30th International Networking for Healthcare Education Conference

Keele University
3-5 September 2019

Themed session abstracts
Strand 4A-4I: 4 September 2019, 15.30-17.30

Strand 4A: Education in clinical practice and practice development
15.30-17.30, 4 September 2019
ROOM: CBA0.061

Thinking like a nurse: Changing the culture of nursing students' clinical learning: Implementing collaborative learning in practice

Graham Williamson, University of Plymouth

Research paper, ROOM: CBA0.061
The aim of this session is to present findings from our study on the implementation of collaborative learning in practice (CLiP) in the South West peninsula of the UK. CLiP is a different approach to placement learning compared to traditional mentorship models, and it is timely to investigate alternatives given the Nursing and Midwifery Council's revision of standards for student learning which become effective in 2019.

An innovative way of supporting student mental health nurses in placement: Collaborative Learning in Practice

Jo Hirdle, Bournemouth University
Louise Allan, Dorsethealthcare NHS university NHS foundation trust

Innovation paper, ROOM: CBA0.061
This session will present the findings from a pilot of a collaborative learning in practice model in a child and adolescent inpatient mental health service. Six third year mental health students during their placement were the focus of the study.

Everywhere and nowhere: Identifying, supporting and enabling work-based learning for the future workforce

Julie Attenborough and Judy Brook, City, University of London

Research paper, ROOM: CBA0.061
The recent introduction of the Nursing Associate role in England and the UK-wide apprenticeship levy, have presented a new opportunity to further develop the clinical workplace as a learning environment for employees. This paper reports on an 18-month project undertaken in London that explored the experience of work-based learning (WBL) from the perspective of clinical educators, healthcare managers

and learners, with the aim of identifying the scope and possibilities for WBL in the clinical environment. The results are relevant to any healthcare education communities internationally that engage with work-based learning.

The six Cs for practice learning environments: An action research study across Acute, Community and Learning Disability Nursing

Carole Proud and Jane Smiddy, Northumbria University

Research paper, ROOM: CBA0.061

This session introduces a collaborative action research study carried out by Northumbria University and Northumbria Healthcare Trust. The project responded to professional concerns regarding current models of mentorship (Willis 2012; Robinson 2012; Crombie 2013) and acted as a pilot for future Nursing and Midwifery Council (2018) standards. The aim was to empower students and practitioners to find solutions to: increase their capacity to support students; and develop models which maximise student experiences and learning in practice – across all areas of nursing practice. The data collected enabled the research team to co-produce a framework for practice with students and practitioners – the 6 Cs for practice education.

Strand 4B: Educational enhancement
15.30-17.30, 4 September 2019
ROOM: CBA0.060

Emotional intelligence of Nursing applicants and its relation to academic performance

Kirsi Talman, University of Turku

Research paper, ROOM: CBA0.060

Emotional intelligence (EI) of nursing applicants is an important topic because Nursing students face emotionally challenging environments early on in their studies. In this longitudinal study, EI of nursing applicants was assessed using the Rankein Scale. The relationship of emotional intelligence to academic performance was also investigated.

Student midwives' experience in a Health and Wellbeing Academy: An evaluation

Sarah Norris, Swansea University

Innovation paper, ROOM: CBA0.060

A team of Midwifery educators in a university have been able to develop an exciting teaching and learning opportunity for student midwives in a "Health and Wellbeing Academy" which serves the local community. In order to enhance the student midwives' learning experience, provide the Midwifery teaching staff with CPD opportunities and extend research opportunities, this midwifery initiative, based in the university setting, offers antenatal education, breastfeeding support groups and postnatal support groups to mothers and families in the surrounding area. A birth trauma resolution clinic is also provided. These activities are designed to enhance the student experience.

Implementation of peer assisted

learning for Midwifery students

Mandy Stevenson and Heather Bower, University of Greenwich

Innovation paper, ROOM: CBA0.060
Midwifery skills teaching is facilitated in skills labs enabling students to simulate clinical skills in a safe environment. However, this approach can be resource intensive for lecturers or clinical teaching staff. In addition, students need to be able to teach others at the point of registration. In order to address both issues, we have introduced peer assisted learning (PAL) into our skills labs teaching and learning. This presentation aims to explore our experiences of developing and implementing PAL in the Midwifery programme and the benefits to those being taught as well as to those participating in the teaching.

