

NET2021 Conference

Live session full abstracts

Theme Session 2B

Learning, teaching and assessment strategies

2Bi, 10:30 - 12:20, 1 September 2021

Research paper

Teaching and assessment strategies: Utility of human actors (OOF) in clinical reasoning and skills development in LD and MH students

Dr Sally Arrey, Dr Ruth Elliott and Sheena Hiller, University of Huddersfield

Promotional abstract: Students are commonly exposed to realistic, clinically focused learning approaches by using medium and high-fidelity patient simulators (Yuan *et al.*, 2012). However, these patient simulators are still unable to replicate realistic learning disability or mental health experiences for students. As a result, role-play performances may help as an effective substitute for, and supplement to, simulation technology in order to enhance clinical reasoning and skills development. They provide low-risk opportunities to practice clinical skills and develop future clinical judgement for Learning Disability and Mental Health students. This study evaluated students and academics' experience of clinical reasoning and skills development following their participation in sessions with actors.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Clinical reasoning and skills development and their use in Healthcare has developed over the past decade (Dang & Dearholt, 2017). Whilst simulation in Nursing generally is not new, following the new NMC standards for Nurse Education (2018) there is now a greater emphasis on its use. Students are commonly exposed to realistic, clinically focused learning approaches by using medium and high-fidelity patient simulators (Yuan *et al.*, 2012). However, these patient simulators are still unable to replicate realistic learning disability or mental health experiences for students. Therefore, role-play performances may help as an effective substitute for, and supplement to, simulation technology in order to enhance clinical reasoning and skills development.

Aim(s) and/or research question(s)/research hypothesis(es): The aim of this initiative is to improve student confidence in clinical reasoning and skills development. The objectives are:

1. Students will participate in all scheduled sessions facilitated by the Out of Character Theatre Group;
2. Following participation in the sessions, students will complete a questionnaire with a free text availability for any qualitative data the student may wish to include;
3. To critically explore the experience of students who participated in clinical skills sessions facilitated by Out of Character Theatre group; and
4. To evaluate Learning Disability and Mental Health student nurses' perceived confidence in clinical reasoning and skills development within Nursing classrooms.

Research methodology/research design, any ethical issues, and methods of data collection and analysis: Qualitative approaches were used, including a questionnaire with free text to collect data from second and third year Learning Disability and Mental Health Nursing students. Additionally, data was collected using a semi-structured focus group with the academics who were involved with this new approach to teaching, learning and assessment strategies. Ethical approval was obtained from the University of Huddersfield Ethics Board (SREP). Sampling was purposive and the inclusion criteria was second and third year Learning Disability and Mental Health Nursing students. Students who did not attend all their scheduled skills sessions were excluded. Thematic analysis was used to analyse the data.

Key findings and recommendations: The study was facilitated by Dr Sally Arrey and Dr Ruth Elliott and the Learning Disability and Mental Health Nursing academic teams who are based at the University of Huddersfield. Qualitative comments from the students suggested that although many found the process initially anxiety-provoking, they went on to enjoy participating and found the process helped with building their confidence, clinically relevant skills and reflection skills. The success of this teaching and learning strategy demonstrated the value of low-fidelity simulation, particularly skills which rely predominantly on communication. Academics who were involved with this new approach to teaching, learning and assessment strategies commented that the teaching and learning strategy allowed for enhanced triangulation of students' assessment and feedback as students received feedback from the actor, the lecturer and peers. Our results also showed that these strategies were valuable to all healthcare workers and we are negotiating shared teaching across the interprofessional courses.

Three key points to indicate how your work contributes to knowledge development within the selected theme: This is an innovative approach to teaching, learning and assessment strategies for skills which rely predominantly on communication. The teaching and learning strategy allowed for enhanced triangulation of students' assessment and feedback as students received feedback from the actor, the lecturer and peers. These strategies were valuable to all healthcare workers and would be useful for shared teaching across interprofessional courses.

References:

Bland, A.J., Topping, A., & Wood, B (2011) 'A concept analysis of simulation as a learning strategy in the education of undergraduate nursing students.' *Nurse Education Today*, 31 (2011) 664-670.

Dang, D. & Dearholt, S.L. (2018) Johns Hopkins Nursing Evidence-Based Practice: Model and Guidelines.

Nursing and Midwifery Council (2018) Standard of Proficiency for Nursing Associates. Available at: www.nmc.org.uk.

Yuan H.B., Williams, B.A. & Fang J.B. (2011) 'The contribution of high-fidelity simulation to nursing students' confidence and competence: a systematic review.' *International Nursing Review*, 59, 26–33.

