30th International Networking for Healthcare Education Conference

Keele University
3-5 September 2019

Themed session abstracts
Strand 1A-1J: 3 September 2019, 11.15-13.15

Strand 1A: Developing the future healthcare education workforce

11.15-13.15, 3 September 2019
ROOM: CBA0.061

'Figuring and becoming': Developing identities among beginning Nursing students

Dan Butcher, Oxford Brookes University

Research paper, ROOM: CBA0.061

This session will present a longitudinal study that reveals the significant and often untapped potential of Nursing students' stories to establish an understanding of identity development. As such they are under-utilised educational and developmental tools that have significant potential for enhancing Nurse Education and practice.

Becoming a professional caring nurse: Is there need for an ontological turn?

Yvonne Hilli, Nord University

Research paper, ROOM: CBA0.061

The purpose of Nurse Education programmes is to prepare aspiring professionals for their entry into their profession. The programmes typically focus on developing specific knowledge and skills with the attention on epistemology at the expense of ontological considerations relating to who students are becoming. A caring student-preceptor relationship, based on care ethics, was observed to be the foundation of learning and development. It seems that the student-preceptor relationship and the ethos permeating it are decisive for the students' learning, both epistemologically and ontologically. Preceptorship has a considerable impact on student nurses in their journey towards becoming caring nurses.

A building resilience intervention to assist newly qualified graduate nurses in their transition to practice

Craig Phillips, University of South Australia

Innovation paper, ROOM: CBA0.061

Supporting new graduate nurses in their transition to practice is paramount. New graduate nurses (n=38) at one health service were exposed to a resilience intervention, as part of their transition

to professional practice program (TPPP). A second group of graduate nurses (n=117) acted as a control group, receiving the standard TPPP offering. Pre and post-survey questionnaires identified personality type, resilience score and a satisfaction with transition score. The intervention did not show overall significance compared to the control group. Despite this, sessions with an organisational psychologist were valued by new graduates. Future research to explore resilience and satisfaction is warranted.

Infant feeding education, clinical experience and preparedness for practice: Student midwives' experiences

Rachael Spencer, Chantelle Thomas and Jane Stephenson, Sheffield Hallam University

Research paper, ROOM: CBA0.061

Breastfeeding is a key public health issue, conferring benefits associated with both infant and maternal health. Breastfeeding support and education have been identified as influencing factors associated with breastfeeding prevalence (Keevash et al, 2018). Research into infant feeding education has primarily focused on improving qualified midwives' practices. However, there is limited evidence exploring infant feeding education within the university setting. This study explored the views of one cohort of final year student midwives, regarding the breastfeeding education and clinical experience they gained during their Pre-registration Midwifery degree course and how they felt in terms of supporting women to breastfeed.

Strand 1B: Education in clinical practice and practice development

11.15-13.15, 3 September 2019
ROOM: CBA0.060

A Children's Nursing palliative care training programme: Empowering nurses to lead sector-wide change

Lisa Whiting, University of Hertfordshire
Katie Stevens, Children's Hospice's across London [CHaL]

Innovation paper, ROOM: CBA0.060

In April 2017, Children's Hospices across London were awarded a major grant by the Burdett Trust for Nurses to undertake a project that aims to: identify pathways of development and training for nurses working in children and young people's palliative care environments, facilitating enhancement of both clinical skills and knowledge. This paper will provide a detailed overview of the project, running from September 2018 to September 2021, as well as a presentation of its evaluation and the associated initial findings.

Developing new practice opportunities: Breaking boundaries

Ria Baker and Sarah Pye, Canterbury Christ Church University

Innovation paper, ROOM: CBA0.060

The Mental Health experience was validated by the NMC as part of the September 2017 curriculum. The aim of the placement was to ensure that Adult Nursing students recognised and better understood common mental health conditions and the services available to care and support individuals living with these conditions. A practice placement

within a mental health context was aligned to the students' “Caring Conversations” module. Practice areas were contacted, visited and assessed to ensure that they met our quality assurance obligations. Findings indicated that it offered opportunities to develop students' communication skills and this helped students feel more confident to engage with people who have mental health needs.

The congruence between Nursing students and patients' views of their relationship

Arja Suikkala, Diaconia University of Applied Sciences

Research paper, ROOM: CBA0.060

Patients are the core of nursing education and they provide the reality of practice for students. The aim of this study was to describe and compare the congruence between Nursing students’ and patients’ views of their relationship as they had experienced it during the students’ clinical placements. The study compared data of cross-sectional cohort pairs of Nursing students and patients. The study found that students’ and patients’ views were quite congruent in inter-personal competence areas. Patients, however, tended to see the relationship as focusing more on the learning of students.