Designing, implementing and evaluating an IPE day for Midwifery and Social Work undergraduates: Meaningful interprofessional

opportunities to meet, engage and learn

Helen Bedford and Alison Smalley, University of York

Innovation paper, ROOM: CBA0.060
This presentation showcases the design, delivery and pedagogic evaluation of an innovative, highly successful IPE event for second year Midwifery and Social Work undergraduates at a UK university. The day-long event (now in its second year) blends structured learning activities - including a well-established open education resource on compassion - with opportunities for informal but meaningful social interaction and role-based learning. The multiprofessional team reflects on how collegially developed IPE can demonstrate impact on undergraduates' learning and their predicted influence on professional practice. This session has relevance for national and international audiences, spanning all health and social care professions.

Strand 4C: Internationalisation and global challenges in healthcare education
15.30-17.30, 4 September 2019
ROOM: CBA0.007

Change and transformation: Exploring variations in learning during a study abroad journey

Debra Morgan, Northumbria University
Research paper, ROOM: CBA0.007
An opportunity to study abroad is offered to student nurses on the basis that it may provide positive learning outcomes. However, understanding in relation to the extent of learning attained, and knowledge of whether variations in learning attainments exist between students is limited. This paper reports on a phenomenological research study that investigated student nurse experiences of learning during a study abroad journey. Using a change-transformative learning theory lens, findings will be presented that suggest such variations do exist. Theories of difference will also be utilised to propose reasons for the variations in learning outcomes attained.

Validating external capability development using parametric models

John Clayton, Te Whare Wananga o Awanuiarngi

Yang Gao, Tianjin City Vocational College

Issues for debate paper, ROOM: CBA0.007

In globally networked professions, dominated by continuous change, there is an expectation that members will undertake external capability development in their field of expertise, to enhance their practice. Several professional bodies validate training undertaken by the allocation of credits/micro-credentials. However, credits/micro-credentials are somewhat arbitrary, often failing to detail the standard achieved or the exact mental effort expended. Professional bodies are now focused on developing instruments which more accurately describe the capability development undertaken. This presentation describes the creation of a pilot cognitive workload instrument, based on parametric modelling, that attempts to identify the mental effort expended to complete identified tasks.

Professional competence of graduating nurse students in Europe: PROCOMPNurse project

Sanna Koskinen, University of Turku

Research paper, ROOM: CBA0.007

Professional competence of nurses has an important role globally in ensuring the delivery of safe, high-quality and equal healthcare. The transition period of graduating nursing students (GNSs) to their first year as Registered Nurses has significant impact to the future nurse-career and retention in the workforce. This presentation describes the level of professional competence of GNSs and the most significant factors connected to it in six European countries. The results of the project are expected to have impact on European Nursing Education by creating basis for curricula development and teaching solutions targeted to smooth the transition in working life.

Strand 4D: Developing the future healthcare education workforce
15.30-17.30, 4 September 2019
ROOM: CBA0.013

Curriculum in the age of Industry 4.0

Kamaran Fathulla, University of Lincoln

Innovation paper, ROOM: CBA0.013

This paper reports on the findings of a HEFCE-funded project aimed at developing a university-wide curriculum fit for the 21st Century and meets the challenges and opportunities offered by Industrial Digitalisation 4.0. The paper looks at how an ID 4.0 underpinned curriculum could be designed and considered for health undergraduate courses.

The development, implementation and evaluation of peer academic mentors for Nursing students

Nicola Morrell-Scott, Carolyn Lees and Casey Beaumont, Liverpool John Moores University

Innovation paper, ROOM: CBA0.013

This presentation will describe how the Peer Academic Mentor role has been

developed, implemented and evaluated, supported by Curriculum Enhancement funding to employ student interns who have worked with the project leads including a collaboration partnership with academic study skills support services.

