



# Practice Education Horizon Scanning Bulletin

Edition 3 March 2018

**Title: Professionalism in practice (October 2017)**

**Summary:** Three animations demonstrate how you could use the framework to reflect on practice and challenge poor behaviour.

[Link to full text](#) Source: [NMC](#)

**Title: Nursing student numbers: should we panic yet? (February 2018)**

**Summary:** A blog post by David Maguire from The Kings Fund carrying on the discussion about the effects of the decision to scrap the NHS bursary scheme.

[Link to full text](#) Source: [The Kings Fund](#)

**Title: New guidance on medicines management for nursing associates published (February 2018)**

**Summary:** Advisory guidance setting out expectations for nursing associates who administer medicines to patients has been launched by Health Education England (HEE). The guidance is aimed at employers, trainers, supervisors, training providers, nursing associates and sets out best practice for employers delivering medicines management training.

[Link to full text](#) Source: [Health Education England](#)

**Title: More academics and students have mental health problems than ever before (February 2018)**

**Summary:** Explored from the perspective of students, poor mental health has been reported widely all around the world. Studies show a large proportion of students experience high levels of depressive symptoms.

[Link to full text](#) Source: [The Conversation](#)

**Title: Human book club for healthcare learners (December 2017)**

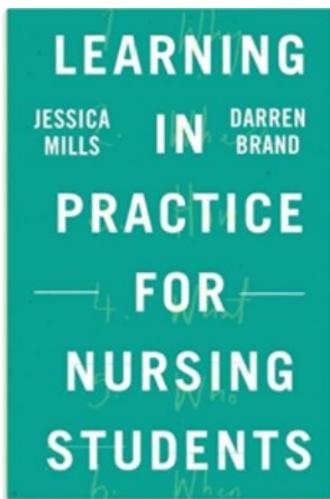
**Summary:** A Human Book Club event was held to help student nurses and Trainee Nursing Associates gather evidence for the communication section of their portfolios. The Human Book Club provided an opportunity for healthcare learners to get a better understanding of how an individual's culture, social identity and expressed beliefs impact on the choices they make about their care and treatment.

[Link to full text](#) Source: [eWin](#)

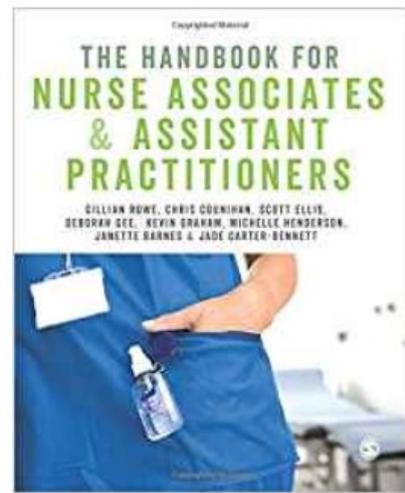
**Title: The role of apprentices in meeting our future healthcare need (February 2018)**

**Summary:** Blog by Patrick Mitchell which discusses the role of healthcare apprentices. A recent presentation made clear to the author that apprenticeships are part of the solution and we can help health and social care employers navigate what may appear on the surface a complex piece of process.

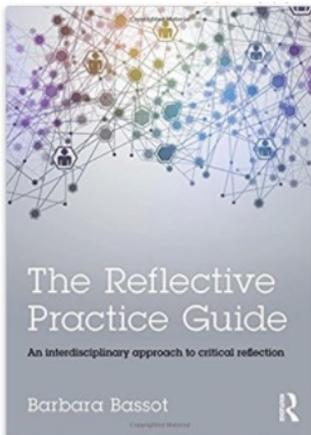
[Link to full text](#) Source: [Health Education England](#)



Mills, J. and Brand, D. (2018)  
*Learning in practice for nursing students*. London: Palgrave.

