Strand 4A: Developing the future healthcare education workforce
15.30-17.30, 5 September 2018
Bevin Room

Supporting the supporters
Margaret Wickham, NHS Grampian
Research paper, Bevin Room
This presentation discusses the findings of an MSc study conducted to explore Practice Teachers’ (PTs) experiences of supporting trainee Health Visitors (HVs). The requirements for more HVs present challenges for PTs. The higher cognitive skills required to train future practitioners in leadership roles requires PTs who are appropriately qualified and supported to facilitate this higher learning. The challenge of teaching and assessing HV trainees and the competing demand of a PT’s clinical caseload is exacerbated if the trainee is underperforming. The study explored whether PTs felt equipped with the support mechanisms they require to achieve excellence in their roles.

Innovation in values-based Public Health Nursing student selection: A qualitative evaluation of stakeholder perspectives
Caroline McGraw and Judy Brook, City, University of London
Research paper, Bevin Room
This session will present the findings from an evaluation which explored how candidates and panel members experienced and perceived the use of two novel values-based recruitment techniques (photo elicitation and situational judgement questions) in the context of selection to a Public Health Nursing programme at a Higher Education Institution in the UK. The evaluation was framed by a qualitative exploratory design involving semi-structured interviews and a group exercise. Eight interviews were conducted with selection panel members. Twenty-two successful candidates took part in a group exercise. The session will explore how both techniques offered innovative solutions to candidate selection.

Innovating the trainee journal club
James Ashcroft, Imperial College London/West Middlesex University Hospital, Chelsea and Westminster Hospitals NHS Trust;
Innovation paper, Bevin Room
Healthcare is an evolving field requiring trustworthy evidence-based decisions. There is an increased personal and professional pressure in healthcare to publish high impact research which may or may not be valid. The West Middlesex University Hospital Trainee Journal Club
has made significant steps forward to move from the traditional journal club, where trainees were small voices in a room of senior healthcare professionals, to creating leading positions for healthcare trainees. Read more about our 'Journal Club Takeaways' and interactive virtual journal club.

Strand 4B: Using simulation to enhance learning
15.30-17.30, 5 September 2018
Club Room

An evaluation of the three-staged approach to clinical simulation on the learning experience of part 2 Pre-Registration Adult Nursing students at the University of the West of Scotland
Jacqueline White, Nan Bryden and Pauline Robb, University of the West of Scotland
Innovation paper, Club Room
Clinical simulation is widely used in nurse education with positive evaluation of its benefits, however studies heavily focus on and report outcomes on the clinical nursing practice, with limited discussion around the importance of all stages of simulation. At the University of the West of Scotland, Part 2 Adult Nursing students across two campuses have participated in the three-stage approach to clinical simulation; preparation, immersion and debrief of complex patient scenarios. This approach has been evaluated using a validated questionnaire in clinical simulation to determine students’ opinions on preparation, immersion and debriefing.

Birth emergencies and safeguarding: The challenges and opportunities of developing interprofessional learning, using skills and simulation, with Paramedic, Midwifery, Social Work and Child and Adolescent Mental Health students
Rosalind Weston, University of Worcester
Innovation paper, Club Room
The aim of this paper is to explore how two inter-professional learning (IPL) activities were developed, using skills and simulation. Firstly an outline will be given showing how the challenges were overcome of facilitating workshops: ‘Working together with families in crisis: Removing barriers between professionals’ with second year Child and Adolescent Mental Health, Social Work and first year Midwifery students. Secondly, it will show how skills and simulation have been used.
to enable Paramedic and Midwifery students to learn together about birth emergencies in a mock home environment. Evaluations by students, lecturers and practice partners and short video clips will inform the presentation.

Strand 4C: Educational enhancement
15.30-17.30, 5 September 2018
Cockcroft Room

The development of an online tool to support students and academics to co-publish their work
Carolyn Lees, Liverpool John Moores University
Innovation paper, Cockcroft Room
An online toolkit was developed as a result of a cross-faculty student internship project, to support students and academics to co-publish their work in peer reviewed academic journals.

