

29th International Networking for Healthcare Education Conference

Churchill College, Cambridge
4-6 September 2018

Themed session abstracts

Strands 2A-2I: 4 September 2018, 15.30-17.30

Strand 2A: Developing the future healthcare education workforce

15.30-17.30, 4 September 2018

Bevin Room

Is residential care provision falling down? The need for interprofessional capacity building between Nursing and Paramedic practice

Catherine Hayes, Yitka Graham, and
Jonathan Ling, University of Sunderland;
Jeanette Scott Thomas, South Tyneside
CCG

Research paper, Bevin Room

This presentation reports on recent research investigating the responses of nursing staff to falls in residential care settings. These research outcomes have important implications for nurse education and the corresponding strategic planning of emergency ambulance services. Our study highlights the potential fiscal impact on emergency ambulance services in instances where it is commonplace for contacting emergency services to be the first line response to a patient falling to the floor regardless of whether an injury has occurred. Whilst generic frameworks are available, further consideration of the whether falls policies are suited for purpose is urgently required.

The development of an innovative web based employability hub for health sciences students and professionals

Lisa Taylor, University of East Anglia,
Norwich

Innovation paper, Bevin Room

This presentation will present the development of an innovative web based employability hub for health sciences students and professionals. Employability and continuing professional development are both key components of a health sciences student's and subsequent professional journey (Taylor, 2016). Employability attributes, professional values and statutory requirements for professional registration/revalidation are essential (Whitehead and Brown, 2017) and can be evidenced within the proposed employability hub. The market testing undertaken with the key stakeholders will be presented. Although the initial development of the employability hub has been focussed within the United Kingdom, the universal relevance of the employability hub will be explored.

Educating public health champions

Tristi Brownnett, Adele Phillips and Athene
Lane- Martin, Canterbury Christ Church
University

Innovation paper, Bevin Room

This paper describes an innovative

university course, designed in partnership with a county council that sought to contribute to public health workforce development. Participants acquired knowledge and developed competences outlined in the Public Health Knowledge and Skills Framework. Students were facilitated to become champions of public health in their own workplaces and communities. Evaluation of three cohorts found perceived public health-related cognitive, affective and conative learning along with the development and acquisition of public health competences. Some participants believed they could be/or had become transformative leaders, utilising their social networks and communication skills to influence and improve the public's health.

Novel methods for teaching biological incident response at De Montfort University

Antonio Peña-Fernández, De Montfort University

Innovation paper, Bevin Room

Human health professionals were critical responders to the unprecedented 2014-16 Ebola crisis in West Africa, highlighting the relevance of biological incident response training. A group of academics at De Montfort University and EU first responders have designed basic training for undergraduate human health science students to respond to these events. We also developed basic competences specifically designed for these students that encompass those identified by the European Commission to tackle CBRN events. The novel training developed is effective in facilitating the acquisition of the developed competences by health science students and the necessary skills to respond to minor biological events.

Strand 2B: Educational enhancement

15.30-17.30, 4 September 2018

Club Room

Critical thinking: A perpetual paradox

Angela Stewart, Waikato Institute of Technology

Research paper, Club Room

Critical thinking is considered essential for nurses to determine what knowledge to use, what care to provide, and the best way to deliver this care. Yet, what the term means is not clearly articulated. Critical thinking is predominantly a cognitive problem solving approach and nurses are discursively positioned to comply with rules and regulations to guide their thinking and practice. However, critical thinking also necessitates a philosophical position. This is shown to be challenging, and compromising. Recommendations include formal education about critical thinking, professional supervision, and increasing support for nurse educators, nurses in practice, and students of nursing.

An overview and evaluation of the 'Stand Up and Be Heard' workshops for student fear of public speaking

Rob Grieve, University of the West of England

Innovation paper, Club Room

This paper will present the background, outline and evaluation of an educational innovation on the conference theme of educational enhancement. The "Stand Up and Be Heard" workshops for student fear of public speaking developed from a single workshop in 2015 for physiotherapy students, to a university wide student support resource across three campuses at the University of the West of England. The three-hour public speaking workshops, won the Vice Chancellors staff excellence award

for student enabling in July 2017. The evaluation of these workshops will provide evidence on the suitability and value to students with a fear of public speaking.

