

## NET2021 Conference

### Live session full abstracts

#### Theme Session 1A

#### Student Experience, Engagement and Achievement

1Ai, 07:00 - 08:20, 1 September 2021

Research paper

**Health and wellbeing experiences of first year student nurses: Finding equilibrium to succeed**

Dr Anne Mills, Bournemouth University

**Promotional abstract:** This presentation explores the world of first year student nurses and provides empathic insight to inform the development of undergraduate Bachelor Degrees in Nursing and Curriculum Design. It aims to contribute to a wider understanding of first year student nurses' health and wellbeing, thereby aiding the development of appropriate targeted support strategies. Understanding the experiences of today's student nurses will contribute towards the preparation of the future nursing workforce.

**Background, including underpinning literature and, wherever possible, the international relevance of the research:** Few initiatives address undergraduate (UG) Nursing students' expressed health and wellbeing needs. In the UK, they undertake a complex academic curriculum with clinical hours and assessments in various placements in a combined apprenticeship-style system with an UG Bachelor Degree (Middleton, 2018), having a longer academic year than other UG programmes. Within their clinical placements they work lengthy and demanding shift patterns and there is evidence that Nursing students experience higher levels of stress, anxiety and depression than their student peers on other UG programmes (Gurková and Zeleníková, 2017). The physical demands and mental challenges of placements, an extensive academic workload and managing life as a student make substantial demands of students.

**Aim(s) and/or research question(s)/research hypothesis(es):** To investigate and present the personal experiences of first year undergraduate Nursing students' perceptions of the influences on their health and wellbeing, as they undertake the undergraduate Nursing programme.

**Research methodology/research design, any ethical issues, and methods of data collection and analysis:** Student-compiled case studies are used as the basis for this study. The assessment for a year one academic module requires students to compile a case study which explores the influences on their own health and wellbeing. Ethical approval was obtained and students were invited to participate (n=100). Consent was gained and the data from the case studies was thematically analysed (Braun and Clark, 2006).

**Key findings and recommendations:** There were three dominant themes: juggling, finding balance and developing coping strategies. Nursing students indicated that they were forced to juggle multiple demands on their time, physical capacities, income and personal resources. They were constantly attempting to find balance and personal equilibrium, which

either challenged their coping strategies or led to the development of new coping strategies to support their emotional, mental and physical life in addition to the programme workload requirements. This work has implications for Nurse Education and curriculum development. In order to have, and retain, a healthy and resilient future nursing workforce, the profession, nursing regulators and educators must avoid placing unmanageable burdens on students. Nursing programmes should seek to support and improve student health and wellbeing whilst, meeting professional requirements.

**Three key points to indicate how your work contributes to knowledge development within the selected theme:**

1. Exploring the world of first year student nurses provides empathic insight to inform the development of undergraduate Bachelor Degrees in Nursing and Curriculum Design.
2. Contributes to a wider understanding of first year student nurses' health and wellbeing; thereby aiding the development of appropriate targeted support strategies.
3. Understanding the experiences of today's student nurses contributes towards the preparation of the future workforce.

**References:**

Braun, V. & Clarke, V. (2006) 'Using thematic analysis in psychology'. *Qualitative Research in Psychology*, 3, 77–101.

Gurková, E. & Zeleníková, R. (2018) 'Nursing students' perceived stress, coping strategies, health and supervisory approaches in clinical practice: A Slovak and Czech perspective.' *Nurse Education Today* 65, 4-10.

Middleton, C. (2018) 'Morale in nursing students: a priority for nurse retention.' *Journal Advanced Nursing*, 74(8),1740.

**Keywords:** Nursing Students, Undergraduate Curricula, Health and Wellbeing, Stress, Coping Strategies

**1Aii, 07:00 - 08:20, 1 September 2021**

**Research paper**

**Incivility from patients and family towards Nursing students**

Ian Ruddy Mambu and Dr Christine Louise Sommers, Pelita Harapan University

**Promotional abstract:** This session will describe the experience of Indonesian Nursing students regarding incivility from patients and family. Nursing students were asked the question "Have you ever experienced incivility by the patient and family and if yes please explain." Many students described the reason why they thought they experienced incivility and included being a student, no reason, and sexual harassment.

