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# Education Bulletin – December 2021

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# Dental Education

## How did Covid affect dental students?

**Source:** BMC Medical Education

**In a nutshell:** If there’s one activity guaranteed to generate plenty of Covid aerosols it’s drilling into people’s teeth and poking away at their gums with a pointy metal thing. Hardly surprising then that the pandemic has had a big effect on dentistry and the availability thereof. But what about people training? In this study a team of researchers, led by Farid Farrokhi from Tehran University of Medical Sciences, reviewed the research on Covid and dental education. They found 135 articles that met their quality criteria which fell into the following themes:

* Teaching/learning quality and methods
* Study career and how students are prepared
* Infection-control policies
* Theses, exams, and assessments
* Financial and economic security
* Students’ and staff’s mental health
* School’s policies and curricula
* Knowledge of students and staff about Covid-19

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03017-8>

# General Healthcare Education

## Is self-control a muscle or a hoover bag?

**Source:** Computers & Education

**In a nutshell:** Psychologists aren’t sure whether people’s self-control is a muscle which grows stronger if you exercise it, or a hoover bag which is liable to run out of capacity just as you most need it. In this study Jeffrey A. Greene, from the University of North Carolina, led a team of researchers studying this question. 53 college students were randomly assigned to either an ego-depletion group – designed to sap their self-control – or a control group. They were than asked to use a computer to find out about single-payer health-care models. The researchers found that there was no difference between the two groups, in terms of either how much work they did, or the quality of their work.

You can read the abstract of this article at

<https://doi.org/10.1016/j.compedu.2021.104362>

## Evidence-based healthcare. How much do the lecturers know?

**Source:** Nurse Education Today

**In a nutshell:** In this study Kati Immonen, from the University of Oulu in Finland, led a team of researchers reviewing the evidence on lecturers’ expertise in evidence-based healthcare (EBHC). The researchers found 12 studies which met their quality criteria. They found that lecturers had a positive attitude towards EBHC and wanted to stay up-to-date in the areas of global health and collaboration. They demonstrated their abilities to locate, appraise, and interpret the best current relevant evidence and knew how to integrate EBHC into their teaching with strong communication skills in evidence transfer. Their EBHC competence was strongest in the educational context and educators could transfer evidence when teaching but were not able to translate it into how to implement EBHC in clinical care.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105190>

## When multiple intelligence steps out of the classroom

**Source:** Frontiers of Psychology

**In a nutshell:** Howard Gardner’s theory of “multiple intelligences,” argues that there are a number of different types of intelligence: spatial; naturalist; musical; bodily-kinesthetic; logical-mathematical; interpersonal; intra-personal and linguistic. Depending on one’s views of one’s own capabilities one can see this either as an overdue recognition of things one is good at, or as something which opens up huge new vistas within which one can demonstrate one’s inadequacy. In this study Di-Yu Lei, from Fuzhou University of International Studies in China, led a team of researchers investigating the use of multiple intelligences in training programmes for 314 employees in high-tech industries. The results showed that: teaching with multiple intelligences increased learners’ motivation; that it increased achievement and that it had “remarkably positive,” effects on motivation.

You can read the abstract of this article at  
<http://dx.doi.org/10.3389/fpsyg.2021.770473>

Who wants to talk about science?

**Source:** Public Understanding of Science

**In a nutshell:** In this study Amélie Daoust-Boisvert, from Concordia University, in Canada, surveyed people enrolling in an online science communication course at Université Laval (also in Canada). She found that the typical science-communication student was a woman (obviously intent on a bit of femsplaining), with a career-orientated motivation pattern, mostly seeing science-communication skills as an asset for a career in communication, science, or health. “Be it career-driven, interest-driven, or online education-driven, motivation-pattern differences emerge depending on the students’ gender or field of study.”