Good can come out of it: Supporting practice staff in the wake of Social Work student placement failure

Fern Basnett, *staffordshire university*
Research paper, Club Room

Based upon research into the impact of student placement failure on the practice based staff within social and health care, this presentation outlines the implementation and evaluation of a theoretically grounded model for post failure support. This model aims to: provide the opportunity for staff to reflect and bring closure to the failure event. Promote positive coping as outlined within transactional models of stress (Lazarus and Folkman, 1984; Carver, 1997). Provide feedback to the university regarding student failure procedures. Contribute to a culture of confidence in failing students within the wider placement community.

Strand 2C: Humanising healthcare education

15.30-17.30, 4 September 2018
Cockcroft Room

How do attendees experience participation in Schwartz Rounds in a university context?

Dominique Clancy, *Plymouth University*
Research paper, Cockcroft Room

Schwartz Rounds have been found to reduce psychological distress, strengthen inter-professional working and increase empathy in hospital contexts. This research explores the use of Schwartz Rounds during healthcare professionals training at University, and aims to develop understanding of health and social care

students' experience of participation at Schwartz Rounds in a University context. Using an Interpretative Phenomenological Analysis approach, between eight to ten students from at least three courses will be interviewed about their experience of attending Rounds. Transcripts will be analysed to develop themes, which will be related to themes identified in research exploring Schwartz Rounds in other contexts.

Adult sexual assault victims' experiences of healthcare as delivered by sexual assault nurse examiners

Cristiana Theodoli, *University of the West of Scotland*
University of the West of Scotland and NHS Greater Glasgow and Clyde

Issues for debate paper, Cockcroft Room
Sexual assault and Gender Based Violence in Scotland have been deemed a major public health issue (NHS Health Scotland, 2017). However, a recent evaluation of forensic health services in the country has deemed the provision of care for victims of sexual assault inadequate (Her Majesty's Inspectorate of Constabulary in Scotland, 2017). Nationally and internationally these issues have been addressed by the introduction of Sexual Assault Nurse Examiners (SANE) yet Scotland has lagged behind in developing this specialist role. This literature review explored adult sexual assault victims' experiences of healthcare as delivered by SANE and demonstrated the positive impact on the victims' journey to recovery. Therefore it is recommended developing education programmes for the development of nurses in this specialist role.

Mental health nurse education, creativity and wellbeing

Tony Gillam, *University of Wolverhampton*
Issues for debate paper, Cockcroft Room
A high level of wellbeing is essential to

mental health and contemporary mental health care – and creativity is at the heart of this. Drawing on research into creativity and wellbeing this presentation explores implications for the education of mental health nurses and other practitioners. A greater awareness of everyday creativity, the arts and creative approaches to practice, learning and leadership can help us reinvigorate mental health care. Creativity and wellbeing are fundamental to reducing stress and promoting professional satisfaction. This presentation considers how to identify and nurture creative practice and how to promote the wellbeing of the mental health workforce.

Humanising Healthcare education: Preparing Healthcare students to meet the needs of forced migrant patient groups through teaching by experts by experience: A debate piece

Sophie North and Gervais Koulongou-Mambs, The University of East Anglia
Issues for debate paper, Cockcroft Room
Forced migrant communities often have particular vulnerabilities and can struggle to access appropriate healthcare. This debate will initiate dialogue on what are appropriate educational approaches for preparing health and social care students to meet the needs of forced migrant communities. It will discuss reflections and student evaluation taken from five years of people with lived experience of forced migration co-delivering sessions to students on healthcare undergraduate and postgraduate courses. It will argue that such input may help students to “humanise” the needs of forced migrant communities and impact upon their knowledge, confidence and attitude.

Strand 2D: Education in clinical practice and practice development

15.30-17.30, 4 September 2018
Fellows' Dining Room

Student nurses' experiences of attending non-traditional placements in an Adult Nursing programme

Sue Rourke, Debbi Atkinson and Melanie Tanner, University of Portsmouth
Innovation paper, Fellows' Dining Room

A new model of placement learning has been introduced by the University of Portsmouth incorporating non-assessed placements within non-traditional areas of health and social care. These offer an opportunity for adult nursing students to gain experience in placements not normally associated with adult nursing as well as areas which would be unable to support assessed placements. These placement have been well evaluated and have allowed students to challenge their preconceptions of nursing, gain broader understanding of health and social care, develop transferable skills and enhance their employability and career options.

