

NET2021 Conference

Live session full abstracts

Theme Session 1B

Key Challenges in Healthcare Education

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

Issues for debate paper

At the intersection of health and education: Addressing curricula, monitoring and resource challenges

Dr Susan Shaw and Karina Donaldson, Auckland University of Technology

Promotional abstract: Extensive anomalies and duplications occur when health profession regulators take a siloed approach to the accreditation and monitoring of health profession degrees. A nationwide analysis of the costs, duplications and overlap is presented to illustrate the considerable resource issues and educational considerations that could easily be addressed.

Key concepts to be addressed, including, where possible, the international relevance:

Key concepts include the context of regulating the practice of health professionals and the related accreditation and monitoring of educational programmes. This pattern of regulation of practice is emerging across the world and frequently includes overlap with existing educational approaches to the approval and monitoring of courses of study.

Aim(s)/focus: The aims of this session are:

- to present data summarising the costs involved in the accreditation and monitoring of health professional degrees across disciplines with national registration requirements for practitioners;
- to present analyses of duplication and overlap of criteria regulatory authorities use when accrediting and monitoring educational programmes; and
- to suggest a refined approach to the criteria and practices used to accredit and monitor health professional education degrees.

Evidence base and literature informing the arguments: Regulatory frameworks relating to health professional practice are generally developed on the basis of a perceived risk to the public and organised in relation to specific disciplines (Frenk *et al.*, 2010). It is common for them to include oversight of educational programmes and their siloed perspective can work against interprofessional learning (Elwood, 2013). Accreditation and monitoring requirements are complex and require significant resource (Frank *et al.*, 2012). Large faculties with many such programmes are able to analyse these issues in detail and make recommendations for change.

Issues for debate: Critiques of current approaches to programme accreditation and monitoring may be made from a number of perspectives including educational practice, resource considerations and administrative efficiency.

Three key points to indicate how your work contributes to knowledge development within the selected theme: Careful investigation and analysis of these issues from a large and diverse faculty provides insights into how the accreditation and monitoring of health professional education programmes could evolve to ensure high quality practice while avoiding unnecessary duplication of resources and further enabling interprofessional learning.

References:

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Frenk, J., Chen, L., Bhutta, Z.A., Cohen, J., Crisp, N., Evans, T., & Kistnasamy, B. (2010) 'Health professionals for a new century: transforming education to strengthen health systems in an interdependent world.' *The Lancet*, 376(9756), 1923-1958.

Keywords: Interprofessional Learning, Programme Accreditation, Educational Monitoring, Curriculum.

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

Research paper

Student transition to newly qualified practitioner: What more can Healthcare Education do to facilitate the transition?

Ruth Laws, University of East Anglia

Promotional abstract: Quality preceptor programmes can ensure the best start in a career for healthcare professionals by providing structured supervision and support. Such programmes are commonplace around the world to help students make the transition into the workplace. This session focuses on the results of a literature review exploring how two such programmes, Preceptorship and Flying Start NHS, have contributed to occupational therapists' transition from student to newly qualified practitioner in the United Kingdom, and the application to Health and Social Care more widely. It also considers how Healthcare Education can help maximise the facilitation of student transition into the workplace.

Background, including underpinning literature and, wherever possible, the international relevance of the research: The transition from student to newly qualified healthcare professional can be challenging (Tryssenaar & Perkins, 2001; Morley, Rugg & Drew, 2007). In the UK, Preceptorship and Flying Start NHS programmes aim to help this transition for newly qualified healthcare professionals through a period of structured transition and learning (Department of Health, 2010; NHS Education for Scotland, 2017; NHS Employers, 2020; Nursing and Midwifery Council, 2020). This research focuses on occupational therapists, to add to the existing extensive evidence base for nursing (Royal College of Nursing, 2020), applying the principles for healthcare professionals internationally.

Aim(s) and/or research question(s)/research hypothesis(es): The aims of this session are:

- to consider how Preceptorship and Flying Start NHS programmes have contributed to occupational therapists' transition from student to newly qualified practitioner;

- to consider how this relates to Health and Social Care careers and staff retention in a wider context;
- to think about how Healthcare Education may need to adapt to prepare students to make the most of what preceptorship type programmes can offer newly qualified practitioners; and
- to consider the application of the findings to all healthcare professionals internationally.