Using the 'wisdom of the crowd' in Health Professions Education

Janice St John-Matthews, The University of the West of England

Research paper, ROOM: CBA0.013
Described by Howe (2006), crowdsourcing works through an institution outsourcing a function normally performed by an employee or group of individuals. It usually involves an open-call through participatory online activity, providing a wider access to people internationally in less time and at a reduced cost than traditional methods. This research seeks to capture the "general public" voice in the development of a pre-registration healthcare curriculum through the development of an online community using crowdsourcing to achieve this. This session presents the findings of a literature review which sought to identify where the tool is currently used in Health professions education.

Strand 4E: Education in clinical practice and practice development
15.30-17.30, 4 September 2019
ROOM: CBA1.021

An intervention study on peer learning

Ylva Pålsson, University of Gävle

Research paper, ROOM: CBA1.021
Clinical practice education enables Nursing students to develop competencies and prepare for their future profession. Different clinical practice models have been discussed, one of which is peer learning. In research, the word peer learning is used to designate student learning that occurs in small groups or in pairs and includes a wide range of activities. Individuals from similar social groups help each other to learn and learn themselves sharing knowledge, ideas and experiences. We report on an intervention on peer learning in clinical practice education, earlier published in *Nurse Education Today*.

Introducing an evidence-based 'Practice Assessment Toolkit':

Enhancing consistency and rigour of practice assessment in Midwifery and Nursing

Margaret Fisher, University of Plymouth
Fran Galloway, Anglia Ruskin University
Judith Jackson, Canterbury Christ Church University

Research paper, ROOM: CBA1.021
This paper presents a 'Practice Assessment Toolkit' resulting from a national project exploring 'Grading of Practice in Pre-registration Midwifery' in the United Kingdom. This is linked directly to contemporary regulatory changes currently being implemented in Nursing and Midwifery pre-registration programmes. The Nursing and Midwifery Council requires new roles of 'practice supervisor', 'practice assessor' and 'academic assessor' to support and assess students in practice. This presentation will discuss how these evidence-based resources were developed and can be flexibly applied

across professions in practice - including a set of key principles, a model and generic assessment tools.

Student nurses' experiences of receiving verbal feedback within the clinical learning environment

Cathrine Derham and Julie Panzieri, University of Surrey

Research paper, ROOM: CBA1.021
This paper explores verbal feedback and the concept of high quality feedback within the practice setting (Johnson et al., 2016). The results of a research study indicate the extent to which students experience high quality feedback: feedback which promotes self-regulation by encouraging engagement and the processing of advice to inform development. Students recognised the importance of verbal feedback received from multiple sources and identified challenges in obtaining this. Insights gained have implications for the introduction of the Standards for Student Supervision and Assessment (NMC 2018), in order to ensure difficulties students encounter are not perpetuated within this new approach.

Using Twitter to promote and develop a regional approach to practice assessment in Nurse Education

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

Innovation paper, ROOM: CBA1.021
This presentation will explore how a bourgeoning group of 28 Higher Education Institutions have used Twitter (@panmidsyorkeast) to develop engagement with the wider community in relation to the development of a regional practice assessment document for Nurse Education. In this presentation we will share our experiences and discuss how having a strategic approach to identifying followers has enabled us to develop stronger partnership working by enabling engagement with students, educators and service users.

Strand 4F: E-learning/blended learning
15.30-17.30, 4 September 2019
ROOM: CBA1.098

Same content, different countries, different standards: International experienced Physiotherapy educators' opinions on online training course inclusions

Helen Edwards, Keele University

Innovation paper, ROOM: CBA1.098
This presentation reports on the innovative pilot of an online Physiotherapy training course with experienced Keele University physiotherapy Practice Educators (PEs). An action research method was used to explore the views of PEs who mentor students both nationally and internationally on what future content should be included in the online educator course to ensure fitness for purpose in today's clinical environment and educational market. The study proved that the original online

programme was an important innovation and was an essential resource to prepare educators for training students in a global healthcare community.

Workbooks: A lightweight and agile approach to developing online content and activities to complement face-to-face teaching

Pete Lonsdale and Christine Armstrong, Keele University

Innovation paper, ROOM: CBA1.098

At Keele, we recognised a need for online resources following a workbook-style approach: a mixture of text, images and videos that students could engage with over time, enter their own responses into, with integrated knowledge-checks. This drove the development of a tool that allows staff to quickly build resources that students can access from any device, and provides instructors with completion information, with options for generating sign-off sheets that students take into practice. We are also using this system to develop materials for clinical staff who need training on the new Standards for Student Supervision and Assessment.