Student-led neurological rehabilitation group
Donna Wynne, Robert Gordon University
Research paper, Cockcroft Room
Student-led groups are still a relatively new phenomenon in the UK in Pre-registration Physiotherapy education and evidence is mainly anecdotal. This research investigates Physiotherapy students' perceptions of running and participating in a student-led neurological rehabilitation group.

Plugging the gap: The introduction of clinical supervision by personal tutors to enhance the student experience
Ann-Marie Dodson, Birmingham City University
Innovation paper, Cockcroft Room
The Royal College of Nursing (RCN) (2017) and Nursing and Midwifery Council (NMC) (2017) have both highlighted the crisis with trained nurses leaving the profession. Qualified nurses are stretched to deliver quality care and consequently mentorship and students' learning experience are being impacted negatively. There are increasing levels of anxiety and difficulties transitioning into qualified practice. An innovation, prior to the implementation of the new standards for undergraduate Nursing is underway to implement clinical supervision by personal tutors within the faculty in order to "plug a gap", in order to support students and mentors, preventing burnout and attrition.

An evaluation of Physiotherapy students’ perceptions of the use of Structured Online Anatomy Quizzes (SOAQs) in learning
Reynold Cruziah and Adam Baines-Jump, University of the West of England
Research paper, Cockcroft Room
Anatomy teaching is vital for Physiotherapy students. Healthcare education at university is changing and therefore it is vital to adapt. An online blended learning approach to the BSc Physiotherapy level one Anatomy module at the University of the West of England (UWE) was developed to support weekly lectures and seminars. A key component of this included Structured Online Anatomy Quizzes (SOAQs) which aimed to act as a learning and self-evaluative tool for students. The study aims to investigate the overall perceptions of Physiotherapy students using SOAQs and how they helped students prepare for their practice placements.

Strand 4D: Education in clinical practice and practice development
15.30-17.30, 5 September 2018
Fellows' Dining Room
Nursing children and young people: What mental health training is required?
Leah Thomas, Barts Health NHS Trust
*Research paper, Fellows’ Dining Room*

The aim of this research was to investigate what qualified paediatric nurses thought of their post-registration mental health training and what recommendations they would make for the future training of staff. Positive mental health is a pre-requisite for normal growth and development and mental health problems in young people are a huge public health issue. Paediatric nurses have an important role to play in dealing with these mental health issues and the training provided following registration is key in improving outcomes for patients.

An innovation in mental health practice education for Pre-registration Paramedic students
Eleanor Jack and Megan Jadzinski, Bournemouth University
*Innovation paper, Fellows’ Dining Room*

This presentation describes an innovative approach to mental health training for student paramedics in preparing the future workforce with the required skills and knowledge. There will be a description of the delivery and an evaluation of the placement, identifying its key and sustainable learning impacts for all involved. Key to its success was the co-production of the placement from the beginning to end including service users and qualified paramedics. The outcome of this placement enabled students and clinicians to develop the confidence and ability to provide compassionate person-centred care as well as the skills to cultivate self-care and resilience.

Student Managed Initiatives in Lifestyle Education (SMILE)
Melody Carter, University of Worcester; Louise Ward, La Trobe University
*Research paper, Fellows’ Dining Room*

Through our Australia/United Kingdom collaboration, we are exploring new ways for healthcare students to work with vulnerable groups in ways that empower and humanise their experiences. We have found that community-based and creative arts projects can provide a ready and appropriate environment for students to enhance their communication skills, learn to work in partnership and increase their understanding of mental illness and ways in which recovery may be supported. Our presentation will both illustrate the work of the project, report on our research findings and provide an opportunity to discuss the direction of this research area.

Caring and coping: The family perspective on living with limb loss
Kristina Fleuty and Hilary Engward, Veterans and Families Institute, Anglia Ruskin University
*Research paper, Fellows’ Dining Room*

This paper presents empirical findings from a grounded theory study, ‘Caring and coping; The veteran and family perspective on living with limb loss’. This study provides insight into the lived experience of limb loss, and how veterans and families adapt to living with limb loss, within the home environment. A key outcome of the research findings is the development of the Living with Limb Loss Support Model (LLSM), which identifies distinct stages in the limb loss life course, each of which align to support and care needs, and to which healthcare professionals can target specific interventions.
Strand 4E: Internationalisation and global challenges in healthcare education
15.30-17.30, 5 September 2018
JCR Games Room

Bridging the gap between teaching and learning: A research-informed culturally engaged approach for teaching-learning
Patricia Bradley, York University
Innovation paper, JCR Games Room
Based on a study on beliefs and practices of educators and internationally educated Nursing students, a new framework of culturally engaged pedagogy emerged. This interactive presentation will explore the meaning of this approach for deep learning. From this perspective educators can better align their teaching practices with the learning needs and preferences of students. The research-informed model, and aspects of the model, will be shared with participants so they can create an inclusive learning environment for students.

