Medical Education Bulletin July 2020

Articles

Applying equity-centered principles in an interprofessional global health course: a mixed methods study.
[Medical students, practitioners and other health professionals are commonly unprepared to address the many complex issues that emerge while conducting research in the Global South. As a response to identified deficiencies in global health education, a hybrid online/face-to-face multi-institutional credit course was developed based on the equity-centered principles advanced by the Canadian Coalition for Global Health Research (CCGHR).]
Freely available online

Critical analysis of evidence about the impacts on surgical teams of 'mental practice' in systematic reviews: a systematic rapid evidence assessment (SREA).
[Mental Rehearsal (MR) the cognitive act of simulating a task in our heads to pre-experience events imaginatively. It has been used widely to improve individual and collective performance in fields outside healthcare and offers potential for more efficient training in time pressured surgical and medical team contexts. The study aims to review the current systematic review literature to determine the impact of MP on surgical performance and learning.]
Freely available online

Demonstrating the value of postgraduate fellowships for physicians in quality improvement and patient safety.
[Conclusion: Graduates from two quality improvement (QI) and patient safety (PS) fellowship programmes and their mentors perceive programmatic benefits related to individual career goal attainment and institutional impact. The results and conceptual framework presented here may be useful to other academic medical centres seeking to develop fellowships for advanced physician training programmes in QIPS.]

Learning thresholds for early career occupational therapists: A grounded theory of learning-to-practise.
Murray CM. British Journal of Occupational Therapy 2020;83(7):469-482.
[Early career occupational therapists experience considerable learning. This research sought to develop a theory of how they learn once practising.]
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Managing residents in difficulty within CBME residency educational systems: a scoping review.
[Best practices in managing residents in difficulty (RID) in the era of competency-based
medical education (CBME) are not well described. This scoping review aimed to inventory the current literature and identify major themes in the articles that address or employ CBME as part of the identification and remediation of residents in difficulty.

Freely available online

Nothing soft about ‘soft skills’: core competencies in quality improvement and patient safety education and practice. [Editorial]
["...Ultimately, expertise in QIPS requires the integration of a wide range of skills, marrying the ability to reflect, persuade, negotiate, collaborate and lead with the activities traditionally associated with the conduct of QIPS.”]

Nursing staff's and physicians' acquisition of competences and attitudes to interprofessional education and interprofessional collaboration in pediatrics.
[Interprofessional education (IPE) is deemed essential for interprofessional collaboration (IPC) in healthcare systems. IPC has positive effects for both patients and healthcare professionals. Especially in pediatrics, IPC is paramount for adequate care of patients and their families though there is a lack of data on the attitudes towards IPE and IPC and acquisition of respective competences in pediatric nursing and medical staff.]
Freely available online

Professional practice behaviour: Identification and validation of key indicators.
[Professional behaviour is regarded as an important competency for occupational therapy practice, yet little guidance exists for indicators underpinning development or remediation in the educational or practice settings. This study sought to confirm the content validity of observable professional behaviour indicators from an existing evaluation framework for representativeness and relevance for occupational therapy practice.]
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Psychological interventions to foster resilience in healthcare students.
Kunzler AM. Cochrane Database of Systematic Reviews 2020;7:CD013684.
[OBJECTIVES: To assess the effects of interventions to foster resilience in healthcare students, that is, students in training for health professions delivering direct medical care (e.g. medical, nursing, midwifery or paramedic students), and those in training for allied health professions, as distinct from medical care (e.g. psychology, physical therapy or social work students).]

Study of nurses’ use of early warning scoring systems for patient deterioration highlights the need to strengthen nurses’ knowledge and confidence in their clinical judgement in using these tools.
Rehman S. Evidence-Based Nursing 2020;23(3):72.
[Educational opportunities involving simulation and reflective practice may help nurses improve their confidence in using their clinical judgement skills, as well as early warning scoring tools to identify and respond to deteriorating patients.
Further research is needed to explore nurses’ reluctance to activate the rapid response team when patients meet specific criteria in early warning scoring systems.]

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**Through the looking glass: the rabbit hole of reflective practice.**
[Reflective practice is a common feature of nurse education. Indeed, the development of nursing practice is associated with being a 'reflective practitioner'. However, how we see ourselves or interpret past events is often influenced by our own unconscious biases. While it is reasonable to hold favourable views of one's ability, biased or lack of self-insight might mean that one is actually unskilled and unaware of it.]

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**Toolkit**

**Supporting trainers, supporting doctors, supporting patients: progress since the postgraduate medical foundation programme review.**
Health Education England (HEE); 2020.
[This resource pack has been developed to help student doctors into foundation training and support them during the programme. It contains information and guidance that will help new doctors as they start their training in August 2020, as well as those currently in the foundation training programme.]

Freely available online

**Report**

**The Future Doctor Programme: A co-created vision for the future clinical team**
Health Education England (HEE); 2020.
[The report draws on the collective expertise of the healthcare and clinical education system, and was informed by regional workshops, led by the HEE postgraduate deans; a systematic literature review; a formal Call for Evidence; focus groups and national stakeholder events.]

Freely available online

**Future Doctor: A co-created vision for the future clinical team.**
Health Education England (HEE); 2020.
[COVID-19 illustrated how multi-professional working and adapting to local and patient needs is essential for providing high quality care. Our vision for the Future Doctor outlines how we can reform medical education so doctors better understand population needs, develop general skills and work effectively in multi-professional teams.]

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This Bulletin was created by Liz Wright of NHS East Dorset Knowledge and Library Service

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