Medical Education Bulletin May 2020

Articles

A Systematic Review of Educational Mobile-Applications (Apps) for Surgery Residents: Simulation and Beyond.
[Surgical education is evolving as educational technology becomes more prevalent. To be effective as surgical educators we must understand and appropriately use available tools. Of the educational Apps studied (21 Apps in 8 categories), only 3 categories reported validity evidence. Future studies should take care to measure validity and efficacy of educational Apps for surgical education to ensure quality control.]
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[Assessment of clinical practice must also correspond with the requirements for knowledge, skills, and professional judgements stipulated in national regulatory requirements. In this context, the importance of having valid and reliable assessment tools for the assessment process is clear. The present paper reports on a process to update and validate the tool Assessment of Clinical Education (AssCE-master) for use in clinical postgraduate nursing education.]
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Empowerment of learning and knowledge: appreciating professional development for registered nurses in aged residential care.
[Continued education and professional development ensures nursing competence and contributes positively to quality health outcomes, however it must also include a professional pathway that challenges the contextual confrontations faced by registered nurses within the workplace environment. This is especially relevant for the nursing workforce employed in the Aged Residential Care sector. This research was undertaken in New Zealand and uses Appreciative Inquiry’.]
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GP trainees’ perceptions on learning EBM using conversations in the workplace: a video-stimulated interview study.
[To be able to practice evidence-based medicine (EBM) when making decisions for individual patients, it is important to learn how to combine the best available evidence with the patient’s preferences and the physician’s clinical expertise. In general practice training, these skills can be learned at the workplace using learning conversations: meetings between the supervising general practitioner (GP) and GP trainee to discuss medical practice, selected topics or professional performance]
Freely available online
Measuring and assessing the competencies of preceptors in health professions: a systematic scoping review.
[In healthcare, preceptors act as a role model and supervisor, thereby facilitating the socialisation and development of the preceptee into a professional fit to practice. To ensure a consistent approach to every preceptorship experience, preceptor competencies should be measured or assessed to ensure that the desired outcomes are achieved. This review aimed to evaluate the evidence for preceptor competencies and assessment in health professions.]
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Passion and ability: mentoring in a Doctorate of Nursing Practice programme.
[This basic qualitative study sought to understand the experiences of Doctorate of Nursing Practice (DNP) graduates with mentorship during their DNP project completion. The presence of the faculty was defined as synchronous and asynchronous availability. Mentors with similar research agendas and clinical experiences were valued by students. Professional socialisation was enhanced based on the level of engagement by the faculty.]
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Supervisors’ intention to observe clinical task performance: an exploratory study using the theory of planned behaviour during postgraduate medical training.
[Direct observation of clinical task performance plays a pivotal role in competency-based medical education. Although formal guidelines require supervisors to engage in direct observations, research demonstrates that trainees are infrequently observed. Supervisors may not only experience practical and socio-cultural barriers to direct observations in healthcare settings, they may also question usefulness or have low perceived self-efficacy in performing direct observations.]
Freely available online

The utilization of debriefing for simulation in healthcare: a literature review.
Kim Y. Nurse Education in Practice 2020;43:102698.
[The aim of this review was to examine how debriefings have been conducted in healthcare simulations. There is no absolute way to do the best debriefing. Self-led and peer-led debriefings can be effective when learners have enough ability to reflect and criticize by themselves. Learners can have rich and informative simulation learning when various methods were used for debriefing. Structured debriefing allows learners to reflect on their performance in a psychologically safe environment.]
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Using PETTLEP imagery as a simulation technique in nursing: research and guidelines.
[One of the most valuable skill sets developed in nurse education is the ability to develop the clinical and practical skills learned. This can take various forms such as university-based practice, simulation
and direct experience with patients. To this end imagery, a process where all of the senses are used
to create or recreate an experience in the mind, could represent simulated practice of clinical skills.
Research on imagery has indicated that the technique can be beneficial.

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Guideline

**Minimum Bridging Competencies for General Practice Nurses Transitioning to Community Nursing.**
Queen’s Nursing Institute (QNI); 2020.

[The QNI was commissioned by NHS England and Improvement to develop Minimum Bridging Competencies for General Practice Nurses (GPN) making the transition into community nursing, as a quick response to the current changing and challenging times in community and primary care.]

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A MILLION DECISIONS
The joint campaign from CIJP
and Health Education England
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