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The Topol Review
The Topol Review was published 11th Feb 2019: “Preparing the healthcare workforce to deliver the digital future.”

https://topol.hee.nhs.uk/

- how technological and other developments (including in genomics, artificial intelligence, digital medicine and robotics) are likely to change the roles and functions of clinical staff in all professions over the next two decades to ensure safer, more productive, more effective and more personal care for patients;

- what the implications of these changes are for the skills required by the professionals filling these roles, identifying professions or sub-specialisms where these may be particularly significant;

- the consequences for the selection, curricula, education, training, development and lifelong learning of current and future National Health Service staff.

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- the response from the King’s Fund
- fuller response from Harry.Evans (@HarryAEvans) of the King’s Fund
- the response from NHS Employers
- news item from BMJ
- the response from the Academy of Royal Colleges
- item from BBC News
- reaction via Twitter – #topolreview

Apprenticeship and levy statistics: April 2019
Statistics are available covering apprenticeship starts, apprenticeship service registrations and commitments. Department for Education

Social and emotional wellbeing in primary and secondary education
You can now comment on the draft scope on Social and emotional wellbeing in primary and secondary education.

The consultation closes on 28 May 2019 at 5pm. NICE

RPS secures commitment to publish more information on ‘pharmacy degree apprenticeships’
The Royal Pharmaceutical Society has met with the Institute for Apprenticeships and Technical Education (IFATE) following concerns and questions from RPS members about the recent proposals on degree apprenticeships for pharmacy. Royal Pharmaceutical Society

Health Education England invites bids for £50m Workforce Development Funding for 2019/20
Health Education England (HEE) has confirmed the arrangements for accessing funding from the £50m it has made available in the first phase of allocation through its workforce development fund to help employers develop their existing workforce in 2019/20. Health Education England

Record breaking numbers recruited to GP specialty training
Figures released by Health Education England (HEE) show that recruitment to GP specialty training is the highest ever for this time of year with 2598 trainees accepted on to courses compared to 2533 for the same period last year. Health Education England

Share your expertise on changes to medical curricula
NHS Employers seeking volunteers to join NHS Employer's employer reference group: an established professional community that plays a key part in major revisions to the medical curricula. NHS Employers

DfE Guidance on RSE: What it means for pupils with SEND
In anticipation of RSE becoming statutory in September 2020, the Department for Education (DfE) have clarified some key messages. Council for Disabled Children

SoR and University of Portsmouth debate closure of radiotherapy degree
The Society’s CEO and the head of the School of Health Sciences and Social Work at the University of Portsmouth exchanged views on breakfast time radio about the decision by the HEI to close the radiotherapy and oncology honours programme. The Society of Radiographers

New framework on workforce stress and the supportive organisation
Health Education England (HEE) has launched a new framework Workforce Stress and the Supportive Organisation. NHS Employers

Moving forwards with National Recruitment
The Royal College of Ophthalmologists undertook a consultation with the membership regarding the recruitment to the ophthalmology training programme. There was overwhelming feedback that they should maintain the ability to recruit doctors with some prior experience to the specialty training programme. Royal College of Ophthalmologists

Meeting the challenge of reducing stress and building resilience in the NHS workforce
A new framework aimed at helping health and social care employers improve the mental wellbeing of their employees has been launched by Health Education England (HEE). Health Education England
Key facts you should know about the apprenticeship levy
The apprenticeship levy is celebrating its two year anniversary. Here's what you should know.
Source: Department for Education and The Rt Hon Anne Milton MP

Population Wellbeing Portal
The Population Wellbeing Portal is free to access by anyone who can positively impact public health and wellbeing. The Portal offers free access to education, training and professional development resources, to help deliver improvements in public health and prevention. Providing a central location for numerous e-learning resources, reading material, guidance, toolkits and videos, factsheets and many more resources relating to population health.

