Nurse Education Bulletin August 2020

Articles

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Evidence-Based Summary

Mobile clinical skills lab for training community teams
Carried out by Kevin Burgoyne from Brighton and Sussex on 26/8/2020
[There are a few examples in the published literature and online of mobile clinical skills / simulation training labs. The most well-developed service seems to be in Scotland, who have a Mobile Simulation Unit, and have operated a skills bus for the last ten years.
[Summary continues in full document...]]
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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.]

Original Research

COVID 19: Disruptive impacts and transformative opportunities in undergraduate nurse education.
[The COVID-19 pandemic and social distancing measures to mitigate its spread have provoked widespread societal disruption with recursive impacts within higher educational institutions and practice learning environments readily apparent. The forced rapid closure of face to face teaching has catapulted academic staff and students into what is for many, unfamiliar terrain.]
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Development and validation of a new instrument to measure nursing students compassion strengths: The Bolton Compassion Strengths Indicators.
Durkin M. Nurse Education in Practice 2020;46:102822.
Despite considerable research and rhetoric on the importance of compassion in nursing, progress has been hindered by the lack of an adequate psychometric instrument to measure its multidimensional nature. This paper reports several studies conducted over three stages, to develop and validate a new instrument to measure nurses’ compassion strengths. A purposive sample of UK pre-registered nursing students studying at a University took part in this study.

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Evaluation of nurses’ experiences of a post education program promoting recognition and response to patient deterioration: Phase 2, clinical coach support in practice.


[Front-line nurses providing around the clock care are pivotal to the identification, recognition, and response to patient deterioration. However, there is growing evidence that patient deterioration indicators are poorly managed and not escalated to rapid response teams (RRTs), contributing to adverse outcomes. Access to effective educational programs has been cited as vital in optimising nurses’ recognition and response to deteriorating patients.]

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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

High fidelity simulation evaluation studies in nursing education: A review of the literature.


[Simulation is an experiential learning process which provides a safe environment for learning, preventing the risk of patient harm. A review of the literature was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses approach to explore the question: What is the state of the science on the evidence of learning outcomes in high-fidelity simulation in undergraduate nursing education?]
Motivations, experiences and aspirations of trainee nursing associates in England: a qualitative study.
This study found that trainee nursing associates are motivated by affordable, local, career development. During training they face challenges relating to clinical support, academic workload and uncertainty about future career opportunities. They experience role ambiguity both individually and across the wider organisation. Trainee nursing associates rely on broad support networks to build their occupational identity.

Student engagement using multiple-attempt 'Weekly Participation Task' quizzes with undergraduate nursing students.
Hughes M. *Nurse Education in Practice* 2020;46:102803.
Student engagement is essential to quality learning. Regular formative assessment tasks can support positive student engagement attitudes and behaviours towards learning. This study aimed to evaluate the relationships of regular, recurrent delivery of online quizzes in promoting student engagement and academic performance, in a large metropolitan university in Western Sydney. Available with an NHS OpenAthens password for eligible users

Studying physiology within a flipped classroom: The importance of on-campus activities for nursing students' experiences of mastery.
On-campus learning activities within a flipped classroom design could support students’ experiences of confidence in and mastery of physiology. However, the study participants found learner-centred activities challenging and described feeling doubtful of their ability to master physiology. A didactic framework could take into account the circumstance that students perceive educational technology differently. Freely available online

Guideline

Principles of preceptorship.
Nursing and Midwifery Council (NMC); 2020.
https://www.nmc.org.uk/standards/guidance/preceptorship/
We created the principles in collaboration with the four Chief Nursing and Chief Midwifery Officers in the UK in recognition of this important period in a professional's nursing, midwifery or nursing associates career. It was timely to update our previous position on preceptorship and align our principles to our new pre-registration standards. Freely available online
This Bulletin was created by Su Keill, Knowledge Specialist of NHS East Dorset Knowledge and Library Service.

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