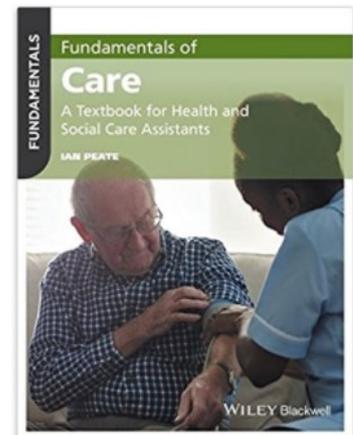


Rowe, G., Counihan, C. and Ellis, S. (2018)  
*The handbook for nurse associates and assistant practitioners*. London: Sage.

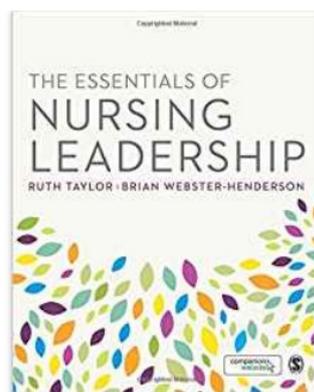


Bassot, B. (2016)  
*The reflective practice guide : an interdisciplinary approach to critical reflection*. London: Routledge.

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



Peate, I. (2017)  
*Fundamentals of care : a textbook for health and social care assistants*. Chichester: Wiley Blackwell.



Taylor, R. and Webster-Henderson, B. (2017)  
*The essentials of nursing leadership*. London: Sage.

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**From the journals.....**

**Please contact [library@mbht.nhs.uk](mailto:library@mbht.nhs.uk) for the full text of any of the articles below.**

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**Title: Reluctance to fail nursing students in practice-implications for nurse managers**

**Summary:** The authors discuss the reluctance of nurse managers to fail nursing students in practice. Topics discussed include factors that influence the student's failure, competency-based assessments of students in countries such as Great Britain and Ireland, and fear of legal repercussions or criticism from colleagues.

[Link to abstract](#) **Source:** Timmins, F. et al (2017) Journal of Nursing Management, 25 (7) pp 489–490

**Title: How peer facilitation can help nursing students develop their skills**

**Summary:** This article will discuss the implementation of a peer facilitation scheme for pre-registration nursing students undertaking the BSc (Hons) and PGDip programmes in a higher education institution in London. This article will also consider the benefits of the scheme for both first and second-year student nurses.

[Link to abstract](#) **Source:** Davis, E & Richardson, S. (2017), British Journal of Nursing, (Online November 2017)

**Title: Taking time to support ourselves -- and each other: The role of newly qualified nurse can be overwhelming, making it even more important to learn how to build resilience and de-stress. (February 2018)**

**Summary:** The article discusses how to support newly qualified nurses in Great Britain in building resilience and de-stressing. The author reflects on her experience as a registered nurse on a cardiothoracic surgical ward. She warns newly qualified nurses about pressures faced by nurses and the National Health Service (NHS), such as lack of resources and staff. The importance of teamwork in the clinical setting is also explained.

[Link to abstract](#) **Source:** Peel, K. (2018) Nursing Standard, 32 (24), pp. 38-39

**Title: Learning outcomes with visual thinking strategies in nursing education (April 2017)**

**Summary:** There is a need to develop innovative strategies that cultivate broad cognitive, intrapersonal, and interpersonal skills in nursing curricula. The purpose of this project was to explore transferable skills students gained from Visual Thinking Strategies (VTS).

[Link to abstract](#) **Source:** Moorman, M. et al (2017) Nurse Education Today, 51 pp. 127-129

**Title: Introducing a design exigency to promote student learning through assessment: A case study (February 2018)**

**Summary:** Assessment technologies are often used to classify student and newly qualified nurse performance as 'pass' or 'fail', with little attention to *how* these decisions are achieved. Examining the design exigencies of classification technologies, such as performance assessment technologies, provides opportunities to explore flexibility and change in the process of using those technologies.

[Link to Abstract](#) **Source:** Grealish, L.A. & Shaw, J.M. (2018) Nurse Education Today, 61, pp. 225-230

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