Strand 1C: Partnership working

11.15-13.15, 3 September 2019

ROOM: CBA0.007

Keep calm and let's work together: The journey of Midlands, Yorkshire and the East of England Practice Learning Group

Abbie Fordham Barnes, Birmingham City University
Jenny Pinfield, University of Worcester
Gary Parlett, University of East Anglia
Paul Jackson, University of Wolverhampton
Tracey Baker, Staffordshire University

Innovation paper, ROOM: CBA0.007

The Midlands, Yorkshire and East of England Practice Learning Group (MYEPLG) has members from 28 Universities. The group assumes a strategic leadership role to help drive the practice learning requirements of the Future Nurse Standards and Standards for Student Supervision and Assessment, in order to embrace the changes and challenges faced in 2019 and beyond. The aim of the MYEPLG is to implement a regional MYE practice assessment document, share experiences and resources, problem solve and make proactive decisions together. This model of partnership working across the universities and practice partners has a collective regional voice and raises the profile of practice learning.

Developing an understanding of care home nurses' engagement with practice learning

Pam Hodge, Middlesex University

Research paper, ROOM: CBA0.007

Care home nursing sits across the artificial divide of health and social care and as such has a unique position in many ways, including practice learning. Recently educators and training providers have increased interest in

care homes, leading to increased initiatives. There remains, however, little literature on the care home nurses' own perspectives including barriers, enablers, and the training which would be valued. This qualitative research paper shares the findings of a MA project: Developing an understanding of registered care home nurses' perspectives towards engaging with practice education in a north London locality.

Effective management of placement capacity through partnership working: A city-wide approach

Karen Heggs, University of Manchester
Stuart Roberts, Manchester Metropolitan University

Innovation paper, ROOM: CBA0.007

In the UK, there is an identified need to increase the number of student nurses in order to facilitate the development of the future workforce. There is also the need to establish transparency in the availability of placement capacity and the subsequent management of capacity, through partnership working, to support appropriate planning of student numbers and enhance student experience in their practice learning. Working in partnership, four universities in the North West of England and practice placement providers have worked in partnership to develop an initiative to map both the current and future availability of placement capacity.

Celebrating extensive collaborative working resulting from the development of a second Pan London Practice Assessment Document to meet the new NMC standards for education and training

Katherine Wilson, Middlesex University
Jane Fish, Independent

Innovation paper, ROOM: CBA0.007

Building on the strengths of the first Pan London Practice Assessment Document (PLPAD), a second document has been developed to support learning and assessment of student nurses. This reflects the changing health and social care policies and environments where students are placed and meets the Future Nurse standards of proficiency for registered nurses (NMC, 2018). Collaboration with stakeholders across London, namely academic staff, students and service users, has been excellent with over 4,000 stakeholders engaged in 112 meetings. Other regions in England have approached Pan London to adopt the document with 74 universities in England using the PLPAD with minor variations.

Strand 1D: Student experience and engagement

11.15-13.15, 3 September 2019
ROOM: CBA0.013

The efficacy of using adventure-based training in enhancing resilience and competency among Nursing students for clinical practicum

Ho Cheung William Li, The University of Hong Kong

Research paper, ROOM: CBA0.013

Clinical practice is a vital component in Nursing education that provides students with real-life opportunities to practice in hospital and community

settings. Nevertheless, with the increasing complexity of the healthcare system, accountability for patient care and expectations for higher quality service from the general public, clinical practicum can be a very stressful experience for Nursing students. This study aimed to examine the effectiveness of using adventure-based training to enhance the self-efficacy, resilience and competency among Nursing students towards clinical practicum.

Student engagement and responses to varying pedagogical approaches when learning ultrasound guided musculoskeletal injection techniques

Sue Innes, University of Essex

Research paper, ROOM: CBA0.013

The research presented in this session explored participants' reactions to educational strategies used in a university module on ultrasound-guided musculoskeletal injection techniques. Educational strategies were employed that included simulation, peer-practise techniques and learning in the clinical environment. The value and impact of each strategy were explored in a focus group after the face-to-face teaching and with in-depth interviews once the students had completed the module's assessment. Thematic analysis of data revealed that students categorised the components of learning required for perceived competence. They also reported that each learning strategy had made a unique contribution to this perceived competence.