Keywords: Learning Disability, Mental Health, Simulation, Teaching Strategies, Learning Strategies.

2Bii, 10:30 - 12:20, 1 September 2021

Innovation paper

Using posters to assess undergraduate student nurses' understanding of Public Health issues

Dr David Hunter, University of Glasgow

Promotional abstract: This session will explore how we have used posters to assess undergraduate student nurses' understanding of Public Health issues. We will discuss the rationale behind our move from an exam question to an individual poster and explore how successful this change to curriculum has been. This will include presenting feedback from the students and providing our insights as academics.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Traditionally, the assessment of Public Health has taken the form of an unseen exam question, as part of a wider Nursing exam. In 2020, the assessment of students' knowledge and understanding of Public Health issues was changed to individual posters. Posters have been used as a means of assessment in Nurse Education for more than 25 years as they help students develop communication skills, involve students in the assessment process and encourage them to research a topic thoroughly (McMullen, 2018). However, published literature around the use of posters in this manner appears limited, with many articles dating from the 1990s.

Aim/focus of the innovation: The assessment was designed to allow students flexibility. Following a week of classes covering a wide range of Public Health issues, students could choose any Public Health issue they liked as the focus of their poster. This was linked to a course learning outcome which states that students should be able to discuss the relevance of Public Health issues to nursing practice in all clinical settings.

Implementation of the innovation: Students were provided with assessment guidelines which detailed the key components of the poster. These included: a clear identification of a Public Health issue and why it is appropriate to explore; consideration of relevance by linking to key policies or priorities; consideration of collaborators to make the proposed intervention a success; implications for wider nursing practice; use of supporting literature; and clarity of the message. Posters were designed electronically and uploaded to Moodle (the virtual learning environment) for marking.

Methods used to assess the innovation: Feedback from students will be gathered in spring 2020 once the posters have been marked, confirmed by the external examiner and the students have been able to review their performance.

Key findings: We will be able to draw together findings once the posters have been marked.

Three key points to indicate how your work contributes to knowledge development within the selected theme: We will provide recommendations based upon our experience once the posters have been marked and feedback from students have been gathered. It is our intention to have the best posters printed for display at an annual lecture in October which all of our undergraduate students attend.

References:

McMullen, J. (2018) 'An action inquiry to develop a marking guide for poster presentations

by undergraduate nursing students.' *International Journal of Innovative Research in Medical Science (IJIRMS)*, 3(8), 2133-2141.

Keywords: Undergraduate Student Nurses, Assessment, Public Health, Posters.

2Biii, 10:30 - 12:20, 1 September 2021

Innovation paper

Involving student nurses in their assessment: The use of a combination of a group and peer assessment strategy

Niki Simbani, Keele University

Promotional abstract: This innovation focused on involving student nurses in their assessment, using a combination of a group and peer assessment strategy in Pre-Registration Nurse Education.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Nurse Education relies on traditional assessment strategies, however, creative approaches to assessment can enhance student learning (Mackintosh-Franklin, 2016). A combination of group and peer assessment can be successfully implemented in Nursing institutions. However, group assessment is a contentious pedagogical approach among Nurse Educators and Nursing students (Cory, 2018; Smith & Rogers, 2014). For most Nursing students, a lack of equity in effort towards group assessment is common. However, for Nurse Educators, group assessment can bring anxiety and apprehension.

Aim/focus of the innovation: This paper will present the benefits of using a group and peer assessment strategy in Nurse Education.

Implementation of the innovation: A group presentation assessment was introduced to second year undergraduate Nursing students in a United Kingdom university. Nursing students were divided into smaller groups of six in preparation for a group presentation assessment. The allocation of groups was done on the first week of the module. Timetabled sessions were allocated for the group assessment, allowing time for planning and practice. A total of 90 % was allocated towards the overall grade for the group assessment while 10% was obtained from peer assessment. A five-item criteria for peer assessment was shared with the students. This allowed them to assess each other's contribution to the group assessment while the tutors assessed them on the achievement of the assessment learning outcomes.

Methods used to assess the innovation: An evaluative question asked at the end of each group presentation revealed several benefits of using this assessment strategy.

Key findings: Most groups acknowledged their apprehension of using this type of assessment. However, the following themes emerged: opportunity to work as a team; improved cohesion within the Nursing students from different fields of nursing; improved communication skills, organisation skills and support for each other. Through this assessment, learning outcomes for the assessments were achieved and essential nursing skills were enhanced.

