



Practice Education Horizon Scanning Bulletin

Issue 2 September 2017

Title: Enabling professionalism: in nursing and midwifery practice (May 2017)

Summary: Sets out what professionalism looks like in everyday practice through the application of the Code. This will help nurses and midwives to reflect on their own practice.

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

Title: Guidance for mentors of nursing and midwifery students (May 2017)

Summary: The importance of the role of mentors and the quality of the mentorship offered in the practice environment, wherever that may be, cannot be over-emphasised. This guidance outlines the responsibilities of a mentor alongside those of students, higher education institutions (HEIs) and practice-based learning providers.

[Link to full text](#) **Source:** [RCN](#)

Title: Why we shouldn't panic about nursing students... yet (July 2017)

Summary: Blog post by David Maguire from The Kings Fund discussing the effects of the decision to scrap the NHS bursary scheme.

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

Title: Enhancing the preparation of mentors and supervisors in South London

Summary: To address concerns about student supervision, a project funded by Health Education England has collated a list of actions that could help enhance the value of mentoring roles. (Project report published in 2016)

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

Title: Not by degrees: Improving student mental health in the UK's universities (September 2017)

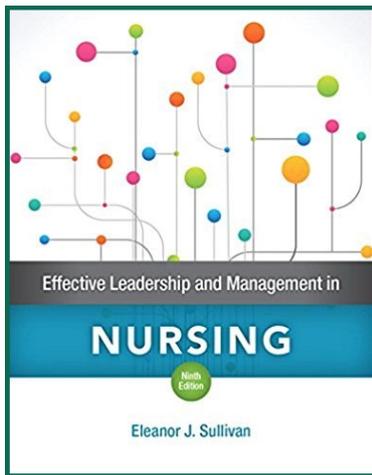
Summary: This report finds that levels of mental illness, mental distress and low wellbeing among students in higher education in the UK are increasing, and are high relative to other sections of the population. It calls for universities to make mental health a strategic priority and adopt a whole-university approach to prevention, promotion and support.

[Link to full text](#) **Source:** [Institute for Public Policy Research](#)

Title: Not all nursing students make the grade but mentors need more support to fail them (September 2017)

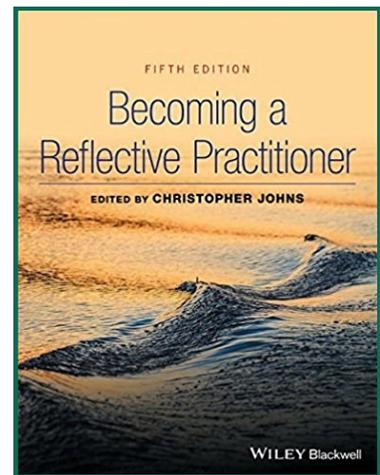
Summary: We need to feel confident that people in positions of trust are knowledgeable and can provide proficient services. One way that this happens is through mentors, who nurture and teach new members of staff and students on the job. Yet there is evidence of a culture of "failing to fail" – where students are allowed to pass despite not meeting the required standard – across several professions for a number of years. And our newly published research has found that the nursing profession is no less prone to it.

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

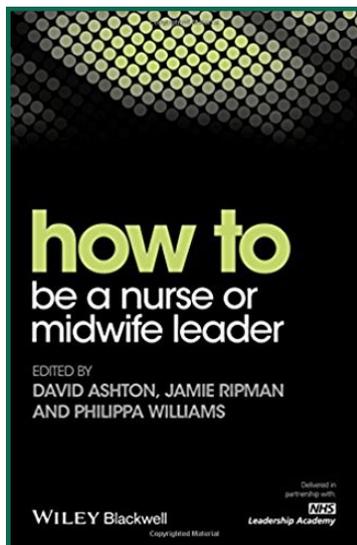


Sullivan, E.J. (2018) Effective leadership and management in nursing.

