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# Education Bulletin – August 2023

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## Dental Education

### Serious games in the dentist's chair

**Source:** BMC Medical Education

**In a nutshell:** The use of games in dental education raises a number of possible scenarios. *Operation* seems plausible, *KerPlunk* feasible, although you might not want to be in the hot seat when the fillings come tumbling down. And if a dental student runs towards you with a bowling ball yelling "I'm going to get a strike this time!" best to make your apologies. In this study Martin Lemos, from RWTH Aachen University in Germany, led a team of researchers assessing the effectiveness of a serious-game app for dental students. Compared to students using an old-fashioned paper test there was no difference compared to those using the serious-game app when it came to learning. Participants rated the app as "good," said that it had motivated them to learn, and said that they had spent "more time with the learning content."

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04498-5>

### Should dentists mark their own homework?

**Source:** BMC Medical Education

**In a nutshell:** In the UK at least most people are prone to assess themselves too harshly rather than being excessively generous; anything better than "incompetent psychopath," on a 360-degree appraisal, for instance, tends to be received in much the same fashion as a Best-Actor statuette at the Oscars. In this study Ghaith Alfakhry, from Syrian Virtual University, led a team of researchers who studied the accuracy with which dental students assessed their own procedural skills. They found that as the students assessed more of their own procedures their ratings of their performance differed less and less from their tutors' ratings. "Participants' self-assessment accuracy differed from one skill to another and their ability to identify areas of improvement as perceived by teachers improved significantly." The researchers concluded that the self direct observation of procedural skills method "was effective in developing participants' ability to self-assess."

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04474-z>

### When mind-mapping meets tooth-gapping

**Source:** BMC Medical Education

**In a nutshell:** Pity the poor cartographer charged with making a map of my mental landscape, featuring as it does the Slough of Social Embarrassment, the Lagoon of Lost Things, the Mountains of Unread Books, and the Wardrobe of Woe.

Notwithstanding the potential risks, mind-mapping has become an increasingly popular technique in medical education over the last few years and in this study Yang Yan, from Central South University in China, led a team of researchers assessing its

use in teaching dental students about prosthodontics. 56 students took part in the study which found that their experiences of problem-based learning and mind mapping were positive, including: increased motivation; improved memory of knowledge; enhanced discipline connection; and improved teamwork. “Tutor-guided competence scores,” were higher for the mind-mapping group than the problem-based learning one, as were self-perceived competence scores for motivation and teamwork.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04479-8>

## General Healthcare Education

Turn on, tune in – and go looking for cat videos

**Source:** Sustainability

**In a nutshell:** You’ve got to be a saint, a prig, or a swot not to switch your camera off, mute yourself and crack on with something a bit more useful and/or entertaining during a dull Teams meeting. Rightly or wrongly many students feel the same about lectures, something investigated in this study by a team of researchers, led by Qikai Wang, from Dalian Maritime University in China. They studied 519 students and found that:

- Despite many saying there were limits on phone use during class there was no reduction in phone usage
- “Digital multi-tasking was positively correlated with mobile-phone dependence and non-study motivation”
- Whilst 86.71% of the students said they wanted to reduce digital multi-tasking they were mostly “hesitant to follow the moderate or strict rules on phone use”
- The students were evenly split (49.9% vs 50.1) about whether universities should bring in more restrictions on using phones in class

You can read the whole of this article at

[https://mdpi-res.com/sustainability/sustainability-15-10184/article\\_deploy/sustainability-15-10184.pdf?version=1687859082](https://mdpi-res.com/sustainability/sustainability-15-10184/article_deploy/sustainability-15-10184.pdf?version=1687859082)

## What makes a good community of inquiry?

**Source:** BMC Medical Education

**In a nutshell:** Like plugs and the Holy Trinity, Community of Inquiry is made up of three elements, although whether it generates much power or spiritual enlightenment is a moot point. They are: teaching presence – the design and facilitation of an online course; social presence – authentically projecting oneself online; and cognitive presence – creating and connecting meaningful ideas. In this study Amanda K. Burbage, from Eastern Virginia Medical School in the US, led a

team of researchers investigating the influence of these factors on online learning. They found that higher levels of teaching and social presence in the remote-learning environment were associated with higher levels of remote learning self-efficacy which, in turn, predicted positive attitudes towards remote learning. Significant variance in the students' "favourability of sustained remote learning," was explained by teaching presence (61%); social presence (64%); and cognitive presence (88%); and self-efficacy. "Significant direct and indirect effects for teaching and social presence, and only direct effects for cognitive presence were observed."