**Background, including underpinning literature and, wherever possible, the**

**international relevance of the research:** The success of Nursing students is influenced by the clinical learning environment (CLE) (Doyle *et al.*, 2017). In the hospital, Nursing students interact with employees and patients and their families. Policies within the hospital facility can minimise the incidence of incivility from employees towards Nursing students. However, it is difficult to prevent and manage incivility from patients and family members. According to Campana and Hammond (2015), nurses experience incivility from patients on a regular basis, resulting in nurses experiencing stress. Nurse managers and educators should help students anticipate and cope with incivility in the clinical setting.

**Aim(s) and/or research question(s)/research hypothesis(es):** The purpose of this presentation is to identify the incidence of incivility from patients and family towards Indonesian Baccalaureate Nursing students and to describe their experience regarding incivility within the clinical learning environment (CLE).

**Research methodology/research design, any ethical issues, and methods of data collection and analysis:** The Nursing students' descriptions of their experiences of incivility from patients and family was analysed using content analysis. Students in a Baccalaureate Nursing program in Indonesia were invited to participate in completing an electronic survey that included the open-ended question. Several (23%) of the Nursing students indicated they had experienced incivility. Each response was translated from Indonesian to English and the English translation was then reviewed with the Indonesian. Each translated English response was reviewed to identify codes. The responses and codes were reviewed and revised as needed. If any questions about the coding, the original Indonesian response was reviewed.

**Key findings and recommendations:** The following themes emerged from the content analysis of the responses from the Nursing students as they described their experience dealing with incivility from patients and family: students experienced incivility for no specific reason; students experienced incivility because they are a student; students experienced incivility because of their lack of abilities; and students experienced incivility as a type of sexual harassment. Specific examples will be shared. The findings of this study can improve understanding of incivility from patients and family towards Nursing students. An improved understanding of incivility among patients and family in Indonesia may assist hospital management, educators in the hospital and academic settings to design a safe learning environment that can prevent and/or manage incivility from patients and family towards nurses and Nursing students. Additional research is needed to better explore which policies and interventions could prevent or manage incivility from patients and families in the Indonesian context.

**Three key points to indicate how your work contributes to knowledge development within the selected theme:**

1. A program about managing incivility from patients and families within the educational institution may enable Nursing students to better respond and cope with incivility.
2. Indonesian culture may influence the incidence and perception of incivility from patients and families towards Nursing students.
3. Content analysis is a useful methodology in analysing a single open-ended question as part of a survey.

**References:**

Campana, K.L. & Hammoud, S. (2015) 'Incivility from patients and their families: Can organisational justice protect nurses from burnout?' *Journal of Nursing Management*, 23(6), 716–725. Available at <https://doi.org/10.1111/jonm.12201>

Doyle, K., Sainsbury, K., Cleary, S., Parkinson, L., Vindigni, D., McGrath, I. & Cruickshank M. (2017) 'Happy to help/happy to be here: Identifying components of successful clinical placements for undergraduate nursing students.' *Nurse Education Today*, 49, 27–32. Available at: <http://dx.doi.org/10.1016/j.nedt.2016.11.001>.

**Keywords:** Incivility, Nursing Student, Nursing Education, Patient, Family

1 Aiii, 07:00 - 08:20, 1 September 2021

Innovation paper

**Creating accessible education in Paediatric Physiotherapy**

Dr Jane Simmonds, University College London

**Promotional abstract:** The first two decades of life are characterised by rapid growth and significant changes in physical, social and psychological development and as such require physiotherapists to have specialised education to ensure optimal treatment. Worldwide, paediatric content in Pre-Registration Physiotherapy programmes is limited and therefore physiotherapists rely on post-qualification courses to upskill and prepare for working with children. This session will present the development, delivery and evaluation of an innovative, accessible continuing professional development course designed to meet the needs of physiotherapists across the globe.

