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General Healthcare Education

The Masters of the Universe will mark your essay now

Source: International Journal of Educational Technology in Higher Education

In a nutshell: “Their yearly trick of looking new,” wrote Philip Larkin about budding trees “is written down in rings of grain.” No such dating techniques can be applied to humans, but attitudes to IT might be a fair proxy for the aging process; those working in it having gone from socially-maladroit losers (“takes one to know one” -Ed.), to well-paid professionals and now, Masters of the Universe, keeping the rest of us on for menial labour and entertainment purposes only. The latest field for AI to muscle in on is marking essays – the subject of this study by a team of researchers led by Juan Escalante, from Brigham Young University in Hawaii. They found no difference in learning outcomes between a group of students given written feedback by their tutor and another group given feedback by ChatGPT. Another group of students was also divided into those given feedback by AI, and those given feedback by their tutors – the students were found to be evenly split in preference between AI and a human teacher.

You can read the whole of this article at

<https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00425-2>

Ditching defunct drugs – drains, dustbins, or dollies’ tea party?

Source: BMC Medical Education

In a nutshell: Despite saving their energy by emitting scarcely more light than one might find inside a shipping container on a wet February evening in Rotterdam, long-life bulbs occasionally bite the dust. Householders then have to work out how to dispose of them safely, leaving them out on a cupboard top for months at a time for any passing toddler to chew on while they do so. But are healthcare professionals any more clued-up when it comes to disposing of drugs that are no longer needed? In this study a team of researchers, led by Wuraola Akande-Sholabi from the University of Ibadan in Nigeria, attempted to find out. They surveyed 930 healthcare students studying medicine, surgery, nursing, pharmacy, physiotherapy, and medical laboratory science. Two-thirds of the students were unaware of proper disposal methods and most scored either 0 (31.9%) or 1 (46%) out of four on a test. Pharmacy students knew most, but even their knowledge did not always correspond to correct practices. Only 10.1% of participants reported using recommended disposal methods such as returning unused medicine to a pharmacy or a drug take-back programme. Major barriers identified included lack of access to drug take-back programmes; lack of knowledge; and inconvenience.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04788-y>

Interprofessional Education

Complexity, resilience, and simulation

Source: BMC Medical Education

In a nutshell: Whilst some people make TikTok videos at the drop of a hat, take selfies *ad nauseam* and can think of nothing better than listening to the sound of their own voice, on a loop, for all eternity others spend whole Teams calls wincing at themselves in the bottom right of the screen, run a mile when a camera is in the offing, and are secretly convinced they sound like a serial killer. Spare a thought for those of the latter persuasion among the interprofessional education simulators taking part in this study, who had to analyse videos of themselves debriefing nursing and medical students. It was all in a good cause though as a team of researchers, led by Torben Nordahl Amorøe, from the University of Gothenburg, investigated the issues of complexity theory and resilience in interprofessional simulations. Three themes emerged from the interviews which were:

- Concepts of complexity and resilience are relevant for interprofessional simulations as students often need to deviate from prescribed guidelines/algorithms in order to solve cases
- Exploring complexity. The fact that there might be several ways to approach a challenge can contribute to important insights into the conditions for teamwork
- Unpacking how solutions are achieved. The importance of addressing self-criticism by highlighting how students were often able to overcome challenges and find solutions

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04690-7>

Medical Education

Does oral debrief come up with the goods?

Source: BMC Medical Education

In a nutshell: Also engaging in self-reflection (see above) were 16 OSCE examiners taking part in this study, led by Alexis Régent, from the University of Paris. In the study pretend students – of varying degrees of competence – took part in three simulated oral debriefs and the examiners were asked to think aloud about their thought processes while they marked them. The researchers found that the examiners thought about several things while they marked the students on their clinical reasoning during the oral debrief. These included:

- The adoption of a confident structured approach
- Discriminating between relevant and less-relevant information
- The ability to prioritize and justify decision making

The students' clinical-reasoning skills were judged "in [the] light of potential risks to patient safety and examiners' own illness scripts."