You can read the abstract of this article at

<http://dx.doi.org/10.1177/09636625211051970>

## Who sinks and swims in MOOCs?

**Source:** Journal of Computing in Higher Education

**In a nutshell:** In this study Meina Zhu, from Wayne State University in Michigan and Min Young Doo from Kangwon National University in Korea studied 470 people doing three MOOCs. The researchers found that motivation positively influenced self-monitoring, self-management and learning strategies. Self-monitoring positively affected self-management but neither self-monitoring nor self-management encouraged learners to use related learning strategies.

You can read the abstract of this article at  
<http://dx.doi.org/10.1007/s12528-021-09301-2>

## Bad news – accreditation works

**Source:** BMC Medical Education

**In a nutshell:** Ayman Al-Eyadhy and Shuliweeh Alenezi, from King Saud University in Saudi Arabia studied the effects of two cycles of accreditation on students’ satisfaction scores with the medicine degree course at King Saud University and found that “both accreditation cycles were associated with an increased score in students’ satisfaction.”

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03003-0>

## Now, later or online. What’s the best way to give feedback on essays?

**Source:** Knowledge Management and E-learning

**In a nutshell:** In this study Mahmoud Mohamed Hussien, from Tokyo University of Agriculture and Technology, led a team of researchers investigating the effects of different types of feedback on students’ academic writing. They found that synchronous feedback was more effective in increasing the quality of academic writing and achievement motivation but – compared to asynchronous and face-to-face feedback – made no difference when it came to critical thinking. The researchers concluded by saying “we suggest that a strategy combining the advantages of each mode of interaction, considering the writers’ experience, may be the most effective way to promote academic writing, achievement motivation and critical thinking.”

You can read the abstract of this article at

[https//doi.org/10.34105/j.kmel.2021.13.016](http://www.kmel-journal.org/ojs/index.php/online-publication/article/view/481)

## Can poetry and paintings make you a better doctor?

**Source:** BMC Medical Education

**In a nutshell:** In this study a team of researchers, led by Sandra E. Carr, from the University of Western Australia, attempted to find out about the usefulness of including humaties by reviewing the available evidence. The researchers found 24 articles which met their quality criteria. Reported health humanities curricula focused on developing students’ capacity for perspective, reflexivity, self- reflection and person-centred approaches to communication. However, the learning outcomes were not consistently described, identifying a limited capacity to compare health humanities curricula across programmes. A set of clearly stated generic capabilities or outcomes from learning in health humanities would be a helpful next step for benchmarking, clarification and comparison of evaluation strategy.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03002-1>

## Teachers’ support and online learning. What difference does it make?

**Source:** Education Research International

**In a nutshell:** In this study Sabila Naseer and Shamim Rafique, from the University of the Punjab in Lahore, attempted to ascertain the links between teachers’ support for students, the students’ satisfaction with online learning, and the students’ academic motivation. 406 students took part in the study which found that “teachers’ academic support played a moderating role in students’ satisfaction with online learning and the academic motivation of undergraduate students.”

You can read the abstract of this article at

<http://dx.doi.org/10.1155/2021/7345579>

## Sleepless in seminars

**Source:** Journal of American College Health

**In a nutshell:** In this study Morgan P. Reid, from Virginia Commonwealth University in the U.S., led a team of researchers investigating sleep habits in 399 college students. The researchers found that students whose basic psychological needs had been satisfied had better “sleep health.” “This association was partially mediated by sleep hygiene, but not by regulatory style. There were no racial/ethnic differences I sleep health, sleep hygiene, basic-need satisfaction or regulatory style. Men reported more maladaptive motivational styles for sleep health.”

You can read the abstract of this article at

<http://dx.doi.org/10.1080/07448481.2021.1978460>

## Should I stay or should I go? In the library, or to the bar?

**Source:** Clinical Psychological Science

**In a nutshell:** In this study a team of researchers, led by Anne Catherine Holding, from McGill University in Canada, investigated the effect of goal motivation, specifically controlled motivation (i.e. feelings of obligation or pressure), on students’ experiences of action crises and their levels of stress. The researchers studied 156 students and found that experiencing action crises in the pursuit of their goals was associated with increases in stress (as measured in cortisol levels in hair), depression and “illbeing.” This effect was “partially explained by controlled goal motivation.”