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04382-2>

### Can we stop the drift online?

**Source:** International Journal of Educational Technology in Higher Education

**In a nutshell:** Amid all the memories of drink not held, catches dropped, conversations meandering and passes (romantic and footballing) going astray it's easy to forget – at least for those of us who had the good fortune to pre-date tuition fees and the abolition of grants – that university is all about learning things. Viewed in this light, and with no grants available to squander on Greene King IPA and crisps, it's perhaps not surprising that more people, particularly those from less well-off backgrounds, are contemplating university online. In this study Albert Sánchez-Gelabert and Marina Elias, from the Autonomous University of Barcelona and the University of Barcelona respectively, studied 42,370 students in Catalonia. They found that those from lower social background, and those attempting to combine work with study, were more likely to transition to virtual education. "However, social background continues to have an effect on the probability of graduating, dropping out or pursuing further studies."

You can read the abstract of this article at

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00407-4>

### Boosting research in Nigeria

**Source:** BMC Medical Education

**In a nutshell:** I used to steer clear of research about low- and middle-income countries (LMICs) for the purposes of this bulletin; given our recent economic history and future prospects the time feels ripe to reconsider this approach. In this study Folasade Tolulope Ogunsola, from the University of Lagos, led a team of researchers investigating the effectiveness of a research and training programme to boost research at that university. 1,418 people from medicine, nursing, and allied health were trained through the programme. 80 people were trained in Responsible Conduct of Research and 81 in Manuscript Writing over three years. 45 trainees were awarded grants and mentored and an analysis of interviews with the mentees generated four themes:

- Achieving a robust mentoring programme
- Benefits of the mentoring programme
- Resilience in research
- Improving the mentoring programme

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04488-7>

## Interprofessional Education

Does interprofessional education really make a difference?

**Source:** Nurse Education in Practice

**In a nutshell:** “The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid; and the calf and the young lion and the fatling together, and a little child shall lead them,” prophesied Isaiah, foreshadowing the development of interprofessional education, if not the Second Coming. In this study Ita Daryanti Saragih, from Kaohsiung Medical University in Taiwan, led a team of researchers reviewing the evidence on the effects of interprofessional education. The researchers found eight studies which met their quality criteria and found that interprofessional education had a “significant positive impact,” on healthcare students’ knowledge... However, its impact on readiness for and attitude toward interprofessional learning and interprofessional competence was non-significant and needs further investigation.”

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2023.103683>

## Medical Education

Where Annika goes can Charlie be far behind?

**Source:** BMC Medical Education

**In a nutshell:** In *Annika* the usual high standards of camerawork and direction, some good scripts, and excellent performances by Nicola Walker *et al* successfully overcame the slightly daft premise that there might be a separate marine homicide unit for Scotland. Where detectives go doctors are sure to follow so we might soon expect Charlie and Co to don their flippers and throw themselves into a mash-up of *Casualty* and *Octonauts*. Marine medicine is a separate and legitimate discipline though, and in this study Farshad Heydari, from Baqiyatallah University of Medical Sciences in Tehran, led a team of researchers attempting to work out what should be on the syllabus. The researchers concluded it should include:

- An overview of marine medicine
- Health at sea
- Common physical diseases and injuries at sea
- Subsurface medicine
- Hyperbaric medicine
- Safety action in marine incidents
- Medical care at sea
- Psychology at sea
- Medical examinations of people working at sea

Just don't expect a free paddling pool and diver's mask with the next issue of the Education Bulletin.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04461-4>