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04668-5>

Peer education – moving on from the Golden Cage

Source: BMC Medical Education

In a nutshell: During the Ottoman Empire heirs – or potential heirs – to the throne were kept in splendid isolation in the Golden Cage (notwithstanding concubines, eunuchs, and flunkies*) to prevent them getting itchy feet and deciding to terminate their parents, or being assassinated themselves. Needless to say this did not go well, with a long succession of megalomaniac, paranoid rulers presiding over the decline of the Ottomans, until Ataturk put them out of their misery. Things have moved on since then and there is now a recognition that one can learn something from one's peers other than poisoning methodology and *recherche* techniques for the harem. In this study Nermin Sakru, from Trakya University in Turkey, led a team of researchers investigating what students made of peer education there. 233 students took part in the study which found that 78.5% of them thought that peer education was helpful. 69.9% thought it could help them reinforce what they had learned in theoretical lessons, 54.5% thought it should be used in other practical lessons, and 64.3% thought it should be used in the future. Whilst peer education did not lead to an improvement in the overall level of students' marks those students who were peer educator themselves did do better in their exams.

You can read the whole of this article at

<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04739-7>

*No doubt these will be among the options for staff categories in next year's NHS survey

Yesterday I hittapotamus

Source: BMC Medical Education

In a nutshell: In days gone by young men were sent out from Britain – like Stevie Smith's [Jungle Husband](#) Wilfred – to far-flung corners of the Empire so they could catch malaria, develop a drink habit, and return to England sunburnt, feverish, and disillusioned. Nowadays we send medical students on electives to far-flung corners of the world instead. In this article Natasha Mehta, from Stanford University in California, led a team of researchers reviewing the evidence on how students are prepared for "short-term global health experiences." A group of students surveyed 66 published global-health curricula and identified aspects of "pre-and-post travel training that were found to be under-addressed." These included:

- Examining power relations associated with neo-colonization between and within countries
- Training for bi-directional learning
- Examining motivations and goals for participating in global health
- Addressing personal resiliency and psychosocial wellbeing related to students' travel
- Reflecting on the challenging aspects of the fieldwork experience

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04606-5>

It's not a tea-break, it's open-topic guided collaborative reflection

Source: BMC Medical Education

In a nutshell: Some physicists think that the universe will stop expanding at some point in the future and start collapsing inwards under its own gravity; at which point time might start running backwards. It's tempting to think that this process has already begun with Dickensian squalor and Scrooge-like working practices prevailing in certain sectors of the economy. I'm old enough to remember when people had tea breaks; large parts of which – as in any service industry. one suspects – were devoted to discussing how awful the customers were. Perhaps if we'd rebranded them “open-topic, guided collaborative reflection sessions,” we could still be sloping off for a cuppa, a HobNob, and a quick moan. Who knows? These were the topic of this study, by a team of researchers led by Chris W. Walinga, from Leiden University in the Netherlands. 99 students took part in the study and four themes emerged from their questionnaires:

- Interactions with patients
- Complex patient care
- Diagnostic or therapeutic considerations
- Dealing with collegial issues

Six “learning gains,” were found which were: learning from others or learning from sharing with others; learning about learning; communication skills; self-regulation; determination of [one's] position within the healthcare team; and the importance of good documentation. The students said they had learned from reflecting about their, and their colleagues' workplace experiences and they valued the sessions as a safe environment n which to share workplace experiences.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04756-6>

Blood on the keys and a Monet in the mortuary

Source: BMC Medical Education

In a nutshell: Notwithstanding the difficulties of breaking off an operation for a Chopin mazurka – “for goodness sake, blood all over the keys again!” – or interleaving a session of GP appointments with a bit of Proust (send Mr Swann on his way, will you?) medical humanities, in which the arts are used to give a different perspective on medicine, have been in use in medical degrees for a while now. But what do the students make of them? In this study a team of researchers, led by Marta Makowska, from Kozminski University in Poland, attempted to find out. 166 medical students took part in the study which found that the students expected to learn how to communicate with patients and their families, especially about difficult topics. They also expected the classes to be active, stress-free, and “without passing grades.” They preferred being taught by a doctor, although a psychologist or “other qualified person,” was also popular. “Previous participants in medical humanities courses were more likely to expect such a course to be compulsory than those who had yet to attend it.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04771-7>

Searching for the gift of sound and vision

Source: BMC Medical Education

In a nutshell: Gnarled old football pros are said to look askance at new managers and ask them “show us your medals.” For researchers the equivalent is a randomized-controlled trial (RCT) – the so-called gold standard of research that is purported to settle any issue beyond doubt. In this study it was Marko Tolonen, from Savonia University of Applied Sciences, who led a team of researchers using an RCT to compare different ways of teaching students: live classroom teaching; streamed classroom teaching; an audio recording (podcast); and a video recording. The researchers found that all the methods led to an improvement in the students’ test scores but that this improvement was significantly less in the students who learned via a podcast. The researchers concluded that “only video learning is comparable to team teaching in classrooms.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04759-3>

