



# Practice Education Horizon Scanning Bulletin

Edition 5 September 2018

## **Title: Trainee nursing associates share aspirations for the role in new film - August 2018**

**Summary:** A new film has been launched featuring trainee nursing associates and registered nurses sharing their hopes for the future and how they see the nursing associate role contributing to better patient care.

The new role has been created to bridge the gap between healthcare assistants and registered nurses. Nursing associates will be working in care homes, hospitals, and a range of different health and social care settings across England from January 2019.

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

## **Title: Independent evaluation finds trainee nursing associates see role as career pathway - August 2018**

**Summary:** Independent evaluation of the first cohort of nursing associate test sites has been published today shining a light on the clear career path from healthcare assistant to nursing associate. The evaluation draws on the first online survey of Trainee Nursing Associates (TNA), which received 1,030 responses. The recommendations in the report are based on learning points emerging in the first four to five months of the programme.

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

## **Title: Assessing students' and health professionals' competency learning from inter-professional education collaborative workshops - August 2018**

**Summary:** Inter-professional education (IPE) is a key element in preparing current and future health professionals to function in a collaborative practice-ready workforce. Using a pre/post design with the IPEC Competency Self-Assessment Tool, two cross-sectional studies were conducted to measure whether inter - professional learning of core competencies improved after participation in IPE workshops, and if such improvements were different between students and health professionals.

[Link to abstract](#) Source: Roberts, S; Lindsey, P; Limon, J. Journal of inter-professional care; p. 1-9

## **Title: Nursing and pharmacy students' use of emotionally intelligent behaviours to manage challenging interpersonal situations with staff during clinical placement: A qualitative study - July 2018**

**Summary:** To identify challenging interpersonal interactions experienced by nursing and pharmacy students during clinical placement, and strategies used to manage those situations. Healthcare students and staff experience elevated stress when exposed to dynamic clinical environments, complex care and challenging professional relationships. Emotionally intelligent behaviours are associated with appropriate recognition and management of emotions evoked by stressful experiences and development of effective relationships. Nursing and pharmacy students' use of emotionally intelligent behaviours to manage challenging interpersonal situations is not well known.

[Link to abstract](#) Source: McCloughen A; Foster K . Journal of clinical nursing; vol. 27 (13-14); p. 2699-2709



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

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**Title: Mentoring Up: A Grounded Theory of Nurse to Nurse Mentoring - August 2018**

**Summary:** Despite an abundance of mentoring literature, the processes involved between nurses in mentoring relationships has yet to be studied. Nursing literature has focused on mentor attributes and relationship outcomes rather than focusing on theoretical discovery. Design Classical Grounded Theory (CGT).

[Link to abstract](#) **Source:** Hale, R.L and Gay, J. Journal of Clinical Nursing.

**Title: The power of Twitter”: Using social media at a conference with nursing students - September 2018**

**Summary:** The potential impact of social media use in nursing education, continuing professional development, and nurses' advocacy is unfolding at a rapid pace. Nurse educators are uniquely placed to incorporate the use of social media to enhance students' learning experiences and support students to develop competency in the use of social media for patient benefit. This paper outlines a novel way in which professional education on social media use was integrated into an undergraduate nursing programme.

[Link to abstract](#) **Source:** Jackson, J. Gettings, S. Metcalf, A. Nurse Education Today, p. 188–191

**Title: The apprenticeship route - July 2018**

**Summary:** Confusion appears to remain in some areas of the nursing profession about the nurse apprenticeship pathway. Confusion often arises from lack of information or the sharing of misinformation and so it seems timely and appropriate to share some facts about this new pathway into becoming a registered nurse.

[Link to abstract](#) **Source:** Donohue, S. The British Journal of Nursing 27:14, pp 796-796

**Title: Feeling part of a team” a mixed method evaluation of a dedicated education unit pilot programme - September 2018**

**Summary:** The clinical learning environment is integral to the sustainability of the nursing workforce. Traditionally undergraduate nursing students were preceptored one-to-one with a registered nurse. With an increasingly complex clinical environment and more RNs working part-time, that model has become problematic. The Dedicated Education Unit (DEU) is a model of student learning whereby students are nurtured by all staff in a clinical area, clinical and academic staff collectively support the student and student learning is a collaborative process.

[Link to abstract](#) **Source:** Crawford, R. *et al* Nurse Education Today, Volume 68, pp. 165 - 171

**Title: Interventions to promote mental health in nursing students: A systematic review and meta analysis of randomized controlled trials - July 2018**

**Summary:** The aim of this study was to systematically examine the efficacy of interventions aimed at improving nursing students' mental health and to identify which form of interventions was effective.

[Link to abstract](#) **Source:** Chen, L et al, Journal of Advance Nursing.



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