Healthcare education and training tariff: 2019 to 2020
Information is available about what the tariffs cover, how to use the tariffs and in what circumstances the national tariffs may be varied. Department of Health and Social Care

New work-based learning resources
An infographic is available which aims to support employers with understanding the key elements which need to be in place to successfully embed a culture of work-based learning. There is also further information on the NHS Employers website on the page Building a culture of work-based learning. NHS Employers

Smartphones in orthopaedics: a decade of innovation
Mr Bilal Al-Obaidi Mr Satish Babu Mr Nawfal Al-Hadithy
Pages: 274–277 British Journal of Hospital Medicine

Use of work-based assessments in postgraduate medical education
Mr Sulaiman Alazzawi Mr James Berstock British Journal of Hospital Medicine

Development and delivery of the trainee nursing associate pilot curriculum
Christina Roulston Miriam Davies
British Journal of Nursing Volume 28, Issue 710 Apr 2019

Use of mental imagery to learn CPR skills in pre-registration nurse education
Nick White
British Journal of Nursing Volume 28, Issue 710 Apr 2019

First study day dedicated to clinical skills hits the spot
Chrissie Spiers
British Journal of Cardiac Nursing Volume 14, Issue 402 Apr 2019

Care of the dying in hospital: a medical student perspective
Munaib Din Areeb Zar Ahmed Kerwan Ansab Fazili
British Journal of Hospital Medicine Volume 80, Issue 402 Apr 2019

Development of student competencies for palliative care
Gloria Mabel Carrillo Olga Janeth Gómez Lorena Chaparro Díaz Sonia Patricia Carreño
International Journal of Palliative Nursing Volume 25, Issue 402 Apr 2019

Has anyone seen the student? Creating a welcoming practice environment for students
Penny Tremayne Louise Hunt
Research Article

Just-in-time faculty development: a mobile application helps clinical teachers verify and describe clinical reasoning difficulties

Although clinical teachers can often identify struggling learners readily and reliably, they can be reluctant to act upon their impressions, resulting in failure to fail.

Authors: Elisabeth Boileau, Marie-Claude Audétat and Christina St-Onge

Citation: BMC Medical Education 2019 19:120 Published on: 30 April 2019

Research Article

“They cared about us students:” learning from exemplar clinical teaching environments

In order to foster positive student experiences in the clinical learning environment, we wanted to better understand which teaching practices they regard highly.

Authors: Althea Gamble Blakey, Kelby Smith-Han, Lynley Anderson, Emma Collins, Elizabeth Berryman and Tim Wilkinson

Citation: BMC Medical Education 2019 19:119 Published on: 29 April 2019

Research Article

Assessment of medical students’ integrated clinical communication skills: development of a tailor-made assessment tool

Since patient-centered communication is directly connected to clinical performance, it should be integrated with medical knowledge and clinical skills.

Authors: M. Brouwers, J. Custers, E. Bazelmans, C. van Weel, R. Laan and E. van Weel-Baumgarten

Citation: BMC Medical Education 2019 19:118 Published on: 29 April 2019

Research Article

Educating undergraduate occupational therapy and physiotherapy students in motivational interviewing: the student perspective

Motivational Interviewing (MI) is an evidenced based talking therapy designed to affect client Health Behaviour Change.

Authors: Meriel Norris, Gail Eva, Jennifer Fortune, Tai Frater and Jeff Breckon

Citation: BMC Medical Education 2019 19:117 Published on: 27 April 2019

Research Article

Educating undergraduate occupational therapy and physiotherapy students in motivational interviewing: the student perspective

Motivational Interviewing (MI) is an evidenced based talking therapy designed to affect client Health Behaviour Change.

Authors: Meriel Norris, Gail Eva, Jennifer Fortune, Tai Frater and Jeff Breckon

Citation: BMC Medical Education 2019 19:117 Published on: 27 April 2019

Using theories of behaviour change to transition multidisciplinary trauma team training from the training environment to clinical practice.