When epidemiology escaped into the community

Source: BMC Medical Education

In a nutshell: Community can cover a multitude of scenarios. Anything from the local Boxing Day hunt meeting, through 15 people shivering in a church on Sunday morning, to a bunch of youths in tracksuits selling each other spliffs at the local skate park. In this study Yongming Zhang, from Zhejiang University School of Medicine in China, led a team of researchers investigating the effectiveness of a practical, community-based project at teaching medical students about epidemiology. They found that the group who took part in the community project – as opposed to

classroom-based learning – had significantly-higher self-assessment scores in course understanding and clinical-practice skills. They also reported significantly higher interest, stronger learning motivation, and a better mastery of epidemiology. However, the students’ test scores and pass rates “demonstrated no statistical significance between the two groups.”

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04787-z>

Teaching aorta surgery – when models just aren’t sexy enough

Source: BMC Medical Education

In a nutshell: A kindly uncle – obviously unfamiliar with my wretched eyesight and motor skills – once gave me an Airfix model kit for my birthday. After a few sessions plastering myself in glue, losing pieces, and feeling a bit weepy I abandoned my attempt at a fighter jet and reverted to the *status quo ante* of reading, playing football, and pointlessly doing laps of the triangle of grass outside our house on my Chopper. One might have expected rather more success – and gratitude – for the kind of people capable of producing a 3D model of an aorta and its surrounding gubbins for vascular surgeons to practise on. It wasn’t good enough for a team of researchers led by Weihao Li, from Peking University People’s Hospital, though who decided to augment the 3D model with a dose of mixed reality. 51 doctors doing a rotation in vascular surgery took part in the study. 27 used just the 3D model and 24 used the model and virtual reality. The researchers found that the doctors who used virtual reality got higher total mean scores and higher scores for anatomy/pathophysiology than those who had just used the model. 95.8% of those who had used virtual reality “strongly or somewhat agreed that the mixed reality was adequately realistic and the curriculum helped improve the ability to understanding [sic] aortic diseases.

You can read the whole of this article at

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-023-04610-9>

Nurse Education

Tackling prejudice on placements

Source: Nurse Education Today

In a nutshell: Rich and poor, Catholic and Protestant, Northern and Southern – human beings are never short of reasons to dislike one another. So much so that it’s tempting to conclude that this is the default state. We should still try and rise above it, or course, and in this study Anna Caffrey, from the University of East London, led a team of researchers interviewing 24 student nurses and nurse apprentices about their experiences of racism and discrimination while on placement. Three themes arose from the researchers’ interviews with the nurses:

- Safety and support in the university space
- Hierarchical treatment in work placements due to intersecting race and “student,” identities
- Direct racism by patients and staff in work placements

The researchers recommended “more opportunities within university curricula are needed for student nurses to learn about, reflect on, and gain support for managing experiences of discrimination in the health system.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2023.105980>

Nursing students and dementia – into the unknown?

Source: Nurse Education in Practice

In a nutshell: “The time to worry about dementia’s not when you forget your keys,” I tell myself when I stand at the shed door and realise they’re still in my dressing-gown pocket from when I fed the guinea pigs the day before “but when you can’t remember what keys are for.” Sadly increasing numbers of people are grappling with dementia all over the world, and in this study Gülbahar Korkmaz Aslan, from Pamukkale University in Turkey, led a team of researchers investigating how well-equipped nursing students are to cope with this. 784 students took part in the study, 82.9% of whom were women. 15.1% were living with “an older person,” 5.5% had a family member with dementia, and 9.8% had had a prior experience with dementia care. About a fifth had received some kind of education about dementia. The researchers found that the students had “inadequate knowledge of dementia,” but a moderately positive attitude towards it. Being a woman, having studied for longer, having had a family member with dementia and having had dementia education all had a positive effect on students’ knowledge about the condition whilst knowledge of dementia and previous experience of dementia care both led to a more positive attitude towards it.

Keeping nursing students in mid-season form

Source: Nurse Education Today

In a nutshell: Auditing – clinical or otherwise – is the office-workers’ version of *Line of Duty* with mad dashes to the photocopier and stand-offs by the stationery cupboard replacing car chases and shoot-outs. Medical record-keeping is no laughing matter of course* and in this study, a team of researchers, led by Joanne Weinschreider, from Saint John Fisher University in New York, investigated how new nurses acquire “electronic-health-record competency.” The researchers spoke to electronic health record educators and found that practising built competency in electronic-health-record knowledge, skills, and attitudes. It was the combination of teaching through modelling, working hard as a new graduate, and understanding the

standards for documentation that affected the development of electronic-health-record “competency characteristics.”