Helpful others: Recognising informal support networks for students in the clinical setting

Alison Dexter, Whittington Health and Pam Smith, Middlesex University
Research paper, Fellows' Dining Room

In order to develop a sustainable model of education in practice, it is necessary to look widely at both opportunities for learning and those available to undertake this role “Helpful others” have been identified by Eraut (2007) as those, “other than designated mentors and including patients themselves”. The focus of this work is upon those members of the nursing team banded 4 or below (HCA) including Trainee

Nursing Associates and their potential role in supporting learning in practice. The views of both students and HCA's reflect the mutual benefits and challenges of using this approach and are presented for discussion. This initiative is part of a HEE funded project called STEP (Strengthening Team-based Education in Practice).

Developing a second pan London practice assessment document for pre-registration Nursing in London

Jane Fish, Self-employed and Kathy Wilson, Middlesex University

Innovation paper, Fellows' Dining Room

The Pan London Practice Assessment Document (PLPAD) for pre-registration nursing practice was validated by the NMC in December 2013 for use by nine universities with London commissions for pre-registration nursing. The PLPAD has been successfully implemented for all students across the four fields of nursing practice. The implementation of a unified document was comprehensively evaluated. This presentation discusses the development of the 2nd document to meet the new NMC Standards of Proficiency for Registered Nurses in 2018 which is the driver for developing a 2nd PLPAD. A common approach to implementing the NMC Education Framework pan London will be included.

Student empowerment through transformational peer support: The move to a model of collaborative learning in clinical practice

Fiona Timbs, The Mid Yorkshire Hospitals NHS Trust and Susan Jones, University of Huddersfield

Innovation paper, Fellows' Dining Room

Mid Yorkshire Hospitals NHS Trust and the University of Huddersfield are working in partnership to pilot the 'Pontefract Project'

which is a system that uses collaborative learning in practice rather than one to one mentorship to provide support to pre-registration nursing students. This innovative model is underpinned by methods which coach students through the different stages of their training and also promotes peer learning. The overall aim of this approach is to enhance the growth of competent and confident practitioners who are ready to take on the roles of a qualified nurse.

Strand 2E: Learning and teaching strategies

15.30-17.30, 4 September 2018

JCR Games Room

Interdisciplinary education with Law and Nursing students: Unforeseen benefits for all?

Isobel Ryder, University of Portsmouth

Innovation paper, JCR Games Room

This paper examines the potential insights into the development of a shared professional curriculum between disciplines of law and nursing. We have intentionally designed the new nursing curriculum at University of Portsmouth to build bonds of trust between these future professionals, with research suggesting that there are shared skills between professional disciplines (Murdoch, Epp & Vinek, 2017). We anticipate that the interdisciplinary environment will provide fertile ground for skill development in problem solving, relationship-building, communication and collaboration skills.

Improving clinical decision-making: Does the 'approach to learning' make a difference?

Beverly Joshua, London South Bank University

Research paper, JCR Games Room

Clinical decision-making is essential to safe patient care therefore student nurses need to be competent decision-makers on qualifying and entry to the professional register. However, tensions exist between the acquisition of taught knowledge and the ability to transfer this learning when deciding on choice of care. This study examines the mechanisms that enhance a students' ability to expand and embed knowledge that is taught and improve the transfer of this learning when making decisions in clinical practice.

Introducing innovative methods of delivering teaching on clinical topics to help develop 21st century skills in medical students

Namita Panicker, West Middlesex University Hospital, Chelsea and Westminster NHS trust.

Innovation paper, JCR Games Room

This presentation discusses changing the classroom based tutorial, usually delivered by an experienced clinician, that has traditionally been used to introduce and teach complex clinical topics to medical students in limited available time, in order to create a teaching session that is more inclusive and participatory in learning, along with helping to develop "21st century skills" in undergraduate medical students.

Championing experiential learning amongst Access to Health and Social Care Diploma students within an FE setting

Blaine Robin, South Essex College of Further and Higher Education

Innovation paper, JCR Games Room

This paper aims to explore whether presentations, by practicing health and social care professionals, provide a legitimate form of experiential learning vital to the development of prospective

undergraduate students. 'Championing experiential learning is fundamentally about nurturing people in order to enhance their life and society within which they live'(Fry et al 2003 p135). In 2017 the author invited health and social care professionals into the faculty to share their experiences of what life is like as a qualified professional. In total three health professionals visited faculty in December 2017. This approach to teaching and learning added degree of realism. Realism is a philosophical standpoint which does not hide the truth about the demands and challenges of the profession. These presentations are shaped by professional ethics and organisational constraints (Cody and Kenney, 2006).