Research methodology/research design, any ethical issues, and methods of data

collection and analysis: A literature review of papers identified through inclusion/exclusion criteria from searches run on Medline – EBSCO, Ovid and PubMed, CINAHL and AMED. MeSH terms used were 'preceptorship', 'occupational therapy' and 'occupational therapists'. Furthermore, free text search terms were used to identify the maximum number of papers for consideration. Citation tracking and targeted searching further enhanced the search strategy. Meta-synthesis (Walshe & Downe, 2005) was used to identify themes and analyse and synthesise the literature. This interpretive approach sought to understand and explain themes as opposed to fitting them into pre-defined categories, therefore reducing the risk of bias.

Key findings and recommendations:

Anticipated key findings: The success of preceptorship depends on the engagement of the newly qualified professional. Preceptorship promotes professional identity and occupational adaptation. Preceptorship-style programmes can help newly qualified healthcare professionals develop emotional skills to help deal with demands of work, confidence in clinical skills and safe practice. Programmes such as Preceptorship and Flying Start NHS promote reflective practice. Adequate training and support for preceptors/facilitators is needed for successful programmes.

Anticipated recommendations: The contribution of Preceptorship and Flying Start NHS to the transition from student to newly qualified occupational therapist needs further research regarding the workplace setting and type of post (static or rotational) to offer the most meaningful recommendations for generalisability. In 2017, Flying Start NHS was revised (NHS Education for Scotland, 2017). This may affect the transferability of findings as no papers included consider Flying Start NHS after 2017. Therefore, further research and comparison is required to understand the contribution of Flying Start NHS to the transition from student to newly qualified practitioners. There is a need to increase diversity of study populations. We should explore how Healthcare Education internationally can best help the transition for students to link with preceptor-type packages.

Three key points to indicate how your work contributes to knowledge development

within the selected theme: This is the first synthesis of research relating to how Preceptorship and Flying Start NHS contributes toward the transition from student to newly qualified occupational therapist. Recommendations are for further research to increase understanding and consider how Healthcare Education internationally can help prepare students to progress onto preceptor packages to maximise their potential. Preceptorship should meet individual needs and there are no fixed rules regarding the design of a preceptorship programme (Department of Health, 2010), but there may be a need to standardise preceptorship programmes to offer newly qualified health professionals a consistent experience and provide equality of opportunity.

References:

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Keywords: Preceptorship, Occupational Therapy, Flying Start NHS, Newly Qualified, Transition.

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

Research paper

Authentic learning in healthcare: Challenges and opportunities

Paul Chesterton, Teesside University

Promotional abstract: COVID-19 has transformed the delivery of healthcare courses. The pandemic has presented key challenges to maintain standards of practical skill development and competence during the transition to integrated online delivery. This session will explore research from the field of Physiotherapy examining student competence upon graduation, student and faculty perceptions of online learning and implications for ongoing continuous professional development. The work has broader student online engagement considerations across the disciplines and wider sector. These strategies for online learning delivery, from both a student and academic perspective, will be explored, identifying mechanisms supporting transition to clinical practice.

Background, including underpinning literature and, wherever possible, the international relevance of the research: Physiotherapy pre-registration programs aim to equip graduates with clinical and non-clinical skills, knowledge and behaviours required to enter the profession. A body of research is presented to explore whether newly qualified UK physiotherapists perceive themselves as prepared for clinical practice. With the increase in use of digital learning during COVID-19, it is necessary to assess the effectiveness of emergency remote teaching on various stakeholders (Hodges *et al.*,2020). Student and faculty perceptions are essential regarding the advantages, limitations and recommendations for online learning through the lens of Healthcare Education beyond the United Kingdom.

Aim(s) and/or research question(s)/research hypothesis(es): Our research has investigated, through a qualitative cross-sectional questionnaire approach, seminal questions relating to physiotherapy pre-registration education: Do Physiotherapy students feel competent upon graduation against governing body standards? What are student and lecturer perceptions of online learning in an allied health discipline pre-registration course? How do current clinicians maintain continuous professional development and what does this mean for graduates?