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2023.105987>

*Unless your Dominic Cummings’ optician

Are nurses class-conscious?

Source: Nurse Education Today

In a nutshell: In *Lord of the Flies* a bunch of schoolboys find themselves marooned on a desert island and quickly descend into status-riven rival camps, engaging in brutal conflict and mindless superstition – a rather more realistic turn of events, one suspects, than the utopias envisaged by Thomas More, William Morris, and Extinction Rebellion. But is the same true of qualified nurses and health-care assistants? In this study a team of researchers, led by Marieke van Wieringen, from Vrije Universiteit in Amsterdam, attempted to find out by interviewing 15 nursing students in their third and fourth years of training. They found that in the classroom the division of working relationships between nursing students and health-care assistants was very rarely discussed explicitly. However, “teachers and students implicitly and explicitly conveyed that certified nursing assistants have lower status, describing the latter’s role as inferior and as assisting to the role of registered nurses.” On their placements, when they started working with HCAs the nurses’ adjusted their perceptions of them, especially if the HCAs mentored them during their early days. However, as they moved through their training the students started to relate more to the qualified nurses and started to “reproduce the dominant perception and discourse that certified nursing assistants are inferior and supposed to support registered nurses, thereby perpetuating pervasive status differences and inequality.”

You can read the abstract of this article at <https://doi.org/10.1016/j.nedt.2023.105984>

Sticks, stones, and sarcasm

Source: BMC Medical Education

In a nutshell: “Sticks and stones,” goes the old childhood rhyme “may break my bones, but words will never hurt me.” News to our brave boys in blue who shrug their shoulders at burglary and bicycle theft but race round in their Panda cars quicker than you can say “free doughnuts,” the moment someone posts something disobliging on Twitter. In this study Meiyuan Qian, from Yangzhou University in China, led a team of researchers examining the “experience of verbal violence among Chinese nursing students in clinical practice.” The researchers interviewed 21 nursing students and three themes emerged from their interviews with them which were:

- Multiform verbal violence
- Hurting and impacting
- Struggling or coping

The researchers found that the students were subject to several forms of verbal violence, not only from patients and caregivers, but also from peers such as clinical tutors and doctors. This “not only harmed students’ personal health and wellbeing, but may also contribute to the nursing industry’s future loss of human resources.”

You can read the whole of this article at

<https://bmcomeduc.biomedcentral.com/articles/10.1186/s12909-023-04741-z>

A steaming pile of theses

Source: Nurse Education Today

In a nutshell: As if working out how to use the photocopier, not trapping patients in beds, and avoiding getting run over by the drinks trolley wasn’t hard enough some nursing students are expected to do a thesis based on their placement. Perhaps unsurprisingly there is sometimes “a mismatch between the expectations and abilities of clinical nursing teachers and nursing students.” Or, to put it another way “if you think I’m going to do a full shift on Ward 15, get three kids their tea, and then muck about with Harvard referencing you’ve got another thing coming, duck egg!” But what can be done about this? In this study Huayan Lin, from The First Affiliated Hospital of Fujian Medical University in China, led a team of researchers interviewing 16 nursing students and six clinical teachers. Three themes, and a number of sub-themes, emerged from the interviews which were:

- Lack of scientific research training
 - Lack of clinical instructors’ experience
 - Lack of academic training courses
 - Lack of necessary scientific research resources support
- Poor communication
 - Excessive workload
 - Poor instructor-student relationships
 - Lack of communication skills
- Lack of support systems
 - Lack of support from other disciplines
 - Negative coping patterns

You can read the abstract of this article at

<https://doi.org/10.1016/j.nedt.2023.105997>

How critical-thinking are nurses?

Source: Nurse Education in Practice

In a nutshell: Rather like independence in teenagers, or tree-felling in beavers critical-thinking is something the powers-that-be like to encourage people to do, as long as it's kept within certain limits. In this study Reza Nemati-Vakilabad, from Ardabil University of Medical Sciences in Iran, led a team of researchers studying critical-thinking in a sample of 246 nursing students. They found that 63% had a low level of critical thinking, and 37% had a moderate level. "The highest and lowest mean scores between dimensions were related to the intellectual and cognitive and technical respectively."