You can read the abstract of this article at  
<http://dx.doi.org/10.1177/2167702621995214>

## Looking after the dying. What do you need to know?

**Source:** BMC Medical Education

**In a nutshell:** In this study Arja Suikkala, from Diaconia University of Applied Sciences in Helsinki, led a team of researchers surveying 54 doctors and 110 nurses about what they thought they would need to know about palliative care in the future. The researchers found four main competence needs:

* Palliative care competence at all levels within healthcare and social-welfare services
* Individualized palliative care competence
* Person-centred encounters competence
* Systematic competence development within palliative care

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02949-5>

## Why hoping for the best is better than fearing the worst

**Source:** International Journal of Psychology

**In a nutshell:** When it comes to public speaking some people hope to crack a few jokes, get some amusing images into their slides and impress their audience with their presentation skills whereas others simply like to avoid tripping over, insulting their audience, bursting into tears, and running out of the room. The former approach is known as potential approach goals whilst the latter are known as potential avoidance goals. In this study Martin Daumiller, from the University of Augsburg in Germany and Nourollah Zarrinabadi, from the University of Isfahan in Iran, investigated the role these two types of goals played in students’ motivation and performance. They found that potential approach goals were positively associated with intrinsic motivation and performance, whereas potential avoidance goals were negatively associated with performance.

You can read the abstract of this article at  
<http://dx.doi.org/10.1002/ijop.12792>

## 360˚ virtual reality – what does the evidence say?

**Source:** BMC Medical Education

**In a nutshell:** In this study a team of researchers, led by Carolyn Blair, from Queen’s University Belfast, reviewed the evidence on “immersive 360˚ videos in health and social care education.” The researchers found 14 studies that met their quality threshold. The studies found that the technology increased people’s attention, had relevance for skill enhancement, generated confidence in its usability, and was something with which people were satisfied. “In particular, immersive 360˚ videos has [sic] a positive effect on the user’s emotional response to the learning climate, which has a significant effect on users’ motivation to learn.” However, the researchers also concluded that “there was a notable lack of pedagogical theory within the studies retrieved and a general lack of clarity on learning outcomes.”

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03013-y>

# Medical Education

## Hand as foot. Coming to a medical school near you?

**Source:** BMC Medical Education

**In a nutshell:** Arms and legs have got a certain amount in common. Both dangle from the torso, both have a joint halfway down them and both have an appendage with five digits at the end. Lecturers at the Affiliated Hospital of Inner Mongolia Medical University in China, led by Bin He, have taken advantage of this and have introduced a kind of spot the difference between arms and legs into their teaching of a “motion system injury course.” Their “Hand as Foot,” teaching method was used to teach the key and difficult problems to clinical undergraduate medical students. The new method was “generally welcomed by medical students,” achieved “good teacher-student interaction,” and was “effective in understanding and remembering difficult knowledge points.”

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02944-w>

## Going over the top against Covid

**Source:** BMC Medical Education

**In a nutshell:** Medical students and junior doctors were thrust into the front line of caring for Covid patients. So how did they feel about it? In this study a team of researchers, led by Benny Wohlfarth, from the University of Bern, in Switzerland, reviewed the research on this topic, finding 82 articles that met their quality criteria. Analysis of the articles identified five main topics:

* Faculty preparation
* Uncertainties and mental health
* Clinical knowledge
* Rights and obligations
* Self-support and supply

The participants’ main concerns were: redeployment; interruptions to their training and career; safety issues; transmission of disease; and restricted social interaction.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02962-8>