**Background, context and evidence base for the innovation, including, where possible, its international relevance:** The first two decades of life are characterised by rapid growth and significant changes in physical, social and psychological development (WHO, 2007) and as such require physiotherapists to have specialised education to ensure optimal treatment. Worldwide, paediatric content in Pre-Registration Physiotherapy programmes is limited and therefore physiotherapists rely on post-qualification courses to upskill and prepare for working with children. However, there is a lack of accessible and affordable courses. Furthermore, while University College London is one of a few institutions to offer MSc Advanced Paediatric Physiotherapy programmes, many international applicants have insufficient foundation knowledge to enable them to succeed on the course.

**Aim/focus of the innovation:** To meet these needs, a team of physiotherapy educators at UCL obtained a grant with the aim of developing an accessible evidence-based Foundation course in Paediatric Physiotherapy for graduate physiotherapists wanting to work with children. The focus was on a course that participants could assess independently to suit their own lifestyle and geographical location and built in a modular system to optimise flexibility. A further aim was to facilitate an access route to Masters-level specialist education.

**Implementation of the innovation:** Using the UCLeXtend virtual learning platform (VLP), the team created an innovative self-paced evidence-based course comprising four modules which are delivered online using interactive learning tools H5P (Singleton & Carlton, 2020) and Articulate Storyline (Hadza *et al.*, 2020). Case-based interactive webinars are delivered on a regular basis for course participants to assist the application of knowledge to practice. The course was launched in January 2020 with a rolling intake. Students have access to modules for 16 weeks and are assessed by multiple choice tests. Additionally, students submit reflective statements about how the course has impacted their learning and practice before obtaining certificates.

**Methods used to assess the innovation:** Demographic metrics and frequency of course access were collected via the eXtend VLP and analysed using descriptive statistics. Thematic analysis was used to analyse the reflective pro-forma content. Course feedback and evaluation from participants was obtained via an online questionnaire. Closed questions were analysed with descriptive statistics and content analysis was used to analyse the open text questions.

**Key findings:** Since January 2020, 98 physiotherapists have enrolled on the course from 16 countries in five continents, Europe, North America, Australia, Asia and Africa. Seventy-two

students have completed modules and twenty-eight are ongoing. Course feedback has been very positive with more than 98% of students rating the modules as good to excellent. The interactive nature of the online resources promotes active learning and the resources are particularly well received. Key themes in the reflective statements include: use of the international classification of functioning to guide assessment and treatment; importance of communication; use of valid and reliable outcome measures; and application of evidence-based practice.

**Three key points to indicate how your work contributes to knowledge development within the selected theme:** This innovative, evidence-based, online, self-paced course has shown to be affordable and accessible to a world-wide cohort of physiotherapists. The interactive software has facilitated active learning and engagement. Reflective pro-formas have identified key areas of professional development. This approach to course delivery could be used in other areas of specialist healthcare practice to provide greater access.

#### **References:**

Hadza, C., Sesrita, A. & Suherman, I. (2020) 'Development of learning media based on articulate storyline'. *Indonesian Journal of Applied Research (IJAR)*, 1(2), 80-85. Available at: <https://doi.org/10.30997/ijar.v1i2.54>

Singleton, R. & Charlton, A. (2019) 'Creating H5P content for active learning.' *Pacific Journal of Technology Enhanced Learning*, 2(1), 13-14. Available at: <https://doi.org/10.24135/pjtel.v2i1.32>

World Health Organization (2007). International classification of functioning, disability and health: children and youth version: ICF-CY. World Health Organization. Available at: <https://apps.who.int/iris/handle/10665/43737>

**Keywords:** Accessible, Physiotherapy, Paediatric, Innovative, Education.