Transformational learning journeys, from face-to-face to online learning

Claire Carter and Marlies Gration, University of Derby

Innovation paper, ROOM: CBA1.098

The Health sector is changing rapidly, and universities are looking for ways to stay agile and responsive to the needs of their healthcare partners. The University of Derby is leading the way, having built an expertise centre in online learning design and delivery. The collaboration between the University of Derby Online, with the subject matter expertise in the academic discipline, enables us to offer education to a world-wide audience. To facilitate this collaboration, we have developed an innovative co-creation and design thinking methodology which we share and discuss.

Evaluation of the impact of a virtual reality community placement on student nurse learning

Siân Shaw, Anglia Ruskin University

Research paper, ROOM: CBA1.098

Virtual reality (VR) is pushing the boundaries of Nurse Education. Imagine placements in a virtual world where you can develop a rapport with a service user and where student nurses can practice clinical skills as many times as they need. Where academics can ensure the placements of students guarantee high quality learning and teaching and best practice every time. Where placement capacity is unlimited. This world is here. Come and hear how students at Anglia Ruskin have experience learning in a virtual reality community placement. We are on the brink of something very exciting.

Strand 4G: Inclusivity in healthcare education
15.30-17.30, 4 September 2019
ROOM: CBA1.099

The experiences of Black and Ethnic Minority students

Morkos Iskander, Lancaster University
Research paper, ROOM: CBA1.099
Medical staff from minority groups are over-represented in disciplinary proceedings, and under-represented in senior roles. It applies by extension to students. Simulation can act to remove and eliminate systematic biases. Fourth year medical students in the North West of England were sampled and interviewed regarding their experiences, with a focus on learning opportunities, episodes of denial of access, and direct discrimination observed or experienced personally. This study demonstrated that simulation training may be used to minimise bias subjectively experienced and provide a uniform educational experience.

Best teaching practices for providing culturally sensitive and inclusive Nursing Education: Nurse educators' perspectives

Christine Sommers, Universitas Pelita Harapan
Research paper, ROOM: CBA1.099
This session will present research regarding Nurse Educators' perspectives on implementing best teaching practices for culturally sensitive and inclusive Nursing Education (CSINE). Their perceptions of challenges, benefits/outcomes to educational needs will also be discussed. Implications include developing and sharing CSINE strategies and the need for further research to promote positive outcomes for students and their patients.

Islamophobia and Nurse Education

David Ring, Middlesex University
Research paper, ROOM: CBA1.099
Muslim student nurses describe personal experiences of Islamophobic discrimination in Nursing and Nurse Education. Using observations and interviews in the university setting, our data show that: students experience discrimination from overt Islamophobia to subtle, aversive microinvalidations based on religion and ethnicity; and the discrimination occurs on campus, at breaks and while travelling to the university. Our analysis suggests that students' reactions to these experiences of racism and Islamophobia are nuanced and involve rationalisation and analysis of their experiences. We use intersectionality to show how Islamophobia and racism are entwined as discriminatory forms in Nurse Education.

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.

Enhancing paediatric Radiography education through the use of simulation

Michelle Ellwood, University of Leeds

Innovation paper, ROOM: CBA1.100

Student radiographers have cited Paediatric Radiography as an aspect of practice that is a 'challenge'; makes them 'nervous' and 'apprehensive'; and worried about 'compliance' (Ellwood and Crohn 2014). A 'Ready-or-Not Tot ®' male baby manikin was purchased to enhance Paediatric Radiography teaching sessions. Students were able to handle the 'baby' and were encouraged to reflect on their reactions when the 'baby' started crying and became distressed and explore future coping strategies for practice. Two pairs of students also volunteered to take care of the 'baby' for 24 hours to gain an insight into the parent's perspective and report their experiences back to their peers.

