30th International Networking for Healthcare Education Conference

Keele University
3-5 September 2019

Themed session abstracts
Strand 2A-2I: 3 September 2019, 14.00-16.00

Strand 2A: Learning and teaching strategies
14.00-16.00, 3 September 2019
ROOM: CBA1.061

Delivering a Master's programme through co-operative Inquiry: Benefits and challenges

Mark Davies, University of South Wales
Issues for debate paper, ROOM: CBA0.061

This session draws upon a research study which explored the way a co-operative inquiry group was employed to facilitate knowledge construction in a group of nurses undertaking a Master's qualification in advanced practice. The benefits of the approach and concomitant challenges are presented as a means of promoting a wider critical discourse on the nature of 'education' for those moving into advanced practice roles.

Curricula consistency in the face of consumerism and assertions of academic freedom

Susan Shaw, Denise Atkins, Sue Walke, Kelly Carrington and Kim Malan, Auckland University of Technology
Research paper, ROOM: CBA0.061

This paper outlines the various tensions involved in designing science degrees. These include the expectation that the qualification includes elements that are associated with the content area, the desire to ensure all students receive the same quality of learning and that the wider community trusts the qualification. These expectations can be construed as barriers to student centredness which is associated with flexibility, choice and consumer expectations of paying for and receiving goods and services – in the case of higher education – a qualification. The regulatory and student demands of a qualification and how it is delivered reside alongside the views of academic staff about the content and delivery of it, often resulting in assertions that academic freedom includes the right to waive regulatory requirements of qualifications because 'academics know best'.

Web-conferencing: A new way to learn patient education in Nursing education

Lina Ryhtä, University of Turku
Innovation paper, ROOM: CBA1.061
Web-conferencing is one teaching strategy for bringing real-world clinical nursing situations with real patients into the classroom. We found out that web-conferencing promoted students' motivation to learn nursing and patient education. It is also a useful method for linking real-world clinical nursing to theory by enabling co-operation between educational institutions and healthcare organisations. Web-conferencing can be seen a challenge to widen the clinical learning experiences of students and can be seen as a new form of clinical learning environment.

Strand 2B: Interprofessional learning and working
14.00-16.00, 3 September 2019
ROOM: CBA0.060

Braincept: People and places: A gamification approach to enhance interprofessional education
Russell Crawford and Sarah Aynsley, Keele University
Innovation paper, ROOM: CBA0.060
In this session we discuss a newly created, card-based, role-playing team game called "Braincept: People and Places" to help enhance student awareness of the roles and responsibilities of a range of healthcare and allied professionals in the context of facilitating meaningful interprofessional education in a UK higher education institute. We played this game with around 300 students from across the Health faculty as the introductory session in a day of interprofessional activities. In this pilot, we evaluate learner perceptions of using game play to enhance interprofessional learning.

Thinking like a doctor or like a nurse? Curiosity is the wick in the candle of learning
Jettie Vreugdenhil, Amsterdam UMC location VUmc
Issues for debate paper, ROOM: CBA0.060
Doctors and nurses differ in their clinical reasoning approaches, and these differences are not well known. This has impact on interprofessional collaboration, communications about clinical reasoning and educational research on clinical reasoning. Building on our literature review, this debate seeks to enlighten similarities and differences in doctors' and nurses' clinical reasoning and aims to clarify the level of this unawareness. The debate issues will be the focus of reasoning (explaining or understanding), professional concepts of diagnosis, goals of reasoning and professional models (illness and wellness). Ideally, all members of interprofessional teams, as well as teachers and researchers should be curious about each other's reasoning approaches.

Utilising simulation and real patients in interprofessional education to enhance student empathy for and understanding of older people who have fallen
Catherine Langran, University of Reading
Innovation paper, ROOM: CBA0.060
Join Catherine to hear about how using

an elderly person simulation suit and visual impairment glasses can enhance interprofessional education on falls and the development of student empathy for the elderly. For those interested and willing limited vision glasses and the elderly simulation suit will be available for you to gain first-hand experience of some of the struggles faced by the elderly population. Findings from our small-scale study will be discussed alongside the evidence for simulation, and challenges and practicalities of integrating simulation into the curriculum.

Strand 2C: Student experience and engagement
14.00-16.00, 3 September 2019
ROOM: CBA0.007

Indonesian baccalaureate Nursing students' perceptions of the clinical learning environment: A research study

Christine Sommers and Ian Mambu, Universitas Pelita Harapan

Research paper, ROOM: CBA0.007
This session will describe the clinical learning environment from the perspective of baccalaureate Nursing students in Indonesia. The psychometric properties of the Indonesian version of the Clinical Learning Environment, Supervision and Nurse Teacher Scale will be discussed.