## Covid and medical students: the international perspective

**Source:** BMC Medical Education

**In a nutshell:** In this study The Master Surgeon Trust Collective from London surveyed 1,604 medical students, from 45 countries, about their experience of medical education during the pandemic. 81.4% said that the pandemic had had an adverse effect on their training. Being 21 and under, a woman, having fewer lectures, and having less ward-based teaching were all associated with an increased likelihood of training being felt to be negatively affected. However, an increase in clinical responsibilities was associated with lower odds of participants reporting a negative effect on training.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02983-3>

## When chiselling bones just isn’t enough

**Source:** Orthopaedic Reviews

**In a nutshell:** In this study William F. Sherman, from Tulane University in New Orleans, surveyed 66 orthopaedic surgeons who had also qualified with an MBA. 89.4% of them viewed the MBA as either valuable, or extremely valuable. Before they had got their MBA 71.9% spent time on administrative duties outside the clinic; this number increased to 98.4% once the surgeons had got their MBA. The doctors spent less time on their clinical role after doing their MBA, “suggesting that either the non-clinical burden is increasing, or surgeons choose to re-allocate their time.” Most of the surgeons said that the MBA was a valuable investment they would pursue again.

You can read the abstract of this article at

<http://dx.doi.org/10.52965/001c.24384>

## Junior doctors’ research productivity

**Source:** BMC Medical Education

**In a nutshell:** In this study a team of researchers, led by Kevin B. Laupland from Queensland University of Technology in Australia, reviewed the evidence into what makes for success when it comes to junior doctors’ research projects. They found 85 articles which met their quality criteria. Factors covered included trainees’ characteristics, project characteristics, mentoring/supervision and “programmatic aspects.” Research productivity tended to be higher in people who had done research before, were further into their training, were men, and who were doing a postgraduate degree. Getting published was associated with having more-powerful mentors, publication productivity and having a supportive academic environment. Training programmes with organised programmes/curricula – included protected time for research – were associated with increased productivity, as were the provision of incentives or rewards. However, mandatory requirements were not associated with increased productivity.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03010-1>

## Can you learn surgery on Zoom?

**Source:** BMC Medical Education

**In a nutshell:** In this study Shye-Jao Wu, from MacKay Medical College in Taiwan, led a team of researchers investigating how students found an online course in surgery. The researchers’ review of the evidence found 13 articles which met their quality criteria. They found that online courses did improve students’ understanding and knowledge of the topics they studied. The courses also improved the students’ “confidence in patient encounters,” by allowing them to share experiences, discuss among themselves, and engage in role-playing. Those studying online got better scores than those studying via textbooks. The researchers concluded that online teaching of skills such as suturing and knot-tying was possible and was appreciated by the students who could practise away from the hospital and get feedback from instructors. A clinical competence assessment for incision, suturing and knot-tying was found to be no different between those taught online and those taught face-to-face.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03014-x>

## Clinical reasoning. In it for the long haul?

**Source:** BMC Medical Education

**In a nutshell:** In this study Maľgorzata Sudacka, from Jagiellonian University Medical College in Poland, led a team of researchers attempting to find out why more universities don’t have a “longitudinal clinical-reasoning,” curriculum. 29 universities from five different countries took part in the study which found that barriers to this desirable state of affairs fell into eight “themes.” These were:

* Time
* Culture
* Motivation
* Clinical Reasoning as a concept
* Teaching
* Assessment
* Infrastructure
* “Others”

Subthemes included: issues with discussing errors and providing feedback; awareness of clinical-reasoning teaching methods; and tensions between the groups of professionals involved.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02960-w>

## Can stress management help junior doctors?

**Source:** BMC Medical Education

**In a nutshell:** In my darker moments I think that no amount of mindfulness and deep breathing can help me to cope with 20 months (and counting) of Covid restrictions; thoughts of impending mortality; and the yawning cultural abyss of the 21st century. But could a Stress Management and Resiliency Training Programme for Residents (SMART-R) keep junior doctors chipper? Deanna Chaukos, from the University of Toronto, led a team of researchers who attempted to find out. They found that SMART-R was not significantly associated with decreased perceived stress. Depression was positively correlated with stress, whilst being a man and self-efficacy reduced stress. Doctors with lower self-efficacy; those with depression and women doctors were more likely to experience a lack of control over their work, whereas doctors with higher self-efficacy engaged in more positive health behaviours. Junior doctors who were depressed were more self-critical, and more likely to describe negative personal life events.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02995-z>