### Taking the difficult out of dizziness

**Source:** Sustainability

**In a nutshell:** I don't have many crosses to bear compared to a lot of people, but I can't lie on my back or look up at a painted ceiling or fan vault without getting an attack of vertigo - which can leave me feeling liverish all day. Dizziness can be linked to nystagmus – involuntary movement of the eyes – but both nystagmus and dizziness can be caused by more serious conditions than the relatively-benign vertigo I ended up being diagnosed with. In this study Reiko Tsunoda, from Mejiro University in Japan, studied the effect of a medical education initiative to help people master nystagmus observation using a “recently developed portable Fresnel magnifying loupe [sic] that could be shielded by one eye.” The loupe was able to detect significantly more cases of nystagmus than the naked eye and concluded “our newly developed Fresnel loupe allows for the observation of nystagmus counts a level of reduction in fixation suppression similar to that of Frenzel goggles in an educational practice setting. Furthermore, it enables the detection of significantly more nystagmus counts compared to that by the naked eye. It offers several advantages over Frenzel goggles, including its lightweight, thin, durable, and portable design. Additionally, the loupe does not rely on a power source and can be used under normal room lighting conditions.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04466-z>

### When and how do doctors learn from one another?

**Source:** BMC Medical Education

**In a nutshell:** Whether it's a well-formatted Word document, an attractive poster, or an imaginative and creative statistics return we've all got something to learn from our colleagues. In this study Lara Teheux, from Radboud University Medical Centre



in The Netherlands, interviewed 14 doctors at a specialist children's hospital. The doctors described a number of activities that they considered opportunities for learning from other doctors both directly and indirectly related to patient care although deliberate attention to learning from peers seemed to be lacking in clinical practice. The researchers identified a number of system-wide, organizational, and individual factors which influenced how much doctors learnt from one another. System and organizational factors were the most important in determining whether learning opportunities arose, and individual factors were most important in determining whether they were seized or not.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04363-5>

### Competency-based assessment – is it really working out?

**Source:** BMC Medical Education

**In a nutshell:** Whether it's a fitness assessment at the gym, a personality test at work, or St Peter stood with his clipboard and a sceptical expression at the Pearly Gates nobody approaches an assessment with a smile in their heart and a song on their lips. In this study Oona Janssens, from Ghent University in Belgium, led a team of researchers asking five students, five mentors and five educators what they made of competency-based education. The participants in the study were drawn from a variety of educational programmes covering audiology, midwifery, nursing, occupational therapy, and speech therapy. The researchers found seven barriers to competency-based education which were:

- A gap between the educational programme and the workplace
- A lack of an overview of pre-defined competencies
- A major focus on technical competencies at the expense of generic ones
- Weak formulation of the learning goals
- Obstacles related to reflection
- Low feedback quality
- Perceived subjectivity of assessment

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04446-3>

### What are you looking at?

**Source:** BMC Medical Education

**In a nutshell:** Scientists can now track people's eye movements as they go about their business. Bad news when you find yourself irresistibly drawn away from the PowerPoint for next year's corporate strategy towards the break-time biscuits or one of the more pulchritudinous attendees. It has its uses though as it can pinpoint what experts are paying attention to that learners aren't – in my driving instructor's case the road rather than a nice magnolia and some mock-Tudor gables on the A534. In

this study Christina Hafner, from the Medical University of Vienna, led a team of researchers applying this technology to echocardiography. They found there was a 96% agreement between what the experts demonstrating echocardiography technique were talking about and what they were looking at. Expert echocardiographers spent longer in “the case-specific area of interest,” than learners (50.6% vs 38.4%), performed ultrasound examinations faster, and fixated earlier on the area of interest.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04458-z>

### Does spiritual intelligence make a difference?

**Source:** BMC Medical Education

**In a nutshell:** How one measures spiritual intelligence is anybody’s guess; it’s not hard to imagine a cock-eyed test in which Piers Morgan scores more highly than Pope Francis, for example. Academics are nothing if not short of confidence though and in this study Mojtaba Senmar, from Qazvin University in Iran, led a team of researchers studying the links between a healthy lifestyle, spiritual intelligence, and life satisfaction in a sample of 139 medical students. The researchers found a significant negative relationship between an unhealthy lifestyle and life satisfaction and a significant positive relationship between spiritual intelligence and life satisfaction.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04506-8>