Author(s): Murphy, Margaret; McCloughen, Andrea; Curtis, Kate

Source: Implementation Science; Apr 2019; vol. 14 (no. 1)

Publication Date: Apr 2019

Publication Type(s): Academic Journal

PubMedID: 31036023

Available at Implementation Science - from BioMed Central
Abstract: Background: Major trauma patients—such as patients who have experienced road injury, high-impact falls or violence—require complex, intense and rapid resuscitation from a multidisciplinary team of clinicians. These 'flash teams' must form quickly and function effectively, often having never met before. There is evidence that multidisciplinary teamwork training improves the performance of the trauma team in simulation. However, the translation of learnt resuscitation teamwork skills from simulation into clinical practice has had modest and variable effects. This paper outlines a method for developing an intervention designed to translate the teaching from a simulated training environment into clinical practice using the theoretical domains framework, behaviour change wheel and behaviour change techniques as the theoretical and empirical basis for the process. Database: CINAHL

Simulation training in vitreoretinal surgery: a systematic review.

Author(s): Rasmussen, Rasmus Christian; Grauslund, Jakob; Vergmann, Anna Stage
Source: BMC Ophthalmology; Apr 2019; vol. 19 (no. 1)
Publication Date: Apr 2019
Publication Type(s): Academic Journal
PubMedID: 30975112
Available at BMC Ophthalmology - from EBSCO (MEDLINE Complete)
Available at BMC Ophthalmology - from BioMed Central
Available at BMC Ophthalmology - from Europe PubMed Central - Open Access
Available at BMC Ophthalmology - from ProQuest (Health Research Premium) - NHS Version
Abstract: Background: The purpose of this study was to perform a systematic review of the current literature on simulator-based training in vitreoretinal surgery (VRS). We examined the results regarding simulated VRS and provided an overview of how the current results may be employed in VRS training. Lastly, we evaluated the quality of these results. Methods: The databases of Pubmed, Embase and Cochrane Library were searched for articles in English involving simulated VRS training. A qualitative analysis was performed, since the studies which met our inclusion criteria did not allow for a quantitative meta-analysis. Database: CINAHL

Simulation TRaining for Operative vaginal Birth Evaluation: study protocol for an observational stepped-wedge interrupted time-series study (STROBE).

Author(s): Lenguerrand, Erik; O'Brien, Stephen; Cornthwaite, Katie; Burden, Christy; Siassakos, Dimitrios; Jordan, Sharon; Timlin, Laura
Source: BMC Pregnancy & Childbirth; Apr 2019; vol. 19 (no. 1)
Publication Date: Apr 2019
Publication Type(s): Academic Journal
PubMedID: 30940102
Available at BMC Pregnancy & Childbirth - from BioMed Central
Available at BMC Pregnancy & Childbirth - from Europe PubMed Central - Open Access
Available at BMC Pregnancy & Childbirth - from ProQuest (Health Research Premium) - NHS Version
Abstract: Background: Operative vaginal birth is a common procedure used to expedite birth after full cervical dilatation where there is a clinical need to do so (15% of births in the UK in 2016). The acquisition of skills for operative vaginal birth is dependent on the exposure of junior obstetricians to situations in which they can undertake directly supervised learning from senior accoucheurs. The Royal College of Obstetricians and Gynaecologists has recently introduced the first structured course in operative vaginal birth. To date, there have been no attempts to determine the clinical impact of a structured training package for operative vaginal birth. Database: CINAHL
High-Fidelity Mannequin Simulation versus Virtual Simulation for Recognition of Critical Events by Student Registered Nurse Anesthetists.

Author(s): Erlinger, Lisa Rose

Source: AANA Journal; Apr 2019; vol. 87 (no. 2); p. 105-109

Publication Date: Apr 2019

Publication Type(s): Academic Journal

Abstract: Early recognition of intraoperative critical events is essential in optimizing the health outcomes of surgical patients. Use of simulation in nurse anesthesia education allows students to practice recognizing changes in the patient's condition in a safe learning environment. Second- and third-year student registered nurse anesthetists were randomly assigned to 2 groups to explore differences in recognizing intraoperative myocardial infarction (MI) using high-fidelity mannequin simulation vs virtual simulation. One group participated in a virtual simulation first, followed by a high-fidelity mannequin simulation. The other group participated in a high-fidelity mannequin simulation first, then virtual simulation. Database: CINAHL

Team planning discussion and clinical performance: a prospective, randomised, controlled simulation trial.