## Medical record writing. Have Sky Sports bought the rights?

**Source:** BMC Medical Education

**In a nutshell:** Good medical records are important, and in this study Hsuan Hung, from Tainan Municipal North District Kaiyuan Elementary School in Taiwan led a team of researchers attempting to develop “a generalized and user-friendly note quality assessment tool.” The researchers tested 149 records created by junior doctors from 32 different departments with seven “senior physicians,” rating the records using the checklist. Overall, the junior doctors’ performance was rated as “fair to good.” Discharge notes were the best-written, followed, in descending order, by admission notes; problem lists; overall performance; progress notes; and weekly summaries. Of the departments tested obstetrics and gynaecology did best, followed by paediatrics, general medicine, and surgery.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03011-0>

## The thespian therapists in France

Source: BMC Medical Education

In a nutshell: In this study, a team of researchers, led by Anne-Laure Philippon, from the Hôpital Pitié-Salpêtrière in Paris, investigated medical students’ perceptions of simulation-based assessment (SBA) in emergency and paediatric medicine. 30 students were interviewed by the researchers. They felt that success in the SBA gave them the self-confidence and willingness to take part fully in their hospital placements. They thought the SBA had high face validity and reported changes in their practice after its implementation, although they also found that the SBA did not help with their final high-stakes assessments.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-02957-5>

## The case of the curious medical students

**Source:** PLoS One

**In a nutshell:** People’s views on curiosity differ. Some see it as an essential adjunct to human progress whereas others see meddlers homing in on some tinned worms with a can-opener. It tends to be a good thing for researchers though and in this study Belinda W.C. Ommerung, from the University of Leiden in the Netherlands, led a team of researchers investigating students’ grades and their motivation to do research. The researchers compared students’ marks in their first year of study with their marks in their third year and their motivation to do research. They found that the students who got lower marks in their first year also had lower marks in their third year and were significantly more likely to drop out of extracurricular research projects. However, they were no less likely to finish their degree and were just as motivated when it came to the idea of doing research and in their levels of curiosity.

You can read the whole of this article at  
<http://dx.doi.org/10.1371/journal.pone.0260193>

## News just in from Kazakhstan

**Source:** Medical Science Educator

**In a nutshell:** Over the years this bulletin has reported on medical-education research from all over the world, but never from Kazakhstan. Until now. In this study Aidos K. Bolatov, from Astana Medical University in Nur-Sultan, led a team of researchers comparing how students got on with blended learning and online only during the Covid pandemic. They studied 159 medical students, 86 of whom learned online only, with the rest having a mixture of online and real-world classes. They found that “psychological destruction,” and the quality of life effects of the pandemic had had a minimal effect on the students’ academic motivation. The students’ levels of motivation were higher in March 2021 than in November 2020, a trend that was “especially noticeable among students who underwent blended learning.” The link between learning format and motivation was mediated by satisfaction with academic life and “college belongingness.” The researchers concluded “blended type of education during a pandemic is more favourable for students in terms of their motivation to study.”

You can read the abstract of this article at  
<http://dx.doi.org/10.1007/s40670-021-01464-y>

# Nurse Education

## Teaching nurses about domestic violence and child abuse

**Source:** Nurse Education Today

**In a nutshell:** In this study Fatma Dilek Turan, from Aksaray University in Turkey, examined the effectiveness of a teaching programme designed to teach nursing students about gender roles, violence against women and child neglect/abuse. 62 fourth-year nursing students took part in the study; 31 of them took the course and the rest made up a control group. After they had been on the course the group who had experienced the programme had much better scores on scales designed to measure their attitudes towards gender roles, violence against women, and reporting child abuse or neglect.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105191>