Student learning and experience

Thobekile Ncube, Middlesex University

Innovation paper, ROOM: CBA0.013

The use of visualisation technology to advance third year Pre-registration Nursing students' skills and knowledge in venepuncture and cannulation at Middlesex University has received positive feedback. This technology has aided our Pre-registration Nursing students to locate veins in real time. This has assisted students in improving their anatomy of the antecubital fossa and dorsal of the hand using their hands and those of their colleagues. Verbal and written feedback from the students demonstrated that the use of visualisation technology was viewed as a fun learning activity and most useful to learn venepuncture and cannulation.

"Getting comfortable with discomfort": The real world of Nursing. A small-scale pilot in experiential learning through the vector of first aid scenarios in a remote environment, applying whole brain modellling and means-end theory to add value to the Pre-

Ann-Marie Dodson, Birmingham City University

Innovation paper, ROOM: CBA0.013

With many newly qualified nurses leaving the profession and an increase in anxiety and depression within student nurses, this project aimed to take students out of their comfort zone and enhance their ability to reflect and deal with stress. In an effort to enhance their confidence, problem-solving and decision-making skills various scenario-based outdoor challenges were set over a period of a month, aimed at enhancing their resilience and application of knowledge through the environment.

Strand 1F: Internationalisation and global challenges in healthcare education

11.15-13.15, 3 September 2019

ROOM: CBA1.098

Learning and teaching in Eritrea, Africa: The rewards and challenges

Jo Corlett, University of Dundee

Research paper, ROOM: CBA1.098

This session will present the results of a longitudinal qualitative study into the experiences of Eritrean students undertaking a blended learning Master's programme and the perspectives of the staff teaching them. Online learning is supported by in-country teaching visits, with both delivery methods presenting certain challenges to students and staff. A series of focus groups charts the growth of academic skills in students and increasing cultural competence by teaching staff. Both students and staff engage in processes of self-development and resilience building, enhancing the ability to adapt to and influence the Eritrean context.

Children's Nursing Education: Building capacity for Africa, in Africa

Minette Coetzee, University of Cape Town

Innovation paper, ROOM: CBA1.098

Strengthening nursing and midwifery to support universal health coverage is a key imperative for improving the health of populations (WHO, 2016-2020). Strengthening nursing means strengthening nursing training. The concept of strengthening usually assumes that existing structures are in place, but in most African nations, there are no local training programmes, no frameworks for employment, and no clinical nursing standards. This presentation will describe the development of a programmatic approach to establishing clinical education and system strengthening in Malawi, Zambia, Kenya and Namibia through a series of bi-directional collaborations leading to the establishment of eight new training programmes in Children's Nursing producing approximately 85 graduates per year.

Working with "Operational Refugee And Migrant Maternal Approach" (ORAMMA): An EU-funded project focusing on developing a best-practice model of maternity care for recently arrived migrant women in Europe

Cath Burke, Sheffield Hallam University

Research paper, ROOM: CBA1.098

Systematic review evidence highlights limited cultural understanding, lack of cultural competence and inadequate communication as care-limiting factors for pregnant refugee and migrant women (Soltani et al, 2018). Maternity Peer Supporters (MPS) who speak the same language, and are from similar cultural backgrounds aim to reduce these factors, increase health access and reduced social isolation. Training packages were developed for the MPS and local midwives, aiming to address the issues identified above. Post project, impact data was collected on participant outcomes and via MPS/midwife interviews. The project aims to develop a free to access distance learning tool from the packages used by MPS and midwives.

Strand 1G: Education enhancement

11.15-13.15, 3 September 2019

ROOM: CBA1.099

Practice of hand hygiene among students of Federal College of Education, Abeokuta, Nigeria

Rebecca Oluwafunmibi Ojeniyi, Federal College of Education, Abeokuta, Ogun State, Nigeria

Research paper, ROOM: CBA1.099

The study behind this presentation aimed to determine the practice of hand hygiene among students of the Federal College of Education (FCE), Abeokuta, Nigeria. A questionnaire was the instrument used to collect data from 200 students of FCE, Abeokuta. The study revealed that there was adequate knowledge about (73.3%) and positive attitudes towards (92.3%) hand hygiene, but 29.1% admitted that they do not practice good hand hygiene. This may be as a result of some highlighted hindrances like the lack of availability of wash basins, an irregular clean water supply, a shortage of soap and hand sanitizer within the campus area. Recommendations based on the outcome of this study will be highlighted.

The 'High-Five Style' method of pedagogy: Levelling the competitive playing field for diverse students

Natruedee Potiwat, De Montfort University

Innovation paper, ROOM: CBA1.099

Learning Pharmacology is one of the main challenges to Medical Science students and some students struggle more than others; due to differences in student profile, academic competence and prior academic achievement. This can result in students becoming disengaged with subject content and in-classroom activities and assessments. Online multiple choice questionnaires (MCQs) are a commonly used formative assessment method, allowing students interaction which enhances engagement and fairness. Traditionally, the highest scoring students win a prize for each classroom activity, but the winners tend to be the same academically able students, while the less academically able become discouraged. In order to bridge this gap, a new, innovative High-Five style quiz was created. This session will look into the impact of the quiz on students' motivation and learning in Pharmacology.