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2023.103814>

What do nursing students think about AI?

Source: Nurse Education in Practice

In a nutshell: Some people have high hopes of AI (artificial intelligence or algorithmic idiocy, according to taste). News to those of us being served up hours of turgid indie landfill after leaving Spotify unattended for a few moments while we cook dinner; or being offered the chance to buy our sixth sofa of the week after purchasing some furniture on Amazon. In this study Leodoro J. Labrague, from Loyola University in Chicago, led a team of researchers attempting to find out student nurses' views on this topic. 200 nursing students took part in the study which found that perceived AI use in nursing practice had a significant positive effect on student nurses' attitudes towards AI and their intention to adopt the technology. "Attitudes towards AI partially mediate the relationship between perceived AI utilization [sic] in nursing practice and the intention to adopt AI technology."

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2023.103815>

... and what do they make of smart glasses?

Source: Nurse Education in Practice

In a nutshell: Sadly although the streets of London might be paved with gold, they are often trod by people suffering – floridly or otherwise – from a variety of mental-health problems. For a short while after hands-free mobiles came in, I was tempted to add the increasing number of people marching along talking to themselves to this number – some might argue I still should. Of course it's not just phones now – smart glasses and head-mounted displays* are upon us, or soon will be. In this study Jiyoung Kim, from Inha University in Korea, led a team of researchers asking 284 students what they made of them. Differences in the positive attitudes towards, and perceived importance of, wearable display technology were observed according to the level of satisfaction with college life, level of satisfaction with nursing major, whether the participants owned a wearable display, and whether they would consider buying one.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2023.103812>

*Although I still prefer to associate this with antlers in the hallways of stately homes.

Is it catheter come home in Kazakhstan?

Source: Nurse Education in Practice

In a nutshell: One of the less-cheery straight-line graphs in medicine is the one depicting the awfulness of an illness on one axis, and the unpleasantness of the treatment people are prepared to put up with on the other. A case in point being peripheral intravenous catheters (PIVCs) – tubes stuck into people for the purposes of administering a constant supply of a drug. In this study Jonas Preposi Cruz, from Nazarbayev University in Kazakhstan, led a team of researchers investigating how much 200 paediatric nurses in Kazakhstan knew about PIVCs. They found that the nurses had a poor knowledge of patient assessment, PIVC insertion, maintenance, and removal but they “reported high confidence in inserting and maintaining PIVCs among paediatric patients.” The nurses’ education, their paediatric nursing experience, and having had PIVC training in the last year were all significant predictors of the nurses’ knowledge and PIVC insertion and care knowledge directly influence the nurses’ confidence in these procedures.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2023.103816>

Nursing students and social media

Source: Nurse Education Today

In a nutshell: Between 1896 and 1899 100,000 prospectors headed to the gold rush in the Klondike, North-West Canada in an attempt to sift out tiny amounts of gold from heaps of dross and make their fortune. A lucky few did but many left either as broken men, or in a wooden box. The analogous activity for researchers – and the odd librarian, lagging behind like a soon-to-be-shot-and-eaten husky – is to embark on a systematic review; sorting through huge piles of bibliographic gravel in a sometimes futile search for the elusive gleam of “high-quality evidence.” Latest to saddle-up their search-engine sledge were a team of researchers, led by Michell Yan Ni Tan, from the National University of Singapore. They reviewed the evidence on social media and student nurses and found 26 articles which met their quality criteria. Two main themes (with eight sub-themes) emerged from the research:

- Shaping Student Nurses into Nurses
 - Personal Development
 - Professional Development
 - Advocacy
 - Networking
- Repercussions of Social Media Usage

- Frustrations
- Discriminative Feelings
- Compulsive Feelings
- Consequences of Inappropriate Usage

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2023.106000>

Nurses' spirituality – 40-year-old Talisker, or gripe water?

