

Practice Education Horizon Scanning Bulletin

Edition 8 July 2019

Title: Changes announced to help boost nursing and midwifery workforce - March 2019

Summary: Cost of test to join register for overseas applicants to be cut and a proposed additional route for people to return to work after a career break.

[Link to full text](#)

Source: [NWC](#)

Title: Blog: #FutureNMC and #FutureMidwife- April 2019

Summary: In her latest blog, our Chief Executive, Andrea Sutcliffe, talks about our #FutureMidwife and #FutureNMC campaigns. She also reflects on visits to Royal Bournemouth Hospital and attending the NMC's Midwifery Panel.

[Link to full text](#)

Source: [NWC](#)

Title: Offer £5,200 grants to nursing students and ramp up overseas recruitment to stop NHS workforce crisis - March 2019

Summary: A radical expansion of nurse training, with cost-of-living grants of £5,200 a year and a tripling in the number of people training as postgraduates, is among a set of urgent measures that a new report says are needed to prevent the health and care workforce crisis from worsening dramatically.

[Link to full text](#)

Source: [Kings Fund](#)

Title: Effectiveness of a self-directed learning program using blended coaching among nursing students in clinical practice: a quasi-experimental research design - June 2019

Summary: New educational approaches may be necessary to enhance competency in the new generation of students. Self-directed learning and blended coaching have been effective strategies to meet this challenge. However, there has been little research on self-directed learning programs using blended coaching (SDL_BC) in clinical practice. This study aimed to evaluate the effectiveness of a self-directed learning program using blended coaching among nursing students in clinical practice.

[Link to abstract](#)

Source: KGie-Ok, N & im, D.(2019) BMC Medical Education, **19**. pp 225

Title: Healthcare practice placements: back to the drawing board? - March 2019

Summary: Sourcing healthcare practice placements continues to present itself as a challenge for higher education institutions. Equally, the provision of clinical placements by healthcare providers is not at the forefront of their agenda. In view of this, historic and traditional models of clinical placements is becoming more difficult to provide. As a result, new models of clinical placements are being explored.

[Link to abstract](#)

Source: Millington, P. et al British Journal of Healthcare Management, Vol. 25, (3)

Title: Are mentors failing to fail underperforming student nurses? An integrative literature review - February 2019

Summary: This review aimed to identify and review primary research to address the question: 'Is there evidence that mentors are failing to fail underperforming student nurses?'

[Link to abstract](#)

Source: North, H. Kennedy, M & Wray, J. British Journal of Nursing Vol. 28, (4)

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 coaching and learning in midwifery clinical placements - May 2019

Summary: The model of coaching and collaborative learning is based on the nursing model of collaborative learning in practice developed at University of East Anglia and supported by Health Education East of England.

[Link to abstract](#) Source: Tweedie, K. et al (2019) British Journal of Midwifery, 27 (5)

Title: E-learning may be no better than traditional teaching for continuing education of health professionals - April 2019

Summary: There is limited evidence to support of e-learning as an alternative to traditional teaching. Studies have high levels of attrition and outcome measures that do not support translation of results to clinical outcomes. Future re search and reviews must examine more closely the educational strategies as well as outcomes. Context E-learning is defined as an educational intervention delivered via the internet. The advantages of e-learning include lower cost, wide distribution, ease of access, updateable materials and personalised pace of learning, but these vary depending on the technology, the user, the design and the content.

[Link to abstract](#) Source: Swift, A. (2019) BMJ, vol. 22 (2)

Title: Accuracy of self-monitoring: does experience, ability or case difficulty matter? - February 2019

Summary: The ability to self-monitor one's performance in clinical settings is a critical determinant of safe and effective practice. Various studies have shown this form of self-regulation to be more trustworthy than aggregate judgements of one's capacity in a given domain. However, little is known regarding what cues inform learners' self-monitoring, which limits an informed exploration of interventions that might facilitate improvements in self-monitoring capacity. The purpose of this study is to understand the influence of characteristics of the individual (e.g. ability) and characteristics of the problem (e.g. case difficulty) on the accuracy of self-monitoring by medical students.

[Link to abstract](#) Source: Hautz, W. et al (2019) Medical Education

Title: Teaching nurses to teach: A qualitative study of nurses' perceptions of the impact of education and skills training to prepare them to teach end - of - life care - January 2019

Summary: Central to national and international policies are the need for generalist healthcare staff to have education in end of life care. Much end of life care education is provided by specialist nurses who often have no specific education development to prepare them to teach. To address this gap, an Education Development Programme (EDP) was developed and delivered to specialist nurses.

[Link to abstract](#) Source: Jack, B. et al (2019) JNC

Title: 'Poetry in motion' a place in the classroom: Using poetry to develop writing confidence and reflective skills - May 2019

Summary: Non-traditional students entering nursing programmes at university often experience difficulties with the academic literacy requirements of their courses, in particular academic and reflective writing. Levels of student anxiety may also be affected by other issues including the pressures of managing work, family and study commitments. To explore how classroom-based poetry writing activities might support students in developing their skills as student-writers and reflective practitioners.

[Link to abstract](#) Source: Cronin, C & Hawthorne, C. (2019) Nurse education Today, vol. 76 pp 73-77

Email: library@mbht.nhs.uk

@UHMBTLibrary

www.uhmb.nhs.uk/our-services/library-and-knowledge-services/