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Practice Education Horizon Scanning Bulletin

Edition 7 March 2019

Title: Blog: Educating students - what the new roles in our standards mean - February 2019
Summary: Sue West, Senior Nursing Education Adviser, talks about the new roles set out in the Standards for student supervision and assessment, and their impact in education and training.
Link to full text Source: NMC

Title: Healthcare professions forums – intranet chat rooms - 2019
Summary: A Healthcare Professionals Lead wanted input from the Knowledge Service on how to supplement the activities of the recently established Healthcare Professions networking forums (Communities of Practice) within the Trust who meet face-to-face on a semi-regular basis.
Link to full text Source: Knowledge for Healthcare

Title: Delivering Services to Public Health - 2019
Summary: This learning resource is for anyone working in health, social care and well-being wherever they work or study. The resource allows you to access a broad range of learning materials for personal use or for teaching purposes in order to help everyone expand their public health knowledge.
Link to full text Source: Knowledge for Healthcare

Title: How prisoners and soldiers are preparing student nurses for life on NHS frontline - February 2019
Summary: Today's student nurses must be equipped with a range of strategies if they are to successfully face these challenges. They must be emotionally and physically resilient while also possessing communication, teamwork and leadership skills. It's a tall order, but one which has been an addressed at Dundee University with the support of local prisoners and soldiers.
Link to full text Source: The Conversation

Title: Healthcare students perceptions and experiences of making errors in simulation: An integrative review - February 2019
Summary: Research literature suggests that learning from mistakes facilitates news insights and leads to professional development. However, studies also suggest that making errors can be emotionally detrimental to learners. Given these contradictory findings, this literature review explores learners' views about this phenomenon.
Link to full abstract Source: Palominos, E. et al. Nurse Education Today

Title: The impact on nursing students opinions and motivation of using a "Nursing Escape Room" as a teaching game: A descriptive study - January 2019
Summary: According to previous studies on nursing education, although the use of games can produce positive results, the vast majority are based on questions and answers or on clinical situations. As an alternative, the 'Escape Room' teaching game is a much more dynamic option to asses theoretical and practical knowledge, and it may also promote teamwork and the ability to perform under pressure.
Link to full abstract Source: L.Gómez-Urquiza, J. et al Nurse Education Today, Volume 72, pp 73-76

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UHMB Library now offers a number of educational games to support Learning & Development.

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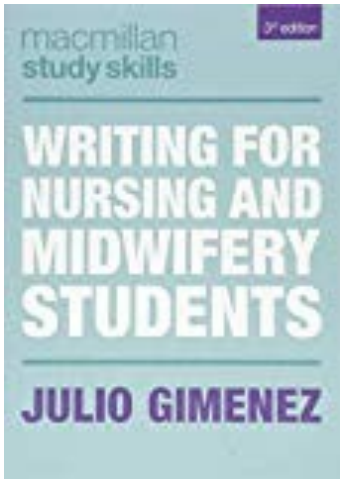
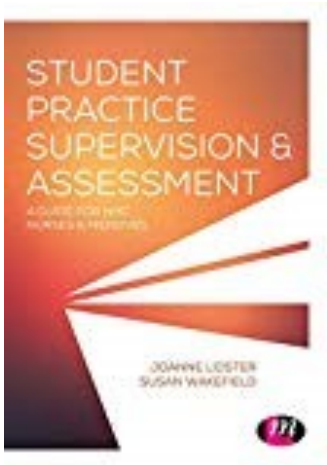
Educational Board Games

for a full list of the games that are available for loan.

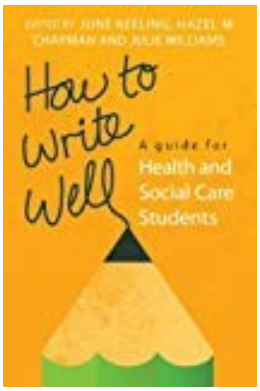
Recent additions to the library. Any suggestions for purchases are always welcome



Gimenez, J. (2019) *Writing for nursing and midwifery students.* 3rd edn. London: Red Globe.



Lidster, J. and Wakefield, S. (2019) *Student practice supervision and assessment : a guide for NMC nurses and midwives.* London: Sage.



Keeling, J., Chapman, H.M. and Williams, J. (eds.) (2013) *How to write well : a guide for health and social care students.* Maidenhead: Open University Press

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From the journals…..

Please contact library@mbht.nhs.uk for the full text of any of the articles below.

If you work in the North Cumbria are please email library-cic@ncumbria.nhs.uk

Title: Collaborative learning: Application of the mentorship model for adult nursing students in the acute placement setting - March 2019

Summary: Students are allocated a named mentor for the duration of the placement and they are responsible for supporting and assessing the learner. Many studies have identified problems with this approach to mentorship, including lack of time to facilitate learning on a 1:1 basis. In response to some of these challenges, a collaborative model of mentorship is being adopted both internationally and nationally. This involves placing a range of 1st, 2nd and 3rd year students on placement together, with students being allocated specific patients to care for collaboratively, under supervision.

Link to abstract Source: Harvey, S & Uren, C.D. Nursing Today. Vol. 74, Pages 38-40

Title: 'Failure to fail': the teachers dilemma revisited - December 2018

Summary: In a cross□cutting edge article in this issue of *Medical Education*, Scarff et al. explore the literature on the 'MUM effect' and its relevance to performance assessment in medical education. The term 'MUM effect' is used to indicate that people generally prefer to keep Mum about Unpleasant Messages. Giving a fail to a medical student is such an unpleasant message. Understanding the 'MUM effect' could help medical educators to improve assessment in health professions education. This commentary aims to expand upon the authors' findings by further exploring and discussing this relevant issue.

Link to full text Source: Vossen, M. Medical Education, Wiley Online

Title: Clinical educators' skills and qualities in allied health: a systematic review - December 2018

Summary: The skills and qualities of effective clinical educators are linked to improved student learning and ultimately patient care; however, within allied health these have not yet been systematically summarised in the literature.

Link to abstract Source: Gibson et al. Medical Education, Wiley Online

Title: Organising near peer teaching programmes for clinical professionals - December 2018

Summary: Near - peer teaching (NPT) and peer - assisted learning (PAL) are topics that have frequently featured in *The Clinical Teacher* and other education journals in the last few years. Such learning and teaching is now undertaken in many health professional courses. There is a growing body of literature that indicates there are benefits of NPT for learners, teachers and faculty. This Toolbox is a succinct and practical article that considers definitions, evidence and delivery of NPT that draws on the authors' own experiences in their clinical settings. They present a case study and recommendations for consideration prior to any programme of NPT and during delivery, as well as stressing the importance of evaluation and ensuring sustainability.

Link to abstract Source: Cumberwoth, J, Appley, H & Francis, I. The Clinical Teacher Toolbox

Title: A conceptual framework for interdisciplinary education in engineering and nursing health informatics - March 2019

Summary: This paper discusses a conceptual framework for an interdisciplinary education in engineering and nursing health informatics. A team with diverse scientific backgrounds and perspectives is anticipated to effectively and efficiently address healthcare systems problems, which can be facilitated by highly integrated and interactive team settings.

Source: Link to Abstract Source: Kim, H. Nurse Education Today, Vol 74. pp 91-93