### Are students ready for online learning?

**Source:** BMC Medical Education

**In a nutshell:** Given the concerns of the #MeToo movement it wouldn’t be a surprise to find men retreating into one room for port and cigars after dinner while the women stayed behind and had a nice chat about kittens and make-up; as long, of course, as no teenage boys slip in alongside the TV presenters in the smoking room. In Saudia Arabia the sexes are still educated separately and in this study Kavitha Ganesh, from Princess Nourah Bint Abdulrahman University in Saudi Arabia, led a team of researchers studying how 121 female medical and dental students coped with the move to online learning during the Pandemic. “Except for social skills with classmates and groupmates, in which 47.5% of respondents indicated unreadiness, most students were prepared for online learning.” Students learned about theory better using online methods, but it was easier to learn practical skills face-to-face. The students rated their interactions with lecturers higher in online learning but online learning had lower ratings for interactions with classmates and acquisition of skills.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04503-x>

### Taking the struggle out of study

**Source:** International Journal of Educational Technology in Higher Education

**In a nutshell:** “It’s just like being a member of a gym,” the sniffer members of university staff are wont to say, “you might have paid your fees, but you won’t get fitter unless you put the work in,” neglecting to mention that gyms don’t often arbitrarily relocate the running machines, put the receptionist in charge of circuit-training, and schedule a 30-person spinning class in the gents’ changing room. In this article Ramteja Sajja, from the University of Iowa, led a team of researchers studying the effectiveness of an “AI-augmented intelligent educational assistance framework based on a powerful language model (i.e., GPT-3) that automatically generates course-specific intelligent assistants regardless of discipline or academic level.” The AI assistants were designed to answer functional questions on curricula, logistics, and course policies – “by providing students with easy access to this information, the virtual TA can help to improve engagement and reduce barriers to learning. At the same time, it can also help to reduce the logistical workload for instructors and TAs, freeing up their time to focus on other aspects of teaching and supporting students.” The researchers evaluated the new system’s accuracy and performance in the article, the abstract of which you can read at

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00412-7>

### When the second years are the world experts

**Source:** BMC Medical Education

**In a nutshell:** As a second-year student at university I nobly volunteered to be a “student parent,” shepherding first years around and helping them to navigate the tricky social environment of higher education. My “child,” took one look at me, curled up her lip and decided – wisely perhaps – that she would be able to make a better fist of things left to her own devices. Near-peer teaching of more formal content is becoming more popular in higher education though, and in this study Matthew G. Kaye, from the University at Buffalo in New York, led a team of researchers investigating the effectiveness of “a longitudinal, near-peer, dedicated ECG didactic curriculum on internal medicine resident ability to accurately interpret ECGs.” The curriculum led to a significantly greater percentage of correctly-interpreted ECGs among the students and going to more sessions was “significantly associated with comfort levels in interpreting ECGs.” Students who went to three or more sessions demonstrated increased ECG interpretation skills, compared to those who went to two or fewer sessions. The “number of clinical cardiology rotations attended was significantly associated with correct interpretations and was the strongest predictor of accurately interpreting ECGs.”

You can read the whole of this article at

<https://bmcomeduc.biomedcentral.com/articles/10.1186/s12909-023-04483-y>

## Teaching soft skills to emergency doctors

**Source:** BMC Medical Education

**In a nutshell:** Our marital attempts at assembling flat-pack furniture are somewhat hampered by the fact that my wife can't think without talking, and I can't think while I'm listening. Substitute emergency doctors for Mr and Mrs G, and respirators and defibrillators for Allen keys and screwdrivers and pretty soon you're talking serious trouble. In this study Pitsucha Sanguanwit, from Mahidol University in Bangkok, led a team of researchers studying the effectiveness of "mini-course training in communication and teamwork on non-technical skills score [sic] in emergency residents." 41 junior doctors took part in the study. 31 did the course and the rest formed a control group. The average score for non-technical skills was significantly better in those doctors who did the course. The researchers concluded that "emergency residents who took a non-technical skills mini course showed improved mean non-technical skills scores in communication and teamwork ... versus controls."