Strand 2F: Developing the future healthcare education workforce

15.30-17.30, 4 September 2018

JCR TV Room

Pre-registration Nursing third year community rotation project

Stephanie Reynolds, Birmingham City University; Tracey Valler-Jones; Anita Dabbs; Catherine Cahalane, Birmingham Community Healthcare NHS Foundation Trust

Innovation paper, JCR TV Room

This abstract outlines the experiences of a community rotation project set up in partnership between Birmingham Community Healthcare NHS Foundation Trust and two local university partners; Birmingham City University and The University of Birmingham. The community rotation pilot project focused on pre-registration adult nursing students in their final year. The impetus for the project was conceived by practice placements within the Trust, seeking to maximise the student experience across all specialities within the community by them spending their entire

third year with the Trust. Thereby maximising student recruitment to the community setting upon graduation, by exposing them to the career potential in this dynamic arena.

Evaluating summative practice assessment roles in the context of policy changes in the UK

Jan Royal-Fearn, University of Nottingham
Issues for debate paper, JCR TV Room
Research completed in 2017 evaluated the impact of the sign off mentor, a practice based summative assessment role introduced into UK Nursing and Midwifery education in 2006. In 2017, the Nursing and Midwifery Council propose phasing out this role with new practice based assessors introduced to complete practice assessment in liaison with an academic assessor. This paper critiques the sign off mentor and models of assessment in other countries alongside the proposed introduction of the new roles in 2019 and considers if changes will benefit the nurse graduate and ultimately the safety of patients under their care.

Clinical nurse educator network: Making a connection

Bill Whitehead, University of Derby and Elizabeth Allibone, Royal Brompton and Harefield NHS Foundation Trust
Research paper, JCR TV Room
This paper will discuss the Clinical Nurse Educator Network (CNEnet), the first national network for clinical nurse educators (CNEs). The network was launched in 2014 to support, develop and connect UK CNEs. Key themes generated from CNEnet events and debates through social media continue to concur with previous research findings that the CNE plays an increasingly vital role; a “practical necessity” perfectly placed to role model high quality clinical practice (Whitehead,

2010; Allibone 2013; Scott et al., 2017;). We have since collected further evidence from network events.

Strand 2G: Using simulation to enhance learning

15.30-17.30, 4 September 2018
Seminar Room

Use of an integrated simulation lab to prepare pre-licensure nurses for entry to practice

Tammie McParland, Nipissing University
Innovation paper, Seminar Room 1
In 2015, the entry to practice requirement in Canada switched from a Canadian written exam to an American based exam. In anticipation of the switch, an integrated simulation lab in year 4 was introduced. Simultaneously, standardized simulation scenarios from an innovation grant funding award were being developed (Queen’s University, 2014). The serendipitous timing helped create a weekly 3-hour lab. In the lab, different simulation scenarios are used, along with “day-in-the-life-of-a-nurse” activities completed after the simulation event. The laboratory has been well received, and students are engaged in learning more complex theory which is then translated to the clinical area.

Utilising virtual reality simulation to deliver workshops on paediatric minor illness to specialist community public health nurses and general practice nurses

Zalihe Kamil-Thomas, University of Chester
Innovation paper, Seminar Room 1
Illness, such as lower respiratory tract infections (LRTI) along with injuries caused by accidents in the home, are among the leading causes of attendances at Accident & Emergency and hospitalisation amongst children under five. Managing minor illness

and accident prevention is a high impact area that commissioners require Specialist Community Public Health Nurses (SCPHNs) and Practice Nurses to fulfil. This presentation reports on a CPD workshop that utilised theory, simulation and virtual reality in a blended learning approach to enhance student experience, engagement and learning.

Developing a large scale cross-field clinical simulation for over 150 students over two weeks: Lessons for future integration of simulation with pre-registration Nursing curricula

Cliff Riordan, Rachel Skipper and Jessica Powell, University of York

Innovation paper, Seminar Room 1

The presentation will report on the development of a large scale clinical simulation involving over 150 nursing students from all fields of practice set within an emergency department, assessment unit and community hub. In sharing our experiences we will be considering how clinical simulation can be extended in developing new curricula to meet future demands.