Author(s): Evain, J.-N.; Perrot, A.; Vincent, A.; Cejkå, J.-C.; Bauer, C.; Duclos, A.; Rimmelé, T.; Lehot, J.-J.; Lilot, M.; Evain, J-N; Cejkå, J-C; Lehot, J-J

Source: Anaesthesia; Apr 2019; vol. 74 (no. 4); p. 488-496

Publication Date: Apr 2019

Publication Type(s): Academic Journal

Abstract: Planning held before emergency management of a critical situation might be an invaluable asset for optimising team preparation. The purpose of this study was to investigate whether a brief planning discussion improved team performance in a simulated critical care situation. Forty-four pairs of trainees in anaesthesia and intensive care were randomly allocated to either an intervention or control group before participating in a standardised simulated scenario. Twelve different scenarios were utilised. Database: CINAHL

Teaching Genomic Pathology: Translating Team-Based Learning to a Virtual Environment Using Computer-Based Simulation.

Author(s): Haspel, Richard L.; Ali, Asma M.; Huang, Grace C.; Smith, Matt H.; Atkinson, James B.; Chabot-Richards, Devon S.; Elliott, Robin M.; Kaul, Karen L.; Powell, Suzanne Z.; Rao, Arundhati; Rinder, Henry M.; Vanderbilt, Chad M.; Wilcox, Rebecca

Source: Archives of Pathology & Laboratory Medicine; Apr 2019; vol. 143 (no. 4); p. 513-517

Publication Date: Apr 2019

Publication Type(s): Academic Journal

Abstract: Context.--Developing skills related to use of computer-based tools is critical for practicing genomic pathology. However, given the relative novelty of genomics education, residency programs may lack faculty members with adequate expertise and/or time to implement training. A virtual team-based learning (TBL)
environment would make genomic pathology education available to more trainees. Objective.--To translate an extensively implemented inperson TBL genomic pathology workshop into a virtual environment and to evaluate both knowledge and skill acquisition. Design.--Using a novel interactive simulation approach, online modules were developed translating aspects of the TBL experience into the virtual environment with a goal of acquisition of necessary computer-related skills. The modules were evaluated at 10 postgraduate pathology training programs using a pre-post test design with participants deidentified. Database: CINAHL

Simulation-based educational package to improve delivery of the deeply impacted fetal head at caesarean section.  
Author(s): Yu, Michael; Janssens, Sarah; Wilson, Erin  
Source: Australian & New Zealand Journal of Obstetrics & Gynaecology; Apr 2019; vol. 59 (no. 2); p. 308-311  
Publication Date: Apr 2019  
Publication Type(s): Academic Journal  
Abstract: Deeply impacted fetal head at caesarean section at full dilation is a rare obstetric emergency, and exposure for trainees can be limited. We aimed to pilot and evaluate a hospital-based training program incorporating mastery learning principles for trainees performing caesarean section at full dilation. We demonstrated improvements in knowledge, skills and self-confidence, and feel that this educational package shows promise as an important component of obstetric training, and warrants further exploration in the future. Database: CINAHL

Communication simulation training in medical education.  
Author(s): Kopel, Jonathan; Hier, Daniel; Thomas, Paul  
Source: Baylor University Medical Center Proceedings; Apr 2019; vol. 32 (no. 2); p. 306-307  
Publication Date: Apr 2019  
Publication Type(s): Academic Journal  
Abstract: The article focuses on the need to include communication simulation training in medical education. Topics discussed include the role of physician-patient communication in improved patient satisfaction; an increasing number of medical programs that have adopted simulated exercises to assess the cognition, professionalism, and communication skills of medical students and residents; and the importance of interpersonal skills and the need to implement simulations throughout medical training. Database: CINAHL

Simulation: the power of what hurts.  
Author(s): Turton, Daniel; Buchan, Kay; Hall-Jackson, Megan; Pelletier, Caroline  
Source: Medical Education; Apr 2019; vol. 53 (no. 4); p. 326-328  
Publication Date: Apr 2019  
Publication Type(s): Academic Journal  
Abstract: While simulation provides an ideal opportunity for learners to learn from mistakes, they are commonly skirted over for fear of harming participants. The authors argue novel approaches are needed. Database: CINAHL

The power of simulation: a large-scale narrative analysis of learners' experiences.  
Author(s): Bearman, Margaret; Greenhill, Jennene; Nestel, Debra
Simulation-based education for novices: complex learning tasks promote reflective practice.