Three key points to indicate how your work contributes to knowledge development within the selected theme: Involving Nursing students in their assessment can empower

them and improve the student-centred approach to learning. It can assist students to practice being accountable professionals (NMC, 2015). It can enhance skills needed for assessment, planning and delivery of care in nursing practice.

References:

Cory, S.R. (2018) 'Development of a group work assessment pedagogy using constructive alignment theory.' *Nurse Education Today*, 61, 49-53.

Mackintosh-Franklin, C. (2016) 'Pedagogical principles underpinning undergraduate nurse education in the UK: a review.' *Nurse Education Today*, 40, 118-122.

Nursing and Midwifery Council (2015) *The Code: Professional standards of practice and behaviour for nurses and midwives*. NMC: London.

Smith, M. & Rogers, J. (2014) 'Understanding nursing students' perspectives on the grading of group work assessments'. *Nurse Education in Practice*, 14(2), 112-116.

Keywords: Group Presentation, Group Assessment, Peer Assessment, Undergraduate Nursing.

2Biv, 10:30 - 12:20, 1 September 2021

Innovation paper

Co-Creation: Empowering student engagement in the assessment process - a pilot study

Emma Pope, Cardiff University

Promotional abstract: Co-creation of teaching and learning is a growing field in higher education but the inclusion of students in the co-creation of assessment material remains slightly controversial. This session will outline how co-creation of assessment material has been undertaken using a whole-class format, within a Level 6 module of the BSc (Hons) Radiotherapy & Oncology Programme at Cardiff University. It will highlight the benefits and potential pitfalls involved with this type of staff-student partnership and provide an opening for discussion around co-creation within assessment.

Background, context and evidence base for the innovation, including, where possible, its international relevance: Changes in the higher education landscape have seen a growing drive to improve student experience (Dollinger *et al.*, 2018), encouraging student engagement in the curriculum (Bergmark & Westman, 2016), and helping to move students from passive consumers to active learners (Bovill *et al.*, 2016). Co-creation within assessment has raised concerns amongst academics (Cook-Sather *et al.*, 2014), but Deeley and Bovill (2017) and Doyle *et al.* (2019) have provided evidence of assessment co-creation. This session describes the co-creation of both an assignment title and marking criteria within a Level 6 module of the BSc (Hons) Radiotherapy & Oncology Programme at Cardiff University.

Aim/focus of the innovation: The aim of the innovation was to help students develop a greater understanding of the assessment process, whilst giving them the opportunity to be active rather than passive participants in the assessment process. It was important that this was a whole-class activity as the staff team were mindful of the potential to create a community group which encompassed and recognised the value and input of all involved. Inviting the whole class to be involved allowed all members to develop a sense of shared ownership over the resulting assessment.

Implementation of the innovation: Students enrolled on the Level 6 Integrated Radiotherapy Practice III module at Cardiff University explored the psycho-social impact of working in the field of cancer on themselves and professional staff. To help them develop resilience we introduced a session based around using art to make sense of their experiences. To further develop this, the team worked with the whole class to co-create an assignment title and marking criteria (within the context of a standard rubric) linked to the art workshop experience.

Methods used to assess the innovation: The co-creation project was assessed using both immediate feedback from the whole class and followed up by a short questionnaire several weeks later. The question facility on Mentimeter was used to provide an immediate perspective of how the whole class felt about the experience. The questionnaires allowed the team to determine if the initial enthusiasm about the assessment task was maintained.

Key findings: Initial student responses to being part of the co-creation of assessment material were very positive. They felt that being involved in the process of deciding an assessment title gave them a 'greater understanding of the content of the assignment'. The students valued the 'immersive' nature of co-creation and the fact that they needed to 'collaborate and compromise' which they linked to working clinically as professional therapeutic radiographers. Following the experience, the students had a greater awareness of how assignments are designed, and the complexities involved in this area of the curriculum.

Three key points to indicate how your work contributes to knowledge development within the selected theme: This paper adds to the body of evidence that demonstrates the benefits of co-creating assessment material with students. Co-creation of assessment material can be a daunting task for both staff and students, so sharing ideas and concepts can help to open up further debate and discussion in this growing field. There is currently little, or no, evidence specifically linked to the sphere of Therapeutic Radiography which explores this concept and therefore this paper starts the debate in a new area of higher education. This paper offers an insight into the student perspective of co-creation of assessment material.