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04507-7>

## Nurse Education

### Do happy childhoods make happy nursing students?

**Source:** Nurse Education in Practice

**In a nutshell:** We sometimes take our children to a local water park. My son's shrieks of delight as Dad is disgorged from the end of the water slide like a bag of sticks being flushed down a lavatory amply repay the entrance fee and must have nearby residents nervously checking their double glazing and calming down their dogs. In this study Ningyuan Guo and Lin Wang, from Shanghai Jiao Tong University, examined the links between positive childhood experiences and flourishing in a study of 2,105 nursing students. They found that positive childhood experiences were associated with higher flourishing, presence of meaning, and searching for meaning. Presence of meaning, and searching for meaning both mediated the relationship between positive childhood experiences and flourishing.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2023.103688>

### Does mentoring make a difference?

**Source:** Nurse Education in Practice

**In a nutshell:** If the NHS was a hotel and its staff the guests it would tend more towards *Fawlty Towers* than *Hotel California*\* and has similar retention difficulties. One of the ways of tackling this is by mentoring newly-graduated nurses and midwives and in this study A. Sheehan, from Western Sydney University, led a team

of researchers studying the effect of a mentorship programme on the clinical-placement experiences and attrition rates of midwifery students. 86 people took part in the study including the mentors themselves, midwifery students, midwives who were not mentors and midwifery managers. The researchers found that the mentoring programme increased the midwives' mentoring skills and was beneficial to their professional growth and leadership. The students reported positive outcomes including someone to talk to, emotional support, and a sense of belonging. However, the researchers cautioned that "mentoring programmes require structure, mentor training, organizational support, and transparency."

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nepr.2023.103687>

\*In a heroic act of self-restraint I will refrain from mentioning the [Overlook Hotel](#) or The Bates Motel at this juncture

### Is it time to spice up e-learning?

**Source:** Nurse Education in Practice

**In a nutshell:** Large chunks of electronic education seem to have dispensed with the tactile pleasure, non-glare finish, portability and convenience of books without embracing the joys of television; in aeronautic terms it's as though passenger transport had stopped with the hot-air balloon. No doubt this is an intermediate stage, a theory supported by this study by Muberra Ongor and Esin Cetinkaya Uslusoy, from Suleyman Demirel University in Turkey. They studied the effect of introducing multimedia into an e-learning course for 70 nursing students. The addition of multimedia improved the students' motivation to engage with the course which had a "moderately positive correlation," with the group's academic achievement.

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nepr.2023.103686>

### What to students think about leadership?

**Source:** Nurse Education Today

**In a nutshell:** I look on leadership in rather the same way as black holes. I'm endlessly fascinated by it without having the slightest wish to experience it personally, or become one myself. In this study Ana Luiza Ferreira Aydogdu, from Istanbul Health and Technology University, asked 30 nursing undergraduates in Brazil about this topic. Three themes emerged from the students' written responses which were:

- Opinions about leadership in nursing
- Skills needed by a nursing leader
- Suggestions for educating nursing students in leadership

40% of the students said they had not taken any classes in leadership yet and 70% said that they did not feel prepared for nursing leadership.

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2023.105891>

### When the students met the seniors

**Source:** Nurse Education in Practice

**In a nutshell:** It's a sobering thought that many of the people currently "crouching beneath extinction's alp," in old-people's homes grew up with The Rolling Stones, The Beatles, The Kinks and The Who rather than Bing Crosby, Frank Sinatra, and Billie Holliday. As Jarvis Cocker observed "one time they were just like you/Drinking, smoking cigs and sniffing glue." In this study Lamprini Maria Xiarchi, from the University of Borås in Sweden, interviewed 12 nursing students from a university in Greece about their experiences of looking after elderly patients. The researchers found that the "otherness," of older people consisted of intertwining demanding and rewarding elements. Three constituents summed up the essence of this:

- The otherness of the older person:
  - Witnessing someone's vulnerability
  - Trustful caring
- Struggling with normative structures:
  - Closeness and distance
- Balancing between familiarity and professionalism

You can read the abstract of this article at <https://doi.org/10.1016/j.nepr.2023.103695>