Values-based care in first year Nursing students: Perceptions of MASK-EDTM developing the pedagogy

Allison Wiseman, School of Health Sciences University of Surrey

Research paper, Seminar Room 1

Traditionally simulation has focussed on the development of technical skills. However, newer and more innovative simulation approaches are emerging with potential to teach students non-technical skills. A novel high-fidelity humanistic simulation method involving silicone body props, Mask-Ed™ (KRS simulation), has been introduced into the University of Surrey School of Health Sciences. Within

the framework of a detailed character biography relevant to the learning experience, an informed (hidden) educator dons the mask and transforms into a person/character using unscripted encounters guiding students to interact effectively. Interplay between the character and student is thereby spontaneous and permits natural interactions.

Strand 2H: Student experience and engagement

15.30-17.30, 4 September 2018

Sixties Room

Their student life and our student life: Repertoires used by student nurses when talking about their university experience

Sue Jackson, Northumbria University
Issues for debate paper, Sixties Room

University is an exciting time, learning, new friends and good fun (Morton and Tighe 2011). For student nurses, university experiences may not be like this. This paper discusses findings from a study about student nurse professionalism. Students appeared 'caught' between two discourses: university student and student nurse. Lecturer talk deterred students from engaging in wider university experiences fearing breaching NMC professional behaviours. With moves to consumerism, and self-funded students (DoH 2016), a balance is needed in lecturer talk to ensure NMC requirements are met, while developing future practitioners with experiences in wider education initiatives.

Following the offer: Factors influencing pre-registration health professionals' choice of higher education institute

Donna Kemp and Vikki Barry, University of Huddersfield

Research paper, Sixties Room

This session presents the findings from a small scale qualitative study exploring the factors that influenced pre-registration mental health nursing and occupational therapy choice of Higher Education Institute. During the session, the qualitative methodology used will be presented, comprising focus groups for each professional group to generate the data; NVIVO software used to transcribe, code, theme and analyse the data. Findings comprising of 5 themes: environment; relational; communication; proximity; and recommendation, will be presented and discussed.

Transitioning to university as a Nursing student

Jane Griffiths, University of Manchester
Research paper, Sixties Room

This study explored first year nursing students' experiences of transition to university. We analysed 50, 500-word, written reflections from first year nursing students on their transition from school, college or work to university. Two main themes emerged: 'managing expectations' and 'practical tools and support aids'. The findings outline the importance of universities considering transition as part of the student experience. Induction and engagement activities need to be flexible so that they can be tailored to the specific needs of individual students: some require greater academic support, some greater social support and some greater support for personal development.

Strand 2I: Student experience and engagement

15.30-17.30, 4 September 2018
Sixties Room

An investigation of professional integrity in preregistration nurse

education

Elizabeth Blowers, University of East Anglia
Research paper, Tizard Room

This presentation sets out to share a model of professional integrity which arose from the findings of a local modified grounded theory investigation which explored experiences of professional integrity in pre-registration nurse education amongst student nurses, practice-based mentors and lecturers. Insights into participants' experiences of professional integrity were gained through interviews and focus groups. This research proposes a model of professional integrity that puts people, particularly recipients of healthcare, at the centre, and that requires genuine healthcare practice and the management of complex situations.

Caring pedagogies to foster the growth and development of professional caring in students

Claire Mallette, York University, Toronto, Canada
Research paper, Tizard Room

At the core of nursing education and practice is caring. Yet, there is little in the literature describing how nursing students are taught or embody caring as a practicing nurse. Schools of Nursing state they educate future nursing professionals to care for the person, the family, and the community. But what does this really mean? What do we teach? How do we teach it? How effective are we? The purpose of this presentation is to describe based on a multi-site qualitative descriptive study, students' process of growth and development of professional caring and the caring pedagogies that facilitate their growth.

A pedagogical framework to embed a culture of professional values and

growth in nurses and midwives

Margaret Fisher, Rusalka Clarke and Jenny Child, University of Plymouth

Research paper, Tizard Room

A research project has been exploring 'best practice' in preparation of nursing and midwifery students for the 'Reality of Revalidation in Practice'. This has investigated the views of qualified professionals undertaking a regulatory

process to maintain their registration, and students' experiences of activities in their undergraduate programmes which may contribute to professional growth. A model has been developed depicting the interface of 'Purpose', 'Process' and 'Preparation' and factors which contribute positively to this, as well as highlighting potential hazards. This forms part of a pedagogic framework which has professional values at its core.