References:

- Bergmark, U. & Westman, S. (2016) 'Co-creating curriculum in higher education: promoting democratic values and a multidimensional view on learning.' *International Journal for Academic Development* 21(1), 28-40.
- Bovill, C., Cook-Sather, A., Felten, P., Millard, L. & Moore-Cherry, N. (2016) 'Addressing Potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships.' *Higher Education* 71(2), 198-208.
- Cook-Sather, A., Bovill, C. & Felten, P. (2014) *Engaging students as partners in Learning and Teaching in Higher Education: A Guide for Faculty*. San Francisco: Jossey Bass.
- Deeley, S. J. & Bovill, C. (2017) 'Staff Student Partnership in Assessment: Enhancing Assessment Literacy Through Democratic Practices.' *Assessment & Evaluation in Higher Education*, 42(3), 463-477.
- Dollinger, M., Lodge, J.M. & Coates, H. (2018) 'Co-creation in higher education: towards a conceptual model.' *Journal of Marketing for Higher Education*, 28(2), 210-231.

Doyle, E, Buckley, P. & Whelan, J. (2019) 'Assessment co-creation: an exploratory analysis of opportunities and challenges based on student and instructor perspectives.' *Teaching in Higher Education*, 24(6), 739-754.

Keywords: Co-creation, Higher Education, Assessment, Student Perspectives.

2Bv, 1 September 2021, 10:30 - 12:20

Poster+

An investigation of reflective capabilities of Physiotherapy students within the undergraduate programme

Amanda Deaves, University of Liverpool

Promotional abstract: This research aims to evaluate students' reflective capabilities at different time points within the undergraduate Physiotherapy programme. Becoming a reflective practitioner has been highlighted by the Chartered Society for Physiotherapists (CSP) and Health and Care Professions Council (HCPC) as an essential skill. Reflective practice is a crucial element of competent practice and is embedded within the undergraduate programme. By assessing the students' reflective capacity at different time points during their training it may be possible to review any changes or development of these reflective constructs. Therefore, providing an overview of the students reflective capabilities and could inform teaching practices.

Main focus/theme of, or issues addressed by, the poster: As reflective practice is a key attribute of a competent healthcare professional it is essential that activities that promote reflection are embedded in Healthcare Education. Within the undergraduate Physiotherapy clinical programme, reflective practice is central to the fulfilment of professional competencies and is therefore embedded within the Physiotherapy curriculum across all three years of training. The curriculum supports the development of this proficiency via the teaching/learning activities and the progression of the learning outcomes as the student advances through the programme towards graduation and employment.

Research approaches and underlying evaluation: Valid measures to assess outcomes of reflective practice are scarce and often do not review the scope of reflective capacities within the individual. However, recent research by Priddis and Rogers (2018) has developed an instrument that includes 10 sub-scales. By using this validated questionnaire, it is suggested that the Physiotherapy students' reflective capacities can be evaluated during their undergraduate programme. This research uses an analytical observational cross-sectional design using the convenience sample of Physiotherapy students within the University of Liverpool. With the purpose of answering the following question; Does the reflective capabilities of the student physiotherapist improve during their undergraduate experience?

Implications for healthcare education: The ability to become an effective reflective practitioner is essential in modern health (Miraglia & Asselin, 2015). Participating within reflective practice has the potential to decrease burnout/dissatisfaction and improve attitudes, beliefs, values and assumptions (Nguyen *et al.*, 2014). The information received by evaluating the reflective capacities of the undergraduate students will inform teaching practice, thus increasing the awareness of educational approaches that impact on the development of reflection. Not only will this enhance the student's progression towards a reflective practitioner, it will also provide healthcare professionals with psycho-social self-efficacy for the work environment.

References:

CSP (2019) CSP encourages members to engage with statement supporting 'reflective practice'. Blog. Available at: <https://www.csp.org.uk/news/2019-06-24-csp-encourages-members-engage-statement-supporting-reflective-practice>

HPCP (2019) Benefits of becoming a reflective practitioner. Available at: <https://www.hcpc-uk.org/globalassets/news-and-events/benefits-of-becoming-a-reflective-practitioner---joint-statement-2019.pdf>

Miraglia, R. & Asselin, M.E. (2015) 'Reflection as an educational strategy in nursing professional development: An integrative review.' *Journal for Nurses in Professional Development*, 31, 62–72.

Nguyen, Q.D., Fernandez, N., Karsenti, T. & Charlin, B. (2014) 'What is reflection? A conceptual analysis of major definitions and a proposal of a five-component model.' *Medical Education*, 48, 1176–1189.

Priddis L. & Rogers S. (2018) 'Development of the reflective practice questionnaire: preliminary findings.' *Reflective Practice*, 19(1), 89-104.

Keywords: Reflection, Reflective Capacities, Students, Education.