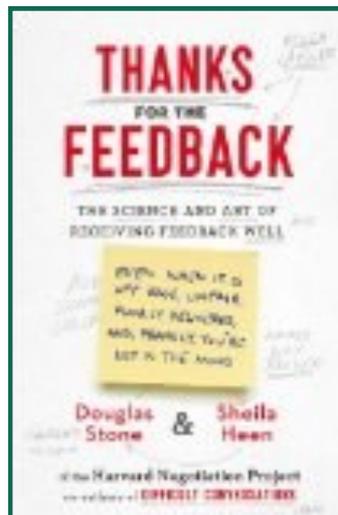
Recent additions to the library. Any suggestions for purchases are always welcome



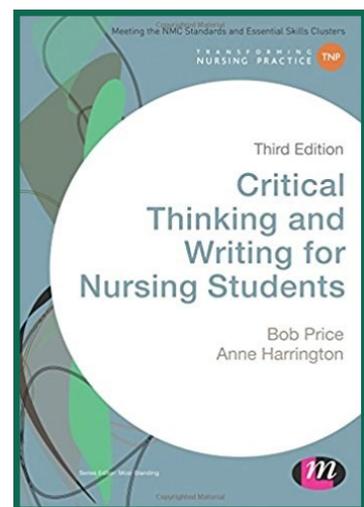
Johns, C. (ed.) (2017) Becoming a reflective practitioner. 5th edn



Ashton, D., Ripman, J. and Williams, P. (eds.) (2017) How to be a nurse or midwife leader



Stone, D. and Heen, S. (2014) Thanks for the feedback : the science and art of receiving feedback well.



Price, B. and Harrington, A. (2016) Critical thinking and writing for nursing students.

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From the journals.....

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Simulation, debriefing and transferring. The holy trinity for learning nursing techniques?

Summary: Education providers face challenges in the preparation of undergraduate nurses due to increasing student numbers and decreasing availability of clinical placement sites. High fidelity patient simulation is an integral component of nursing curricula as an adjunct to preparation for clinical placement. Debriefing after simulation is an area where the underlying structure of problems can consciously be explored. When central principles of problems are identified, they can then be used in situations that differ from the simulation experience.

[Link to abstract](#)

Source: Johnston, S. et al (2017) Nurse Education in Practice, 26, pp102-108

'My mentor didn't speak to me for the first four weeks': Perceived unfairness experienced by nursing students in clinical practice settings

Summary: It is important that student nurses feel supported by practice staff during their clinical placement education experiences. It has been reported that learners can feel ignored, unsupported and bullied by others in the clinical environment and this has a detrimental effect on their learning. It is important to understand the student nurse perspective and explore ways in which their feelings of belongingness might be enhanced in the clinical area. A survey was conducted with 1425 student nurses from adult and mental health degree nursing pathways, across 9 institutions in the North West of England, UK. Student nurses can feel like they are being treated unfairly in the clinical area in numerous ways. Identifying ways in which mentorship practice can be developed to adequately support education is important

[Link to abstract](#)

Source: Jack, K. et al. (2017), Journal of Clinical Nursing, (online 17 August 2017)

Nursing and midwifery students' encounters with poor clinical practice: A systematic review.

Summary: The aim of this paper was to systematically review evidence about nursing and midwifery students' encounters with poor clinical care. Study synthesis revealed 4 themes: i) encounters with poor practice: students encounter poor practice that is likely to be worthy of professional sanction; ii) while intention to report is high in hypothetical scenarios, this appears not always to translate to actual practice; iii) a range of influencing factors impact the likelihood of reporting; iv) the consequences of encountering and subsequently reporting poor practice appeared to have a lasting effect on students.

[Link to abstract](#)

Source: Ion, R. et al. (2017) Nurse Education in Practice, 23, pp. 67-75.

Supporting nursing, midwifery and allied health professional students to raise concerns with the quality of care: A review of the research literature

Summary: Highlights -Students are expected to report concerns with the quality of care; Reporting can adversely affect student assessment grades; Little is known of the lived experience of students that report.

[Link to abstract](#)

Source: Milligan, F. et al. (2017), Nurse Education Today, 57, pp. 29-39.

Professional development needs of nurse educators. An Australian case study

Summary: This study explores practical issues around professional development needs of nurse educators. The most desired areas of future development in teaching were IT skills, assessment and technical knowledge. There seems to be a shared need for developing global online and offline support resources and communities of practice to support nurse educators in their teaching and research endeavours.

[Link to abstract](#)

Source: Oprescue, F. et al. (2017), Nurse Education in Practice, (online July 2017).

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