Author(s): Tremblay, Marie-Laurence; Leppink, Jimmie; Leclerc, Gilles; Rethans, Jan-Joost; Dolmans, Diana H J M

Source: Medical Education; Apr 2019; vol. 53 (no. 4); p. 380-389

Abstract: Context: Simulated clinical immersion (SCI), in which clinical situations are simulated in a realistic environment, safely and gradually exposes novices to complex problems. Given their limited experience, undergraduate students can potentially be quite overwhelmed by SCI learning tasks, which may result in misleading learning outcomes. Although task complexity should be adapted to the learner's level of expertise, many factors, both intrinsic and extraneous to the learning task, can influence perceived task complexity and its impact on cognitive processes. 

Database: CINAHL

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Changing the way we train surgeons in the 21st century: A narrative comparative review focused on box trainers and virtual reality simulators.

Author(s): Papanikolaou, I.G.; Haidopoulos, D.; Paschopoulos, M.; Chatzipapas, I.; Loutradis, D.; Vlahos, N.F.

Source: European Journal of Obstetrics & Gynecology & Reproductive Biology; Apr 2019; vol. 235 ; p. 13-18

Abstract: The traditional method of acquiring surgical skills by observing and assisting in surgical procedures involving human beings has been challenged during the past several years. Lessons obtained from aviation suggested that the use of simulators is related to reduced costs, increased efficiency in performing certain tasks and above all safety. A shift in paradigm is also required in modern surgical training. The development of endoscopic surgery allowed for the incorporation of medical simulators into training programmes. A review of the literature was conducted using specific inclusion and exclusion criteria, for articles published up to July 31th, 2018. Relevant studies were identified using computerized bibliographic searches of MEDLINE database. The keywords that were used in various combinations were: "Medical Simulators", "Surgical Training", "Laparoscopy", "Surgical Skills", "Box trainers", "Virtual reality simulators", "Surgical Education". Surgical training with box trainers and/or virtual reality simulators confers a significant benefit in terms of surgical skills development, increases patient safety and reduces costs. Nevertheless, the use of virtual reality simulators was significantly more expensive. Simulation training allows trainees to learn from their mistakes, to repeat surgical tasks multiple times so as to establish muscle memory, and enhance skill competency with the aid of informative feedback. Simulators are necessary for the development of the
skills required to meet the specific needs of endoscopic surgery in the 21st century. Teaching hospitals should introduce simulation training programmes in order to increase efficiency, reduce costs and improve patient safety. As medical advancements continue to transform the way we perform surgery day by day, simulation training will play a pivotal role in every surgical specialty. Database: CINAHL

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**Advance Care Planning Simulation-Based Learning for Nurses: Mixed Methods Pilot Study.**

**Author(s):** Pereira-Salgado, Amanda; Philpot, Steve; Schlieff, Jo; O'Driscoll, Lisa; Mills, Amber

**Source:** Clinical Simulation in Nursing; Apr 2019; vol. 29 ; p. 1-8

**Publication Date:** Apr 2019

**Publication Type(s):** Academic Journal

**Abstract:** Abstract Background Simulation-based learning (SBL) is beneficial for training health care professionals in advance care planning (ACP) or end-of-life communication. Methods ACP SBL intervention with actors was developed for outpatient nurses \((n = 13)\) based on Jeffries' simulation design framework. Quasi-experimental design examined pre-post differences in knowledge, self-confidence, and behaviour. Qualitative description explored benefits, improvements, and impact on clinical practice. Results SBL elicited a statistically significant change in participants' self-confidence in initiating \((z = -2.859, p =.004)\) and revisiting \((z = -2.565, p =.010)\) ACP conversations. Qualitative findings supported increased knowledge, self-confidence, and understanding with some reported implementation into clinical practice. Conclusions With appropriate training, nurses may be better engaged in ACP. Highlights • Development and pilot of advance care planning simulation-based learning intervention. • Thirteen outpatient nurses participated in intervention with trained actors. • Increased self-confidence in initiating and revisiting advance care planning after training. Database: CINAHL

