient help. “Live chat” was particularly well received by online learners who were more satisfied, felt more cared about by the teaching team, and were more likely to recommend it to others than blended learners. Online learners said that live chat gave them better access to staff and felt that this feature was a good “approximation for more traditional face-to-face conversations”. How the lecturers felt about this state of affairs wasn’t recorded although presumably the experience of constantly being at the beck and call of the needy, gormless and helpless made them feel that they might just as well be at home looking after their children who, one hopes, they at least felt some emotional connection to. You can read the abstract of this article at

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00253-2>

... and if it's not live chat it's Facebook

Source: Behaviour and Information Technology

In a nutshell: As if live chat wasn’t bad enough this study, led by Wenzhi Zheng from Huaqiao University in China, investigated what happened when Chinese students befriended their teachers on social media. The study found that – for those lucky enough to count their teacher among their friends – affective learning and cognitive learning were greater, although there was no significant difference in social presence, academic self-concept or grade-point average. No mention was made of the effect on teachers’ mental health of having lots of their students popping up on their Facebook feed but perhaps that’s a whole other study.

You can read the abstract of this study at

<http://dx.doi.org/10.1080/0144929X.2021.1909140>