### Catch 'em young, and keep hold of them

**Source:** Nurse Education in Practice

**In a nutshell:** "One generation passeth away, and another generation cometh ... All the rivers run into the sea; yet the sea is not full." The rather gloomy tone of the first chapter of Ecclesiastes might well be echoed by those in charge of midwifery recruitment as new generations of eager young faces fail to fill the gap left by older, departing ones. In this study Tanya S. Capper, from CQUniversity in Australia, led a team of researchers reviewing the evidence on the early-career experiences of midwives. The researchers found 19 articles which met their quality criteria and analysed the themes contained therein of which there were three:

- The need for support

- Sustaining health and wellbeing
- Being able to provide safe and effective midwifery care

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nepr.2023.103689>

### Cognition and Dementia with Raymond and Brain. Coming to a cinema near you?

**Source:** Nurse Education in Practice

**In a nutshell:** Daytime television can be something of a lottery. Strike it lucky and you can end up with a double bill of *Frasier* followed by *Homes Under the Hammer*; roll a one and you can be stuck with endless hours of the *Big Bang Theory* and *Bargain Hunt*. *Cognition and Dementia with Raymond and Brain* might sound nearer to the latter than the former but was, in fact, an “animated flipped-classroom module to impact [sic] nursing students’ attitude toward dementia care,” and in this article a team of researchers, led by Bryan Brown, from the University of Hawaii, studied its effectiveness. They found that prior experiences and a sense of mission were key factors affecting nursing students’ receptiveness to training for, and careers in, cognition-related care. The students taking part in the study rated the module’s effect on their attitude towards dementia highly and their scores on a test of knowledge increased significantly. Only 2.6% of the students would have preferred a text-based reading assignment and the students gave the module high marks for clarity, relevance, entertainment, attention, and complexity.

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nepr.2023.103696>

### Are nursing podcasts pick of the pops?

**Source:** Nurse Education in Practice

**In a nutshell:** “In the future,” Andy Warhol almost said, “everyone will have their own podcast for 15 minutes,” although as someone who tires easily of the sound of their own voice I might not make it past eight or so. Nursing lecturers are no exception and in this study Andrea Gomes da Costa Mohallem, from the Israeli Albert Einstein Hospital in São Paulo, led a team of researchers assessing the efforts of 18 of them. The lecturers had all been on a workshop on the production of educational podcasts and produced 46 of them between them. The average access rate for the podcasts was 58%. All of the podcasts were informative and 98% of them were monologues. Their average length was 6.2 minutes “within the ideal duration recommended in the literature.” All of the podcasts described their learning objectives at their start and most of them included a closing message at the end.

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nepr.2023.103721>

## Dementia. What should nursing students know, and how should they learn it?

**Source:** Nurse Education in Practice

**In a nutshell:** An old joke says that if you get five economists in a room you will emerge with six opinions about the correct course of action to take. But is the same true about dementia experts advising on what nursing students should be taught about the condition? In this study Susana Cariñanos-Ayala, from the Bioaraba Health Research Institute in Spain, led a team of researchers interviewing nine dementia experts about this issue. The experts came up with five priorities for what nursing students to learn which were:

- A theoretical understanding of dementia
- Communication
- Caregivers' needs
- Comprehensive assessment
- Ethical practice

The favourite way the experts thought students should learn about dementia was by gaining experience of caring for people with it.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2023.103711>

## How can you spot an unsafe nurse?

**Source:** BMC Medical Education

**In a nutshell:** Sadly serial killers don't always come with a manic cackle, an axe, and a bloodcurdling stare; life would be a lot easier, and recent history very different, if they did. In this study Mostafa Ghasempour, from the University of Medical Sciences in Tabriz (Iran), led a team of researchers who interviewed 18 "faculty members, nursing students, and supervisors of medical centres," about "self-presentation components among nursing students with unsafe clinical practice." The researchers found that three sub-categories emerged from their interviews which were:

- Defensive/Protective behaviours
- Assertive behaviours
- Aggressive behaviours

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04486-9>



## The benefits of a proactive personality

**Source:** Nurse Education in Practice

**In a nutshell:** For those of us attracted to religion one suspects that people's personality plays a much larger role than we'd be prepared to admit in our choice of theology. Jolly, extrovert types, for instance, might be drawn toward evangelical Christianity; the gloomy and guilt-ridden towards Catholicism; and the aesthete to the higher end of the Church of England. As two of its main tenets are silence and inaction it's perhaps not surprising that I've been drawn to Taoism of late, but would that make me a good nursing student? In this study Ya Shi, from Manchester University, led a team of researchers studying 860 Chinese nursing students. They found that a *proactive* personality, psychological resilience, and professional identity were all positively connected to one another and were negatively connected to irrational beliefs. The researchers concluded that "nursing educators should take nursing students' proactive personality seriously, which would allow for activities to be taken to improve their psychological resilience and decrease their irrational beliefs, hence continuously enhancing their professional identity. In addition, respecting students' professional aspirations and improving family support may also be valuable ways to boost their professional identity."