Pre-registration students' experiences of humour use in the clinical setting within the UK: An interpretative phenomenological analysis

Deborah Flynn, Northumbria University

Research paper, ROOM: CBA0.007
Humour is considered an omnipresent human activity. Universally, humour and laughter occur in all types of social behaviour, across cultures and within individuals (Martin 2007). Robinson (1995) explained humour within Nursing is a missing element because of the socialisation of nurses to exhibit a professional demeanour, which includes not laughing or using non-sanctioned health-based humour (such as gallows humour). Additionally, inappropriate use of humour could potentially be experienced by service users as abuse. Yet Robinson maintained humour is a form of communication which "facilitates all social relationships and manages all the delicate situations which can occur" (p. 15). This session will describe a study exploring pre-registration students' experiences of the use of humour in clinical settings.

A systematic review examining the evidence related to student nurse placement learning using a Collaborative Learning in Practice Model (CLiP)

Sarah Plowright, Royal Cornwall Hospital NHS Trust
Graham Williamson, Plymouth University

Research paper, ROOM: CBA0.007
In this session we will be collating the evidence from a systematic review looking at the research available to date on Collaborative Learning in Practice. CLiP has been implemented in the South West of the UK for the last year. Following funding from Health

Education England (HEE), a systematic review for publication has been undertaken by a team including those from higher education institutions (HEIs), practice and HEE to review the evidence to date on the impact of CLiP on student experience. The review involved looking at papers sourced globally where adaptations of the CLiP model are implemented in practice. Through a systematic approach research was collated and filtered using agreed inclusion/exclusion criteria set.

Healthcare and Games Technology learners co-designing a placement support app
Janice St John-Matthews and Angie Bambery, The University of the West of England

Research paper, ROOM: CBA0.007
Identified by learners, challenges with the clinical learning environment were a key outcome of the national Health Education England (HEE) Reducing Pre-registration Attrition and Improving Retention (RePAIR) project. Through this work learners expressed an interest in having an app to support their experiences. With support from HEE, this study adopted a co-design approach to developing an app proof of concept on the theme of student clinical placement experience. This was achieved through cross faculty working, engaging learners from the Therapeutic Radiography and Technology and Gaming programmes at the university to produce a concept that was practical and functional.

Strand 2D: Developing the future healthcare education workforce
14.00-16.00, 3 September 2019
ROOM: CBA0.013

Trauma stewardship in health education: Intentionality, self-care and resilience
Patricia Peebles, Goshen College
Innovation paper, ROOM: CBA0.013
Trauma stewardship is a vital part of building a sustainable career in healthcare, and it begins in undergraduate and graduate studies. Concepts of trauma-informed education help faculty teach Social Work, Nursing, Counselling and other students how to be present to those who are suffering, in ways that can be sustained. Incorporating trauma stewardship throughout the course of study humanises education while equipping students to flourish both in their current studies and future careers. This

practical, interactive session will discuss current research, active learning strategies, and reflective practices that equip educators to mentor and teach the next generation of students.

Developing a resilient curriculum: The use of a Q-sort method to frame resilience within learning design for undergraduate Nursing students
Nita Muir, Caroline Hudson and Jess Mills, University of Brighton
Innovation paper, ROOM: CBA0.013
This paper will present some of the evaluative findings from a curriculum development initiative that identified key resilient strategies which were then embedded within a curriculum to meet learners' needs and to meet

professional body (PRSB) requirements that expect learners to evidence proficiency in resilience (NMC 2018). The aim of the initiative was to use a collaborative approach within curriculum design to better 'the odds' for learners through resilience building in a professional preparation context.

Promoting resilience in the Nursing pre-registration curricula
Patricia Owen and Pauline Walsh, Keele University

Research paper, ROOM: CBA0.013
The aim of this presentation is to outline a study undertaken designed to evaluate teaching and learning strategies which aimed to promote resilience in the Pre-registration undergraduate Nursing curricula and to facilitate discussion around resilience in light of the NMC Future Nurse Standards.

Strand 2E: Education in clinical practice and practice development
14.00-16.00, 3 September 2019
ROOM: CBA1.021

Promoting student nurses' clinical leadership development through coaching: Exploration of the Greater Manchester (GM) Synergy Model
Jacqueline Leigh and Lisa Littlewood, University of Salford
Karen Heggs, University of Manchester
Anne Medcalfe, Hospital Northern Care Alliance NHS Group
Kisma Anderson, Royal Bolton Hospital FT

Innovation paper, ROOM: CBA1.021
Coaching is an intervention that facilitates another person's learning, development and performance. Applied to student nurse practice learning, coaching has the potential to promote leadership learning that is student-led, less focused on following the directions of a mentor and more focused on students taking responsibility for identifying their learning goals and objectives. This session will provide personal perspectives on how a partnership between four Greater Manchester (GM) universities and its partner practice organisations collaborated to develop, implement and evaluate a coaching approach to student nurse clinical leadership development, whilst at the same time increasing practice placement capacity. In the session we will also critically explore the GM Synergy Model.