Global citizenship: What has it got to do with us?
Vicky Taylor, Isle of Man DHSC
Research paper, JCR Games Room
Recent health and political events such as the Ebola and Zika viruses; the refugee crisis in Europe; and Brexit have highlighted the connections between global politics and health. Policymakers have tended to focus on communicable diseases rather than the broader non-communicable global causes of ill health. The Pre-registration Nursing standards do not currently specifically include global citizenship in their remit. A qualitative study was undertaken to identify the level of global citizenship knowledge and understanding in third year Pre-registration Nursing students.

Designing purposive MOOCs for disease elimination
Astrid Leck, London School of Hygiene & Tropical Medicine
Innovation paper, JCR Games Room
Trachoma is an avoidable blinding eye disease endemic in 42 countries. The World Health Organisation (WHO) launched ‘GET 2020’, an international initiative to eliminate trachoma. Across many countries, training challenges include few educational opportunities, lack of trainers and limited or outdated resources. Applying innovations enabled by digital Open Education, LSHTM created the first MOOC in ‘Eliminating Trachoma’, aimed at improving access to training, equipping and mobilising large numbers of eyecare workers to achieve ‘GET2020’. The innovation was to: bridge the gap in access to knowledge; collate expertise into one course; and develop a learning design relevant for a wide range of practitioners and stakeholders.

Strand 4F: Using simulation to enhance learning
15.30-17.30, 5 September 2018
JCR TV Room

Students as standardised patients: A pilot study using interdisciplinary role-play
Deborah Starkey and Mary Hannan-Jones, Queensland University of Technology
Innovation paper, JCR TV Room
Simulation activities undertaken in the university setting enhance the preparation of health students to engage in the clinical environment. This presentation provides the results of a pilot project to explore the impact on student learning of undertaking

registration Nursing students.
the role of standardised patient. Students were recruited for standardised patient roles for medical imaging and dietetics role play activities as an adjunct to the existing authentic simulation approaches in each programme. The project investigated the impact of these activities on student interdisciplinary understanding and patient empathy, as well as identifying some of the challenges of this approach.

Re-booting education for the 21st Century using immersive virtual reality scenarios
Sian Shaw, Anglia Ruskin University

Innovation paper, JCR TV Room
This paper will present our experience at Anglia Ruskin University of using immersive digital scenarios for educating health professionals. There is a clear demand for innovative, high-quality education resources to meet the increasing need for nursing professionals. Virtual reality (VR) is becoming more prevalent in a range of contexts. Using immersive virtual scenarios will facilitate both the work-based model of nurse education (by easy access to innovative distance learning) and could also increase the number of places available by reducing the number of hours required in clinical placement areas for university-based courses.

Child-simulated patients: Being ethically responsible
Carrie Hamilton, SimComm Academy

Innovation paper, JCR TV Room
Everyone working with children should have a common set of skills and knowledge and be able to effectively communicate (UN General Assembly, 1989; DoH, 2003; DoH, 2008). To hear the unique perspective of the child it is imperative that children are incorporated into simulation-based education (SBE).

There is a heightened focus on ethical responsibility when working with child-simulated patients. By gathering information from centres and from children, their families and their schools, a highly transferable Adapted Ethical Framework (AdEF), based on the principles of autonomy, justice, non-maleficence and beneficence has been created which guides us in safe practice when working with children in SBE.