## There’s no escaping the escape room

**Source:** Nurse Education Today

**In a nutshell:** In an escape room people have to solve a number of puzzles before they are allowed to leave the room. In this study, a team of researchers, led by Guaduupe Molina-Torres, from the University of Almeria in Spain, investigated the effectiveness of an escape room at teaching nursing students about anatomy. 128 students took part in the escape room (not all at once one hopes) and 120 formed a control group who “received a traditional-based [sic] teaching approach in their final lesson.” The researchers found that the students who took part in the escape room had an above-average level of satisfaction and a higher average score on a subsequent test.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105205>

## Will everyone get their fifteen minutes as an X-factor judge?

**Source:** Nurse Education Today

**In a nutshell:** In this study Hui Zhang, from the National University of Singapore, led a team of researchers reviewing the evidence of “peer video feedback,” “on healthcare students’ reactions and learning outcomes.” The researchers found 22 articles which met their quality criteria. The results showed that peer video feedback was a helpful learning tool and that students were satisfied with “its overall learning experience.” They also concluded that peer video feedback had a positive effect on skill-based learning. The top concerns about the method were about its quality (accuracy and content), ascribing to peers’ limited knowledge, expertise, or feedback experience.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105203>

## Does hybrid simulation make much difference in an emergency?

**Source:** Nurse Education Today

**In a nutshell:** In this study a team of researchers – led by Alireza Arabpur, from Aja University of Medical Sciences in Tehran – compared “the effectiveness of demonstration using hybrid simulation versus task-trainer,” at training nursing students in using “pulse-oximeter and suction following cardiac arrest.” 45 students took part in the study. 15 used hybrid simulation (a standardized patient and task-trainer) in a transport ambulance; 15 had a demonstration by a trainer in a skills-lab; and 15 formed a control group. The researchers found that two weeks afterwards all three groups had increased their abilities in using a pulse-oximeter and suction. Compared to the control group the two active interventions demonstrated better skills on a knowledge questionnaire and skills checklist. However, the hybrid simulation and task-trainer groups showed no significant difference in knowledge and skill compared to each other.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105204>

## On reflection…

**Source:** Nurse Education in Practice

**In a nutshell:** In this study Bridie McCarthy, from University College Cork, in Ireland, led a team of researchers interviewing 20 nursing students and 26 speech-and-language-therapy students about their experiences of reflection as a “core student learning activity.” The researchers found that the trainee nurses and the trainee speech therapists had similar attitudes to reflection. Three themes emerged from the interviews which were:

* Description of reflection
* Undertaking reflection
* Contribution to clinical learning

Most of the students said that there were beneficial effects of reflection for personal and professional clinical learning. Some students felt negatively about written reflection and said they would prefer more diverse and less-structured strategies with more face-to-face reflective discussions with clinical educators.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2021.103251>

## What helps climbing the career ladder?

**Source:** Nurse Education Today

**In a nutshell:** In this study Young-Mi Jung, from Daegu Haany University and In-Young Yoo, from Jeonju University (both in Korea) asked 219 nursing students and 100 nurses what education and training they needed to develop their careers. The top 10 answers were:

* Workplace and social etiquette
* Changes in the healthcare environment and global issues
* Setting up my career roadmap
* Interpersonal and communication skills
* Nursing professionalism and nursing ethics
* Understanding the latest healthcare policies
* My personality type and values
* Roles and duties of clinical nurses
* My aptitude and interest
* Nurses’ healthcare

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105209>

## What makes the nursing party go with a swing?

**Source:** Nurse Education in Practice

**In a nutshell:** What factors decide how nursing students get on with qualified nurses when they join the healthcare party on the wards? In this study a team of researchers, led by Geraldine Rebeiro, from Australian Catholic University, attempted to find out. They interviewed 10 qualified nurses and found that they were “committed to building positive interpersonal relationships with students to enhance learning and achieve successful clinical learning outcomes.” Three themes contributed to a positive relationship. These were:

* Getting to know the student is essential
* Effective communication is a reciprocal process
* Mutuality of engagement and commitment is critical

“Vital to the relationship was the capacity to know the student, communicate with them openly and effectively, and have a mutually-engaging, committed relationship with them.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2021.103253>

## What does the research say about students’ placements?

**Source:** Nurse Education Today

**In a nutshell:** Nursing students do go out on placements, and in this study Zheng Zhu, from Fudan University in Shanghai, led a team of researchers reviewing the evidence on their “service learning,” (SL). The researchers found 39 studies which met their quality criteria and synthesized six main themes from them. These were:

* Adaption and emotion shifting
* Knowledge translation and skills development
* Leadership and collaboration in multidisciplinary teams
* Cultural sensitivity
* Discovery of nursing roles and professional growth
* Overall appraisal and suggestions

The researchers concluded “we recommend empowering nursing students by developing their self-confidence in their leadership abilities and their identities before they participate in SL programs. During SL, educators should provide sufficient space for students and should not become involved in students' teams to avoid decreasing their self-confidence in their leadership abilities.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105206>

Epilepsy training. Going beyond spoons and evil spirits

**Source:** BMC Medical Education

**In a nutshell:** In this article Ramzi Shawahna, from An-Najah National University in Palestine, carried out an online survey, convened meetings and surveyed students in an attempt to draw up a syllabus and learning outcomes for a course on epilepsy for community health nursing programmes. He achieved consensus on six aims, 16 learning outcomes, and 27 topics in the course. Of the topics 13 were relevant to the nature of epilepsy and seizures, two were relevant to the impact of epilepsy and seizures on different life aspects of patients with epilepsy, four were relevant to advocating for patients and supporting their choices, five were relevant to educating patients and their caregivers, and three were relevant to assessments and services.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-021-03001-2>

## Teaching nursing students to weigh up work

**Source:** Nurse Education in Practice

**In a nutshell:** In this study a team of researchers, led by Chanika Ilangakoon, from Monash University in Australia, reviewed the evidence on “the relationship between feedback and evaluative judgement in undergraduate nursing and midwifery education.” They reviewed the research on this topic and found 18 papers that met their quality criteria. Seven themes emerged from the researchers’ analysis which were:

* Conception of feedback
* Purposes of feedback
* Sources of feedback
* Modes of feedback
* Conceptions of evaluative judgement
* Purposes of evaluative judgement
* Relationship between feedback and evaluative judgement

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2021.103255>

## Is passive or active learning better?

**Source:** Nurse Education in Practice

**In a nutshell:** Passive learning might be characterized as reading a book about gardening, whereas active learning might involve getting one’s hands dirty on an allotment. In this study Myriam Gagné, from Université Laval in Quebec, led a team of researchers comparing active versus passive learning CPD (continuing professional development) activity on self-management support for respiratory educators. 94 educators took part in the study: 51 used an active-learning method, a role-play, with 43 having a lecture. The study found that knowledge scores increase more in the active-learning group but that competence scores increased more in the passive-learning group. Educators in the active-learning group were more likely to think they needed to improve their self-management support skills.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2021.103256>

## What do clinical educators need to be good at?

**Source:** Nurse Education Today

**In a nutshell:** The idea of core competences can be extended to all sorts of professions and in this study Jing Ye, from Zhejiang University in China, led a team of researchers attempting to draw up a list of them for clinical educators. 61 nurse managers, clinical nurse educators, staff nurses, and nursing students took part in focus interviews and their answers were run past a sample of 25 experts. The results were four “first-level indices;” 16 “second-level specific competencies;” and 57 “connotations.” The first-level indices were:

* Clinical teaching competency
* Clinical nursing skills
* Management and leadership competency
* Innovation and research competency