Seeing is believing: The effect of prison-based taster days on student nurses' perceptions of undertaking practice placements within a prison healthcare environment
Emma Louise Hunt, De Montfort University

Research paper, ROOM: CBA1.021
Recruiting nurses to work in prison is challenging and staff shortages have detrimental effects on prisoner wellbeing. One university and prison have developed taster days, held within the prison environment, with the aim of encouraging student nurses to undertake placements and subsequently take up employment within custodial settings. This paper reports on a qualitative study undertaken to explore students' experiences of the taster day. Findings

demonstrated the particular elements of the taster day which were most impactful in challenging negative preconceptions and explain why the prison became "unexpectedly appealing" to students as a place to work.

Learning Disability Nursing and Social Work integrated placement: Factors contributing to success
Deborah Develin and Sarah Burns, Sheffield Hallam University
Issues for debate paper, ROOM:

CBA1.021
This paper reports on research carried out with practice educators, nurse mentors and final placement students on a BA (Hons) Learning Disability Nursing and Social Work programme. Key themes which facilitate and hinder placement success include university placement planning and teaching, student educator and mentor preparation, agency structures and understanding of the programme by placement agencies.

Strand 2F: Humanising healthcare education
14.00-16.00, 3 September 2019
ROOM: CBA1.098

Collected stories: Being cared for at home. The development of a story book resource
Julie Green, Keele University
Innovation paper, ROOM: CBA1.098
The experience of collecting stories to raise the profile of nursing in a community setting will be presented. In total, 19 stories were collected which highlight the breadth and complexity of the care delivered in this complex and often isolated environment. It provides an insight into patient and carer experiences of the District Nursing Service and also includes reflections from nurses who provide care in this environment. These stories have been collated, illustrated and demonstrate the rich tapestry that is 'District Nursing'.

Spiritual intelligence as a method to improve spiritual care in Nursing students
Ann Price, Canterbury Christ Church University
Research paper, ROOM: CBA1.098

Spiritual care is poorly addressed within Nurse Education (Cone & Giske 2018) but is important for person-centred practice (McCance & McCormack 2017). This study used a phenomenological approach to explore the experiences of Nursing students that transformed their understanding of spiritual care. Ten students were interviewed and analysis used portraiture to paint a picture of each participant (Lawrence-Lightfoot 1997). Interpretation used phenomenological existential themes. Results highlighted that students needed components of spiritual intelligence to develop an understanding of spiritual care and develop the virtues needed to achieve this. A Spiritual Intelligence in Nurse Education framework is proposed.

A model for teaching intimate care to Nursing students in South Africa
Simangele Shakwane, University of South Africa
Research paper, ROOM: CBA1.098
South Africa is a diverse democratic

country. Touching or to be touched by a stranger is frowned upon because it challenges cultural and religious beliefs of an individual. Nursing students are not well-prepared to provide intimate care or touch to diverse patients. Therefore, this model advocates for intimate care facilitation in Nursing Education institutions so that Nursing students can establish a nurse-patient intimate relationship, based on respect and trust. If Nursing students are prepared to provide intimate care and touch; they will be able to execute it competently, confidently and comfortably. This session will give an overview of this model.

Humanising communication with children and young people: The impact of 'Me First' health coaching training

Jessie McCulloch, Great Ormond Street Hospital
Anita Atwal, London South Bank University
Innovation paper, ROOM: CBA1.098
"Me First" is an education and training resource that helps professionals develop their knowledge, skills and confidence in communicating with children and young people. A training workshop was developed using a co-production approach with a young advisor. The use of a young person to co-train is an effective way to involve patients as educators (Towle and Godolphin, 2013). Content was informed by speaking with young people and research available on coaching approaches and effective communication training.

Strand 2H: Inclusivity in healthcare education
14.00-16.00, 3 September 2019
ROOM: CBA1.100

Extraordinary possibilities: Using appreciative inquiry to enhance positive educational practice

Patricia Bradley, York University
Research paper, ROOM: CBA1.100
This paper presents the results of an appreciative inquiry social research project that analysed three distinct studies about the Nursing student experience. The secondary analysis informed a transformation of the findings into positive possibilities for change in Nursing academia. Using appreciative inquiry, the findings of the three studies were examined in order to discover existing organisational strengths, and to dream of the transformation, and destiny that could be. Although each study uncovered variations in Nursing Education from a different perspective, three common principles of: embracing diversity, empowering, and esteeming emerged. These transformational principles will be presented through an appreciative inquiry methodology.

