Systematic Review / Meta-Analysis

A mapping review of models of practice education in allied health and social care professions
[Practice education is fundamental to pre-registration learning for many health and social care professions, yet finding sufficient opportunities for students is challenging. One-to-one student–educator pairings are common... This mapping review identifies, categorises and critically considers the evidence for different models of practice education used by health and social care professions.]
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Original Research

'Whatever you cut, I can fix it': clinical supervisors' interview accounts of allowing trainee failure while guarding patient safety.
[Clinical supervisors allow trainees to fail for educational benefit. In doing so, they attempt to balance patient safety and trainee learning. The educational strategy of allowing failure may appear alarming in the zero-error tolerant culture of healthcare with its commitment to patient safety. However, supervisors perceived this strategy to be invaluable...]

Exploring the needs and experiences of educators in facilitating use of the Bass Model of Holistic Reflection.
[Health professionals are required to reflect on practice to evaluate and improve care in rapidly changing health care environments. This study explored the professional development needs of educators facilitating development of reflective capacity in midwifery students using the Bass Model of Holistic Reflection. Thirteen midwifery academics at two Australian universities took part in the study conducted in three phases.]
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Healthcare providers perspectives on compassion training: a grounded theory study.
Sinclair S. *BMC Medical Education* 2020;20(1):249.
[There is little concrete guidance on how to train current and future healthcare providers (HCPs) in the core competency of compassion. This study was undertaken using Straussian grounded theory to address the question: "What are healthcare providers' perspectives on training current and future HCPs in compassion?"]
Freely available online

Evidence-Based Summary

Challenges and opportunities: the role of the district nurse in influencing practice education.
[Key Points: Continuation of the district nurse (DN) qualification is vital to benchmark standards of practice; DNs have the ability to influence and shape future Specialist Practitioner Qualification in District Nursing (SPQDN) workforce through documented teaching and learning in practice; DNs should engage with curriculum development to ensure SPQDN education, including DN apprenticeships, meet the requirements of commissioners, practice population and achievement of the NHS Long Term Plan.]

This Bulletin was created by Su Keill, Knowledge Specialist of NHS East Dorset Knowledge and Library Service

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