Environmental decontamination after CBRN events: Novel competences for Healthcare professionals?

Antonio Peña-Fernández, De Montfort University

Innovation paper, ROOM: CBA1.099

Unconventional weapons can involve the use of chemical and biological agents. Although the likelihood of suffering a chemical or biological attack is rare, recent attacks have highlighted the importance of preparedness to quickly respond to these events to protect humans. Decontamination after a chemical/biological incident is a particular concern for public health, as seen in the recent terrorist attack with the nerve agent novichok in Salisbury (England). Our international group have created an effective short training

course for providing students with the basic skills to respond to these events using novel guidance developed by Public Health England.

How to promote medical parasitology teaching in healthcare programmes?

Antonio Peña-Fernández, De Montfort University

Innovation paper, ROOM: CBA1.099

Recent outbreaks in Europe due to emerging human parasites have highlighted the relevance of teaching medical parasitology to future healthcare professionals. However, the teaching of medical parasitology is being eroded in developed countries including those in Europe, despite the increasing number of food and water-borne parasitic infections being reported in these countries. To promote the teaching of parasitology in the BSc Biomedical Science programme at De Montfort University (DMU), we have used the novel DMU e-Parasitology with our final year students (n=194). 94.5% highlighted they gained appropriate knowledge of the pathology, prevention and treatment for the parasitic diseases studied.

Strand 1H: Using simulation to enhance learning

11.15-13.15, 3 September 2019

ROOM: CBA1.100

Using holograms in Nursing simulation: Findings from a New Zealand study

Liz Ditzel and Emma Collins, Otago Polytechnic

Innovation paper, ROOM: CBA1.100

While simulation using high-fidelity digitally enhanced life-like manikins is recognised as a safe and effective way to teach health students, the evolution of Augmented Reality (AR) and three-dimensional digital applications has the potential to change Nurse Education, enhance the understanding of the structure and function of body systems and facilitate nursing assessment skill development. This presentation reports the findings of a New Zealand study of first-year nurses (N=68) who used the Microsoft HoloLens technology to perform a simulated nursing assessment on Jerry, a holographic patient. Results show that students enjoy using HoloLens technology and found the learning experience surprisingly real.

Simulation and theatre: Soap opera or social drama?

Claire Walsh, Sheffield Hallam University

Research paper, ROOM: CBA1.100

How educators describe their practice of providing interprofessional simulation will be explored in this original research paper, through the analogy of 'Putting on a Show'. Previously unreported features of educator practices are considered that reveal the complex social authenticity required to achieve the shared goals of providing team-based simulation and interprofessional education.

Nursing students' experiences in simulation: Opportunities and challenges to develop clinical judgment

Raewyn Lesa, Otago Polytechnic
Research paper, ROOM: CBA1.100
This session presents the findings from a PhD study that explored the experiences of third year Nursing students in simulation and clinical practice to develop clinical judgment. This session highlights the student voice. It presents both challenges and opportunities students may experience in the simulation environment. The findings are discussed in two themes: preparing the student to learn in simulation; and facilitation of the learning experience. The session concludes with recommendations to enhance the learning experience and engagement of Pre-registration Nursing students in simulation.

Using simulation to enhance Pre-registration Nursing students' understanding of quality improvement processes

Mary Gaffney, University of South Carolina Aiken
Innovation paper, ROOM: CBA1.100
Pre-registration students have limited appreciation of quality improvement (QI) processes and professionals' roles in improving quality. In a non-clinical nursing research course, QI instruction was enhanced by observation of a high-fidelity simulation bedside report for a patient with a central line-associated bloodstream infection (CLABSI). After the simulation, students completed a table top QI exercise to address the CLABSI problem. Pre-test and post-test evaluation using the Quality Improvement Attitude Survey demonstrated improvement in QI attitudes. Debriefing after the table top exercise revealed greater understanding of the systemic nature of problems. Simulation in a non-clinical course may enhance students' appreciation of QI's multifactorial nature.