Research methodology/research design, any ethical issues, and methods of data collection and analysis: Physiotherapy students, faculty, newly qualified and experienced clinicians completed cross-sectional surveys. Newly qualified graduates rated how their degree prepared them for practice against

1. Health Care Professionals Council proficiency standards, and
2. general clinical skills.

Current students and faculty were surveyed regarding digital learning reflections. Clinicians considered preferred methods of continuous professional development. Data was converted into proportions with lower and upper limits of the 95% confidence interval (Newcombe, 1998). Likert scales were treated as numeric variables with the mean and standard deviation (SD) calculated for combined responses (Hopkins, 2010). Thematic analysis reported patterns from open ended questions.

Key findings and recommendations: Students (n=365) overall perceived they were 'well' prepared for clinical practice (12 of out 15 standards). Skills including exercise prescription (Mean 2.42 ± SD 1.35), psychosocial skills (2.27 ± 1.23) and patient management (2.41 ± 1.12) were areas respondents felt they were 'not well' prepared for upon graduation. Current students (n=136) felt disadvantaged by online learning compared to face-to-face teaching (4.15 ± 1.01), feeling 'impartial' in relation to satisfaction with online learning approach (2.67 ± 1.13) and feeling supported by faculty (3.15 ± 1.19). A key factor behind this was the lack of opportunities to engage in online classes, which was perceived not to be the same as traditional face-to-face delivery (63%, CI 55 to 71). Only 55% of students believed academic staff had the necessary skills to deliver effective online content. Faculty members (63%) considered online delivery as inferior to face-to-face teaching. For experienced clinicians (n=408), the most common reason for treatment selection was based upon what was taught in initial training (20.5%, CI 95% 20 to 21), followed by practice-related courses or CPD events (12.7%, 12 to 13). Self-reflection was the most common form of CPD (n=404), followed by webinars and podcast/audio learning.

Three key points to indicate how your work contributes to knowledge development within the selected theme: The studies identified key outcomes and learning opportunities which have widespread reach across the Healthcare Education sector. This body of research has provided insight into healthcare online delivery, from both a student and academic perspective, highlighting opportunities for development and strategies to improve the learning experience. Experienced clinicians' identified treatment technique selection was heavily dependent on skills taught in initial training. This reaffirms the importance of high quality higher education pre-registration degrees. The session will ultimately investigate the mechanisms and authentic learning approaches required to support students' transition to practice.

References:

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Keywords: Physiotherapy Education, Professional Standards, Graduating Physiotherapy Students, Online Learning.

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

Poster+

European graduating Nursing students' satisfaction with Nursing Education

Minna Tuukkanen, University of Turku

Promotional abstract: In this poster, we will present results from the Professional Competence in Nursing research project, focusing on graduating Nursing students' satisfaction with their degree programmes in Finland, Germany, Iceland, Ireland, Lithuania and Spain. Graduating Nursing students' satisfaction seem to vary between the countries. Students are the most satisfied with their clinical placements and trainings but not so satisfied with theoretical studies. This presentation will stimulate discussion about the areas needing development in European Nursing Education.

Main focus/theme of, or issues addressed by, the poster: Nursing Education varies in Europe although the European Union defines a mutual framework for education. In earlier studies, graduating Nursing students' satisfaction with their degree programmes has varied. To support the further harmonisation of Nursing Education in Europe, further studies are warranted. In addition, it is important to pay attention to students' satisfaction because it is connected with students' competencies, such as critical thinking skills. The aim of this study was to describe the graduating Nursing students' satisfaction with their Nursing degree programmes in six European countries.

Research approaches and underlying evaluation: International cross-sectional design was used in this study. A total of 1,796 graduating Nursing students in Finland, Germany, Iceland, Ireland, Lithuania and Spain participated. Data were collected via structured questionnaire including three questions about satisfaction with education. Questions were scored using a Likert scale (1=very unsatisfied – 4=very satisfied). The data were analysed statistically. This study was a part of Professional Competence in Nursing research project.

Implications for healthcare education: On average, graduating Nursing students were quite satisfied with their degree programmes. Students were especially satisfied with their

clinical placements and training but were less satisfied with theoretical studies. Icelandic and Spanish Nursing students were most satisfied with their degree programs and Finnish students were the most critical. The difference between the countries was statistically significant. As a practical implication, theoretical studies should be critically evaluated. Further research is also needed on the connection between satisfaction and students' competence as an outcome of education because students will graduate to work in the common European labour market.

References:

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Keywords: Graduating, Nursing Student, Nursing Education, Satisfaction.