Strand 4G: Student experience and engagement
15.30-17.30, 5 September 2018
Seminar Room 1

Do final year undergraduate Physiotherapy students value Twitter as an educational tool? A mixed-methods study
Amanda Deaves, University of Liverpool

Research paper, Seminar Room 1
A mixed-method design was used to explore third year undergraduate Physiotherapy students’ educational experience of a dedicated Twitter feed as an adjunct within one module. Thirty-three students completed questionnaires and two focus groups were held. These methods explored the students’ current professional use of social media, in particular Twitter, and the students’ educational experience of this platform. The results indicated the students felt that the Twitter feed enhanced their educational experience; a range of perceptions were offered including peer assisted learning and thought stimulation. However, support is required regarding digital literacies and self-confidence to increase visible engagement.

Investigating the barriers and enablers experienced by students new to
Many studies have highlighted challenges facing disabled students in the HE sector. However, there is little knowledge about the expectations and experiences of disabled students new to HE sector academic study, particularly in relation to distance learning. This paper presents the aims, methodology and initial findings from the first phase of a study investigating the barriers and enablers of disabled students, as voiced by them, new to HE study of health and social care within a distance learning institution. Outcomes from the research will help to improve the experience of disabled students in the HE sector.

Does gender role conflict exist in first year male Nursing students: An exploratory study?
Martin Christensen, Western Sydney University
Research paper, Seminar Room 1
Gender role conflict in male nurses is an ongoing phenomenon despite the plethora of literature that identifies some of the barriers they experience. The social construction of Nursing being female often inhibits men from entering the profession. The stereotypical image of a male nurse is one of being a homosexual/gay, effeminate, a sexual deviant or possessing a “crisis of masculinity”. These studies predominately highlight the gender role socialisation imparted by society as to expected norms for boys and girls – masculine or feminine behaviours congruent with their gender-role, and often for men, Nursing is seen as not meeting this ideal. The aim of this exploratory study was to ascertain whether gender-role conflict exists in a cohort of 1st year male Nursing students.

Midwifery forum: Collegiate working for the good of all
Heather Ingram, Keele University
Innovation paper, Seminar Room 1
This session provides findings from an evaluation of a pilot and innovative model for promoting staff/student relationships within a spirit of collective responsibility. It varies from the more traditional approach adopted by providing a different space and promoting the student voice in a very deliberate way. The project was specifically designed to:
1. Raise areas of practice which both promote and hinder student learning.
2. Integrate opportunities for collaboration and collegiate discussions to promote and advance learning gain and enrich the student experience.
3. Provide a different ‘space’ outside the usual school practices with opportunities for wider integration.

Strand 4H: Learning and teaching strategies
15.30-17.30, 5 September 2018
Tizard Room
A unique ecosystem of ICT enabled innovations for learning in the School of Health Sciences
Michelle Koh, NGEE ANN POLYTECHNIC
Innovation paper, Tizard Room
The School of Health Sciences has adopted a whole-of-school approach which has evolved into a unique ecosystem of ICT enabled innovations for teaching that has been well integrated into the curriculum. This ecosystem in Health Sciences allows students to tap into a whole range of resources at any time to support their own
learning. This ecosystem comprises 13 innovations classified into four categories of Games, Simulation, ICT-enabled solutions for clinical attachment and ICT-enabled solutions for skills assessments.

Writing retreats for undergraduate Nursing students
Clare McFeely, University of Glasgow
Innovation paper, Tizard Room
Evidence suggests that student nurses find academic writing challenging and stressful. In order to develop good academic writing skills and nurture independent learners, we introduced structured writing sessions for undergraduate Nursing students. This presentation will discuss challenges in this process and present evaluation findings. Writing sessions were delivered as a ‘retreat’, in a designated location where writers adhere to a timetable of writing sessions, discussions and breaks. Pilot evaluation indicated that this was effective. Students found the retreat useful, enjoyable and reported they had implemented the structured writing approach individually and with peers following the retreat.

Empowering students to drive change
Claire Mallette, York University, School of Nursing, Ontario Canada
Innovation paper, Seminar Room 1
Leadership knowledge and skills are necessary for nurses to adapt and remain nimble in rapidly changing healthcare environments in the world today. Students often have ideas of how healthcare practices should change, but feel powerless in actually implementing initiatives. The purpose of this presentation is to describe the overwhelming success of the Change Day Initiative course assignment implemented by York University Nursing students that demonstrated to them the power they have as change agents. This teaching/learning methodology demonstrates the importance of creating empowering learning environments where students can unleash their imaginations and the power of social media in driving change.