Strand 1I: E-learning/blended learning

11.15-13.15, 3 September 2019
ROOM: CBA1.102

Clinical reasoning pathways and patterns of clinical reasoning behavior in the simulation game

Jaana-Maija Koivisto, Häme University of Applied Sciences
Research paper, ROOM: CBA1.102
In this session clinical reasoning pathways and patterns of clinical reasoning behaviour in a simulation game are described by using data mining of simulation game scenario gameplay (game data). Visualisation of clinical reasoning pathways and patterns of clinical reasoning behaviour can be used to describe the user behaviour, competence and learning in the game and to describe the best paths for optimal learning. The study does not produce new knowledge solely on the students' clinical reasoning skills but also a new research method, game data analytics, for Nursing Science.

Investigation of student engagement with online resources: Impact on success and characteristics of cohorts

Sarah-Kate Millar, Auckland University of Technology
Research paper, ROOM: CBA1.102
The relationship between engagement

and student success has long been linked together. Taking a contemporary view of student behaviour in higher education, we investigate the relationship between students' use of blended online resources and their success rates. A detailed analysis of student engagement with online resources over a 15-week semester is presented with key findings highlighting a change in student behaviour from traditional models.

Professional and ethical use of social media to enhance learning among Nursing students

Oi Kwan Joyce Chung, Hong Kong Polytechnic University

Research paper, ROOM: CBA1.102

Though social media has tremendous potential in enhancing teaching and learning in Nursing Education, there are plausible risks. A recent study showed that Nursing students uploaded sensitive materials on social media without prior permission, despite being aware of the university policy guidelines on the use of social media in education. Teachers of these students did not feel that they were confident as to how best to incorporate social media in their teaching even though they used social media in education 'informally'. This study aimed to engage Nursing students to promote professional and ethical use of social media in Nursing Education.

Using lecture capture technology to enhance student learning

Ginny Henderson and Jo Corlett, University of Dundee

Research paper, ROOM: CBA1.102

Lecture capture technology is becoming a core service available to students. Studies investigating how students use this technology to support their learning have mainly relied on self-reports, with only a few using learning analytics data. This mixed-methods study combines data from a wide range of sources including learning analytics, student attendance, academic performance, student demographics and qualitative data from staff and students to provide a comprehensive picture of how this technology enhances student learning. The results demonstrate the process is primarily assessment driven, highlighting the need to carefully design assessments that promote engagement in deep learning processes.

Strand 1J: Using simulation to enhance learning

11.15-13.15, 3 September 2019

ROOM: CBA1.103

Bringing research to life': Immersive pedagogies in Maternity Education

Stephanie Heys, The University of Manchester

Innovation paper, ROOM: CBA1.103

This session discusses the design and delivery of an immersive simulated pedagogy used in Maternity education. Through an exploration of the existing literature, alongside empirical interviews, key triggers for birth trauma were identified and embedded within a simulated real-life scenario. Based on women's real accounts of birth trauma, the filmed scenario formed part of an educational programme that was delivered via virtual reality. Forming part of a unique and innovative session, the

programme reportedly enhanced the learning experience of participants by immersing themselves into a first-person perspective of a mother during a negative birth experience. Reflections following the viewing focused on human factors in clinical practice, interpersonal interactions with women and exploring key points for humanising practices within the social space of birth. This session will present findings from the feasibility work undertaken as part of a PhD study. This includes presenting findings from the delivery of the educational programme within the NHS to healthcare professionals and to student midwives as part of their BSc Midwifery degree programme.

Responding to clinicians' concerns: Enhancing first year student midwives' communication skills in the undergraduate Midwifery programme

Joanne Cookson and Elizabeth Meakin, Keele University

Innovation paper, ROOM: CBA1.103

Strong links with clinical partners enabled concerns to be expressed regarding students' ability to build a rapport with the women in their care. The communication aspect of the pre-registration curriculum was realigned to ensure that a multimodal approach was adopted, allowing for a greater synergistic link between theory and practice. This comprised summative simulation assessment with simulated patients (SP), formative peer review of each student's interaction with the SP, summative reflective assignment on their communication skills and their development. Initial evaluation demonstrated that self-actualisation allowed for students to gain an awareness of their own development and learning needs.

Running the maternity ward: The dress rehearsal: The use of simulation in the undergraduate Midwifery programme

Elizabeth Meakin and Jodie Preston, Keele University

Innovation paper, ROOM: CBA1.103

Simulation is a powerful tool which, in a safe environment, allows for a teaching pedagogy that incorporates collaboration and realistic immersion into a situation to aid the development of clinical competence (Gable, 2017). The purpose of this piece is to consider and evaluate the use of simulation within the Midwifery Pre-registration programme, more specifically with third year student midwives to aid their management of a ward environment in preparation for their transition to a newly qualified midwife. This piece aims to share good practice and facilitate discussion around the use of simulation to aid student learning.