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2023.103729>

## Going from theory to practice on the wards

**Source:** Nurse Education in Practice

**In a nutshell:** One of the more annoying things a spouse can do is to give you a lecture on fire safety when you've forgotten to switch a ring off. One can be abreast of the theoretical implications of adopting – or not – a certain course of action, without always practically putting it into effect. In this study Sandra Carless-Kane and Lorelli Nowell, from the University of Calgary, reviewed the evidence on nursing students' transfer of knowledge from the classroom to practical care. Facilitators to knowledge transfer included: knowledgeable and supportive educators and nursing staff; using strategies to promote connections; fostering reflection; and aligning theory and practice. Barriers to knowledge transfer included: unclear connections between course content; "incongruencies between classroom and practice," lack of nurse role models; lack of real-world applicability; and unsupportive nurse educators.

You can read the abstract of this article at

<https://doi.org/10.1016/j.nepr.2023.103731>

## Board games and fire drills

**Source:** Nurse Education Today

**In a nutshell:** Board games seem to be used to teach everything these days from iambic pentameters to maritime jurisprudence. Fire safety brings to mind a number of possibilities. Snake and ladders is an obvious one, but there might also be scope for *Cluedo* “it was Nurse Stevens in the kitchen with a pop tart,” et cetera. In this study Hui-Wen Hsieh, from Ditmanson Medical Foundation Chia-Yi Christian Hospital in Taiwan, led a team of researchers comparing the effectiveness of a board game and a fire drill at teaching 122 nurses fire safety. 62 played the board game for an hour, while the rest took part in an hour-long fire drill. After the intervention only fire-safety knowledge was significantly higher in the game-based group, than in the drill-based group but there were no significant differences in fire-safety attitudes and behaviour between the two groups. The researchers concluded “A board game-based fire education program is similar to a tabletop exercise, and drill-based programs more accurately reflect actual circumstances. Both methods can be applied based on the educational objectives and actual educational settings.”

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nedt.2023.105919>

### [Are nursing students learning enough about human trafficking?](#)

**Source:** Nurse Education Today

**In a nutshell:** Rather like fraud, human trafficking seems one of those areas of activity where, if the same energy were devoted to legitimate activities, fortunes could be made without constant fear of the law and vast quantities of human suffering. In this study Francine Bono-Neri and Tammy J. Toney-Butler, from Nurses United Against Human Trafficking, and Molloy University, studied 644 current and recently-graduated RN undergraduate nursing students. They found that virtually all the participants reported that there was minimal to no human-trafficking content taught in undergraduate nursing curricula and three-quarters said that they had “some to no human-trafficking knowledge.” Fewer than 5% said that they had full confidence in recognizing the signs or clinical presentations of human-trafficking in a client.

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nedt.2023.105920>

### [Does an e-learning environment make any difference?](#)

**Source:** Nurse Education Today

**In a nutshell:** Rather like real environments e-learning environments can vary in quality from the equivalent of the toilets on Blackpool Beach at the end of the August Bank Holiday to Kew Gardens on a warm evening in May. In this study Chen-Jung Chen, from Mackay Medical College in Taiwan, led a team of researchers comparing the effectiveness of a Moodle-based e-learning environment combined with face-to-face teaching, to that of traditional face-to-face teaching alone. 84 nursing students took part in the study; 32 in the e-learning environment group, and 52 in the face-to-

face-only group. The researchers found that the addition of the e-learning environment led to greater perceived satisfaction, greater e-collaborative learning, and higher study achievement.

You can read the abstract of this article at  
<https://doi.org/10.1016/j.nedt.2023.105921>