Source: Nurse Education Today

In a nutshell: Some might argue that claiming to be religious whilst not being in favour of organized religion is a bit like kicking a ball against a brick wall for hours on end whilst not taking part in organized football. All well and good until the next time you spend 45 minutes talking about colour schemes in the vestry at a PCC meeting. In the same way one could argue that “spirituality,” is just a homeopathic dose of religion; not quite the real thing but unlikely to produce any unwanted side effects either. In this study Wei Wang, from Chengdu University of Traditional Chinese Medicine, led a team of researchers reviewing the evidence on “nurses’ perceptions and competencies about spirituality and spiritual care.” The researchers concluded that “nurses’ perceptions and competencies about spirituality and spiritual care were moderate, and both needed to be improved.” “Nurses with no religious affiliation had inferior spiritual care competencies than nurses with religious affiliation,” and nurses with more education were more spiritually-competent than those with less education.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2023.106006>

Through a smart-glass darkly

Source: Nurse Education in Practice

In a nutshell: Glasses come in a variety of formats from the Ray-Ban Aviators favoured by Brad Pitt, George Clooney, and Tom Cruise to the NHS bottle-tops held together with sticking plaster, sported by generations of optically-unfortunate schoolboys. Smart-glasses – assuming you can fit them over the top of your standard-issue Mr Magoo ones – have the added bonus of being able to present you with information as you go about your business. “Someone looking for a date – 150 yards north-by-northwest,” and “Gregg’s have a 50% reduction on sausage rolls,” providing the perfect concatenation of circumstances, perhaps, as you walk down your local High Street. In this study Charlotte Romare and Lisa Skär, from Blekinge Institute of Technology in Sweden, reviewed the evidence on the use of smart glasses in nurse education. They found that the research fitted into three main categories:

- Situations in which smart glasses have been used in nursing education
- Learning experiences from using smart glasses in nursing education

- User experiences from using smart glasses in nurse education

“Smart glasses were used in different learning situations and were in general positively evaluated by nursing students. Although, drawbacks of using smart glasses were noted which could negatively effect [sic] student learning.”

You can read the abstract of this article at
<https://doi.org/10.1016/j.nepr.2023.103824>

Evidence-based practice, or the Four Horsemen? Get your bets on now

Source: Nurse Education Today

In a nutshell: “Tomorrow, and tomorrow, and tomorrow, Creeps in this petty pace from day to day, To the last syllable of recorded time,” said Macbeth; perhaps he’d have felt more cheerful about things if he’d rented a nice bungalow in Torquay for the winter. And Macbeth hadn’t even tried to teach evidence-based practice in the NHS. Others do though and in this study Chieun Song, from Nambu University in Korea, studied 133 nursing students to see how their knowledge of evidence-based practice changed over time. Chieun Song found that the nursing students’ evidence-based practice self-efficacy increased over time. Nursing leadership, nursing skills, communication, and “nursing process,” were all significant factors that affected the changes in evidence-based practice self-efficacy.

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2023.106008>

The Human Library – overdue improvement or certain reservations?

Source: Nurse Education Today

In a nutshell: In the Human Library various people offer themselves up as books to be checked out and talked to for half an hour. Those involved might feel the need to get the doilies and teapots out for a latter-day Jane Austen; hire a few sniffer dogs for those who take after Irvine Welsh; and have a mental-health nurse on standby for Dan-Brown impersonators. In this study Hsiao-Yun Chang, from Chang Gung University of Science and Technology in Taiwan, led a team of researchers interviewing 46 first-year nursing students about their experiences with a human library. The researchers found that the participants experienced a significant improvement in their professional commitment, learning motivation, and “learning-career adaptability,” after engaging with human books. Four categories emerged from the interviews with the students which were:

- Professed value for nursing
- Motivation to pursue a career in nursing
- Reflection and transformation
- Positive career possibilities and expectations

You can read the abstract of this article at
<https://doi.org/10.1016/j.nedt.2023.106010>

Physiotherapy Education

Making a trial out of evidence-based medicine

Source: BMC Medical Education

In a nutshell: From searching for the philosophers' stone to turn base metal into gold, to attempting to produce a watchable quiz show for BBC's lottery-draw slot on Saturday evenings, humanity has a long history of expending energy on lost causes. One could argue that attempting to interest undergraduates in evidence-based medicine is another instance of this, but God loves a trier and in this study a team of researchers led by Igor Sancho, from the University of Duesto in Spain, measured the effectiveness of adding a randomized-controlled trial into the mix. Students in their first year of a physiotherapy course who were enrolled in the subject "Introduction to Research Methodology," were invited to take part in a real randomized-controlled trial. During the semester the students had the chance to take part either as researchers or as participants in the trial themselves. 110 students took the course and 85% said that it had a "positive," or "very positive," effect on their critical-thinking abilities with 89% expressing the same sentiments about their ability to assess methodological quality. Most of the students said that taking part in the RCT had helped them learn about placebos, detection of bias, development of critical thinking, and a better understanding of methodological issues in research although "lecturers reported an additional burden that was difficult to reconcile with daily duties."

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<https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-023-04716-0>