Using simulation to enhance learning

Lisa Merrett and Rachael Sales, The University of the West of England

Innovation paper, ROOM: CBA1.100

Your patient will see you now: Simulation-based education has become increasingly effective in healthcare programmes. The introduction of a Standardised Patient (SP) role within simulations enhances students' learning experience further supporting authenticity and real-world learning. Historically the SP provided a voice via computerised high-fidelity manikins. However, student feedback found manikins did not provide a realistic learning experience. Standardised Patients now participate in face-to-face scenarios enabling students to become immersed in realistic clinical situations. While hands-on learning cannot be replaced, the SP collaboration enhances critical thinking, decision making and clinical practice in a safe environment.

Evaluation of a one-week simulation-based education package designed to support first year Diagnostic Radiography students during their clinical placement

Emma Hyde and Naomi Shiner, University of Derby

Innovation paper, ROOM: CBA1.100

Simulation based education (SBE) is an established pedagogical approach to delivering healthcare education. The Health and Care Professions Council and Nursing and Midwifery Council both advocate the use of SBE. Recent media attention highlighted the need for increased staffing for diagnostic imaging services in the UK (SCoR 2018a). However, expansion of student numbers within universities is limited by placement capacity. SBE offers a way to potentially increase placement capacity. This presentation will provide a critical evaluation of a one-week SBE package designed to support first year Diagnostic Radiography students, highlighting successes and areas for improvement.

Exploring the politics and fantasy surrounding patient involvement policy in Nurse Education

Nickey Rooke, University of East Anglia
Research paper, ROOM: CBA1.102
Patient involvement in practice assessment was first introduced in 1996 but failed to establish itself as a routine practice. Fourteen years later, in 2010 the UK Nursing and Midwifery Council restated this requirement in response to concerns that university-based Nursing Education was not producing caring and compassionate nurses. This presentation offers a critical explanation of the political and phantasmatic logics surrounding the re-introduction of patient involvement in practice assessment and the dichotomy between policy rhetoric and the realities of practice. The implications for patient involvement following the publication of the 2019 NMC Standards for Pre-registration Nursing programmes will be discussed.

50 years of 'growing our own': The challenges of delivering approved Nurse Education programmes on an island

Tracey McClean, States of Guernsey
Brenda Munro, The Institute of Health and Social Care Studies
Issues for debate paper, ROOM: CBA1.102
Despite the challenges of delivering an approved Nurse Education programme on an island, the past 50 years has seen a steady supply of 'home grown' nurses contributing to the local workforce. The challenges of providing Nurse Education within the island context will be explored, including those associated with the island political and legislative frameworks, the economies of scale, geographical isolation and the infrastructure supporting health and social care. The steps taken to address these challenges and the future plans to increase student numbers being 'home grown' will be debated.

How can higher education contribute to improving the physical care and health promotion behaviours of mental health field graduates?

Tom Laws, University of Salford
Rebecca Rylance, University of Liverpool
Research paper, ROOM: CBA1.102
Persons with mental illness have poorer health relative to matched populations with no mental illness. Evidence and expert commentary suggest that Mental Health nurses lack clinical capacity to provide the necessary physical care; ultimately contributing to premature death and co-morbidities. Constraining physical care capacity is a) students desired to focus purely on their mental health knowledge and skills, b) a culture within clinical practice to prioritise time and resources towards improving mental health. We found marketing practices at HE entry points can shape the necessary attitudes and the Baccalaureate proforma can enhance distributive ethics for clinical time rationing and resourcing. An escalation in disease prevalence requires a timely and appropriate policy response and

logistical resourcing if quality of life is to be optimised, productivity maintained, and health cost contained.

Employing entrepreneurial thinking to Post-registration Critical Care Nurse Education delivery

Karen Cotton and Melanie Wright, East of England Adult Critical Care Operational Delivery Network
Julia Hubbard and Miss Donna Pierre, University of East Anglia
Issues for debate paper, ROOM: CBA1.102
The East of England Adult Critical Care Network formed a consortium with 21 Critical Care Units within the region to deliver two Critical Care Nursing Modules, in two strategically located sites. An HEI was selected to accredit the modules, whilst clinical practitioners within these 21 units would undertake the delivery. CPD delivered in clinical practice and not in the university setting, is an initiative developed from entrepreneurial thinking, and does not come without challenges. This new educational model can have a positive impact on allocation of organisational resources, workforce retention, transferability and consistency in critical care education within the region.