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105217>

## Some grans are tougher than others

**Source:** Nurse Education Today

**In a nutshell:** In an attempt to counteract some of the more-common stereotypes about older people Rosario Rose Sakamoto, from California State University, studied 13 nursing students who worked in a clinic for old people attending a Robust Aging Programme. Interviews with the students revealed that “clinical immersion in a nurse-led senior wellness clinic that entailed close interactions with robustly aging adults,” increased the students’ knowledge and skills and their willingness to work with the aged.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105218>

## When The Sound of Silence is nobody’s favourite tune

**Source:** Nurse Education Today

**In a nutshell:** Silence comes in many flavours. There is a deep profound silence in the Scottish hills which refreshes the soul, companionable silence between couples, awkward silences on first dates and the sound of tumbleweed rolling past when ill-advised lecturers, teachers, or senior managers attempt a spot of audience interaction. The latter is known as “negative silence,” and in this study Yuling Jia, from Guizhou Medical School, led a team of researchers investigating it in a study of 269 nursing students. The researchers found that the degree of negative silence in the nursing students’ classroom was “at a relatively active level.” “Teacher pedagogy,” and student literacy were the most-important factors in the degree of negative silence with the lower the students’ literacy, the higher the level of negative silence.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105221>

## Education and respiration

**Source:** Nurse Education in Practice

**In a nutshell:**. In this article Nicola Roberts, from Glasgow Caledonian University, led a team of researchers attempting to find out what British nursing schools teach in the way of respiratory care. The researchers found that over half of the universities who replied to the survey spent over four hours teaching respiratory anatomy and physiology (60.8%); respiratory pathophysiology (75.3%); and long-term respiratory conditions (60.3%). However, fewer than half (44.4%) spent four hours teaching respiratory health and prevention of respiratory disease. Only a third (33.8%) spent over four hours on respiratory pharmacology; local and national respiratory guidelines (33.3%) and information on pulmonary rehabilitation and other interventions for the management of respiratory conditions (35.2%). In most universities skills laboratories were used to teach respiratory skills, although students’ competence was not always assessed. “Respiratory learning was reported to take place during practice placements, but this was variable.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2021.103254>

## The loneliness of the long-distance learner

**Source:** Nurse Education Today

**In a nutshell:** I can remember very little of the history I studied at university but much more of the times I spent with my friends, many of whom I’m still in touch with. This social element has been largely purged from higher education – at least for the moment – thanks to the pandemic and in this study a team of researchers, led by Cemile Savci, from Istanbul Medeniyet University, investigated some of the consequences. They found that “perceived sociability in online learning,” and “social intelligence,” were both significant predictors of a reduction in students’ feelings of loneliness.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105226>

## Critical thinking, problem-solving and self-directed learning

**Source:** Nurse Education Today

**In a nutshell:** In this study a team of researchers, led by Yeoungsuk Song, from Kyungpook National University in Korea, investigated the links between critical-thinking, self-directed learning and problem-solving ability. The researchers found that the three things were significantly positively correlated and that self-directed learning had a “significant mediating effect on the relationship between critical thinking and problem-solving ability.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2021.105227>

# Pharmacy Education

## Firming up feedback from pharmacists

**Source:** Currents in Pharmacy Teaching and Learning

**In a nutshell:** In a noble attempt to improve the quality of students’ feedback – and seeing this as a good-skill to cultivate in itself – a team of researchers, led by Tara Storjohann from Midwestern University College of Pharmacy in Arizona, organized a series of “grand rounds,” getting a series of experts to talk to second-year pharmacy students. Apart from the benefits of the experts’ wisdom one of the objects of the exercise was to get the students’ to practise giving feedback about the lecturers. At the start of the course of lectures most of the students said they did not feel comfortable or confident at providing good-quality written feedback, or “difficult or sensitive written feedback.” At the end of the course the students felt confident with both these things and “agreed that the efficiency and quality of their written feedback improved during the course.”

You can read the abstract of this article at  
<http://dx.doi.org/10.1016/j.cptl.2021.09.015>