**Request this article from the library**

**Virtual Gaming Simulation in Nursing Education: A Mixed-Methods Study.**

**Author(s):** Verkuyl, Margaret; Hughes, Michelle

**Source:** Clinical Simulation in Nursing; Apr 2019; vol. 29 ; p. 9-14

**Publication Date:** Apr 2019

**Publication Type(s):** Academic Journal

**Abstract:** Abstract Background Virtual simulations can provide students with an opportunity to apply theoretical concepts to simulated clinical experiences. Method A mixed-method design using surveys and focus groups was used to explore student satisfaction, self-confidence, engagement, and simulation design. Results High levels of effective simulation design elements were reported. Survey results indicated positive outcomes in self-confidence and satisfaction. Focus group data revealed three main themes: virtual gaming simulation design elements, expanding knowledge, and experiential learning. Conclusions The high level of realism and authentic storyline in this virtual gaming simulation contributed to the learning experience and enhanced knowledge, engagement, and self-confidence among bridging nursing students. Highlights • Virtual gaming simulation is an effective, engaging learning tool. • An authentic, realistic storyline contributes to the learning experience. • Virtual simulations enhance knowledge, engagement, and self-confidence among bridging nursing students. Database: CINAHL

**Request this article from the library**

**Comparing Two Teaching Methods on Nursing Students' Ethical Decision-Making Level.**

**Author(s):** Basak, Tulay; Cerit, Birgul

**Source:** Clinical Simulation in Nursing; Apr 2019; vol. 29 ; p. 15-23

**Publication Date:** Apr 2019

**Publication Type(s):** Academic Journal

**Abstract:** Abstract Background Health care services have become increasingly complex and led to new ethical problems, which requires strong ethical decision-making skills. This study was conducted to
compare the effects of case analysis and simulation with standardized patients in a Nursing Ethics Course on students’ ethical decision-making levels. Methods The study was designed as a quasi-experimental study. The participants were composed of 70 undergraduate nursing students. A sociodemographic data and the Nursing Dilemma Test were used to collect data. Results The mean pretest Nursing Principled Thinking and Practical Considerations scores of the students in the simulation group were higher than those in the case analysis group. The difference between pretest mean scores of case analysis and simulation groups was not statistically significant (p > .05). Conclusion Compared with the case analysis method, simulation by using standardized patients was found to be a more effective method to develop students’ ethical decision-making skills. Highlights • The goal of ethics education at the undergraduate level is to ensure that students acquire ethical decision-making skills. • Simulation practice using standardized patients was found to be a more effective method to develop students' ethical decision-making skills. • Simulation group students' perceptions about the use of simulation showed positive feedback.

Database: CINAHL

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Simulation Anxiety across the Curriculum.
Author(s): Yockey, Jean; Henry, Melissa
Source: Clinical Simulation in Nursing; Apr 2019; vol. 29; p. 29-37
Publication Date: Apr 2019
Publication Type(s): Academic Journal
Abstract: Abstract Background Undergraduate nursing students experience anxiety during simulation. Excessive anxiety can impair learning and performance. Method Nursing students (N = 96) from first and final semesters of a program participated in an exploratory, sequential, mixed-methods study to identify and rank anxiety sources from simulation components occurring in preparation, prebrief, implementation, and debriefing. Results Participants experienced high normal levels of anxiety that did not change across the curriculum. Having the title or role of primary nurse caused the highest level of anxiety, followed by concern about making a mistake. Conclusion Results provide understanding of sources of anxiety during simulation and support use of the INACSL Standards of Best Practice: SimulationSM (2016). Recommendations to mitigate anxiety are identified, which may lead to enhanced learning in this setting. Highlights • Anxiety in simulation is a common experience for students. • Anxiety may impact learning in simulation. • Changes in simulation format may help mitigate anxiety. Database: CINAHL

Request this article from the library
Simulation and Patient Safety: Continuing to Provide Evidence.
Author(s): Harder, Nicole
Source: Clinical Simulation in Nursing; Apr 2019; vol. 29; p. 38-39
Publication Date: Apr 2019
Publication Type(s): Academic Journal Database: CINAHL

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