Establishing a dyslexia ambassadors scheme for Healthcare students: A student academic mentoring partnership project

Nick Gee and Charlotte Smith,

Birmingham City University
Innovation paper, ROOM: CBA1.100
Statistics show at least 10% of the UK population have dyslexia. This figure is mirrored in universities and workplaces nationwide. Everyone entering the complex and fast-paced clinical workforce can become overwhelmed or encounter challenges with assimilating educational processes and clinical practice, and students who have dyslexia regularly cite this as a challenge during their career journey. Birmingham City University Faculty of Health, Education and Life Sciences have pioneered a Dyslexia Ambassador role working in partnership with the Associate Professor (Accessibility and Inclusivity) to bridge the gap between education and clinical practice for students entering the Health and Care professions.

Developing inclusive programmes to 'grow our own' and improve recruitment and retention within Healthcare

Emma Cross and Alexandra Brookes, Nottingham University Hospitals NHS Trust
Innovation paper, ROOM: CBA1.100
Nottingham University Hospitals (NUH) have strong links with local organisations, schools and colleges to promote Nursing. This has supported the recruitment of individuals who are underrepresented and as such NUH have a more diverse workforce that represents the community it serves. NUH run a number of programmes which target hard-to-reach groups. These programmes evaluate well and have positive employment and retention outcomes for the Trust. The programmes include Project Search - an internship for individuals with learning disabilities; and Princes Trust and sector-based work academies which have been proven to reduce the number of young people not in education, employment or training.

Strand 2I: Learning and teaching strategies
14.00-16.00, 3 September 2019
ROOM: CBA1.102

The effectiveness of simulation for mental and physical health interface in Nurse Education: A systematic review

Lucy Tyler, King's College London
Research paper, ROOM: CBA1.102
Mental and physical health are closely linked with interactions often occurring between them. Nurse Education has traditionally separated these fields of practice into distinct qualifications. This limits nurses' ability to provide holistic care, which may lead to poorer health outcomes for patients who experience comorbid health problems. Simulation-based education (SBE) provides a potential learning strategy to bridge that gap. This presentation describes a systematic review that considered SBE's impact on nurses' knowledge, skills and confidence to assess and manage comorbid health problems.

"Get your ward in order!" The Priorities Game

Lucy Tyler, King's College London
Rhiannon Eley, University College London Hospital

Innovation paper, ROOM: CBA1.102
The Priorities Game is a healthcare educational board game designed to support Nursing students and newly qualified nurses in their development of prioritisation skills. This presentation will demonstrate the game, showcasing its benefits to students and newly qualified nurses; how the innovation was designed and implemented; and how it can support healthcare education in both universities and trusts.

Incorporating simulation with lectures in a Paediatric Nursing course: A quasi-experimental study

Asma Taha, Oregon Health & Science University
Wafaa BinAli, King Saud Bin Abdulaziz University for Health Science
Ahlam Jadalla, California State University Long Beach

Research paper, ROOM: CBA1.102
We explored the use of simulation as a teaching strategy, with classroom lecture to demonstrate theoretical concepts and improve knowledge acquisition. In a quasi-experimental study, we aimed 1) to examine the difference in knowledge attainment between a group having simulation as part of classroom lecture instruction versus a group that had only lectures, and 2) to explore students' perceptions of faculty teaching effectiveness when simulation is introduced as part of classroom instruction. Undergraduate Nursing students in a paediatric course participated in this study. Students' performance on a standardised NCC examination and their evaluation of faculty performance were assessed at the end of the term. Students in the simulation group (86%) scored higher than the national average NCC score compared to students in the control group (34%), $\chi2= 21.9$, $p <.001$, and they rated their faculty higher on teaching effectiveness than their counterparts in the control group.

Developing reasoning skills through an interactive learning activity

Liz Ditzel, Otago Polytechnic
Innovation paper, ROOM: CBA1.102
This presentation showcases an interactive teaching activity that introduces learners to the complexity of problem-solving, decision-making and clinical reasoning. Using cost-effective teaching props (a set of boxes), participants follow a predetermined sequence of events, which challenge what they see, hear and experience. The deceptively simple six-stage learning design facilitates lively classroom discussion and the teaching approach is easily transferable to other healthcare situations requiring the development of complex reasoning skills. Whilst developed for Nursing students in New Zealand, the activity was recently published as a teaching resource for international tertiary educators.